

CHAPTER I

PURPOSE AND OBJECTIVES OF SK649 ADVANCED FIELD EDUCATION

The purpose of the Aboriginal Field of Study Field Education Manual is to provide information to students and practice sites regarding the:

- a) general philosophy and objectives of the MSW Aboriginal Field of Study program
- b) specific goals, objectives, roles, structures, practices and procedures of the placement component of the MSW Aboriginal Field of Study program

Mission Statement of the Aboriginal Field of Study

The Aboriginal Field of Study (AFS) is committed to cultivating integrated and wholistic healing social work practices rooted in culturally relevant Indigenous epistemologies and worldviews.¹ It promotes Indigenous based practices that heal, restore, and transform relationships and inter-relationships.

Purpose of Advanced Field Education

The purpose of the placement is to educate students in the practice of social work which is Indigenous traditional knowledge based and which strives to be wholistic and to facilitate healing. This purpose will be achieved through provision of a graduate program leading to the MSW degree. It is understood that all graduates will also acquire basic competence in research sufficient to enable them to function in their practice as knowledgeable consumers and producers of social work research.

Objectives of Advanced Field Education

1. To provide students with placements that engage in wholistic healing practice, have wholistic healing practice as a desired component of their agency, or may want to develop a wholistic healing practice as an element of their agency work.
2. To provide students with practice-based feedback which is wholistic in nature and addresses the student's own spiritual-emotional-mental-physical make-up as well as an understanding of their own spirit, nature, intellect and character as reflected in their practice of social work.
3. To provide where applicable the foundations of wholistic healing practice to agencies and settings that do not presently have this focus in their service, as well as to build relationships with agencies and human services which have an Aboriginal clientele.

¹ Indigenous worldview means the values, beliefs, and ways of living rooted in a relational view of people in creation. It is a way of being in which people strive, as much as possible, to live in a “good way”.

CHAPTER II

PARTICIPANTS IN ABORIGINAL FIELD OF STUDY SK649 ADVANCED FIELD EDUCATION

The key participants in the Aboriginal Field of Study placement and their respective responsibilities are as follows:

- Participant 1: The Field Instructor/Supervisor
- Participant 2: The Student
- Participant 3: The Elder and Aboriginal Field of Study Faculty
- Participant 4: The Ceremonies and Medicines

Participant 1: The Field Instructor/Supervisor

- a) To provide a commitment to the basic curriculum objectives of the Faculty of Social Work and the Aboriginal Field of Study program.
- b) To focus the practice experience on the learning needs of the student. The field instructor/supervisor should set the pace of the placement rather than agency or client need.
- c) In collaboration with the Aboriginal Field of Study (AFS) faculty and Elder, to initiate the wholistic evaluation of the student, to engage a reflexive process of consideration of this wholistic understanding within the student, and to enable a reflective demonstration of this understanding and ability in the context of the student's social work practice.
- d) To assist the student to identify concepts and integrate theory into practice. Placement instruction is a progressive knowledge and skill building process moving from relatively straightforward assignments to more complex ones.
- e) To meet the needs of wholistic analysis and wholistic development within human contexts by providing the necessary range of learning opportunities to meet the Aboriginal Field of Study's generic placement goals either through assignments within the placement setting or satellite projects in the community.
- f) To encourage development of the student's wholistic self-awareness through a relationship which is an open and direct transaction permitting the formulation of placement goals, optimum sharing and evaluation of student performance.
- g) To create an environment in the workplace for the engagement of wholistic healing processes such as Circle process, smudging, drumming, traditional counselling, healing ceremonies, and other forms of cultural expression such as presence and use of Elders.

Participant 2: The Student

- a) The students will actively engage in the placement development process and be responsible for bringing to their placement the wholistic healing approach.
- b) The students will provide their placement instructors and agencies with opportunities to learn from them the fundamentals of this indigenous approach.
- c) The students will be committed to the use of the wholistic healing approach within the context of their work and in every aspect of their work.
- d) The student will demonstrate a practice which is rooted in the traditional values, principles and teachings of their tribe, their First Nation, and the community as they engage the people, communities, research, and policies with which they work.
- e) The student will behave respectfully in their placement, and should issues arise, seek to resolve them in a healing manner.
- f) The student will conduct themselves professionally: be on time, communicate their activities and whereabouts, dress accordingly and adhere to agency codes of conduct.

Participant 3: The Elder and Aboriginal Field of Study Faculty

- a) To establish criteria for selection of placement settings which ensure a quality field education program.
- b) To provide the Field Education instructors with a clear understanding of the Aboriginal Field of Study curriculum, objectives, and the theory base which is taught in the classroom.
- c) To establish minimum placement goals and to develop criteria for the wholistic healing evaluation of field placement students.
- d) To participate in courses and seminars for Field Education instructors to assist them to improve teaching and evaluation skills.
- e) To initiate and maintain contact with Field Education instructors and students via the faculty field advising function.

Participant 4: The Ceremonies and Medicines (Presence of the Creator)

The ceremonies and medicines are essential elements of Indigenous epistemological process and represent our relational connection to the Creation and the Creator. The ceremonies and medicines serve to keep creation strong for all people on the earth and in relation to the universe.

- a) Students will demonstrate the use of the ceremonies and medicines in the context of their interventions with people and agencies.
- b) Students will articulate the use of ceremonies and medicines in the practice of social work and provide opportunities for those they work with to learn about these elements and to engage in their personal use of them outside of their social work intervention.
- c) The AFS faculty and Elder will enable and facilitate the use of ceremonies and medicines in field placement settings.
- d) The AFS faculty and Elder will enable and facilitate the understanding of the use ceremonies and medicines by the people students work with in their practice.

CHAPTER III

THE PRACTICUM PLANNING PROCESS

The placement planning process is a collaborative effort between the Aboriginal Field of Study Field Education coordinator, the student, the potential placement site, and where possible, the Aboriginal community. The planning process utilizes a facilitative and consultative approach, and includes the protocols for engagement with Aboriginal communities that reflect other contexts where such protocols are used (i.e., research and community development).

Standards for Approval of Practicum Agencies

Placement settings will be selected by the Aboriginal Field of Study Elder and Faculty, and where appropriate community members, based on the following standards:

- a) Clarity and appropriateness of agency purpose and function in relation to the wholistic healing approach.
- b) The possibility of a rewarding field placement experience for a student.
- c) Commitment to the goals and objectives of the Indigenous tradition-based wholistic healing approach, whether they actively follow this approach at present or not.
- d) A commitment within their goals and objectives to cultivate social work values.
- e) A primary mandate to engage human and social issues for the community in which they are located, or the capacity to engage social policy and research issues relevant to the populations they serve.
- f) Ability to provide an opportunity to use Circle process, traditional medicines and ceremonies, and to continue their cultural growth and development.
- g) Evidence of a willingness to be innovative and flexible in service delivery.
- h) Adequate office space to accommodate students and sufficient equipment and support services to assure maximum efficiency in the preparation of reports and records by placement students.

Aboriginal Field of Study Field Education Learning Goals

Goal 1: Practicing from a wholistic healing perspective and knowledge base.

- a) Within a reflexive process consider Indigenous knowledge and processes within the placement setting.
- b) Consider reflexively and then apply social work concepts and principles regarding diversity and oppression within the field placement.
- c) Consider reflexively and apply processes of social work practice which result in a wholistic healing approach including the use of medicines and ceremonies.
- d) Apply social work theory regarding human development and behaviour, organizational behaviour, helping relationships and systems/ecological perspectives.

Goal 2: Developing a professional self within the wholistic healing framework and consistent with social work values, ethics, and principles.

- a) Developing a non-judgemental practice guided by the Canadian Social Work Code of Ethics, the Ontario Standards of Practice, and the Ontario Human Rights Code (i.e., Section 5 which includes race, ethnic origin, class, gender, creed, heritage, sexual orientation, age, mental and physical ability, record of offences and family status).
- b) Enhancing self-reflection skills and raising self-awareness.
- c) Employing differential use of self
- d) Taking initiative to use teachings, Circle processes, medicines, drums, and ceremony.
- e) Helping communities to engage in visioning by building collaboration and teamwork between the social worker and the community in an effort to achieve kinship.
- f) Advocacy, which is viewed as standing up for what you know to be true, determine to be true within other people's lives, and what is good for the people you work with in striving for their own vision of life.
- g) Being good for Creation.
- h) Demonstrating sensitivity to personal and professional boundaries (i.e., "It's not about you").
- i) Demonstrating sensitivity to the placement site's political and relational realities.

Goal 3: Engaging in and maintaining social work relationships.

- a) Engaging in and maintaining wholistic healing relationships by:
 - Using trust building skills.
 - Focusing on strengths.
 - Responding helpfully to feelings and needs including expressions of resistance and ambivalence, reactions to power and authority issues, dependency, conflict, loss and difference.
 - Respecting personal and professional boundaries.
 - Negotiating social systems and visioning wholistic healing outcomes.
 - Advocating with and for clients/consumers/communities, positive social policy development, and empowering research practice.
 - Becoming familiar with the history, development, context and mandates of autonomous, Indigenous self-governing structures.
- b) Learning effectively from reciprocal teaching /learning relationships with the instructor(s) and others.

Goal 4: Implementing of a wholistic healing approach.

- a) Work with the placement supervisor to deconstruct the nature of the life challenges faced by the people they work with, both personal and structural, as well as the impact of historical influences. Then to create a vision for where the work they engage is taking the person on their healing journey and to determine interventions based on the student's ability.
- b) Apply interventions utilizing the following skills: empathy, active listening, support, empowering, focusing, tuning into non-verbal communication, problem solving, effective use of resources, referral, advocacy, negotiating, consulting, mediating, facilitating, motivating, networking, use of tradition-based processes.
- c) Use the strength of the relationship(s) purposefully to facilitate change and development.
- d) Be aware and flexible regarding the need to modify the interventions as situations change.

Goal 5: Documenting

- a) Document practice in compliance with agency/placement setting requirements i.e., assessments, process notes, reports, proposals, correspondence, and case recording.
- b) Describe clearly and concisely the process, progress and outcomes of practice.
- c) Respect confidentiality and legal implications.
- d) Complete required written work in a competent, timely and organized manner.

CHAPTER IV

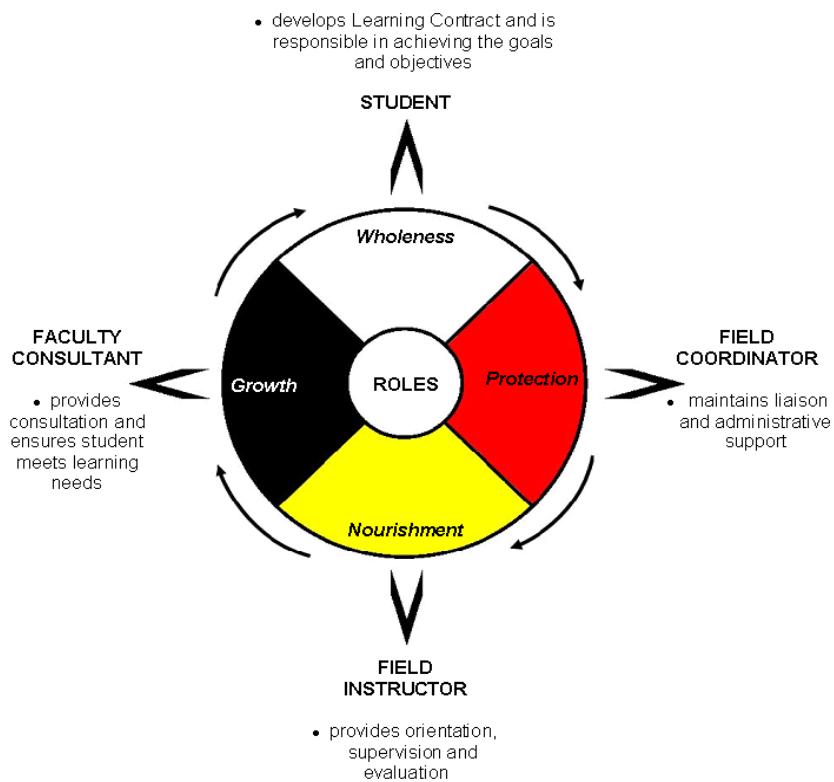
FIELD EDUCATION INSTRUCTION

Introduction

The role of the Field Education instructor in the education of social workers is crucial. Often serving in a gate keeping capacity, the Field Education instructor attempts to teach complex skills, model professional behaviours, and facilitate the growth and development of values and ethics in the student. In the achievement of a holistic healing practice, both the instructor and the agency provide the necessary resources for the AFS student to engage in a holistic healing practice. Most importantly, a spirit to enable the emergence and expression of such a form of practice is required as opposed to a demonstrated skill and history within the agency of engaging in this form of practice.

The AFS seeks out practice contexts which are diverse and geared to facilitating the holistic healing form of social work practice. A broad range of settings is considered for placement provision, and the potential of a placement to provide an innovative learning context will be sought out. Conventional agency-based placements will not be the sole context for the placement. It is expected that Field Education instructors would benefit greatly by attending meetings or training sessions for holistic field placements.

The following holistic representation of the desired placement roles was provided by the Native Human Services Programme at Laurentian University. It enables us to visualize how the roles of participants in the placement are complementary and necessary for a good outcome.



Appointment of Field Education Instructors

Field education instructors are well qualified social/human service workers employed by placement teaching centres. The field education instructor will be an individual who is well versed and articulate in, or committed to, the wholistic healing approach which is rooted in Indigenous knowledge. They are expected to have a substantial work experience and at least one year of employment in the agency. It is also hoped that they will make every effort to participate in the orientation session provided by the Aboriginal Field of Study.

Field education instructors are selected because of their competence and ability to assist social work students to integrate theory and practice. To be approved as a field education instructor, the agency administrator must be in support of the student education program and willing to provide the necessary time to permit the field education instructor to undertake this responsibility.

Faculty-based field education instructors will be selected and approved by the agencies and the Faculty in collaboration.

Accountability

The field education instructor is fully accountable to the administrator of the agency, or to supervisory personnel assigned by the administrator.

The evaluation of the field education instructor's performance is the responsibility of both the Aboriginal Field of Study and the agency. The agency-employed field education instructor will follow the general practice of the agency and its conditions of employment, respectful of any right of the University to terminate his/her teaching responsibility. The university-employed field education instructor will be under the same regulations and agreement as that of the university teaching staff.

Responsibility

Regarding faculty relationships and educational components:

- To collaborate with the AFS faculty with regard to educational content and educational methods in functioning as a teaching supervisor.
- To collaborate with the AFS faculty and its placement representatives in determining the kinds of assignments to be selected for student practice, the size of the students' practice load, and the diversity of student practice loads.
- To conduct a regularly scheduled conference weekly with each student and to be available for unscheduled conferences as needed within the available time.
- To submit midterm and final evaluation reports as required by the university.

Regarding field placement operations:

- To attend staff meetings and to prepare such reports as 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 the students in the placement setting with regard to professional practice and to prepare such statistical and other reports as may be required of other supervisory personnel in the placement setting. In the supervision of student practice, the field education instructor carries the same status and responsibility as any other supervisor in the service setting. 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 placement 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.

Regarding students:

- Field education instructors are expected to devote at most two-three hours a week supervision time of which a minimum of one hour should be a regularly scheduled, weekly individual conference..
- If group supervision is planned, time for this should be additional to the one and one-half hours per week in individual sessions.
- Field education instructors require time to read student records, listen to tapes, observe interviews and prepare evaluation reports for the university.

The major responsibilities of the field education instructor include the following:

- To receive and orient students to the placement site.
- To become familiar with the educational philosophy and curriculum of the AFS.
- To develop a learning plan with the student.
- To plan and provide practice assignments based on the student's learning goals .
- To schedule placement supervision conferences on a regular basis, a minimum of one and one-half hours per week in individual sessions. Audio/video-taping and/or live observation may be used while the student engages in counselling sessions for practice feedback purposes. These recordings will not be retained by the agency after the placement is completed.
- To allow the necessary time for student participation in concurrent courses offered during the practicum period.
- To make use of field education advisors as appropriate.
- To complete student evaluation reports twice during the placement period, at mid-term (week 14) and at the completion of the placement (week 29) based upon the goals and objectives articulated in the student's learning plan. Evaluation guidelines are available to both the field education instructor and student to facilitate planning for an evaluation conference.

It is recommended that the field education instructor carry a reduced workload to reflect the increased time required for teaching and supervision. This can be achieved in several ways, but the most common approach is to assign cases/projects normally carried by the field education 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 placement instruction.

Recognition of Field Education Instructors

Experienced instructors receive special recognition via an official title. Those instructors who have completed two successive placements will be titled Assistant Field Education Professor (Part-time). Those instructors who have completed ten or more placements and who have made special contributions to the field education program at Wilfrid Laurier University are invited by the MSW Field Education Coordinator to apply by letter for the title Associate Field Education Professor (Part-time) (*Approved by Faculty of Social Work Divisional Council, 1998*).

Orientation and Training

Training opportunities are provided for field education instructors each year. An orientation session is provided to AFS field education instructors and students at the beginning of the placement (January). Seminars are held throughout the placement period (January-June) to facilitate holistic evaluation of students' progress and learning. Periodic workshop activity involving all field education instructors is offered by the Faculty of Social Work, annually or as frequently as time, staff and funds permit.

Faculty Status and Privileges

Field education instructors are provided library privileges and membership in Laurier's Athletic Complex at the rate paid by faculty and staff. Those who are on campus regularly are eligible for faculty/staff parking privileges. Field education instructors may participate in the Faculty of Social Work Divisional Council meetings and/or one of its standing committees. Some selected field education instructors have voting privileges.

CHAPTER V

FIELD EDUCATION ADVISING

The field education advisor is an Aboriginal Field of Study professor who provides a connection between the placement learning site and the Faculty of Social Work campus.

Field Education Advisor Role

- a) To work in conjunction with the AFS team.
- b) To establish and maintain an atmosphere of trust, supportiveness and openness with the field instructor and student.
- c) To ensure early in the placement that the field education goals required by the curriculum will be met.
- d) To ensure that specific educational needs within the wholistic healing approach and/or problems in learning are appropriately addressed.
- e) To assist in the building of a mutual community of learning between the AFS faculty, the agency, and the community.
- f) To engage in consideration of the student's perceptions of the placement and to consider how the community of learning is playing itself out.
- g) To initiate and implement when required the students-in-difficulty procedures in situations where the field education instructor has identified that the student is not meeting expectations.
- h) To provide a Circle process during site visits to consider the nature and progress of the placement and when necessary to bring other wholistic healing knowledge and practice, especially in non-tradition based agencies and settings.
- i) To assist the field education instructor and agency in fulfilling the wholistic learning needs of the student.

Field Education Advisor Role When Students are Experiencing Learning Difficulties in the Placement

It is important that the field education instructor initiate discussion with the field education advisor as soon as he/she feels that a student is experiencing problems. This makes it possible for the advisor and field education instructor to work together to assist the student early in the placement while there is still enough time to resolve the difficulty. The field education advisor, and where appropriate the field education supervisor, will meet with the AFS team to consider wholistic healing conflict and problem resolution processes to deal with identified problems in the placement. Healing circle processes will be conducted by the Elder, who will also offer individual sessions for the field education instructor and/or the student to address issues of a wholistic nature which are occurring in the field placement. The circle process and individual meetings will complement the wholistic evaluation which occurs within the AFS team in an effort to resolve issues.

CHAPTER VI

WHOLISTIC EVALUATION FRAMEWORK and PROCEDURES

In the Aboriginal Field of Study, the evaluation of course work and the placement are wholistic in nature and set within the framework of spirit, nature, intellect and character. The evaluation of the students in the placement takes into account 1) their progress toward their stated learning goals for the placement, 2) their progress within the setting toward becoming wholistic healing practitioners, and 3) the spirit-nature-intellect-character realms. The placement evaluation takes place at two distinct points, at the mid-term of the placement (at 265 hours) and at the completion of the placement (at 529 hours).

Evaluation, of course, is an ongoing process and begins the day the student arrives in the placement. The student and the field education instructor are aware of the level of performance throughout the placement practice period. It is expected that every meeting between the student and the field education instructor, whether on an individual basis or in group supervision, provides an opportunity for evaluating the student's performance.

The Evaluation of Students in the Aboriginal Field of Study

The evaluation of students in the MSW Aboriginal Field of Study takes place within the wholistic healing evaluative framework, an Indigenous wholistic paradigm based within Indigenous epistemology. As indicated in the Ontario College of Graduate Studies (OCGS) submission upon which the program was approved:

... Students in this Aboriginal Field of Study are expected to undergo a transformative process to seek for themselves the capacity to practice within the understanding of an Aboriginal worldview. This means that along with intellectual development, students will also engage in the development of their spiritual, emotional, and physical selves. They will learn from a diversity of teachers including Elders, academic instructors, Aboriginal ceremonies, and the Aboriginal community. They will be expected to remain true to the Aboriginal traditional teachings, values and worldview. They will be judged according to their academic knowledge, their inherent nature, the spirit they carry and their character. They will be expected to involve themselves in all aspects of the specialized program, which include cultural camps, classroom work, presentation of themselves to Elders, and in practice settings. They will be required to accept the evaluation of their performance by Elders who will be instrumental in determining their continuation in the program.

... Students in the new field will develop an understanding of the Aboriginal wholistic healing approach and the application of this knowledge within diverse and generalist practice contexts. This includes practice with individuals and groups, as well as in contexts where community work is undertaken and in policy and research arenas.

... It will be vital in view of the short program timeframes to have the student demonstrate a capacity to embrace this worldview and this epistemology.

... Courses that enable students to examine their own wholistic nature, and how this impacts on their inherent capacity to engage other people's lives while facilitating a healing journey, are important aspects of the internalization of knowledge and making it available in practice.

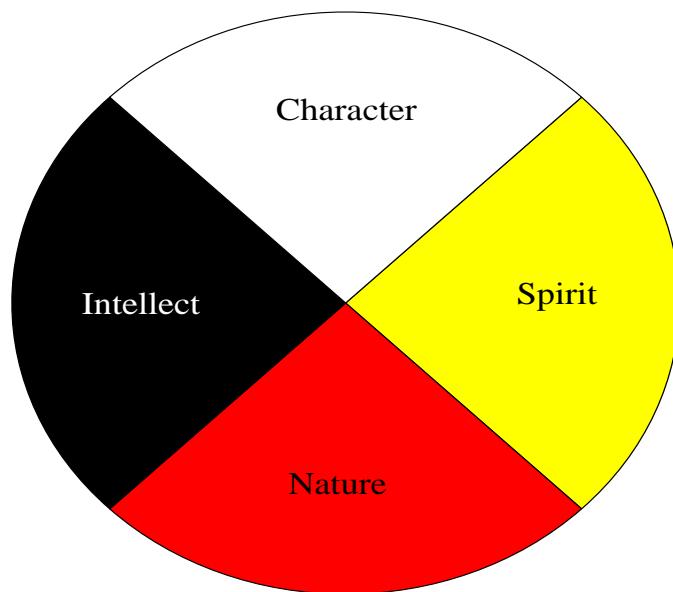
... Students will be expected to garner from the traditional teachings, which may be transmitted orally, the meaning this knowledge contains for them and for the people with whom they will work. They will also be expected to articulate how this understanding fits into their own wholistic healing practice paradigm. It will be expected that students will find this new epistemology challenging. Therefore students will be guided and supported throughout the program by Elders and Aboriginal academic staff to assist them to master this challenging process.

... If it is determined on the basis of a collective decision of Elders and Aboriginal faculty that a student does not have the capacity or commitment to achieve a traditional wholistic healing practice, they will be counselled to leave the program. They will be provided with the insights of the Elders and the Aboriginal academic staff as to the basis for this conclusion.

... Students will be able to engage in existing appeal processes, which are set out in the policy of the Wilfrid Laurier University Faculty of Graduate Studies.

The overarching consideration of success in the program is that the wholistic healing practitioner, who is rooted in Indigenous traditions, practices, and perspectives, will be good for people, that their practice and their presence in the lives of people will not hurt people or add to the difficulties that people already experience. It is the responsibility of the MSW Aboriginal Field of Study to enable the development of such practitioners. Although the program of study is an “educational” program, it is based within Indigenous epistemology wherein the educational responsibility is wholistic and rooted in the context of Creation; the student is a whole being and therefore the educational experience will affect the whole person. It is, therefore, the responsibility and obligation of the AFS Elder and faculty to provide insight to students in this same manner.

Students in the Aboriginal Field of Study are encouraged to conceptualize their wholistic practices within the representation of the Circle. The Circle includes striving for vision for themselves as practitioners and for the people with whom they work in their practice. The following diagram evokes this representation.



Wholistic Healing Evaluation Framework

This wholistic evaluation instrument is meant to provide insight to students in the MSW Aboriginal Field of Study. Responsibility for this evaluation rests on the Elder(s) and the faculty in the Aboriginal Field of Study. It begins at admission to the program and carries on throughout the program, both in and outside of classroom-based courses and in the placement. Students are responsible for their acquired Indigenous knowledge within their own reflexive process and for demonstrating the result of this thoughtful reflexive process within their practice. The Elder and faculty are responsible for expressing their commitment to a caring and respectful evaluation process by their behaviours and conduct within the program. Evaluations are provided through a Circle process which allows for discussions of the impressions provided to the students among all of the parties to the process.

The spirit component:

- The spirit is the vision and purpose provided by the Creator which results in our capacity to understand our relationship to Creation.
- It is the source of energy for us to face all of the things that happen to us in our lives.
- The ceremonies are an expression of the spirit and they are the doorways to the spirit world.
- Ceremonies provide opportunities to open ourselves up and experience our true selves.
- Medicines are components of the ceremonial process and they facilitate our opening up of ourselves in the ceremonies.
- Ceremonies and medicines help bring wellness and balance as well as peace to ourselves.
- Ceremonies and the medicines provide opportunities to deal with our fears.
- Prayers are an integral expression of spirituality; they are not “religious” in nature but express and strengthen our connection within Creation wherein we are an element.

Indicators of spirit competence: the student

- Understands what evokes a sense of meaning in life.
- Is able to pray in a way that reflects an understanding that prayer is a means of expression of the deepest connection with the spirit world and, therefore, a valuable resource to people who are suffering and reaching beyond the physical and human realm for support and guidance.
- Participates in ceremonies in a manner which is meaningful to the intent of such spiritual practices, including medicines, drum, dance, sweats and fasting.
- Is able to communicate with others about such a realm of life and to make room for the growth of the people with whom they work in this realm.
- Demonstrates kindness and respect which are human features that are rooted in the spirit of the person and experienced by others in our

- interactions with them in the course of our work and life.
- Is able to evoke elements of vision for their own lives and the lives of the people they work with; this will give a sense of direction to the person and this vision will be rooted within their own lives; in this way, the spirit of the work they engage in will belong to them and the healing work will also belong to them.

The nature component:

Understanding humility and its relationship to the nature of Creation is a complex and important understanding in knowing how healing works. The continuum of person-family-community-Nation-Mother Earth-universe is affected by the nature of people and in how people express themselves. Understanding your nature exists in the ability to answer the questions: how does “the way I am (my nature) affect the world and “what are you like to be around” and “how would people experience me as a part of their lives”?

- There is a relationship between the nature of the person and the spirit of the person. The nature of a person is changeable.
- Our nature expresses our spirit and our relationship between ourselves and Creation.
- Our nature is changeable and is related to the other aspects of ourselves
- When we find our true nature we are able to just “Be”.
- We have a general effect on others and our presence in their lives affects the nature of their lives; we hope to be a positive and nurturing presence.
- We understand our nature and our impact on others through a reflexive (self-examination) and reflective (reflecting in our practice and actions) process which is based in honesty. This process is an element of the program of study and is facilitated by the Elder and faculty.

Indicators of nature competence: the student

- Is able to articulate how s/he feels about her/himself and to answer the question “how does the way I am (my nature) affect the world and how does it affect others?” which will influence how others feel about themselves.
- Is able to understand that nature is a tangible element of a person; it is not “visible” but has visible effects within the context of human relationships.
- Is able to consciously describe her/his nature and to describe in what ways they influence others; the student learns this from reflexive introspection and through sitting with Elders who can “tell them about themselves” with love and affection.
- Learns about her/his humility from their own reflexive work and in their feedback from the Elder and faculty. The student will then be able to explore the aspect of humility in her/himself and to recognize in what ways her/his humility enables their practice as social workers.

The intellect component:

The body of knowledge in the Aboriginal Field of Study is composed of both knowledge emerging from the existing literature of mainstream social work and knowledge emerging from an Indigenous-based traditional worldview of wholistic healing. As a result,

- Students are presented written material from conventional social work education and from this they will derive a sense of understanding of the knowledge presented.
- Students are also presented oral and written reference material in traditional Indigenous teachings and the knowledge presented therein. This knowledge will be in the form of participating in ceremonies, using medicines, etc.

Indicators of intellectual competence: the student

- Demonstrates the capacity to be analytical within her/his writing, reading of scholarly articles, analysis of practice situations within existing paradigms of oppression and marginalization, and in presentations either oral or written.
- Presents her/his scholarly analysis in a comprehensible way.
- Is able to speak about her/his understanding as well as write about it.
- Is able to organize information in a logical, orderly and reasoned way, including notions of spirit and tradition, Indigenous concepts, as well as linear knowledge.
- Is able to apply her/his learning to practice contexts and present both Indigenous and western knowledge in such a way that the people and communities s/he works with can understand its meaning for them.
- Is able to establish self-evaluative mechanisms which reflect practice-based research.

The character component:

- Character is behaviour based.
- We often hear the phrase “that shows real character” when someone has done something, which is a reference to tangible evidence that such a thing as character exists and we can see it. Often our dedication to “be” a certain way and to demonstrate commitment to ways of being, indicate that we have principles and values which are good for people and good for Creation.
- The character of the person is expressed in the things that they stand for and reflected in the person’s actions, words, writing and thoughts.
- The intent of the person’s actions is understood and experienced by others.
- Integrity is an expression of character but this integrity is not judged to be good or bad, positive or negative; it is integral to how the person is, their being.
- Taking responsibility is an aspect of the expression of character.

- In social work, the character of the person ought to be good for people and enable the people with whom they work to feel safe and valued.

Indicators of character competence: the student

- Takes responsibility for her/his actions.
- Demonstrates integrity by acting consistently in ways that are good for the people s/he works with, for the policy work s/he engages in, for the community work and visioning s/he engages in, and for the research s/he undertakes. Each form of practice will seek to enhance empowerment and self-worth.
- Demonstrates character by ascribing to values consistent with the professional Code of Ethics and living out these values in her/his actions; as a consequence, her/his practice is good for people. The student does not engage in hurtful behaviours, display judgmental attitudes, create hurtful structures or allow injustice to exist if it is in her/his power to achieve otherwise.
- Actively challenges all forms of injustice.

As part of the Aboriginal Field of Study evaluation process, a wholistic evaluation of each student's growth and development in practice will occur. Students and their immediate supervisors are asked to engage with a set of guiding questions from the outset of placement and to revisit them throughout the field education supervisory relationship.

At the midterm point of placement (approximately 265 hours), a midterm evlauation will occur. At the end of placement (approximately 529 hours), a final evaluation will occur. The guiding questions provided in Appendix D are intended to facilitate the wholistic evaluation process at these two points in time and to assess the student's standing in the placement as Satisfactory (S) or Unsatisfactory (U).

The Eastern and Southern directions will be the focus for the midterm evaluation and the Western and Northern directions will be the focus for the final evaluation.

CHAPTER VII

PROBLEM RESOLUTION PROCESS

In the Aboriginal Field of Study students will receive regular wholistic feedback on three distinct occasions: 1) at the end of Cultural Camp, 2) at the end of first academic term, which they will receive in early January, and 3) at the end of second term before the Spring term begins.

In the feedback session, students will receive the AFS faculty's views on the current status of their connection to spirit, their nature and how they affect people, their character and what it is they stand for, and their intellect. This feedback is meant to enable the formulation of a vision towards which they will direct their program of study. This includes their placement and the learning objectives within their field placement.

If an issue arises in placement the Field Instructor and Field Education Advisor will be first response followed by a team response. All issues will be brought to the attention of the AFS team. If the Field Instructor and student are unable to resolve an issue, the team will address the issue collectively along with the student through a Circle(s) process. The Circle will allow for the respectful consideration of the issue wherein the team and the student will examine all aspects of the issue and collectively formulate a way of addressing the issue. It is expected that the Elder will play an active and pivotal role in the dealing with issues so that the student and the Elder could conceivably deal with the issue with each other outside of the Circle process.

The following process will constitute the AFS's problem resolution process:

- An issue is brought to light with regards to some aspect of the student i.e., academic, behavioral, conduct in ceremonies, etc.
- The issue is brought to the Elder who will decide if she will intervene on her own or call the AFS Team to address the issue.
- Discussion of the student with the Elder, who could make a unilateral decision in light of the AFS mandate or call the team together to meet with the student, with a view to arriving at consensus about a course of action in regards to the issue.
- The consensus resolution is undertaken with a view to a positive outcome; failing this, further meetings with the Elder or Circle will be undertaken.
- If no resolution is achieved and the issue persists, then the AFS team will make a decision in consultation with the Dean of the Faculty of Social Work to direct the student to take a leave or to terminate their program of study.
- The student will then have the option of pursuing the Appeals and Petitions process afforded any student in the Faculty of Social Work.

In light of the final outcome, the AFS team will provide whatever information is required to facilitate the FSW Appeals and Petitions process of the Graduate Studies Appeals and Petitions process. Please see Appendix D for further details in regards to this process.

APPENDIX A

Aboriginal Field of Study Course Schedule

Full-time

Term	Aboriginal Core
Term 1 - FALL	SK 628 Cultural camp SK 645 Indigenous research methodologies SK 646 Wholistic healing practice SK 647 Elder's teachings & Indigenous identity
Term 2 - Winter	SK507 Diversity, marginalization and oppression SK 644 Aboriginal kinship structures & social work practice SK 649 Advanced Field Education (3 days per week)
Term 3 - Spring	SK 635 Indigenous knowledges and theory SK 649 Advanced Field Education (3 days per week) SK 648 Elder's Teaching and Self-reflection
Totals	8 courses plus 1 placement that extends over two terms (i.e., 529 hours)

Part-time

Term	Aboriginal Core
Term 1- Fall	SK 628 Cultural camp SK 647 Elder's teachings and Indigenous identity
Term 2 - Winter	SK 646 Wholistic healing practice SK 649 Advanced Field Education (3 days per week)
Term 3 - Spring	SK 645 Indigenous research methodologies SK 649 Advanced Field Education (3 days per week)
Term 4 - Fall	SK507 Diversity, marginalization and oppression SK 644 Aboriginal kinship structures and social work practice
Term 5 - Winter	SK 635 Indigenous knowledges and theory
Term 6 - Spring	SK 648 Elder's teachings and self-reflection
Totals	8 courses plus 1 placement that extends over two terms (i.e., 529 hours)

APPENDIX B

Field Education Planning Information Form & Contract

The purpose of this form is to compile pertinent information for planning and decision making on the student's placement. When this form is completed by all of the parties concerned it will form the contract for the field placement and serve as the indicator of placement evaluation outcomes. This document will be shared by all parties and will be kept in the student's file in the Faculty of Social Work.

Field Education Period

You will be entering the placement: _____ to _____

Personal Information:

Name of Student: _____

Address & Postal Code: _____ Laurier

Telephone: _____ E-mail: _____

Factors affecting placement (family needs, health, etc.)

Do you possess a valid driver's license? Yes No

Will you be able to use your own car for agency business and/or driving to and from a placement?

Yes No

Languages spoken (specify Indigenous language)

Related skills and abilities (e.g. art therapy, ASL, etc.) that may be useful in the placement:

Planning Considerations

The AFS is responsible for determining your placement following consultation with you and the placement agencies. It is assumed that each AFS approved placement setting will provide the student with opportunities to use and continue to learn the Indigenous-based wholistic healing approach to social work practice pertaining to the selected area of concentration. Learning acquired in one type of setting will be transferable to other settings and populations.

Please identify your five important learning goals to assist the AFS Field Education Coordinator in planning your placement. Refer to the field education learning goals listed on pages 4-6 as a guideline. Your specific goals may include knowledge areas, skill sets, social issues, etc. Visit: <http://www.wlu.ca/page> for additional sample learning goals.

Goal 1: Practicing from a wholistic healing perspective and knowledge base.

Goal 2: Developing a professional self within the wholistic healing framework and consistent with social work values, ethics, and principles.

Goal 3: Engaging in and maintaining social work relationships.

Goal 4: Implementing of a wholistic healing approach.

Goal 5: Documenting.

General Description of Placement: (as differentiated from normal workload: including clarity on the social work methodologies available i.e., individual, couple, family, group, community, social planning, and research work).

Placement Instruction Plan: hours per week, teaching methods (e.g., video/audio taping, live observation, process recording, etc.)

Placement Time Structure: days, hours per week (as separated from normal workload)

Signatures indicate agreement to:

- The placement plan outlined above.
- Adherence to the field education policies and procedures outlined in this Manual and the WLU Graduate calendar.

Students who have developed their own placements are required to obtain signatures and submit this completed form to the AFS practicum coordinator for final approval.

Student

Date

Employer or Agency Coordinator
[or designate]

Date

Field Education Instructor

Date

Field Education Coordinator (AFS)

Date

APPENDIX C

Worker Safety and Insurance Board (WSIB) Forms

IMPORTANT!

Students are required to submit WSIB insurance forms at the start of each placement, including the Student Declaration of Understanding and the Safety Orientation Checklist. These forms will be provided to students before their first day in placement. A copy of each completed form must be submitted to the AFS Field Education Coordinator via email (lmastronardi@wlu.ca), fax 519-888.9732), or hard copy (Room 316).

Please note that students cannot continue in placement if their WSIB forms are not submitted by the deadline (i.e., end of second week in placement).

APPENDIX D

Guiding Questions for Wholistic Evaluation of Placement

Midterm Evaluation

East - Spirit - Vision - Seeing

In what ways does the student engage Elders, medicines, prayer, ceremony, teachings, and Creator for the improvement or facilitation of clients' healing journeys?
Does the student respect and make space for diverse faiths and the traditions of other people?
Does the student convey a sense of purpose, meaning, and connection in his/her role as a helper?
Does the student understand what evokes a sense of meaning in life?
Is the student able to talk with others about the spiritual realm of life?
Does the student effectively put Indigegogy into practice?

South - Nature - Relationships - Being

What is the student like to be around? How would people experience the student as a presence in their lives?
Is the student able to describe his/her nature and how it affects others?
Does the student demonstrate the capacity to be reflexive and reflective in his/her approach to working with people and with him/herself?
How would you describe the student's relationships with people in the placement setting? In the community?
Is the student aware of and able to talk about his/her emotions and how he/she feels about him/herself?
Does the student have healthy boundaries?
Does the student have a self-care plan? Is he/she consistently implementing his/her plan?

West - Intellect - Reason & Knowledge - Knowing

Is the student reflecting on and making meaning of his/her placement learning? Is he/she making connections between theory and practice? (i.e., Indigegogy as practice)?
Does the student demonstrate an understanding of the history of colonization and mechanisms of oppression and how these impact Indigenous peoples and communities in the present?
Does the student demonstrate an understanding of the socio-economic, political, and cultural contexts of his/her practice?
Does the student demonstrate the capacity to be critically analytical of his/her practice?
Is the student able to apply decolonizing and indigenizing knowledge in the practice setting and to present this knowledge in ways that help people to understand their own stories?
Is the student open to learning new things about him/herself and about practice?

North - Character - Action - Doing

What does the student stand for?

Does the student take responsibility and consistently act in ways that are good for people?

Does the student actively challenge all forms of oppression (i.e., work for social justice)?

Does the student embody and enact principles and values consistent with the professional code of ethics?

Does the student honour the teachings and traditions of his/her Indigenous culture? His/her Indigeneity?

Does the student advance the good work and intentions of indigegogy?

Is the student a good ambassador for the Aboriginal Field of Study?

Final Evaluation

Spirit:

Does the student mobilize his/her own spirit in practice?

Nature:

Has the student demonstrated the ability to form and maintain meaningful relationships that are good for people?

Intellect:

Does the student possess a critical Indigenous analysis of his/her practice?

Character:

In what ways does the student embody and enact a wholistic healing practice of social work?

APPENDIX E

Regulations Regarding Student Participation in Placement and Review Processes

Hours

Advanced standing students are required to complete 21 hours per week over three days. Students may be expected to work some evening time. Other arrangements may be negotiated. Two days for the advanced standing are required for students to attend courses but time for reading or assignments in relation to these courses should not interfere with placement time. Up to five hours a month for formal Faculty committee work is allowed.

Overtime

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

Holidays

Students are allowed those holidays that are observed by the agency during the placement period.

Absence from Placement

Students are required to telephone the field education instructor immediately to report illness or any other situation requiring absence from placement. The field education instructor will inform the AFS field education coordinator of any absences exceeding three consecutive days. Students DO NOT attend placement during Reading Week. Should they wish to attend that week they may negotiate with their instructor to take other days away.

Illness and Critical Events (serious family difficulties, bereavement)

Students may be away from placement due to illness or critical events for a specified number of days without being required to make up lost placement time.

Advanced Standing MSW Program (includes AFS)		
Only placement (less Reading Week)	87 placement days	eight days leave

If a situation requires more time away, an individualized plan will be determined through discussion among the field education instructor, faculty advisor and student. The AFS field education coordinator will be consulted as needed and approve the final plan. The plan will normally include make-up time 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. Occasionally, depending on circumstances, a student may need to change placement agencies or complete placement at another time within the structures and regulations

of the Faculty. The main consideration is that students complete all placement requirements of the MSW Aboriginal Field of Study (as outlined throughout this manual).

Other absences

Absence for religious holidays and formal spiritual observances is acceptable. Make-up time is NOT required. Students who are away from placement for Faculty events such as specialized learning modules or approved conferences will not be required to make up time in placement as these are considered essential learning components of the MSW program. This includes formal Faculty committee work up to a total of five hours per month. A student who wishes to be away to attend a workshop or conference in the community will negotiate that with the field education instructor. Normally, if the event relates to field education cases or projects, the student is not required to make up the time. In situations other than those identified here, negotiation will occur with consideration given to learning and client/community responsibilities. Make-up time will be required as a condition for approval of a request for special leave.

If the student is away or is planning to be away from the placement for a week or more, the field education advisor and AFS field education coordinator must be notified by the student as soon as possible. These four people, the AFS field education coordinator, faculty field education advisor, agency field education instructor and student, will consult and decide upon a plan suitable to the circumstances. Normally, a student will make up any time off that exceeds one week of missed placement time.

Expenses

Expenses related to student practice responsibilities will ordinarily be met by the placement centre. Normally students' gas costs for agency business are covered by the placement centre. Parking costs are not covered. Costs for workshops, police record checks and immunizations (where required) may or may not be covered by the placement centre. If not, costs are covered by the student. The cost of attending other meetings or conferences called by the Faculty will be borne by the Faculty.

Agency Requirements

Some agencies require police record checks and/or immunizations and mask fittings (hospitals). These requirements must be met by the student before he/she can begin the placement.

Student Practice Assignments

Since the first purpose of the student placement is educational rather than service to agencies, student practice loads must be selective. Many agencies have found that students' assignments can be drawn from their field education instructor's regular caseload.

An important aspect of the placement is that the students have opportunities to develop their potential. Ideally, they should be encouraged to explore issues of concern to them, initiate programs where appropriate and be creative in their problem solving approaches. They should be fully engaged in the practice assignments and assume considerable responsibility for their own learning.

Liability Insurance

Wilfrid Laurier University provides general liability coverage in the amount of \$20,000,000 for students on field education assignment. This policy covers bodily injury, property damage and malpractice liability.

Workers' Compensation

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 education placement as part of their degree program and are placed in a setting registered with the Workplace Safety and Insurance Board 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 education instructors are advised to consult with the AFS field education coordinator. 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.

Freedom of Information and Protection of Privacy at Wilfrid Laurier University

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 deemed either reasonably necessary to the proper administration of the university and its academic and other programs, or as 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.

Educational Procedures: Field Education

Field education 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 MSW Aboriginal Field of Study of the Faculty of Social Work. All placements used by the FSW are considered to provide sufficient opportunities for learning. Each student is assigned a qualified field education instructor to assume the major teaching task while the student is in the placement.

It is presumed that each student assigned to a field education placement is well motivated to use effectively the learning-teaching relationship with the field education 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 field education placement.

To further strengthen and facilitate the process of learning in the placement, the AFS assigns a field education advisor (student's faculty advisor) for each field education instructor and student during the field education placement. Prior to midterm during each placement, the assigned field education advisor visits the placement setting and meets with both the field education instructor and the student for consultation on any matter pertaining to the student's education at the School and his/her performance in the placement.

Ongoing communication between the FSW campus and the placement is considered essential for the support of the student's learning experience both in the classroom and in the placement.

Procedures for Mutual Evaluation and Enrichment of the Teaching-Learning Process

It is recognized that in some instances the placement experience will not proceed according to the expectations of either the student or the supervisor 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. For these reasons it is necessary to establish procedures for dealing with such difficulties and it is expected that they will be followed by all parties concerned.

Within the first three weeks after the beginning of the placement, it is the field education instructor's responsibility to initiate discussion with the student 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 field education 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. They will also continually throughout the placement evaluate the student's progress in making use of the learning experiences offered.

Note: When an agency or field education instructor is engaging in their first teaching

contract with the faculty of Social Work, the field education advisor will make a placement visit early in the term and share in the mutual evaluative process described above. The field education advisor would be available to clarify the Faculty's goals for the placement experience.

Due to the intensity and nature of the field education instructor-student relationship, it is expected that stress and tension are features common to this situation. Consequently, part of the learning experience will encompass the productive management of this relationship.

It will be incumbent upon both the student and the field education instructor to identify problems, if any, and to 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 field education instructor.

Procedures for a Tripartite Panel Review of a Student in Difficulty

If difficulties persist despite the student and field education instructor's efforts to resolve mutually shared problems, the student may, but the field education instructor must, contact the field education advisor by phone requesting an on-site review of the situation (followed by a confirming letter). The field education advisor will promptly initiate a review of the expressed concerns in the following manner:

- a) The field education advisor shall within one week visit the agency where the student is placed and discuss the areas of concern with the field education instructor, the student, and both of them together. As part of such a visit the field education advisor may review documented material and it is the student and field education instructor's responsibility to insure that appropriate materials are available. Interviews with other appropriate persons in the setting may also be arranged. The primary purpose of the above meeting is to identify the problem areas.
- b) Should the field education advisor at any stage of the consultation concerning a student in difficulty come to the conclusion that he is not in a position to participate effectively in the review of the stated concerns, he/she will advise the

AFS field education coordinator of the situation, who may appoint another campus teacher to substitute as the field education advisor in relation to the problems under review. The request to the AFS field education coordinator for the appointment of such a substitute may also originate with the student or field education instructor following communication with the assigned field education advisor. It is presumed that basic common sense considerations would characterize this process, with the main criteria being the need for an informed review of the difficulties and fairness to all parties concerned.

- c) Following the above meetings and review, the field education instructor, student, and field education advisor will specify in writing, 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.

Note: It is hoped that the actions taken as a result of this review with the field education advisor and student will permit the teaching-learning experience to continue through to the end of term.

If at the subsequent term-end tripartite review, there is a consensus concerning the student's progress or lack of progress, the decision could be one of the following:

- a) The student meets the expectations of the Faculty in the field education placement as determined by the practicum instructor.
- b) The student fails, during the regular term, to meet the requirements of the Faculty as determined by the field education instructor, in which case the field education advisor, field education instructor and student may seek to concur in one of three options:
 - i) The student is offered an extended field education placement in the same agency (subject to approval by the Dean and the MSW Curriculum and Petitions Committee);
 - ii) The student will be given a grade of Unsatisfactory (or Incomplete) only for Field Education I and be authorized to repeat the full period in the same agency or in another agency, with or without permission meanwhile to continue into the next term. The placement period must be repeated within one year following the date on which conditions were set (subject to the approval of the MSW Curriculum and Petitions Committee).

When an extended placement is recommended, the student grade will be designated as Incomplete until the end of the extended placement at which time a final grade will be assigned.

If as a result of the tripartite review it is reaffirmed by the field education instructor that the student is failing to meet the requirements of the Faculty, the field education advisor will submit a written report to the Dean concerning this occurrence. This report will state whether or not there is a consensus between the field education instructor, field education advisor (or substitute) and student with respect to one of the options available.

If there is a consensus, the report will state which option was selected and it will be affirmed by the signatures of all parties concerned and sent to the Dean. The Dean, upon receipt of such a report, will initiate the implementation of that report, having sufficient authority to sanction any of the possible options. In the event that option b) ii) or b) iii) is selected, the Dean will refer the matter to the MSW Curriculum and Petitions Committee for a decision with respect to the student's continuation into the next term.

If Consensus is Not Reached

If there is no consensus between the parties on the choice of an option, the report will simply acknowledge this fact and the AFS field education coordinator will submit the case to the MSW Curriculum and Petitions Committee.

A Level 3 Review will be followed.

Outcomes:

- a) The student shall be allowed an extended placement term(s) in the same agency with or without permission to continue meanwhile into the next term (Extended placements are normally 12-15 weeks to allow time for sufficient learning. The final length of the extension is determined by the field instructor and faculty advisor.)
- b) The student shall be allowed to repeat the placement term(s) in the same agency or in a different placement agency, with or without permission to continue meanwhile into the next term.
- c) The student is 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. The MSW Curriculum and Petitions Committee has delegated jurisdiction from the Divisional Council to make such decisions concerning the status of the student and will report its decision to the Dean. The Dean will communicate in writing the Committee's decision to all parties concerned. Should the student disagree with the Committee's decision, he/she may use other levels of appeal as approved by the University.

Procedures for an Administrative Review of a Field Education Instructor Setting Problem

If identified problems primarily concern a) the agency's alleged inability to provide a suitable learning experience or b) serious difficulties in the practicum instructor-student relationship, the matter is called to the attention of the AFS practicum coordinator by the agency administrator, the field education instructor, the field education advisor or the student. The AFS Field Education Coordinator ensures that the field education instructor, field education advisor and the student are closely involved in evaluating the situation, or in working out alternative plans. Among the options available would be the following:

- a) With respect to the student's learning needs, the Coordinator confirms that the setting and field education instructor can adequately meet the student's needs and the student is asked to continue placement.
- b) The Coordinator may conclude that an alternative teaching-learning experience in the same setting is needed. This could mean transferring the student to a different department or unit of the agency and/or a change in field education instructor.

- c) The Coordinator may decide that the student should be relocated in a new placement agency. This solution could be considered only within the first four weeks of placement and would be used only in very exceptional situations.

If option (b) or (c) above is selected, the field education instructor submits a written report to the Dean. With the approval of the Dean, the AFS field education coordinator then proceeds to the implementation of the selected option.

Procedures for Situations Involving Allegations of Unethical or Illegal Conduct in Field Education Placement

- a) A student perceiving the possibility of ethical or legal concerns may consult the faculty field education advisor who will ensure the privacy and confidentiality of the information regarding the type and level of the perceived problem.
- b) If, after such consultation, the student is convinced that a serious situation with ethical or legal implications exists, it is the responsibility of the student to inform the AFS field education coordinator of the nature and extent of the specific problem. All such allegations shall be in writing and shall include documentation of relevant events (times, dates, places, individuals, etc.). The student may consult with the AFS field education coordinator and/or a faculty field education advisor regarding the implications of these actions or the writing of this report.
- c) When the AFS field education coordinator receives a serious allegation from a student, it is the responsibility of the coordinator to discuss the implications of the allegation with the student and then to immediately (no later than the end of the next working day) contact the agency coordinator (or the equivalent individual), the field education instructor and the Dean, or if the Dean is unavailable, the Vice-President: Academic.
- d) Upon a thorough review and assessment of the situation, the AFS field education coordinator, after conferring with the Dean, the agency coordinator, the field education instructor and the student, shall make a decision regarding the handling of the situation.
- e) These decisions made by the AFS field education coordinator (in cooperation with the Dean, the agency coordinator, the field education instructor and the student), shall be binding upon all parties until such time as a formal administrative review has been conducted to determine the long-term resolution of the problem.
- f) The Dean shall, without delay, commence a formal administrative review based upon the principles of natural justice for all the parties involved. The review shall include the student, the field education instructor, the agency coordinator, and the AFS field education coordinator. Following this review, the Dean shall prepare a written report, within one week, to be shared with all participants. The report will clarify the status of the student, field education instructor and the field education in regard to the issues. In

addition, the report will confirm or change those decisions made in (d) above.

- g) It is to be understood that in those situations where allegations are made by agency-based personnel and/or clients concerning student conduct during the field education placement, it is the responsibility of the placement agency to handle those allegations according to agency procedures and then immediately to advise the AFS field education coordinator.

Procedures Regarding Alleged Incidents of Harassment/Discrimination in Practica

Preamble

The Faculty of Social Work is committed to the creation of a safe environment where students can be protected from harassment and discrimination. Wilfrid Laurier University has developed an extensive formal document named The Wilfrid Laurier Harassment/Discrimination Policy [passed by WLU Senate in September 1996]. This document fully outlines the philosophy, principles and procedures related to issues of harassment and discrimination as they affect the Wilfrid Laurier community. The Faculty of Social Work fully supports, and is bound by, this document. The Faculty has utilized it as a framework to design specific procedures that MSW students can follow if an incident of harassment and/or discrimination occurs during their placement in a community agency. The University policy cannot legally bind its placement agencies to its harassment/discrimination policy. However, the signed agreement between a placement agency and the Faculty of Social Work indicates a mutual consent to blend the harassment/discrimination policies of both organizations as is deemed appropriate. This will thereby ensure the most positive outcome for all parties concerned as regards to an alleged incident of harassment and/or discrimination.

Procedures

- 1) The student is encouraged to discuss the experience with individuals from her/his personal support network as well as other potentially helpful individuals within the university or professional community, including the WLU Harassment/Discrimination Coordinator. NOTE: At any point in the process described in this document, the student may be accompanied by a trusted individual.
- 2) The student is encouraged to document the experience immediately. Documentation may include such information as the date(s) and place(s) the incident(s) occurred, a description of the actual harassment experience(s), any earlier related incidents, discussions, observations made by others, etc. and the personal impact of the experience.
- 3) At this initial thinking-through period, the student is encouraged to consult with her/his field education advisor, the MSW Field Education Coordinator, the Harassment/Discrimination Coordinator of the university and/or others to review her/his options. During this time the student will make the decision regarding what action to take. She/he, with consultation, will need to decide to continue or

terminate the placement temporarily or permanently. A decision to terminate the placement may be made initially or at any point throughout the complaint process. Whatever decision the student makes will be fully supported by the Faculty of Social Work. Should the decision be made to terminate the placement, the student will be placed in a new setting as soon as possible.

- 4) Should the student decide to proceed with a complaint of harassment and/or discrimination, the following process will occur (NOTE: At any stage, the student has the right to proceed with, or withdraw, the complaint. Should she/he decide to withdraw the complaint, the situation will be resolved as deemed appropriate by the Faculty of Social Work and the field education teaching centre.
 - a) The student will provide a written description of the incident(s) to the AFS Field education coordinator. The coordinator will forward this statement to the FSW Dean and the field education advisor.
 - b) The Dean or designate will initiate contact with the executive administrator of the field education teaching centre to inform her/him of the incident(s), engage her/him in the resolution process and forward her/him a copy of the student's statement. It will be the responsibility of the executive administrator of the field education teaching centre to inform the individual accused of harassment and/or discrimination of the allegations against her/him.
 - c) Involving the Dean, student, field education coordinator, faculty advisor, teaching centre representative, and possibly the WLU Harassment/Discrimination Coordinator, a plan of action will be developed. Others will be included in the planning process as deemed appropriate by all parties.
 - d) This plan, with modifications as needed, will be implemented with all parties working collaboratively to facilitate a satisfactory solution. During the course of proceedings, both victim and accused will be ensured due process.
- 5) At any point in the process the student may decide to pursue her/his complaint through the Human Rights Commission, the Ontario College of Certified Social Workers and/or the courts.

Addendum

Should it be alleged that the MSW student in placement is the perpetrator of harassment and/or discrimination, the placement agency may implement the Wilfrid Laurier University document A Harassment/Discrimination Policy (1996), in conjunction with its own policy as is deemed appropriate.

APPENDIX F

Faculty of Social Work Policy for Review of the Development of Student's Professional Behaviour

Preamble

“Schools shall have policies requiring that the performance of professional responsibilities of social work students be in accordance with the relevant social work Code of Ethics, with particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups” (CASSSW Standards 4.3 Board of Accreditation Manual, October 2003). Beginning 2005, students will be advised in their offers of admission that they are expected to adhere to the Code of Ethics, both in Faculty and in the field placement. The following document outlines policies and procedures to address concerns regarding student behaviours that are not consistent with the Code of Ethics and to provide students with a clear set of behavioural expectations. It is important that students review and become familiar with the Code of Ethics and relevant university policies including:

- Integrity in the Conduct of Research
- Ethics in Research
- Conflict of Interest
- Academic and Research Misconduct
- Code of Conduct and Discipline
- Ownership of Intellectual Property
- Principles in the Use of Information Technology
- Sexual Harassment Policy
- Race Relations Policy
- Records and Confidentiality

For university policies see the WLU Graduate Calendar
(http://www.wlu.ca/page.php?grp_id=36&s_id=750)

In professional programs such as social work, professional and scholastic performances comprise academic standards. This policy is an attempt to balance the commitment of the Faculty of Social Work to support and assist students with the need to prepare students for social work roles in which they will have responsibility for and can directly impact vulnerable individuals, families and communities. It 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.

Confidentiality and Sharing of Information

The Faculty recognizes that the safety, confidentiality and self-determination of students or others who have been subject to unprofessional conduct under this Policy must be an important priority. In developing a response to a problem, the Faculty must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this Policy. Information disclosed during student meetings with instructors, program or field education coordinators, or the Dean will not be kept confidential if the information raises concerns about a student's capability of assuming the professional responsibilities of social work practice. Instructors and/or program coordinators and/or the Dean will share pertinent information with each other in a respectful and professional manner, for the purpose of identifying student issues and enhancing problem solving about the concerns. The Faculty reserves the right to share information with the University or third parties as required by law.

Behaviour That May Result in a Review

Reviews can occur under any of the following circumstances:

- 1) Serious or persistent breaches of the current Code of Ethics and Standards of Practice of the Ontario College of Social Workers and Social Service Workers, or the CASSW Code of Ethics.
- 2) Behaviour that causes individuals within the Faculty of Social Work to have a serious and persistent concern about the effect of the student's behaviour on the learning environment. Reasons for the serious and persistent concern may include, but are not limited to, the following behaviours: 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); any threat or attempt to physically harm another person; and intimidation or threats to harm another person in non-physical ways.

Three Levels of Review

Three levels of review can occur in the Faculty of Social Work regarding behaviour that is not consistent with the ethics of the profession of social work. The level of review depends upon the seriousness of the allegation of a breach of the Policy.

Level One

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

- 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 the student.

If a problem arises in the placement, the field education instructor will discuss concerns directly with the student and also with the faculty advisor following the procedure outlined in the AFS Field Education Manual.

In many instances, meetings between the parties resolve the concerns and do not lead to further reviews. However, if the concerns are not resolved at Level One, the parties will proceed to Level Two. The Faculty may decide to record in writing the discussions and resolution of the meetings at Level One and has the right to retain this record.

Level Two

If the concern is expressed by a classroom instructor and cannot be resolved at Level One, a Level Two review involves the instructor, student, and the MSW coordinator. The instructor and the MSW coordinator will be notified ahead of time regarding the identity of the person who will be accompanying the student.

If a concern arises in the placement, and cannot be resolved at Level One, it is the responsibility of the faculty advisor to inform the AFS field education coordinator of the concern. The AFS field education will meet with the student (and another person if the student wishes), the field education instructor and the faculty field education instructor. The field education instructor and the AFS field education coordinator will be notified ahead of time regarding the identity of the person who will be accompanying the student.

The MSW Coordinator (in the case of concerns arising from the classroom) or the AFS field education coordinator (in the case of concerns arising from the placement) will determine the nature of the concern and gather sufficient information to develop a written plan to address that concern, if one is needed. 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 MSW Coordinator or the AFS field education coordinator as appropriate will assess the nature of the concerns with the student, and the involved instructor(s), maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level Three.

Level Three

Generally, a Level Three review is called when the issues are serious enough in the discretion of the Faculty to require formal intervention. A Level Three review is most often conducted when concerns have not been resolved in prior reviews. A Level Three review always occurs in the serious case when a student is being considered for withdrawal or discontinuance in the program or suspension or expulsion from the University.

When a Level Three review is called, the MSW Coordinator or the AFS field education coordinator will bring the concerns to an in-camera meeting of the MSW Petitions Committee. For purpose of the Level Three review, this committee will include three external members. The external members will be selected from the following: WLU Equity Consultant; the Dean of Students; a WLU staff or

faculty member who is accountable to a professional Code of Ethics. The Dean, as chair of the committee, in consultation with the MSW Coordinator, will select the two external members. The Dean of the Faculty of Social Work will chair the meeting. The following individuals may be invited to attend the meeting: the student (and another person if the student wishes), appropriate faculty members, field education instructor, faculty advisor or others as deemed appropriate to gather further information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its resolution. Members of the Petitions Committee will be notified ahead of time regarding the identity of the person who will be accompanying the student. Members of the Petitions Committee who have formed an opinion on the matter prior to the in-camera meeting will not participate.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

At the meeting, the Faculty will present their information and position on the conduct and appropriate sanction. After Faculty present their case, the student, if he or she wishes, may ask questions about the information presented. Then the student can present information he or she considers appropriate and present his or her position on conduct and the appropriate sanction. The Faculty can ask questions of the student. Hearsay evidence is to be avoided unless it is necessary and reliable. The Committee has the right to control information and questions to issues of relevance.

At the conclusion of the meeting the committee will determine a solution based on all information gathered. The Dean of the Faculty of Social Work will inform the student in writing of the decisions, which can include one or more of the following actions:

- Continue the student in the program with no conditions.

In these situations, the concern has been addressed and no further action by the student or program is required.

- Establish formal conditions for the student's continuance in the program.

In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a time line, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counselling and/or advising services; or requiring the student to temporarily withdraw from the program.

- Consult with and/or refer to the University Harassment Officer or the Dean of Graduate Studies.

In some instances, depending on the nature of the problem, the University's Harassment Officer and/or the office of the Dean of Graduate Studies may be consulted. If a referral is made, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in such a referral include scholastic dishonesty, hazing, harassment (racial, sexual or criminal), possession or use of weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- Discontinue the student in the program.

On very rare occasions, it will be recommended that the student no longer continue in the social work program. The student will be counselled to voluntarily withdraw. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may be re-admitted. In the event of a re-application, the student will be required to produce evidence addressing the reasons for their dismissal from the program.

In any Level Three review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempts have been made to ameliorate the concern, where appropriate. Students must be notified of the decision in writing within ten calendar days of the review.

Appeals

Any decision made by a program Petitions Committee may be appealed to the Petitions Committee of the Graduate Faculty Council. See under the heading “Petitions” in the Graduate Studies Calendar. Appeals to the Petitions Committee will be permitted only on the grounds of:

- a) New evidence i.e., evidence relevant to the decision made at the Faculty Council or Petitions Committee level but through no fault of the appellant not presented at that level or
- b) Evidence of a substantial procedural irregularity in the consideration of the case.

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