

FIELD EDUCATION Policies and Guidelines Manual



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KING'S
Western University • Canada

School of
Social Work

2017-2018

FIELD EDUCATION POLICIES AND GUIDELINES MANUAL

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Note: This Manual is intended to be viewed online to ensure access to detailed information. When printed, it provides a brief reference to information. Students are encouraged to view the Manual online via the BSW or MSW Practicum OWL:

<http://owl.uwo.ca/portal>



FIELD EDUCATION POLICIES AND GUIDELINES MANUAL

The Field Education Office at King's University College values collaboration and regularly seeks input from Students, Faculty and community partners in the development of Field Education policies. All policies are approved by the Field Education Committee of the School of Social Work that includes representation from all of its stakeholders. Policies are developed to ensure compliance with the accreditation standards set out by the Canadian Association of Social Work Education (CASWE) and the practice guidelines determined by The Ontario College of Social Workers and Social Service Workers.

The Coordinator of Field Education is responsible for the overall administration of Field Education in the School of Social Work and arranges all BSW Field Education placements. The MSW Practicum and Program Liaison arranges MSW placements.

February 2016

Encouraging Dialogues on Diversity in the Classroom

Dear Colleagues,

One of the greatest joys of living, working, or studying in a community such as King's, is the diversity that exists within our community. Our diversity has many different faces and expressions including, but not limited to: age, colour, culture, disability/non-disability status, ethnic or linguistic origin, gender, health status, heritage, immigration status, geographic origin, race, religious and spiritual beliefs, political orientation, gender and sexual identities, and socioeconomic status.

This diversity creates many exciting opportunities to better understand not only each other, but to explore new ways of seeing and approaching issues. In social work this translates into our work with our clients and colleagues, community organizing, program development, management and administration, social policy, research, and advocacy.

With these opportunities also come challenges. Every day we are bombarded with reports of oppression, discrimination and violence people are facing as a result of their diversity, identities, beliefs and values. For example, as a result of recent world events, Muslims in Canada and across the world are experiencing what has been referred to as "Islamophobia"; the prejudice against, hatred towards, or fear of the religion of Islam or Muslims.

Guided by the principles of fundamental human rights and responsibilities and respect for human diversity, social work education and practice seeks to facilitate well-being and participation of people, promote social and economic justice, address structural sources of inequities, and eliminate conditions that infringe human and civil rights.

In order to facilitate the above goals, it is important that we create safe and respectful spaces in our community, including our classrooms. I would challenge us all to provide opportunities for dialogue and reflection with regards to these important issues, as they not only impact our social work practice, but many of us on a personal level.

To quote Romeo Leblanc on his first day as Governor General of Canada, "*When we only talk among ourselves, all we get back are echoes. But when we talk with others of a different mind, we are made to think. And it is in thinking that we learn, and in learning that we grow.*"

Sincerely,

Peter Donahue, Director
School of Social Work

Endorsed by Social Work School Council – January 14, 2016

KING'S UNIVERSITY COLLEGE

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Field Education Guidelines

Field Education is one of the most crucial aspects of a Social Work Student's learning experience. It provides a framework within which the Students begin to examine their own practice and develop in the professional Social Work role. Each Field Education setting will have unique learning opportunities for Students which may include individual, group, community and social planning/policy work.

It is recognized that each setting and each Student may require some flexibility in the style of field instruction provided, but the following standards apply:

1. Field Education reflects the Practicum objectives as outlined in the Field Education Manual and facilitates learning for BSW Students in the following domains:

- Knowledge Acquisition
- Generic Skill Development
- Professional Values and Ethical Practice
- Professional Conduct
- Personal Development

For MSW Students, Field Education facilitates learning in the following domains:

- Advanced Practice Skills
- Values and Ethics
- Agency Service and Social Policy
- Inquiry
- Administrative Context of Practice
- Personal Development

2. **Third** year Students are expected to receive a minimum of one hour per week of regularly scheduled individual field instruction. **Fourth** year Students are expected to receive two hours per week of regularly scheduled field instruction. **MSW** Students are expected to receive 1-2 hours of supervision per week, which includes supervision pertaining to practice, research activities and additional consultations. One hour of supervision should pertain to Social Work practice. For all Students, this should occur at a time and place of mutual agreement. Students are responsible for being prepared for field instruction and for providing the Field

Instructor with documentation of completed learning objectives/measures of achievements as well as evidence of practice in various capacities.

3. Each Student will be assigned a Faculty Consultant who provides support to the learning process of the Field Instructor and the Student. In the event that a Faculty Consultant is not able to complete the term, the Coordinator of Field Education in consultation with the Director of the School of Social Work will assign an alternate Faculty Consultant.
4. The Faculty Consultant ensures contact between the Field Education setting and the School of Social Work through telephone contact and a minimum of two agency visits during third year and three agency visits during the fourth year and MSW Practica.
5. All Faculty Consultants will be available to Students for consultation related to specific projects, tasks, or cases, and to Field Instructors regarding issues related to teaching and learning in the Practicum. It is expected that the Students will engage in learning activities under the direction of their Field Instructor and Faculty Consultant and submit documentation as required. Activities may include audio/video tapes, process recordings and/or journal reflections.
6. Faculty Consultants will provide small group instruction to integrate theory and practice in a case consultation format.
7. Each student is evaluated according to the requirements of their Field Education program. Refer to course outline for specifics.
8. Each Field Education site is evaluated by the Student only upon submission of the Student's final evaluation from their Field Instructor.

Practicum Committee 01/01
Faculty Committee 02/01
School Council 03/01
Practicum Committee 10/05
Faculty Committee 10/05
Practicum Committee 11/10
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Student Field Education Files and Release of Information

Personal information provided by a Student to the Field Education Office will be securely maintained in a locked cabinet and used solely for the purpose of facilitating the completion of Field Education placements for the professional program.

While in the professional program, each Student will have a Field Education file which may contain the following:

- Placement applications
- Updated resumé for each placement
- Documentation related to the placement including accessibility and accommodation information
- Insurance forms
- Confirmation by health care provider of required health documents
- A signed copy of Learning Contracts (and revised Learning Contracts)
- A signed copy of evaluations for each term
- Dissenting opinions related to evaluations as submitted by Student and/or Faculty Consultant
- Any documentation deemed of a sensitive nature will be placed in a sealed envelope by the Coordinator of Field Education.
- 3rd year Practicum Waiver (if applicable)

Upon graduation, the following Field Education documents will remain in the Student's permanent BSW and/or MSW file:

- Insurance forms
- Final evaluation(s)
- Dissenting opinions related to evaluations as submitted by Student and/or Faculty Consultant
- The contents of evaluations will only be disclosed to third parties upon written consent of the Student in each specific instance*

With the Student's consent, the final BSW 3rd Year evaluation will be shared with the BSW 4th Year Field Instructor and in some cases the Faculty Consultant for the purpose of identifying learning objectives for the BSW 4th year Field Education placement.

All other materials from the file will be destroyed to ensure confidentiality.

<http://www.kings.uwo.ca/current-students/money-matters/forms-and-information/release-of-information/>

Practicum Committee 02/01
Faculty Committee 02/01
School Council 03/01
Review 12/07
Reviewed by Practicum Committee 03/10
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for Exemption from a Third Year Placement

Students who enter the BSW program with significant paid work experience in the human services sector may request to waive completion of a third year placement. Requests are received in writing by the Coordinator of Field Education and reviewed on an individual case basis by a subcommittee of the Field Education Committee. In some situations, the applicant will be asked to make a presentation before the subcommittee. A recommendation is made to the Director of the School of Social Work who makes the final decision. Once a decision is made, the decision is final.

A letter of request must be accompanied by a current Resumé and supporting documentation. It must demonstrate the completion of the Social Work Practice Competencies and Evaluations (SWPC&E) of Knowledge Acquisition, Skill Development, Values and Ethical Practice and Personal and Professional Development, at a level comparable to a Student who has completed a third year Practicum. Supporting documentation must include: two letters from registered Social Workers recommending exemption, examples of written documentation, examples of the applicant's work and scope of practice. The Student must replace the third year Practicum with a fourth year Social Work elective on the approval of the Director of the School of Social Work.

For Extended Study Students, applications must be received no later than March 1st. The subcommittee will make a decision by April 15th. For Full Time Students, applications must be received by October 1st of acceptance into the Social Work program.

Practicum Committee 04/01
Faculty Committee 09/01
School Council 09/01
Practicum Committee 12/01
Subcommittee 03/05
Practicum Committee 04/05
Practicum Committee 02/11
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Insurance Coverage

The School of Social Work at King's University College ensures the safety of Clients, Agencies and Students in the following manner:

1. Each Student is insured with liability insurance (see Appendix #3).
2. All Students are covered by insurance that will protect them in case of injury while under the direction of the Field Education placement.
3. For international placements, insurance is negotiated on a case by case basis through the Field Education Office.

Practicum Committee 01/01
Faculty Committee 09/01
School Council 09/01
Reviewed 02/08
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Accessibility and Accommodation

In the Practicum course (Integration Seminars and Field Placement/Practicum), academic accommodation is a collaborative process. Students who may require accommodation for these course requirements are encouraged to start the process by contacting Services for Students with Disabilities at King's (SSD King's) as soon as possible after accepting admission to the Social Work program. This early consultation would allow sufficient time for the student, SSD, and the School of Social Work's Office of Field Education to determine and provide appropriate accommodation.

Accommodations for the course would be determined in consultation with a Faculty Consultant, Coordinator of Field Education, and MSW Practicum and Program Liaison (if applicable). Given the unique nature of this course and the practicum component, accommodations are determined in response to students' needs and the program's essential learning objectives and requirements for professional practice. Accommodations will be negotiated in consultation with the Student, Field Education Office, SSD (if applicable), and the Field. These learning objectives and requirements place a great deal of emphasis on the best interests of clients with whom students work during their practica.

Please note that students are not required to disclose the nature of their disabilities or conditions to Faculty, Coordinators, and/or Program Liaisons in the School of Social Work. Students are required to provide SSD with documentation from a physician or other regulated health care provider who is qualified to confirm the presence of a disability that warrants accommodation and to comment on functional implications of their conditions for the Social Work Practicum and Integration Seminar courses. Students should refer to documentation requirements on the SSD - King's website.

Please refer to Faculty Handbook: Services for Students with Disabilities. (See Appendix #5.3)

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf (See Appendix #5.13)

Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Honorary Academic Status

In recognition of the essential role of field instruction in the education of our Social Work Students, King's University College grants **HONORARY ACADEMIC STATUS** to experienced and dedicated Field Instructors. Successful applicants are awarded the title **ADJUNCT PROFESSOR OF FIELD PRACTICE EDUCATION**, and the names are published in the Academic Calendar of King's University College.

To be eligible for this designation, the Field Instructor/candidate must meet the following criteria:

1. **BSW, MSW and/or RSW. A related university degree will be considered.**
2. **At least** 3 out of the last 6 years' experience as a Field Instructor with King's University College.
3. Evidence of post-degree professional development in Social Work practice, policy, research or administration.
4. Evidence of participation in field instruction training sessions, and Social Work Professional Development Days.
5. Positive evaluations of the candidates' field instruction by students.
6. Involvement in field instruction over the past 2 years. (Exceptions to this requirement might be made if the candidate was actively involved in other duties contributing to field instruction, such as coordination of student placements over a period of at least three years.
7. Current CV or resume.
8. The length of this appointment is 3 years, at which time the candidate can reapply.

Eligible candidates can APPLY in writing for this status. Applications, accompanied by a CV and any other supporting documentation, should be submitted to the Coordinator of Field Education by September 1st. Successful applicants will receive their recognition at the annual Social Work Field Education Appreciation Reception.

Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for Field Education Policy Development and Review

Any member of the School Council or Field Education Committee can propose a new Field Education policy or recommend changes to an existing one. To do so, a proposal must be submitted to the Chair of the Field Education Committee that includes a draft of the proposed policy, or change, along with a statement of rationale. The Chair will present the proposal to the Field Education Committee for consideration. The person who made the submission may attend the committee meeting to speak to the proposal if not already a member of the committee. The committee can accept the proposal as submitted, ask for revisions, or reject it. Once accepted by the Committee, the Chair will ensure that the proposed changes are brought forward to applicable governance structures for final approval.

The Field Education Committee will review each Field Education policy at least once every five years to ensure continued relevance and appropriate content. The Chair of the committee will be responsible for ensuring that this is done in a timely fashion.

Practicum Committee 02/02
Faculty Committee 04/02
School Council 09/02
Reviewed by Practicum Committee 03/10
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for the Selection of Field Education Sites

The School of Social Work selects Field Education settings based on the following criteria:

- A demonstrated interest in the education of Social Work Students;
- A commitment to provide an environment that is safe and free from harassment and discrimination;
- Social Work theory and practice is a respected component of the agency's activities;
- A commitment to provide learning experiences and assignments in accordance with the requirements of the School of Social Work;
- A qualified Field Instructor* is available and is allotted time to provide field instruction to the Student, participate in Field Instructor modules and orientation meetings;
- Provision of space and support services which are conducive to Student learning and participation;
- The agency allows and encourages Student participation in staff meetings, staff development activities, and other activities as deemed appropriate by the Field Instructor;
- The School of Social Work reserves the right to determine suitability of an agency for Field Education, and will consider factors such as length of time the agency has operated, staff turnover and organizational issues.
- The Field Education site is agreeable to have a representative from the Field Education team attend the agency for the purpose of conducting a periodic site visit as per the Canadian Association for Social Work Education accreditation standards.

*Related Policy: Selection of Field Instructors

Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Selection of Field Instructors

King's University College School of Social Work is committed to providing field instruction by an experienced Social Worker for each Student in a Field Education placement. The School also values the learning experiences that are available in certain innovative settings where there are no experienced Social Workers on staff, and attempts to develop Field Education placements in areas of practice that are of special interest to Students.

The following guidelines are used in the selection of Field Instructors for the Field Education experience:

1. BSW Field Instructors should have a BSW or MSW (or equivalent degree as recognized by CASWE), a minimum of two years post-degree practice and experience and be recommended by the agency. An MSW Field Instructor should have an MSW (or equivalent degree as recognized by CASWE), a minimum of two years post-degree practice experience and be recommended by the agency.
2. Within the first year of providing field instruction, it is recommended that Field Instructors begin to participate in the training modules for Field Instructors offered by the Field Education Office at the School of Social Work if not previously completed.
3. If a Student's Field Instructor leaves the agency after the start of the field placement, attempts will be made to find an appropriate replacement within the agency. If the Field Instructor must be away beyond 3 weeks the Coordinator of Field Education and Faculty Consultant must be advised in an effort to ensure appropriate alternate supervision of the Student is arranged.
4. If no other suitable Field Instructor is available within the agency, other alternatives will be explored. If no other alternatives are possible, a new placement with a qualified Field Instructor will be arranged for the Student* in which the following will apply:
 - The Student will be involved in the decision making process.

- The Faculty Consultant originally assigned to the Student will remain with the Student in order to provide support and continuity for the Student and new Field Instructor.
5. In situations where there is a co-supervision or team-supervision model, the combined qualification of the group would be assessed for equivalency. One person must be designated as ultimately responsible for the Student evaluation.

*Related Policy: Selection of Field Instructors in Settings without a Social Worker

Practicum Committee 01/01
Faculty Committee 02/01
School Council 03/01
Reviewed 12/07
Revised by Practicum Committee 04/14
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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**Guidelines for the Selection of Field Settings
without a Professional Social Worker (BSW)**

In a placement where there is no professional social worker on site, social work supervision pertaining to the *Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice* becomes the responsibility of the Faculty Consultant. A King's University College faculty member would be assigned to act as both Field Instructor and Faculty Consultant. In this case, the Faculty Consultant would provide the equivalent number of supervision hours (BSW 3rd year – 1 hour/week, BSW 4th year – 2 hours/week, MSW – 2 hours/week). The Learning Contract would differentiate the supervisory roles. This provision may also be used when a Field Instructor who has been the only professional social worker in an agency leaves the agency during the school term. Provisions must be made by the agency for on-site supervision.*

Other alternative arrangements might also include:

- Involving a social worker who is on the Board of Directors of the agency
- Involving a social worker who is a consultant to the agency
- Involving another social worker from the community if appropriate

It is expected that such a social worker would be knowledgeable about agency policy, procedures and programs, and would become familiar with field instruction requirements, the student's caseload and learning assignments. In a case of perceived or actual conflict of interest, the social worker would not be considered suitable for this role.

* Related Policy: Guidelines for Selection of Field Instructors

See also *OCSWSSW Code of Ethics & Standards of Practice (2nd Edition, 2008)*

Practicum Committee 01/01
Revised by Faculty Committee 02/01
Practicum Committee 04/01
Practicum Committee 09/01
School Council 11/01
Reviewed 02/08
Practicum Committee 03/14

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**Guidelines for the Selection of Field Settings
without a Professional Social Worker (MSW)**

In a placement where there is no professional social worker on site, social work supervision becomes the responsibility of the faculty consultant. A King's University College faculty member would be assigned to act as both field instructor and faculty consultant. This provision may also be used when a field instructor who has been the only professional social worker in an agency leaves the agency during the school term. Provisions must be made by the agency for on-site supervision.*

Other alternative arrangements might also include:

- Involving a social worker with an MSW who is on the board of directors of the agency
- Involving a social worker with an MSW who is a consultant to the agency
- Involving another social worker with an MSW from the community if appropriate

It is expected that such a social worker would be knowledgeable about agency policy, procedures and programs, and would become familiar with field instruction requirements, the student's caseload and learning assignments. In a case of perceived or actual conflict of interest, the social worker would not be considered suitable for this role.

Practicum Committee 04/04
Faculty Committee 09/04
School Council 09/04

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Field Education Placement in Agency of Employment

It is expected that Students will complete a Field Education placement in a setting which provides new learning opportunities and professional growth and development. In extenuating circumstances, Students might request to complete their Field Education placement in an agency where they are already a paid employee. In these situations, the following will apply:

1. There must not be any remuneration for placement activities. Similarly, any duties for which the Student is remunerated shall not be considered as Field Education placements hours.
2. Learning opportunities in Practicum must be significantly different from experiences previously acquired as a paid employee and include new knowledge and skills with a different client group.
3. The Field Instructor assigned to supervise the Student during Practicum hours must be different from the supervisor to whom the Student reports as a paid employee.
4. The Student is required to submit a detailed proposal (See Appendix #2) outlining the new knowledge and skills to be acquired in the agency of employment.
5. Prior to the commencement of the Field Education placement, the employer will submit a letter of verification indicating their agreement to the provision of supervision provided by their agency and completion of unpaid Field Education hours to include new knowledge and skills.
6. King's University College liability and Workplace Safety Insurance will only apply to duties completed within the scheduled Field Education hours.

Practicum Committee 12/01

Faculty Committee 12/01

School Council 12/01

Reviewed 12/07

Practicum Committee 03/14

Practicum Committee 11/15

Faculty Committee 01/16

School Council 01/16

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Guidelines for Distance Placements (Ontario)

Distance placements (those outside of the School of Social Work's area) will be considered on an individual basis. The following are areas which need to be considered:

- The availability of placement opportunities in the geographic area identified as a preference by the student
- All additional expenditures which are related to placement (i.e. accommodation, cost of travel, emergencies) are the responsibility of the student
- There must be a qualified Field Instructor available to the student
- A Faculty Consultant must be available
- Substitute assignments or alternative arrangements may be proposed if the student's location of placement precludes attendance at one or more integration seminars.
- Attendance at integration seminars is expected.

Practicum Committee 04/02
Faculty Committee 09/02
School Council 09/02
Practicum Committee (review) 03/10

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Transnational Field Education Placements

The School of Social Work is open to the establishment of placements out of province and out of country as they can provide enriching experiences for certain Students. These decisions are made in the context of limited resources. It is essential that Students are well prepared for the placements and that the Coordinator of Field Education is confident in the Student's ability to benefit from a Transnational educational experience.

Only Students who have completed all the prerequisite course work, and have previous Field Education experience or substantial work experience, will be considered for a Transnational Field Education placement.

For MSW Students the following criteria apply:

1. Students have the opportunity to complete a Field Education placement as part of a formal exchange agreement (subject to the approval of the School of Social Work and the School of Graduate and Post-Doctoral Studies). It is preferable that there be a Social Work or Social Work related program within a university in an effort to support the Transnational experience.
2. Students submit a detailed proposal which will be reviewed by the Field Education Committee and subsequently approved by the Coordinator of Field Education.
3. Some form of integration is required, and will be negotiated on a case by case basis.

For BSW Students, the following criteria will apply:

1. Students have the opportunity to complete a Field Education placement as part of a formal exchange agreement (subject to the approval of the School of Social Work). It is preferable that there be a Social Work or Social Work related program within a university in an effort to support the Transnational experience.

2. Students submit a detailed proposal which will be reviewed by the Field Education Committee and subsequently approved by the Coordinator of Field Education.
3. Some form of integration is required, and will be negotiated on a case by case basis.

Requests are received in writing by the Coordinator of Field Education and reviewed on an individual case basis by the Field Education Committee. In some situations, the applicant may be asked to make a presentation before the committee.

**Please see: Appendix I: Guidelines for Developing a Proposal for Transnational Field Education Placements for more information.*

Practicum Committee 04/07
Faculty Committee 04/07
Practicum Committee 10/07
Faculty Committee 12/07
School Council 01/08
Reviewed by Practicum Committee 10/13
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Witnessing Client Documents

Students do not have the authority to witness signatures on documents for clients outside of the mandate of the agency. Examples of documents include rental agreements, loan applications, lease agreements, and all other legal documents.

Practicum Committee 04/02
Faculty Committee 09/02
School Council 09/02
Reviewed 4/08
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for Absence from Practicum

In order to satisfy the requirements for Practicum and to cover the required learning goals, Students are expected to attend for all previously negotiated Practicum days. If a Student is absent from Practicum, the following guidelines will apply:

1. In all cases, any absence from Practicum will be brought to the attention of the Field Instructor as soon as possible. If agreement is not reached by the Field Instructor and Student related to negotiated absences, the Faculty Consultant will be advised.
2. Absence due to illness beyond one day per month must be compensated for by the use of overtime or make-up hours.
3. Circumstances which require a prolonged absence (beyond 3 days) must also be brought to the attention of the Faculty Consultant for consideration (documentation may be requested by the Faculty Consultant for submission to an Academic Counsellor). In cases where a prolonged absence is required related to agency/community emergency situations, make up Practicum hours will be determined in consultation with the Field Instructor and Faculty Consultant.
4. Absence for reasons other than approved compassionate grounds or approved religious holidays should be compensated for by the use of overtime or make-up hours. Requests for approval shall be directed to the Field Instructor.
5. Absence for professional development activities is at the discretion of the Field Instructor.
6. When a holiday occurs on a Practicum day, the Student is expected to make up the time during the semester in negotiation with the Field Instructor to ensure required hours will be met.
7. In cases of inclement weather, Students are to follow agency directives with regard to attendance. Students are expected to make up any missed hours as a result of agency closure or inability to attend in order to ensure that all learning outcomes are complete within the Practicum timeframe allotted.

Practicum Committee 02/01
Faculty Committee 02/01
School Council 03/01
Reviewed 12/07
Practicum Committee 02/14
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Strike Procedures

Social Work is a profession based on principles of social justice and equity for all members of society. The School of Social Work recognizes the importance of Student learning and choice in any labour disruption. Students who are on placement in a site where the Field Instructor or other professionals are engaged in Social Work practice are on strike should not cross the picket line in order to perform duties associated with the Field Education placement.

In the case of a potential dispute within the Field Education setting, a meeting is held between the Field Instructor, Faculty Consultant and the Student to discuss the continued provision of learning experiences.

In the case of a strike, the following will apply:

1. Any involvement by the Student in social action activities relevant to the placement will be made in consultation with the Faculty Consultant. Safety issues are a primary consideration since Students would not be covered by insurance for strike related activities.
2. Students must negotiate completion of other learning activities with the Faculty Consultant in conjunction with the MSW Practicum and Program Liaison (if applicable) and the Coordinator of Field Education.
3. Students are to honor picket lines, which may be present at the Field Education setting or related agencies. The manner in which Students honor the picket line will be reviewed by the Faculty Consultant, the MSW Practicum and Program Liaison (if applicable), and the Coordinator of Field Education and will include consideration of safety, learning opportunity, Student input, and organizational circumstances.
4. Placement may be delayed until the dispute is resolved. Every effort will be made to complete the placement or an equivalent assignment before the end of term. In situations where the labour dispute is prolonged, and the Student is not actively engaged in pursuing their learning objectives, the Student will be assigned to an alternate setting.

5. In all situations, the Faculty Consultant and Coordinator of Field Education must be involved.

Practicum Committee 09/01
Faculty Committee 10/01
Practicum Committee 12/01
Faculty Committee 12/01
School Council 01/02
Reviewed 02/08
Practicum Committee 10/13
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Social Media Policy

Introduction

The swift adaptation to the use of social media as a forum for engagement and knowledge exchange globally has provided significant benefits to the user. Given this reality and the increased utilization of various forms of social media in a professional context, the following guidelines are intended as a protective measure against potential negative consequences and should be consulted to govern implications for use. Consistent with the CASW Code of Ethics (2005) and Guidelines for Ethical Practice (2005), this document sets out guidelines for responsible use of social media that can include but is not limited to internet, Facebook, Twitter, LinkedIn, Google+, Skype, YouTube, Blogs, Foursquare, online chats, text, email, and other electronic means (smartphones, landline telephones, video technology).

The following demonstrates how the policy is consistent with the mission of CASWE-ACFTS (CASWE Standards for Accreditation, May 2012), and with the mission of the School of Social Work at King's University College.

The **CASW Code of Ethics** outlines the core Social Work values as:

- Respect for the Inherent Dignity and Worth of Persons
- Pursuit of Social Justice
- Service to Humanity
- Integrity of Professional Practice
- Confidentiality of Professional Practice
- Competence of Professional Practice

School of Social Work Social Media Policy

The School of Social Work values both academic freedom and freedom of inquiry and affirms these as pillars of a university education whether expressed in oral communication, print, or electronically. The School of Social Work recognizes the growing importance of electronic communication and is committed to supporting the right of School of Social Work members (Faculty, Staff, Students, and Professional Officers) to interact knowledgeably and socially utilizing social media.

Members of the School of Social Work are responsible and accountable for their actions and statements. The guidelines for use of social media outlined in this document have been designed to help School of Social Work members make appropriate professional decisions about ethical use of social media. The following guidelines will apply to Faculty, Staff, Students, and Professional Officers within the School of Social Work at King's University College, Western University and are referred to within this document as "***Members of the School of Social Work***".

Guidelines for Communication Related to the School of Social Work and Field Education Settings

1. The content of publically accessible electronic communications should adhere to the values outlined in the CASW Code of Ethics.
2. While the School values and encourages freedom of expression and critical debate, consistent with the Student Code of Conduct, the School of Social Work does not encourage or support the use of inflammatory, libellous or disrespectful language. Further, harassment or behaviour that creates a hostile work environment is unacceptable.
http://www.kings.uwo.ca/kings/assets/File/currentStudents/StudentLife/conduct/code_of_conduct_2003.pdf.
3. Under the Ontario Health and Safety Act, specifically Bill 168, harassment or violence can result in disciplinary action up to and including School/Practicum termination. Refer to King's University College Policy on Bill168.
<http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/human-resources/work-place-violence-policy-bill-168/>
4. The School encourages writing that is accurate and based on reasoned engagement with professional and scholarly knowledge. Postings should be treated as public documents recognizing that they could be seen by anyone. Appropriate professionalism in public postings is essential. Web interaction can result in members of the public forming opinions about the School, the Field Education settings and /or their employees or clients, and the author of the posting.
5. Any use of social media that mentions/identifies the School of Social Work, the Field Education setting, their employees, or client groups, must state that the views expressed are those of the writer and are not the views of the School of Social Work members as a whole, and/or the Field Education setting.

6. Members of the School of Social Work are prohibited from publically using/sharing client-related information and/or circumstances. At no time can sharing or exchange of any information related to a client that would in any way reveal a client's identity be permitted .
7. Confidentiality must be strictly observed as outlined in the CASW Code of Ethics. Violations of the professional code of ethics are treated extremely seriously by the School of Social Work.
8. Unless given permission by the School of Social Work or the Field Education Instructor/Agency, Students are not authorized to speak on behalf of the School of Social Work or their Field Education agency. Moreover, Students should not give the impression that they can speak on behalf of the School of Social Work or the Field Education agency. Students must not share information that is explicitly confidential about the School, their Field Education setting, clients (see #6), colleagues, or other Students.

School Council 10/15
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

KING'S UNIVERSITY COLLEGE
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Guidelines for Use of Agency Material in Social Work Courses

Preamble

To facilitate the integration of theory and practice, students may be using examples from their field practice in their coursework. The types of material that may be used could include, but is not limited to, social histories, case plans; video or audio tapes, and process recordings.

The following section in the CASW Code of Ethics (2005) applies to social work educators, practitioners and students:

“A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties.”

Policy Statement

Students and faculty of King’s School of Social Work adhere to the CASW Code of Ethics (2005) regarding protection of the confidentiality of clients and client information.

Guidelines for Use of Agency Information in Coursework

In order to ensure that confidentiality is maintained when agency material is used in coursework:

- Precaution must be undertaken and indicated to preserve confidentiality such as changing names and other identifying data.
- If the agency also has guidelines, select the strictest ones to guide in the preserving of confidentiality.
- Share knowledge with the client regarding how the information is recorded and to be used. It shall not be used in an unethical manner or without the knowledge and consent of the client for purposes other than agreed upon by written consent.
- The client, and agency or Field Instructor must also give consent for materials to be used for coursework purposes.

- Material and recording are the property of the agency and should not be retained or copied by the student or faculty. Dating materials with a time limited consent should be considered.
- All video and audio taped material must have the client's written permission. Special consideration needs to be taken for concealment of client identity in the use of video recordings.

Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for Difficulties in the Field Education Placement

The Faculty and Field Education Office recognize that some Students will demonstrate difficulties in Practicum that could not have been predicted by classroom participation or academic achievement or at least were not sufficiently problematic in the classroom to warrant the Student's discontinuation from the program.

The evaluation of a Student whose Practicum progress and /or Social Work aptitude has been judged as unsatisfactory should be, insofar as possible, a conclusion agreed upon by the Student, Field Instructor and Faculty Consultant. The Field Instructor, Faculty Consultant and/or Student may initiate a review at any time but are encouraged to do so as early as possible in the Practicum. Resolution of field placement difficulties should be given high priority because of the implications of time lost in a placement should a breakdown occur.

Compensation for time lost in the field in the event of a placement breakdown will be dealt with on an individual basis taking into account such factors as the reason for the placement breakdown, the amount of learning that has already occurred, and the amount of learning possible in the time remaining. *

Only in exceptional circumstances should the Coordinator of Field Education be involved without first attempting to resolve the situation between the Student, the Field Instructor, Faculty Consultant and the MSW Practicum and Program Liaison (if applicable).

In no circumstances should a placement be terminated without the involvement of the Faculty Consultant, the MSW Practicum and Program Liaison (if applicable), and the Coordinator of Field Education.

STUDENTS EXPERIENCING DIFFICULTY IN THE FIELD:

Where the Problem is Identified by the Field Instructor:

In cases where the Student is judged by their Field Instructor to be experiencing difficulty in performing at a satisfactory level in the field, the following procedures should be followed:

1. The Field Instructor will facilitate discussion with the Student regarding difficulties experienced. The Field Instructor and Student should have documentation of all related discussions/communication and should inform and involve the Faculty Consultant **as soon as possible**.
2. The Field Instructor and Faculty Consultant should meet with the Student and clearly outline the identified problem areas. A dated, written report summarizing the problem areas, the course of action and time frame agreed upon to resolve them is to be forwarded to the Coordinator of Field Education and the MSW Practicum and Program Liaison (if applicable) by the Faculty Consultant with copies to the parties involved.
3. If the Student continues to experience difficulty, the Faculty Consultant shall inform the MSW Practicum and Program Liaison (if applicable), and the Coordinator of Field Education. At this point the Coordinator of Field Education will organize an educational review with the Field Instructor, Faculty Consultant, the MSW Practicum and Program Liaison (if applicable), and the Student. The purpose of this review is:
 - a) To review and clarify the problem
 - b) To develop written recommendations to be forwarded to the Director of the School. The recommendations may involve such alternatives as a change in placement setting, an extension of the Practicum, continuation of the placement with agreed upon specific tasks and dates for completion, termination of placement or withdrawal from Practicum.
4. If a Student provides written notice to terminate or withdraw from the Field Education course, they will receive a grade of “unsatisfactory” or “withdrawal” and may not fulfill the course requirements for that year. Another Practicum may be undertaken at a later date. A Student may appeal a decision regarding termination of Practicum through the processes outlined in the Academic Appeals Procedures of the Western University Calendar (see Appendix 5.8 & 5.9). Failure to successfully complete the Field Education course will result in removal from the Social Work program at which point Appeal procedures will apply.

Where the Problem is Identified by the Student

In cases where the Student feels that their learning needs are not being met, the following procedures should be followed:

1. The Student should discuss the issue with their Field Instructor **as soon as possible** and ensure that applicable documentation is completed.
2. In instances where the discussion does not resolve the problem, the Student should discuss the issue with their Faculty Consultant.
3. If the problem continues to be unresolved, the Faculty Consultant should meet with the Student and the Field Instructor and identify the problem area(s). A dated, written report summarizing the problem area(s) and the course of action agreed upon to resolve them should be forwarded to the Coordinator of Field Education and the MSW Practicum and Program Liaison (if applicable) by the Faculty Consultant with copies to the parties involved.
4. If the Student continues to experience difficulty, the Faculty Consultant shall inform the MSW Practicum and Program Liaison (if applicable), and the Coordinator of Field Education. At this point the Coordinator of Field Education will organize an educational review with the Field Instructor, Faculty Education, the MSW Practicum and Program Liaison (if applicable), and the Student. The purpose of this review is:
 - a) To review and clarify the problem
 - b) To develop written recommendations to be forwarded to the Director of the School. The recommendations may involve such alternatives as a change in placement setting, an extension of the Practicum, continuation of the placement with agreed upon specific tasks and dates for completion, termination of placement or withdrawal from Practicum.

*Related Policy: Extension of Placement, Western Calendar (See Appendix #5.8 & 5.9).

Practicum Committee 02/01
Faculty Committee 02/01
School Council 03/01
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for the Extension of Placement

Adherence to the CASWE Accreditation guidelines requires a minimum of supervised Field Education practice as follows:

- 700 hours - BSW
- 450 hours - MSW

Each year King's School of Social Work sets the requirement of Field Education Practicum hours for each respective program (refer to applicable program handbook).

In some cases, it may be necessary for a Student to extend their Practicum beyond the scheduled time in order to demonstrate the level of competence expected by the School of Social Work at King's University College. In such cases, the following will apply:

1. The **Guidelines for Difficulties in the Field Education Placement** will be followed.*
2. The extension is determined through consultation with the Student, Field Instructor, Faculty Consultant, the MSW Practicum and Program Liaison (if applicable), and the Coordinator of Field Education. If required, extensions are typically as follows:

BSW 3 – 1 month

BSW 4 – 3 months

MSW – 3 months

An extension is not to exceed the date required by Western University for removal of the Incomplete Status in any course. The Coordinator of Field Education or the MSW Practicum and Program Liaison (if applicable) shall ensure the Incomplete Form is signed by the Director and the Dean.

3. The Coordinator of Field Education in consultation with the Director of the School of Social Work at King's University College shall inform the Student of the decision in writing.

4. Ideally, the Student shall be informed of a decision to extend their field placement no later than six weeks prior to the normal termination date for the fourth year field placement, three weeks prior to the normal termination date for a third year placement, and 135 hours (18 days) for an MSW placement.
5. Only one extension of the field placement is allowed.
6. Extension of the field placement does not guarantee a passing mark to any Student.
7. Established College and University Appeal Procedures apply. (See Appendix 5.8 & 5.9)

*Related Policy: Guidelines for Difficulties in the Field Education Placement

Practicum Committee 02/01
Faculty Committee 02/01
School Council 03/01
Practicum Committee 10/05
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

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Guidelines for Extensions and Incompletes For Field Education Assignments/Documents

1. All Field Education course related assignments/documents are to be submitted on or before the due date.
2. Extensions must be requested by the Student and negotiated with the Field Instructor and/or Faculty Consultant as applicable.
3. Failure to meet deadlines for the submission of Field Education paperwork without prior permission of the Field Instructor and/or the Faculty Consultant will alter the grade from satisfactory to unsatisfactory unless there has been negotiation of a grade of INC.

Grade Submission

Incompletes

- a) Failure to submit Learning Contracts and/or Social Work Practice Competencies and Evaluations may result in an extension of Practicum.
- b) The Faculty Consultant and Student negotiate submission deadlines and submit the signed Incomplete form to the Coordinator of Field Education.
- c) The form goes to the Coordinator of Field Education who approves it in conjunction with the Director who then forwards it to the Academic Dean for approval.
- d) If on the due date, the Coordinator of Field Education does not receive a grade or a request from the Faculty Consultant for further extension due to medical or compassionate reasons, the Coordinator of Field Education submits a grade of 'unsatisfactory' to the Director. The Director may forward this to the Academic Dean by 4:00 pm the day following the due date.
- e) In cases where the Student requests a further extension, the Student and Faculty Consultant negotiate further deadlines and submit another INC form to the Coordinator of Field Education who may approve it in conjunction with the Director who then forwards it to the Academic Dean for approval. If this

further deadline is not met, the grade of “unsatisfactory” is automatic.

*Related Policy: Accessibility and Accommodation

Reviewed 10/07
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

KING'S UNIVERSITY COLLEGE

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SCHOOL OF SOCIAL WORK

Harassment and Discrimination

In accordance with King's University College's philosophy and established policies, the School of Social Work is committed to maintaining an atmosphere free from all forms of discrimination and harassment. In order to provide protection in a consistent manner, this philosophy must apply to the Student's experience within the Field Education setting as well as in the College environment.

The Field Education experience involves a unique relationship between community agency personnel and Social Work Student(s). The following policies and procedures have been developed by King's University College and adapted by the Field Education Office so that the learning and working environment in the Field Education setting is free from harassment and discrimination.

The ethics governing the relationship between a Student and a Field Instructor should be the same as the ethics governing Social Work client relationships Canadian Association of Social Workers (CASW Code of Ethics Item 5.7). The Social Work Student will not exploit relationships with clients, supervisors, employees or research participants sexually or otherwise. The Social Work Student will not condone or engage in harassment or discrimination.

Student and Field Instructor

Students are particularly vulnerable because of the perceived authority and power differential. However, if the Field Instructor perceives that they are being harassed or discriminated against by the Student, they should also undertake the following procedures which shall be documented.

1. If the Student or Field Instructor feels uncomfortable or under pressure because of perceived harassment/discrimination, they should consult immediately with the Faculty Consultant. The Student or Field Instructor may request the presence of the Faculty Consultant at any point during the following suggested steps.
 - a) Ask the harasser/discriminator to stop. Inform the harasser/discriminator that the behaviour is unwelcome. Although an individual should know better, they may not realize the behaviour is offensive. A simple discussion may resolve

the problem. If the person refuses to cooperate, remind them that such behaviour is against King's University College policy.

- b) Keep a record of the harassment/discrimination and all efforts to eradicate it. Documentation shall include: When did the harassment/discrimination occur (e.g., dates, times, locations)? What happened? Were there any witnesses? Were there any threats of reprisal? What was your response? Identification of feelings and any negative impact you have experienced. What would you like to see happen next? Failure to record events will not invalidate your complaint; a record will reinforce it.
2. If the perceived harassment/discrimination continues, the Student or Field Instructor should a) notify the Faculty Consultant and b) notify the Coordinator of Field Education and MSW Practicum and Program Liaison (if applicable) and:
 - a) Follow agency policy and procedure to deal with the harassment/discrimination where such procedures exist.
 - b) Follow King's University College Policy and Procedures Concerning Harassment/Discrimination.

All parties will remain involved until the matter is resolved.

3. In the case of 2(a), the Coordinator of Field Education must be informed of the outcome of the complaint, by the complainant and placement agency. In the case of 2(b), the Student or Field Instructor should make an appointment to consult with the King's University College Harassment Advisor. King's policy regarding confidentiality will apply except that the Coordinator of Field Education must be informed of the outcome of the complaint, by the complainant and for the King's University College Harassment Advisor.

From this point, *King's University College Policy and Procedures Concerning Harassment/Discrimination* will be followed, beginning with Item 5, p.5. (See Appendix #5.2)

Harassment/Discrimination from Other Sources

Involving Other Agency Personnel

1. Where a Student is experiencing harassment/discrimination by an agency employee (other than the Field Instructor) while engaged in Practicum, the

Student should immediately discuss the issue with their Field Instructor.

2. The Student should ask the alleged perpetrator to stop. The Student may enlist the support of the Field Instructor in doing this if they wish.
3. If the harassment/discrimination continues, the Field Instructor shall be responsible for notifying the Faculty Consultant and ensuring that the agency takes action to protect the Student.
4. If the issue is not resolved satisfactorily, the Coordinator of Field Education and MSW Practicum and Program Liaison (if applicable) should be notified.
5. Documentation is required as part of the process.

Involving the Student and Client

If the alleged harassment/discrimination is perceived to occur with the Student as perpetrator toward a client, the Student's status as a Social Worker in training must be considered as they learn to abide by the Social Work Code of Ethics. No inappropriate behaviour toward a client can be tolerated. (See Appendix #5.14)

The Student has a right to protection from harassment/discrimination by a client. This right must be exercised in balance with an awareness that, in the case of sexual harassment, sexuality is often a treatment issue for a client and therefore sexually inappropriate behaviour on the part of the client needs to be considered from this point of view, not simply as a Human Rights issue.

1. If the alleged harassment/discrimination is perpetrated by the Student toward the client, the Faculty Consultant and Coordinator of Field Education **must** be involved to determine appropriate action.
2. If the Student perceives themselves as being harassed/discriminated against by a client, the matter should be discussed with the Field Instructor and the Faculty Consultant. Careful consideration should be given to both the Student's right to protection and the Client's treatment needs. The action to be taken should be decided upon within this context. The Field Instructor may assist the Student in dealing with the situation either directly with the Client or within the agency structure. If the Student is not comfortable with the outcome of the situation, the Faculty Consultant should be involved to initiate a review process. The Difficulties in the Field Education Placement policy will apply as outlined in the Field Education Policies and Guidelines Manual with an educational review.

3. In extreme circumstances, a Student may decide to involve the police directly.

*Related Policy: Difficulties in the Field Education Placement

Practicum Committee 02/01
School Council 03/01
Reviewed 02/08
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

KING'S UNIVERSITY COLLEGE

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SCHOOL OF SOCIAL WORK

Review of Professional Conduct (BSW)

Preamble:

“Schools shall have policies requiring that performance of professional responsibilities of social work students be in accordance with the relevant code of ethics, with particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups” (CASSW Standards 4.3 Board of Accreditation Manual, October 2003.)

1. General standards of student conduct are defined by the King's University College Code of Student Conduct. The following policy pertains to professional conduct and applies to any social work course or related learning environment including Practicum within the BSW Program. It is an attempt to balance the commitment of the School of Social Work to support and assist students in becoming professional social workers, with the need to protect the safety and well-being of all students, staff and faculty as well as vulnerable individuals, families, groups and communities. Thus, the School of Social Work holds a reasonable expectation that its students will endeavour to adhere to recognized ethical obligations and professional standards such as the Social Work Code of Ethics and Standards of Practice adopted by the Ontario College of Social Workers and Social Service Workers, and that the School has an obligation to take action when a student acts in an unethical or unprofessional manner. The purpose of this policy is to provide examples of conduct that may require a review and to provide guidelines for a process of review. The School of Social Work will undertake to resolve any concerns in a fair, timely, reasonable and effective manner.

2. The major values and principles as included in the Social Work Code of Ethics that guide professional social work practice are:

- Empathy and concern for clients
- Respect for individual worth and dignity
- Human capacity for growth and change
- Self-determination
- Honesty and integrity
- Confidentiality
- Social and individual responsibility
- Social justice, human rights and equality

3. It is important that students review and become familiar with the Canadian Association of Social Workers' Code of Ethics and Guidelines for Ethical Practice; the Ontario College of Social Workers and Social Service Workers' Code of Ethics and

Standards of Practice; and relevant School, College, University and in the case of Practicum, agency policies, regulations and procedures, including:

- King's University College Code of Student Conduct
- King's University College Harassment and Discrimination Policy
- The School of Social Work Policy on Students Experiencing Difficulties in the Field
- The School of Social Work Policy on Extension of Placement
- University of Western Ontario Academic Policies/Regulations
- University of Western Ontario Senate Policy on Off-Campus Placements
- University of Western Ontario Guide for Students in Professional Program Placements, Clinics, Practica

4. *Limits of Confidentiality:*

The School of Social Work recognizes that the safety and confidentiality of students or others who have been subject to unprofessional conduct under this Policy must be an important priority. The School of Social Work must balance the need for confidentiality against its duty to protect present and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional or unethical manner under this Policy. Information disclosed during meetings with instructors, program or practicum coordinators, or the Director will not be kept confidential if the information raises concerns about the student's capability of assuming the professional responsibilities of social work practice. Instructors and/or program coordinators and/or the Director 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 School of Social Work reserves the right to share information with the University or third parties as required by law and University regulations.

5. *Behaviour That May Result in a Review*

Student reviews can occur under any of the following circumstances:

- 5.1 Serious or persistent behaviour that would constitute a breach of the professional codes of ethical conduct and standards of practice mentioned above, were the student a practising social worker.
- 5.2 Behaviour that causes individuals in the School of Social Work to have a serious or persistent concern about the harmful effect of the student's behaviour on the learning environment that would constitute a breach of the Harassment and Discrimination Policy and the Code of Student Conduct at King's University College. Reasons for the serious or persistent concern may include but are not limited to the following: speech or behaviour that contravenes the Ontario Human Rights Code (e.g. discrimination or harassment because of race, creed, ancestry,

place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, age, record of offences, marital status, same sex partnership 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.

In situations where the jurisdiction is unclear, the Dean of Students and/or the Academic Dean may be involved (See Appendix 4).

6. *Three Stages of Review:*

Three stages of review can occur in the School of Social Work regarding behaviour that is not consistent with the recognized ethics and standards of the profession of the social work. The stage of review is dependent upon the seriousness of the allegation of the breach of this Policy. The overall commitment of the School of Social Work is to resolve any concern related to professional conduct of a student, at Stage One or Stage Two through a mediation approach with the student.

6.1 Stage One:

6.1.1 A Stage One review involves a classroom instructor and a student, or a practicum instructor and a student. When either a classroom instructor or a practicum instructor has concerns about a student's behaviour as it relates to professional conduct, the instructor will:

- Discuss the concerns directly with the student and seek to work with the student to resolve the concern within a defined time frame;
- Document dates and contents of meetings with the student.

6.1.2 If the problem arises in the practicum, the practicum instructor will discuss the concerns directly with the student and Faculty Consultant, and follow the procedure outlined in the School's Field Education Manual.

If the concerns are not resolved at Stage One, the individuals involved will proceed to Stage Two.

6.2 Stage Two:

6.2.1 If the concern is expressed by a classroom instructor and cannot be resolved at Stage One, a Stage Two review involves the instructor, the student and the student's Faculty Advisor. In situations where the instructor and Faculty Advisor are the same, the Director will appoint an alternate Faculty member. Students may elect to have someone accompany them to the meeting, but must inform the instructor and Faculty Advisor of the identity of the individual accompanying the student in advance of the meeting. If students elect to have someone accompany them that individual should be referred to

the University of Western Ontario, Office of the Ombudsperson document “Agents and Colleagues: Students Helping Students”.

6.2.2 If the concern arises in the practicum and cannot be resolved at Stage One, it is the responsibility of the Faculty Consultant to advise the Coordinator of Field Education of the concern and the Coordinator will initiate a Stage Two review. The Coordinator will meet with the student (and the person accompanying the student, if any), the practicum instructor, and the Faculty Consultant. The student must inform the practicum instructor, Faculty Consultant and the Coordinator of Field Education of the identity of any individual accompanying the student in advance of the meeting.

6.2.3 Stage Two Review will include:

- Determination of the nature and specifics of the concern
- Development of a written plan (including time lines and specific actions) to address the concern. A copy of the written plan will be signed by and provided to all parties personally or by registered mail within five business days.
- A follow up meeting with all parties to determine if the concern has been resolved. If it is determined that further intervention is required a Stage Three Review will be conducted.

6.3 Stage Three:

6.3.1 Generally a Stage Three review is conducted when issues are considered by the School of Social Work to be of such a serious nature that formal intervention is required. A Stage Three review is most often conducted when concerns have not been resolved in Stages One and Two. A Stage Three review always occurs when a student is being considered for withdrawal or discontinuance in the program or if a recommendation for suspension or expulsion from the University is being considered. Any decision is based on a simple majority vote of the Committee at Stage Three.

6.3.2 When a Stage Three review is called for and the concern arises in the practicum, the Coordinator of Field Education will advise the Director in writing of the alleged incident or series of incidents as soon as possible. If the Director determines that there are sufficient grounds to continue, he/she may temporarily withdraw the student from practicum and/or courses, as warranted. Within two weeks of being advised, the Director will convene an in-camera meeting of a review committee comprised of the Director (chair), the President of the Social Work Students Association or alternate (voting), and up to two designated full-time members of the School’s faculty who are members of the Practicum Committee (voting) or alternates if necessary. The student has the right to express to the Director any perceived conflict of interest with any member of the review committee. Any individual who has participated in the Stage One and Two reviews will not be a voting member of the Stage Three review committee. The student (and an accompanying person if the student wishes) will be invited to attend the review committee meeting. The following individuals may also be invited to attend the

meeting: the Coordinator of Field Education, the student's Faculty Consultant and/or faculty advisor, the student's Field Instructor, and any other persons deemed appropriate by the Director to gather further information, determine the nature of the problem and identify alternatives for resolution. Members of the review committee will be informed ahead of time of the identity of a person accompanying the student.

6.3.3 The student will be notified in writing of the specific concerns and meeting date with sufficient time to prepare for and attend the meeting. Should the student choose not to attend the review, the Committee will determine a decision in the student's absence.

6.3.4 The review committee will review any available information (facts) related to the concern(s), review any actions taken to date, hear the student's position related to the concern(s), permit the student to ask questions, and seek clarifications. Hearsay evidence (information) is to be avoided if at all possible. The review committee will control information flow and limit questions to issues of relevance. At the conclusion of the meeting, the review committee will determine a decision based on all information gathered. The Director of the School of Social Work will inform the student of the decision in writing within 10 days of the review committee's decision.

6.3.5 When the concern does not arise in the practicum, any faculty member of the School may advise the Director in writing of an alleged incident or series of incidents. Any incident related to a course or instructional activity will be reported to the Academic Dean. Any incident that comes under the jurisdiction of the Code of Student Conduct will be reported to the Dean of Students immediately.

6.4 The review committee's decision may include one or more of the following:

6.4.1 *Continue student in the program with no conditions;*

6.4.2 *Establish formal conditions for student's continuance in the program – (e.g., setting goals, actions, timelines, monitoring, mentoring and support, placing the student on probation for a period of time and monitoring the student during the probationary period, referring the student to counselling, requiring the student to temporarily withdraw from the program);*

6.4.3 *Consult with and/or refer to the King's University College Harassment Advisor (if a referral is made, the student must be notified).*

6.4.4 *Recommend withdrawal of student from the program and/or University*

On rare occasions, it may be recommended that the student no longer continue in the social work program, be suspended, or be withdrawn from the University. The student will be counselled to voluntarily withdraw. If that does not occur, the student will be reported by the Director to the Academic Dean, with a recommendation for suspension

or withdrawal. Under the jurisdiction of the Student Code of Conduct, the student will be reported to the Dean of Students. The student will be provided with specific reasons for the recommendation. Any readmission will be subject to the regulations pertaining to “unsatisfactory performance” outlined by the U.W.O. Academic Calendar.

6.5 In any Stage Three review, there must be clear, concise documentation of concerns as well as verification that these concerns have been discussed with the student, and that attempts have been made to address the concerns where appropriate. Retention of information on the student’s academic record will comply with the regulations outlined under “Offence Record” and “Release of Information Concerning Scholastic Offences” in the U.W.O. Academic Calendar.

7. Retention and Disposition of Documentation

Any documentation pertaining to any of the Stages of Review will be kept in the student’s academic file which is located in a locked cabinet in the office of the Coordinator of Admissions. Documentation will be kept until such time as the student graduates from the social work program. If the student is asked to withdraw from or discontinue in the program, or is suspended or expelled from the University, the documentation will be retained in the file in perpetuity.

8. Access to Student File

Only those parties who are involved in the review process, the current Director of the School of Social Work, the Coordinator of Field Education and the Coordinator of Admissions shall have access to the files.

9. Appeals

Any decision made by the Stage Three review committee or the Director can be appealed to the Academic Dean, King’s University College and the King’s University College Discipline Committee.

Practicum Committee 10/06
Faculty Committee 10/06
School Council 10/06
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

KING'S UNIVERSITY COLLEGE
Western University

SCHOOL OF SOCIAL WORK

Review for Professional Conduct (MSW)

Preamble:

“Schools shall have policies requiring that performance of professional responsibilities of social work students be in accordance with the relevant code of ethics, with particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups” (CASSW Standards 4.3 Board of Accreditation Manual, October 2003.)

1. General standards of student conduct are defined by The University of Western Ontario and King's University College Codes of Student Conduct. The following policy pertains to professional conduct and applies to any social work course or related learning environment including Practicum within the MSW Program. It is an attempt to balance the commitment of the School of Social Work to support and assist students in becoming professional social workers, with the need to protect the safety and well-being of all students, staff and faculty as well as vulnerable individuals, families, groups and communities. Thus, the School of Social Work holds a reasonable expectation that its students will adhere to recognized ethical obligations and professional standards such as the Social Work Code of Ethics and Standards of Practice adopted by the Ontario College of Social Workers and Social Service Workers, and that the School has an obligation to take action when a student acts in an unethical or unprofessional manner. The purpose of this policy is to provide examples of conduct that may require a review and to provide guidelines for a process of review. The School of Social Work will undertake to resolve any concerns in a fair, timely, reasonable and effective manner.

2. The major values and principles as included in the Social Work Code of Ethics that guide professional social work practice are:

- Empathy and concern for clients
- Respect for individual worth and dignity
- Human capacity for growth and change
- Self-determination
- Honesty and integrity
- Confidentiality
- Social and individual responsibility
- Social justice, human rights and equality

3. It is important that students review and become familiar with the Canadian Association of Social Workers' Code of Ethics and Guidelines for Ethical Practice; the Ontario College of Social Workers and Social Service Workers' Code of Ethics and Standards of Practice; and relevant School, College, University and in the case of Practicum, agency policies, regulations and procedures, including:

- The University of Western Ontario Code of Student Conduct (Graduate Students)
- The University of Western Ontario Graduate Calendar (<http://www.uwo.ca/grad/calendar.htm>)
- King's University College Code of Student Conduct
- The University of Western Ontario Harassment and Discrimination Policy
- The School of Social Work Policy on Students Experiencing Difficulties in the Field
- The School of Social Work Policy on Extension of Placement
- University of Western Ontario Academic Policies/Regulations
- University of Western Ontario Senate Policy on Off-Campus Placements
- University of Western Ontario Guide for Students in Professional Program Placements, Clinics, Practica

4. *Limits of Confidentiality:*

The School of Social Work recognizes that the safety and confidentiality of students or others who have been subject to unprofessional conduct under this Policy must be an important priority. The School of Social Work must balance the need for confidentiality against its duty to protect present and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional or unethical manner under this Policy. Information disclosed during meetings with instructors, program or practicum coordinators, or the Director will not be kept confidential if the information raises concerns about the student's capability of assuming the professional responsibilities of social work practice. Instructors and/or program coordinators and/or the Director 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 School of Social Work reserves the right to share information with the University or third parties as required by law and University regulations.

5. *Behaviour That May Result in a Review*

Student reviews can occur under any of the following circumstances:

- 5.1 Serious or persistent behaviour that would constitute a breach of the professional codes of ethical conduct and standards of practice mentioned above, were the student a practising social worker.

5.2 Behaviour that causes individuals in the School of Social Work to have a serious or persistent concern about the harmful effect of the student's behaviour on the learning environment that would constitute a breach of the Harassment and Discrimination Policy and the Code of Student Conduct at The University of Western Ontario and King's University College. Reasons for the serious or persistent concern may include but are not limited to the following: speech or behaviour that contravenes the Ontario Human Rights Code (e.g. discrimination or harassment because of race, creed, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, age, record of offences, marital status, same sex partnership 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.

In situations where the jurisdiction is unclear, the Principal and/or the Associate Dean of the Faculty of Graduate Studies may be involved (See Appendix 4).

6. *Three Stages of Review:*

Three stages of review can occur in the School of Social Work regarding behaviour that is not consistent with the recognized ethics and standards of the profession of the social work. The stage of review is dependent upon the seriousness of the allegation of the breach of this Policy. The overall commitment of the School of Social Work is to resolve any concern related to professional conduct of a student, at Stage One or Stage Two through a mediation approach with the student.

6.1 Stage One:

6.1.1 A Stage One review involves a classroom instructor and a student, or a practicum instructor and a student. When a classroom instructor has concerns about a student's behaviour as it relates to professional conduct, the instructor will:

- Discuss the concerns directly with the student and seek to work with the student to resolve the concern within a defined time frame;
- Document dates and contents of meetings with the student.

6.1.2 If the problem arises in the placement agency, the field instructor will discuss the concerns directly with the student and Faculty Consultant, and follow the procedure outlined in the School's Practicum Policy Manual.

If the concerns are not resolved at Stage One, the individuals involved will proceed to Stage Two.

6.2 Stage Two:

6.2.1 If the concern is expressed by a classroom instructor and cannot be resolved at Stage One, a Stage Two review involves the instructor, the student and the Director,

School of Social Work. Students may elect to have someone accompany them to the meeting, but must inform the instructor and the Director of the identity of the individual accompanying the student in advance of the meeting. If students elect to have someone accompany them that individual should be referred to the University of Western Ontario, Office of the Ombudsperson document “Agents and Colleagues: Students Helping Students”.

6.2.2 If the concern arises in the practicum and cannot be resolved at Stage One, it is the responsibility of the Faculty Consultant to advise the Coordinator of Field Instruction of the concern and the Coordinator will initiate a Stage Two review. The Coordinator will meet with the student (and the person accompanying the student, if any), the practicum instructor, and the Faculty Consultant. The student must inform the practicum instructor, Faculty Consultant and the Coordinator of Field Instruction of the identity of any individual accompanying the student in advance of the meeting.

6.2.3 Stage Two Review will include:

- Determination of the nature and specifics of the concern
- Development of a written plan (including time lines and specific actions) to address the concern. A copy of the written plan will be signed by and provided to all parties personally or by registered mail within five business days.
- A follow up meeting with all parties to determine if the concern has been resolved. If it is determined that further intervention is required a Stage Three Review will be conducted.

6.3 Stage Three:

6.3.1 Generally a Stage Three review is conducted when issues are considered by the School of Social Work to be of such a serious nature that formal intervention is required. A Stage Three review is most often conducted when concerns have not been resolved in Stages One and Two. A Stage Three review always occurs when a student is being considered for withdrawal or discontinuance in the program or if a recommendation for suspension or expulsion from the University is being considered.

6.3.2 When a Stage Three review is called for and the concern arises in the practicum, the Coordinator of Field Instruction will advise the Director in writing of the alleged incident or series of incidents as soon as possible. If the Director determines that there are sufficient grounds to continue, he/she may temporarily withdraw the student from practicum and/or courses, as warranted and will notify the student within three business days. The Director will inform the Associate Dean of the Faculty of Graduate Studies within three business days and the process outlined in The University of Western Ontario Code of Student Conduct (Graduate Students) will be followed.

6.3.3 In the case of practicum, where there is a finding of misconduct and a sanction is imposed, notification will be given to the Ontario College of Social Workers and Social Service Workers.

7. Retention and Disposition of Documentation

Within the School of Social Work, any documentation pertaining to any of the Stages of Review will be kept in the student's academic file which is located in a locked cabinet in the office of the Coordinator of Admissions. Documentation will be kept until such time as the student graduates from the social work program. If the student is asked to withdraw from or discontinue in the program, or is suspended or expelled from the University, the documentation will be retained in the file in perpetuity.

8. Access to Student File

Only those parties who are involved in the review process, the current Director of the School of Social Work, the Coordinator of Field Instruction and the Coordinator of Admissions shall have access to the files.

9. Appeals

Any decision made at Stage Three can be appealed to the University Discipline Appeal Committee.

Practicum Committee 02/07
Faculty Committee 03/07
School Council 03/07
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

KING'S UNIVERSITY COLLEGE

Western University

SCHOOL OF SOCIAL WORK

Offers of Employment at the Field Education Site

The School of Social Work is committed to ensuring Students have a learning experience in their Practicum that is focused on the goals and objectives negotiated and stated in their Learning Contract. For those with potential employment opportunities within their Field Education site, these guidelines are intended to reduce the potential for conflicts of interest while ensuring Student learning outcomes and supervision needs are the priority for the duration of Practicum.

For any offers of employment, Students are not to negotiate commencement of employment until their Field Education hours are concluded. Further, Students must also have completed and submitted ALL documentation related to Practicum to the Field Education Office prior to commencing employment. Students should be aware that King's University College liability insurance and Workplace Safety Insurance will only apply to duties completed within the scheduled Practicum hours.

Practicum Committee 03/14
Pending School Council Approval
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

APPENDICES

APPENDIX #1

KING'S UNIVERSITY COLLEGE Western University

SCHOOL OF SOCIAL WORK

Guidelines for Developing a Proposal for Transnational Field Education Placements

The School of Social Work is open to the establishment of placements out of province and out of country as they can provide enriching experiences for certain Students. These placements can provide opportunities for useful comparative studies for Students, sometimes enriched by the experience of living in a different setting.

These decisions are made in the context of limited resources. It is essential that Students are well prepared for the placement and that the Coordinator of Field Education is confident in the Student's ability to benefit from a distance educational experience.

Principles and Objectives

The Field Education Committee has adopted the principles and objectives of the Canadian Association for Social Work Education (CASWE) International Affairs Committee as concepts to guide decision making in approving International placements.

Mission and Objectives of International Affairs Committee (CASWE):

The mission of the International Affairs Committee is to encourage and facilitate discussion of issues concerning International collaboration and exchanges and related curricula between Social Work educators and programs. CASWE principles and objectives include:

- To examine the systemic and historical contexts of International Social Work such as colonialism, imperialism, racism, classism, globalization and corporatization, both in the larger society, and within the Social Work profession
- To support indigenous knowledge, and encourage discussion of how language plays a role in producing diverse meanings of concepts such as helping, culture, and spirituality
- To examine the issues of reciprocity, and promote an expanded discourse among schools of Social Work regarding its importance and centrality in International Social Work

- To reflect on the process of how multiple agendas of International exchanges are negotiated between Social Work educators
- To build relationships and a Social Work presence in the International development field
- To promote curriculum development in relation to International issues in Canadian schools of Social Work
- To promote the development of ongoing critical discussions pertaining to International issues within schools of Social Work
- To encourage sharing of relevant resource, models, contact, information, etc. related to International Social Work
- To encourage the development of appropriate policies pertaining to the areas identified above

Only Students who have completed all the prerequisite course work and have a previous Field Education experience or substantial work experience, will be considered for a Transnational Field Education opportunity. Criteria for eligibility is based on consideration of Proposal for Transnational Field Education Placements (see appendix??)

A. Student Criteria

1) Plan of Study

- appropriate rationale related to learning needs for placement
- how learning needs could be met at a distance
- address the issue of possible language limitations
- anticipated time frame

2) Suitability

- maturity of Student and demonstrated ability to follow-through
- high level of self-direction, initiative, clarity of purpose
- strong previous placement evaluation(s)
- consideration of a Student's future employment possibilities
- good level of academic performance (we will obtain a transcript)

3) Financial Implications

- consideration of financial issues related to placement
- external funding sources (see Western University and King's University College websites for bursary information)

B. Agency Criteria

- The placement setting must be committed to meeting the requirements of a placement such as providing the Student with an orientation, with appropriate work assignments and with regular supervision by an identified Field Instructor
- Appropriateness of the placement being able to meet objectives of the School of Social Work Practicum at King's University College
- Commitment of the Field Instructor to provide 1- 2 hours of supervision per week
- Commitment of the Field Instructor to have formal contact on three occasions with the Faculty Consultant during the placement
- Willingness of the Field Instructor to write an evaluation at the end of placement
- Availability of adequate communication technologies for liaison between Field Education placement and the School of Social Work

Proposal Submission

Students must develop a Field Education proposal; Part I should be submitted electronically to the Coordinator of Field Education six months in advance of the beginning of the semester in which the Student is planning to do her/his placement. Parts II and III should be submitted electronically four months in advance of the beginning of the placement. All detailed proposals will be reviewed by the Field Education Committee before final approval by the Director of the School of Social Work.

Part I (submitted six months in advance)

In this section of the proposal Students should address the following:

- 1) Why the Student wishes to do a transnational Field Education placement
- 2) What are the Student's learning objectives
- 3) Intended location of Field Education placement
- 4) Anticipated time frame

Part II (submitted four months in advance)

In this section Students should provide the following:

- 5) An outline of a possible placement, detailing the placement opportunities

- 6) Additional information about the setting that will help the coordinator understand the learning opportunity
- 7) An outline of how this placement will meet the Student's learning objectives
- 8) Who would supervise the Student and their credentials (preferably a copy of their resumé)
- 9) Suggestions for how the integration seminar expectations might be met
- 10) While the Field Education Coordinator is responsible for assigning a Faculty Consultant, identify any suggestions of who might be available as a Faculty Consultant (faculty located at school of Social Work in the community may be considered, although there may be additional costs to the Student)

Part III (submitted four months in advance)

- 11) Identify how this placement will meet the objective of International placements as identified by the International Affairs Committee of the CASWE
- 12) Identify what cultural/transnational orientation the Student will participate in prior to departure in order to prepare for the cultural differences and who will provide this orientation
- 13) Address the issue of reciprocity given possible language limitations, the historical context of Social Work in that country, and how to make a contribution in a culturally meaningful manner
- 14) Address how the Student will finance this experience. The School does not have any institutional means to help Students finance an International placement. It is the responsibility of the Student to explore financial options
- 15) Provide a risk assessment (safety concerns) of the environment where the Student will be working
- 16) Address how an aspect of this experience will be presented to the School community, if feasible
- 17) Address health and insurance coverage

18) Sign a Declaration of Understanding Waiver – Workplace Safety and Insurance Board or Private Insurance Coverage of Students on Program Related Placements (See Appendix #3).

Practicum Committee 10/07
Faculty Committee 11/07
Practicum Committee 12/07
Faculty Committee 12/07
School Council 01/08
Practicum Committee 11/15
Faculty Committee 01/16
School Council 01/16

Partially adapted from Carleton University, 2007

APPENDIX #2



Proposal for Field Education Placement in Agency of Employment

BSW/MSW Student: _____ Student # _____

Primary Agency: _____

Secondary Agency or Program: _____

Additional Learning Site(s): _____

What are your primary learning goals for practicum?			
	Primary Site or Activity	Secondary Site or Program	Additional Locations
Proposed Field Instructor/Supervisor (please provide name, title, qualifications or attach resume)			
Role of Field Instructor /Supervisor (e.g. social work supervision, orientation input to evaluation,)			
Schedule for Practicum (days and hours of work if varying from Monday, Wednesday and Friday)			

Proposed tasks, responsibilities and learning activities relevant to goals and social work practice (assessments, record-keeping and documentation, knowledge of client population)			
Research interests relevant to practicum			

Student

Date

Field Instructor

Date

Coordinator of Field Education

Date

APPENDIX #3



Student Declaration of Understanding
Workplace Safety and Insurance Board or Private Insurance Coverage
Students on Program Related Placements

Student coverage while on placement

The government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), reimburses WSIB for the cost of benefits it pays to Student Trainees enrolled in an approved program at a Training Agency (university). Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements that are required by their program of study. MTCU also provides private insurance to students should their unpaid placement required by their program of study take place with an employer who is not covered under the *Workplace Safety and Insurance Act*.

Furthermore, MTCU provides limited private insurance coverage for students in Ontario publicly supported postsecondary programs whose placements are arranged by their postsecondary institution to take place outside of Ontario (international and other Canadian jurisdictions).

Declaration

I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, Colleges and Universities while I am on a placement as arranged by the university as a requirement of my program of study.

I understand the implications and have had any questions answered to my satisfaction.

Student name (print): _____

Student signature: _____ Date: _____

Program/School: **School of Social Work, King's University College**

HOW DO I REPORT AN INJURY WHILE AT PLACEMENT?

What is the reporting procedure if a student is injured on the placement?

Students must immediately report injuries to their Field Instructor, their Faculty Consultant, and the Coordinator of Field Education (Field Education Administrative Assistant).

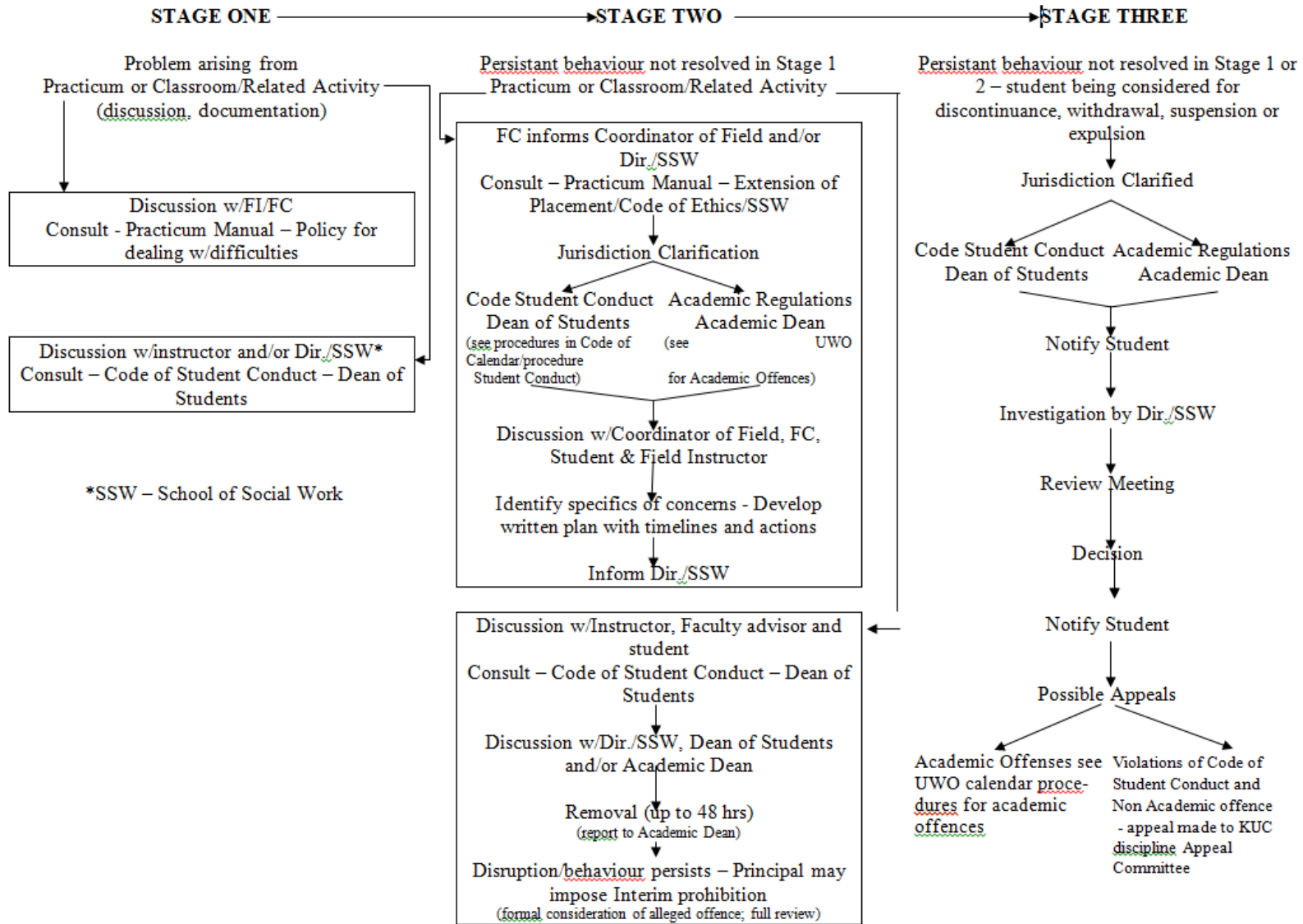
1. Report the injury/incident to your Field Instructor or immediate supervisor. Seek First Aid treatment if required.
2. Call the Field Education Office to report the incident:

Sarah Morrison, Field Education Administrative Assistant
519-433-3491 x.4446
sarah.morrison@kings.uwo.ca

If the Field Education Administrative Assistant is not available, please speak with anyone in the Social Work Office to begin your reporting process.

3. Complete an Incident Report (supplied by your agency, or contact the Field Education Office for one if the agency does not have their own) and FAX to the Social Work Office at 519-433-8691.
4. The Field Education Office will assist in facilitating the completion and submission of the required forms which include:
 - i) WSIB Form 7, "Employer's Report of Injury/disease" (for placement sites that have WSIB coverage) Sites that have private insurance coverage use the ACE INA forms.
 - ii) A Letter of Authorization to Represent the Placement Employer (for sites that have WSIB coverage)
 - iii) Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form and,
 - iv) An incident report (from the Agency or supplied by King's).

The time frames for claims are 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 the Workplace Safety and Insurance Board (WSIB)



APPENDIX #5

KING'S UNIVERSITY COLLEGE

Western University

SCHOOL OF SOCIAL WORK

Links to Related Policies

King's University College:

5.1 Student Code of Conduct

(http://www.kings.uwo.ca/kings/assets/File/currentStudents/StudentLife/conduct/code_of_conduct_2003.pdf)

5.2 Harassment & Discrimination Policy

(<http://www.kings.uwo.ca/kings/assets/File/depts/hr/harassment-discrimination-policy.pdf>)

5.3 Faculty Handbook: Students with Disabilities

(http://www.kings.uwo.ca/kings/assets/File/currentStudents/campus_services/support/Faculty-Handbook-AODA.pdf)

Western University:

5.4 Student Code of Conduct

(<http://www.uwo.ca/univsec/pdf/board/code.pdf>)

5.5 Non-Discrimination/ Harassment Policy

(http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp135.pdf)

5.6 Graduate Policies & Regulations

(http://www.grad.uwo.ca/current_Students/regulations/index.html)

5.7 Undergraduate Policies & Regulations

(<http://www.westerncalendar.uwo.ca/2015/pg93.html>)

5.8 Undergraduate Appeals (<http://www.westerncalendar.uwo.ca/2015/pg112.html>)

5.9 Graduate Appeals (<http://www.westerncalendar.uwo.ca/2015/pg1547.html>)

- 5.10 Policy on Off-Campus Placements
(<http://www.westerncalendar.uwo.ca/2015/pg95.html>)
- 5.11 Undergraduate Offense Record Release of Information
(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)
- 5.12 Graduate Offense Record Release of Information
(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholoff.pdf)
- 5.13 Academic Accommodation for Students with Disabilities
(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf)

External:

- 5.14 OCSWSSW Code of Ethics and Standards of Practice Handbook
(<http://www.ocswssw.org/professional-practice/code-of-ethics/>)
- 5.15 CASSW Board of Accreditation Code of Ethics
(<http://www.mun.ca/cassw-ar/accstans/index.html#student>)
- 5.16 CASWE (<http://caswe-acfts.ca/>)
- 5.17 CASW (<http://www.casw-acts.ca/>)



School of
Social Work



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