Faculty of Liberal Arts & Professional Studies

BSW Practicum Manual

2025-2026

A Reference Guide for Students, Faculty and Field Instructors

http://practicum.sowk.laps.yorku.ca/

YORK UNIVERSITÉ UNIVERSITY

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YORK UNIVERSITY MISSION STATEMENT

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

York University is part of Toronto: we are dynamic, metropolitan and multicultural.

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

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

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

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THE SCHOOL OF SOCIAL WORK MISSION STATEMENT

(revised 1999)

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

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

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

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SECTION A:

INTRODUCTION TO THE SCHOOL OF SOCIAL WORK

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

HISTORICAL PERSPECTIVES

The School of Social Work at York University evolved in 1968 with the establishment of the Social Welfare Program. Professor Wilson Head was the first Chair of the department. He came from the Metro Social Planning Council and identified himself as a sociologist. In 1972, the first students of the program graduated with a Bachelor of Social Work (Honours).

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

In 1992, the School of Social Work required that students who wanted to pursue a degree in Social Work must complete a Bachelor of Arts degree prior to applying to the program. Previous to this requirement, students were able to take social work courses concurrently with their Bachelor of Arts degree.

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

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

In 2007, the School of Social Work launched a Two Year MSW Program. Students with an honours degree in a discipline other than social work (non-BSW) are now able to complete a two-year, full-time graduate program designed to prepare them with advanced-level skills in the field. The graduate degree programs involve a combination of course work, a practicum, and a practice -based research paper (PRP). In 2008 the School of Social Work introduced a PhD program.

THE SCHOOL'S PHILOSOPHY

Historically, the philosophical basis of the School was pluralistic for many years and courses were taught according to the theoretical orientation of individual Faculty members. York University School of Social Work differed because of the student body. Since many of the students enrolled in the School of Social Work were immigrants or children of immigrants, a mix of traditional or conservative and progressive

thinking prevailed, which led to courses that reflected oppositional thinking as well as courses reflecting dominant social work discourse.

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

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

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

THE FIELD EDUCATION OFFICE

The School of Social Work's Field Education Team consists of a Field Education Manager, two Field Education Coordinators, and a Field Education Program Assistant.

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

The Field Education Coordinator is responsible for working with and supporting students in the BSW program during the placement process. They arrange and maintain appropriate placement sites, which involves researching, developing and identifying placement sites on a regular basis; communicate with prospective field education sites to ensure placement sites meet criteria set by the School of Social Work in compliance with the accreditation requirements of the Canadian Association for Social Work Education and University regulations; ensure formal contracts related to placements, including legal and WSIB contracts or other necessary documents are prepared prior to the start of the placement; facilitate the Applying For and Beginning Placement orientation sessions for BSW students; and coordinate, in conjunction with the Field Education Manager, workshops to help prepare students for placement and social work practice.

The Field Education Program Assistant provides administrative support to the Field Education team. Other responsibilities include, sending the practicum confirmation package to students, Field Instructors and Faculty Advisors, updating the Field Education Program database and providing technical support to students, Field Instructors, and Faculty Advisors with regards to the placement application and the on-line evaluation system.

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

CURRENT PERSPECTIVES

THE UNDERGRADUATE PROGRAM SCHOOL OF SOCIAL WORK, YORK UNIVERSITY

Direct Entry BSW (Honours) Program

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

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

Post Degree BSW (Honours) Program

The Post Degree BSW (Honours) degree is a total of fifty-four (54) credits. Students complete their course work on a more flexible schedule. Most Students are considered part time and likely complete courses during the evening hours.

The Post Degree Bachelor of Social Work (Honours) program historically attracts mature students with varied professional and life experiences. Students are admitted into the program with an

undergraduate degree however, may or may not have employment and/or volunteer experience in social services. Some students work full time and have other lifestyle demands and responsibilities. Students are required to complete a practicum once they have completed the core social work courses (which are prerequisites to enrolling in the practicum).

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

SECTION B:

THE PRACTICUM

THE BSW PRACTICUM: A P/SOWK 4000 6.0 AND AP/SOWK 4001 6.0

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

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

The Practicum has a value of 12 credits. For administrative reasons, the course was broken into two halves - SOWK 4000.06 and SOWK 4001.06 – each with a value of six (6) credits. The BSW placement at the School of Social Work, York University consists of 700 hours at ONE placement site. Given the nature of social services, the practicums are generally on weekdays during business hours.

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

STANDARDS[1]:

1. The curriculum shall provide a field education component as part of the core which is required of all students and which provides them with an opportunity for supervised social work practice experience;

2. Each school shall develop practicum standards, procedures and expectations which shall be published in a field education manual;

3. The field education component shall provide for the student to carry direct responsibility for providing services of benefit to individuals, groups and communities;

4. Students shall be required to complete a minimum of 700 practicum hours;

5. The administrative arrangements between the school and field practicum settings shall ensure the primacy of the educational purposes of the field education component;

5.21 Field education curricula and field placements shall provide opportunities for analysis of the dynamics and consequences of oppression as these relate to populations at risk, particularly those relevant to the program's mission or geographic location, and for competent practice derived from that analysis.

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

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

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

Note: These Standards are subject to change. Visit the CASWE web site at http://caswe-acfts.ca/

GENERAL OBJECTIVES OF THE PRACTICUM

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

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

CORE OBJECTIVES OF THE PRACTICUM

- Ability to assess and understand the impact of political, cultural, racial and economic systems on the lives of people.
- Ability to apply theory into practice.
- Engage in a process of self-reflection.
- Knowledge of social work interventions used in different aspects of the social service sector.
- Knowledge and understanding of community resources and the social service sector to facilitate appropriate referrals.
- Understanding the implications of policy on practice.

DIRECT ENTRY STUDENTS

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

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

POSTDEGREE STUDENTS

Students in the Post Degree program are given some flexibility in how they complete the hours required for their placement. Post Degree students have the option of completing their placement within a block of time; 5 days/week for 5 months or on a part time basis 2-4 days/week for 6-12 months. Post Degree students can start their placement in September or January. Regardless of the format of the placement, they must complete placement hours during the normal business hours of an agency.

Note: If you are a Post Degree student receiving OSAP, you will need to ensure you are enrolled in 9 credits per term to have Full Time student status. If you are starting your placement in January, please connect with the Field Education Office so that you are given permission to enroll in the appropriate terms to meet the OSAP deadline

PRACTICUM PRE-REQUISITES

Direct Entry Students

The following are eligibility requirements for students applying to practicum:

- Successful completion of the following core courses:

  - ✓ AP/SOWK 1011 6.0 Introduction to Critical Social Work (direct entry students only)
  - ✓ AP/SOWK 2050 6.0 Identity, Diversity and Anti-Discriminatory Practice
  - ✓ *AP/SOWK 2060 3.0 Social Justice Work with Groups, Communities & Social Movements
  - ✓ *AP/SOWK 2070 3.0 Indigenous Understandings in Social Work Theory and Practice
  - ✓ AP/SOWK 3041 3.0 Communication
  - ✓ AP/SOWK 3060 6.0 Integrated Social Work Practice
  - ✓ AP/SOWK 3070 3.0 Foundations of Social Work Research
  - ✓ AP/SOWK 3110 3.0 Policy Frameworks

- **And** successful completion of 57 credits outside of Social Work

*Note: If you have already completed SOWK 2030 6.0 Critical Perspectives on Society, you don't need to enroll in the replacement courses SOWK 2060 and SOWK 2070

Note: SOWK 4020 3.0 (Issues in the Study of the Welfare State: Power, Organization and Bureaucracy) is to be completed concurrently with practicum.

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

Post Degree Students

The following are eligibility requirements for students applying to practicum:

- Successful completion of the following core courses:

  - ✓ AP/SOWK 2050 6.0 Identity, Diversity and Anti-Discriminatory Practice
  - ✓ *AP/SOWK 2060 3.0 Social Justice Work with Groups, Communities & Social Movements
  - ✓ *AP/SOWK 2070 3.0 Indigenous Understandings in Social Work Theory and Practice
  - ✓ AP/SOWK 3041 3.0 Communication
  - ✓ AP/SOWK 3060 6.0 Integrated Social Work Practice
  - ✓ AP/SOWK 3070 3.0 Foundations of Social Work Research
  - ✓ AP/SOWK 3110 3.0 Policy Frameworks

*Note: If you have already completed SOWK 2030 6.0 Critical Perspectives on Society, you don't need to enroll in the replacement courses SOWK 2060 and SOWK 2070

Note: SOWK 4020 3.0 (Issues in the Study of the Welfare State: Power, Organization and Bureaucracy) is to be completed concurrently with practicum.

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

TIME REQUIREMENT OF THE PLACEMENT

The practicum consists of **700 hours at ONE placement site**.

Students are required to make up any sick time, personal time or unplanned absences to ensure they meet the required practicum hours which are based on the CASWE (Canadian Association of Social Work Education) accreditation standards. Students must communicate sick time of other absences to their Field Instructor. If an extended leave from placement is required, students should reach out to their Faculty Advisor and Field Education Office to discuss next steps.

Note: Some students may qualify to participate in work placements (see Section C – The Placement Process and Appendix J, for further details and requirements for a work placement to be considered). Work placements must be approved by the Field Education Manager.

Direct Entry Students

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

Post Degree Students

Post degree students complete the practicum requirement by spending a minimum of two (2) days (or 14 hours a week) to a maximum five (5) days per week at an approved placement site.

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

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

READINGS

Required Reading, Reviewing Policies and Guidelines

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

A. Canadian Association of Social Service Workers. Social Work Code of Ethics. 2024 – OR available free of charge on the CASW website: https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

B. Canadian Association of Social Service Workers. Code of Ethics, Values and Guiding Principles 2024 OR available free of charge on the CASW website:

C. https://www.casw-acts.ca/files/attachements/CASW_-_Code_of_Ethics_Values_Guiding_Principles_-_2024.pdf

D. The Field Education Office. Practicum Manual: A Reference Guide for Students, Faculty and Field Instructors – available on the School of Social Work Practicum website, under Resources: http://practicum.sowk.laps.yorku.ca/

E. BSW Student Handbook – available on the School of Social Work website: https://www.yorku.ca/laps/sowk/academic-resources/academic-handbook/

F. Guideline for use of Social Media https://www.yorku.ca/laps/sowk/wp-content/uploads/sites/217/2020/12/GUIDELINE-ON-THE-USE-OF-SOCIAL-MEDIA-IN-PRACTICUM-FINAL-APPROVED.pdf

G. Placement Breakdown and Placement Failure Policy (refer to Section G – Placement Breakdown and Placement Failure)

RECOMMENDED

Volunteer Experience

It is highly recommended that students complete volunteer hours at a social service agency prior to applying for placement. Experience in the sector (even as a volunteer), can better the chances of obtaining a strong placement.

Other Readings

Students are expected to read material that is relevant to their placement. These materials could include; policy manuals of the placement setting, health and safety information, literature on social issues, legislation and regulations of respective regulatory bodies, literature on successfully preparing for and completing a placement, etc.

INTEGRATIVE SEMINARS

Integrative Seminars are an integral component of the practicum and a **mandatory** requirement for placement students. **Students** are required to attend 4 Integrative Seminars at 2 hours each, spread across the placement. Non- attendance may result in having to repeat the seminar series.

Integrative Seminars provide a forum for students to share practicum experiences and discuss common concerns in a safe environment. These seminars also provide a forum for reflection and further integration of theory and practice. Integrative Seminars are planned and delivered by Faculty Advisors.

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

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

Policy for missed integrative seminars:

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

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

EVALUATION

Students will receive a **CREDIT (CR)** or **FAIL (F)** grade at the completion of the practicum.

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

1. Attendance and participation in all 4 Integrative Seminars
2. Learning Contract (online)
3. The Mid-Point Progress Review (online)
4. The Final Evaluation (online)
5. The Reflective Paper (1000 -1200 words, upload online)
6. Submission of the Log of Hours (online)
7. The Student Questionnaire of the Placement (online)

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

The **Mid-Point Progress Review** (completed online at the halfway point, approximately 350 hours, of the placement) and the **Final Evaluation** (completed online at the end of the placement) are jointly completed by the Field Instructor and the placement student.

Placement students are also required to complete a **Reflective Paper** (1000-1200 words in length), which is uploaded online for Faculty Advisor to review. Each Faculty Advisor will provide guidance and description of the content of the paper during the Integrative Seminars.

Placement students also require to complete the **Student Placement & Program Questionnaire of the Practicum** (online).

SECTION C:

THE PLACEMENT PROCESS

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

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

- Remain in good financial standing with the University and are registered for the appropriate academic term during the placement process.
- Participate and follow the School's placement processes and protocols, including **NOT** reaching out to an agency on their own without prior discussion with the Field Education Coordinator.
- Complete the on-line placement application by the specified deadline.
- Complete practicum course pre-requisites and co-requisites. If students are not able to do this or cannot start their placement at the expected time for any reason, students are responsible for informing the Field Education Office right away.
- Check phone and e-mail messages regularly (for example, every other day). **Please note that if students do not respond to the Field Education Coordinator about an opportunity by the specified deadline, they will not be considered for the potential placement.** Professional prompt communication with the field office and agencies is crucial. If something is happening in your life that is impacting you from promptly responding to the Field Office or agencies please let us know – no need to give details it helps to be aware that you are currently not available.
- Keep the Field Education Coordinator updated with any changes to their contact information.
- Inform the Field Education Office of any absences that might affect your availability during the placement process.
- Prepare for and successfully interview with the agency. If a student has had 2 unsuccessful interviews, the student is expected to meet with Field Office staff to discuss next steps.
- Respect an agency's time and efforts in the process. If a student accepts an interview with an agency and the agency subsequently offers a placement to the student, the student must accept the placement offer and their placement search is complete.
- Enroll in the correct practicum course before the placement starts in order to ensure that credit is received.
- **Conduct themselves in a professional, open-minded and respectful manner.**

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

- How they can successfully incorporate the practicum into their lifestyle:
  - Will they need to work while completing the practicum?
  - Are they currently a primary caregiver for family member(s)?
  - Will they be taking courses while completing the practicum?
  - Geographical regions they can complete their placement in
  - Do they have access to a vehicle, the necessary car insurance and are they able to travel for placement purposes?
- Their area(s) of interest in social work practice that they would like to learn more about. Please note: some agency sites will require a certain level of previous experience.
- Their learning needs.

BSW PRACTICUM ROAD MAP

Step 1: Mandatory Attendance at 'Applying for Placement' Orientation. Suggested attendance at the 'Resume & Cover Letter' workshop OR seek individual support from York's Career Centre
Step 2: Advising Appointment - In person or Telephone with Field Education Coordinator
Step 3: Student submits online Placement Application with up-to-date resume and generic cover letter by the specified deadline.
Step 4: Field Education Coordinator reviews all placement applications.
Step 5: Match sent to Student based on the learning interests identified in application. Student has 3 business days to respond.
Step 6: Scenario A. If student is not interested, Student waits for another match that may not be readily available and may not be as good of a fit.
Scenario B. If student is interested, the Coordinator sends Student's cover letter & resume to agency.
Step 7: Scenario A. If agency is not interested in considering the Student, the Student waits for the next match.
Scenario B. If agency is interested, coordinator will arrange the interview
Step 8: Agency will review and consider student's resume.
Scenario A. If the agency is not interested in considering the Student, the Student waits for the next match.
Scenario B. If agency is interested, coordinator will arrange the interview.
Step 9: Student will interview with the agency.
Scenario A. Student is not successful in interview; matching process can be put on hold until Student gets support in interviewing.
Scenario B. Student successfully interviews with placement site and accepts agency's placement offer.
Step 10: The agency offers student the placement opportunity then student needs to obtain agency mandated pre-placement requisites (Vulnerable Sector Screening should be initiated 3-4 months before the placement begins)
Step 11: Field Coordinator follows up with the relevant parties to obtain the necessary information to confirm the placement
Step 12: Field Office prepares the online Confirmation Package. Student and Field Instructor can log in to review the confirmation details. Student is given permission to enroll in AP SOWK 4000 & 4001
Step 13: Student attends mandatory 'Beginning Placement' Orientation

OVERVIEW OF THE PLACEMENT PROCESS

Negotiating a placement and working towards a successful placement experience is not only important to placement students - it is important to the Field Education Office and the School. The Field Office continuously strives to strengthen community ties for field placement purpose. Our students' success at placement sites often paves the way for other students.

Given the complexity of securing placements for many students, the School has a structured placement process. As previously mentioned, Students are not permitted to call, send their resume, or coordinate an interview with an agency **without prior permission from the Field Education Office.** Please bear in mind hospitals and school boards are not BSW level placements. Child welfare agencies, such as CAS, ONLY want to be contacted by the Field Education Office staff. The Field Education Office will support students to have an interview for a placement, however, it is the student's responsibility to be open-minded to the opportunities and to successfully interview with agencies.

The Field Education Office expects students to have in-person interviews with their field instructor.

Through the interview:

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

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

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

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

Students should prepare for this interview by:

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

For a list of possible interview questions that a Field instructor may ask students, please visit: http://practicum.sowk.laps.yorku.ca/files/2018/07/Questions-That-a-Field-Instructor-May-Ask-Student.pdf

For a list of possible interview questions students may prepare for Field Instructors or agency representatives, please visit: http://practicum.sowk.laps.yorku.ca/files/2018/07/Questions-Students-Can-Ask-During-The-Placement-Interview.pdf

CONFLICT OF INTEREST

The Field Education Manager gives final approval for all placements and will assess conflicts of interest (if any). Conflicts of interest can include where a student has a relative in the placement site who can influence the evaluation process, certain instances where the student has been a client of the Field Instructor or other staff at the placement site, or where the student has been working in the field and has had previous or current experience with the agency. In these circumstances, the Field Education Coordinator and the Field Education Manager will talk to all the parties involved. A plan will be put in place to
ensure the student is comfortable to proceed. Students who fail to disclose possible conflicts of interest may be removed from their placement and may face disciplinary action for failing to adhere to the Social Work Code of Ethics.

TIMELINE FOR SECURING A PLACEMENT

For a September start, the final deadline for students to secure a placement is by the end of that month (Sept.) The student will then have to make up lost hours due to the later start date. If a student has not accepted and secured a placement by then, the student will need to speak to the Field Education Office to talk about next steps which may include a deferral into the next placement term.

For Direct Entry students, this will mean the following September (however, if they obtain special permission from the Field Office, we may be able to support a January placement start to avoid any delay).

For Post Degree students, this will mean January.

For information regarding placement responsibilities/obligations, please refer to Section E – Student and Faculty Advisor Roles and Responsibilities.

Direct Entry Undergraduate Program
Effective for 2025-2026 Academic Year

APPROXIMATE TIMING	EVENT/ACTIVITY
First Year Fall/September	New student orientation to the BSW Program (Founders College Orientation)
Second Year October	2 Year Check-In • Preliminary discussion of placement and prerequisites needed to apply
Third Year October	Planning for Placement Orientation
Third Year November	Applying for Placement Orientation • Instructions on applying for placement • More detailed discussions about the practicum options • Resume Writing Workshop
Third Year January	Placement Application Deadline
Third Year February	Interview Workshop
Third Year April to August	• Student and Field Education Office placement matching process • Confirmation of placements
Third Year End of September	Deadline to secure a September placement
Fourth Year September	• Start of placements • Beginning Placement Orientation • Start of Integrative Seminars (4 Integrative Seminars throughout the placement)

Post Degree Undergraduate Program

Students complete their course work on a more flexible schedule.

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

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

Post Degree Undergraduate Program
Effective for 2025-2026 Academic Year

APPROXIMATE TIMING	EVENT/ACTIVITY
Second Year/Third Year September	Planning for Placement
November	Applying for Placement Orientation • Instructions on applying for placement • More detailed discussions about the practicum options
January/August	Placement Application Deadline
February	Interview Workshop
April to August (for September Placement)	• Student and Field Education Office placement matching process • Confirmation of placements
End of September	Deadline to secure a September placement
September to December (for January Placement)	• Beginning Placement Orientation (Students starting in September only) • Faculty Advisor – start of Integrative Seminars
End of January	Deadline to secure a January placement
January – last year of the program	• Start of Winter placements • Beginning Placement Orientation (Students starting in January) • Faculty Advisor – start of Integrative Seminars

ACCOMMODATION NEEDS

Our experience strongly suggests that there is an increased likelihood of success in practicum settings when students with health-related accessibility needs disclose their need for accommodation at the earliest possible stage. Furthermore, we believe that the optimal process for determining appropriate accommodation involves collaboration among the student, Student Accessibility Services Counsellor at York, the Field Education Coordinator and Field Instructor.

If you are a student with a health-related accommodation we want to ensure that we arrange any necessary accommodations for you in the practicum/field placement setting. Please note that practicum/field placement accommodations may differ from classroom accommodations due to the particular demands of the learning environment. We urge you to discuss your accommodation needs early in the placement search process with the Field Education Coordinator and your counsellor from Student Accessibility Services. PLEASE NOTE: You will be required to submit a placement accommodation letter if you are requesting placement accommodations.

Please contact:
Student Accessibility Services (SAS)
416-736-5755
Room N204L
Bennett Centre for Student Services
https://accessibility.students.yorku.ca/

VULNERABLE SECTOR SCREENING

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

Definitions as outlined in Bill C7:

* Children - means persons who are less than 18 years of age
? Vulnerable Persons - means persons who, because of their age, a disability or other circumstances, whether temporary or permanent,

a) are in a position of dependence on others; or
b) are otherwise at a greater risk than the general population of being harmed by persons in a position of authority or trust relative to them

If you live in Toronto, the Vulnerable Sector Screening form can be obtained from the Field Education Office. If you live in a region outside of Toronto, you may require a letter from the Field Education office in order to obtain a reduced rate if needed. Please refer to your local police department's website for more information. A fee is required to process the Vulnerable Sector Screen. It is suggested that you start the process to obtain this document three (3) months prior to the start date of your placement if you reside in Toronto as their process takes 2-3 months, other regions are much faster – please check with your local police department.

Please note that if you know of any reason why a clear vulnerable sector screen will not be issued for yourself, you must apply through the Government of Canada's National Parole Board to obtain a pardon before you can begin a placement. The National Parole Board can be contacted by telephone at 1-800-874-2652 or via fax at 1-613-941-4981.

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

USE OF CAR FOR PLACEMENT PURPOSES

Students do not receive compensation from York University when using their own vehicles for mileage or otherwise. We advise you not to transport clients in your own car unless directly required to by the placement site. If you are required to do so, please ensure you obtain the necessary car insurance to cover such activities. Please also note that some agencies do not cover mileage expenses. Students are encouraged to ask about any potential placement expenses at the interview stage in order to make an informed decision about the placement offer (if one is made).

WORK PLACEMENT CONSIDERATION

The School of Social Work recognizes that the Practicum may present challenges for some students who are employed full time and may not be able to obtain a leave of absence. In such instances, it may be possible for students to participate in work placements. Work placements are placements that take place at a student's place of employment. The two basic criteria which a proposed work placement must meet are:

1) The roles and responsibilities the student fulfills during placement hours must be different from that of the student's regular work position.
2) The student's Field Instructor must be someone other than the student's supervisor in their work position.

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

Work placements are unique and require special planning. For a work placement to be considered by the Field Education Manager for approval, students must be able to demonstrate that their situation warrants a work placement. Students must also provide proof that a work placement will offer a ***significantly different*** learning opportunity and that it will satisfy the criteria established by the Canadian Association for Social Work Education.

Students who are interested in a work placement will be asked to fill out a work placement proposal form. If a student has completed a previous placement in an agency, volunteered or is currently volunteering with an agency or has worked with an agency in the past and they would like to complete one of their MSW placements with that agency, the Student may be asked to complete a work placement proposal form. **Please Note: Workplace practicums are not automatically guaranteed or accepted. Certain criteria must be met and workplace practicum proposals are subject to approval by the Field Education Manager.** Please see Appendix J and speak to the Field Education Coordinator for further information.

INTERNATIONAL PLACEMENT POLICY

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

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

Availability

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

International Placement Considerations

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

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

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

CONFIRMATION OF PLACEMENT

Once a placement has been confirmed, the Field Education Office will prepare a confirmation package for the respective student. This will include procedures for registering for the Practicum course - AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0. It is the student's responsibilities to enroll in SOWK 4000 and SOWK 4001; completion of placement hours without registration in the practicum courses may result in having to re-do your practicum hours.

Students will review placement information on the Experience York system and follow the steps to complete the required paperwork. A confirmation package is also sent to the respective Field Instructor at the placement site. Students are responsible for seeking out assistance and/or advice of their Faculty Advisor for matters and issues pertaining to the placement. If the Faculty Advisor is unavailable, students should contact the Field Education Manager.

SECTION D:

THE PRACTICUM SETTING AND FIELD INSTRUCTION

The School would like to thank their community partners and field instructors for their support in providing meaningful and challenging learning opportunities to our students.

The Field Education Manager and the Field Education Coordinator are continuously searching to locate agencies where students can engage in great learning opportunities.

Agencies that are interested or willing to provide supervision to students must complete an application to become a practicum site. The Field Education Coordinator and the Field Education Manager will review and assess the application based on the criteria outlined in the Field Instructor guidelines. Students are encouraged to share contacts for placement sites (if they have such connections).

CRITERIA FOR FIELD INSTRUCTION SETTINGS

The School of Social Work strongly believes that there are mutual advantages for the School and the community agencies that are willing to collaborate in social work education. The initiatives taken on by a setting may increase, but more importantly, students and Field Instructors contribute to the ongoing development of professional, social work practice. In return, students receive time, mentorship and opportunity to learn, which the School gratefully acknowledges.

The following are the principles used to select field settings:

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

indicated. The School recognizes that students may have to share space and sometimes desks because of the lack of space and stringent cutbacks in some settings.
- Recognition of the relevance and importance of the placement supervisory role.

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

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

FIELD INSTRUCTORS

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

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

- Valuable experience in mentorship and supervision.
- A library card granting on-site access to York University libraries.
- Option to purchase (at a reduced rate) an athletic facilities pass, which will permit the use of York University athletic facilities, programs and services.
- Representation on the Practicum Committee. Please see Appendix I and contact the Field Education Manager if you are interested in this or interested in attending some meetings as a consultant.
- Invitations to practice workshops such as: Narrative Therapy, Stigma of Mental Health in Children, Race & Racism in Canada.
- Field Instruction may be used towards the Continuing Competency Program that registered social workers with the Ontario College of Social Workers and Social Service Workers must complete yearly.

- After 3 consecutive years of Field supervision, Field Instructors can apply for Adjunct Faculty status.
- Potential of Faculty Advising Contract for experienced Field Instructors

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

Normally, the Field Instructor will hold a Bachelor of Social Work degree (or equivalent) and a minimum of two (2) years of relevant experience, with sufficient experience in the specific setting to be able to interpret the work of that agency. The Field Instructor must have an interest in mentoring students and social work education.

Although the accreditation standards stipulate that the Field Instructor must have a social work degree, the reality is that there are many experienced social service workers in the field who may have been practicing for several years without the full requirements. The educational qualifications and professional experience of potential Field Instructors will be assessed on a case-by-case basis by the Field Education Manager. If the Field Instructor does not have a social work degree, the school will play a more active role in supervision - through the assigned Faculty Advisor.

FIELD INSTRUCTOR ROLES AND RESPONSIBILITIES

The following are specific responsibilities for Field Instructors in placement:

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

- Holding regularly scheduled supervision sessions with the student regarding the learning and practice experience based on direct observation of the student's performance or written or taped material. This time should be established at the beginning of the placement and included in the Learning Contract as an ongoing appointment that will only be changed through mutual negotiations between the student and the Field Instructor. For example, supervisory meetings will be held on Wednesdays, from 10:00 - 11:00 a.m.
- The supervisory sessions are critical to the placement. These meeting times provide consistent opportunities for students and Field Instructors to review experiences, discuss concerns, make observations and reflect on the student's learning.
- Providing continuous feedback to the student around progress and performance in addition to completing formal evaluations provided by the School. Evaluation should always be a joint endeavour between the student and Field Instructor. Field Instructor makes a recommendation to the Faculty Advisor as to whether the student should pass or fail the practicum.
- Reporting to the Faculty Advisor any difficulties that may arise in the student/field instructor relationship or in the placement that impede learning at the earliest possible date so that a mutually agreeable resolution may be found.
- Attending the Field Instructors' Seminars (three sessions occur in each of Fall and Winter terms) that are held at the School of Social Work or online. See Appendix H for more information about the Seminar series.

SECTION E:

STUDENT AND FACULTY ADVISOR ROLES AND RESPONSIBILITIES

STUDENT ROLES AND RESPONSIBILITIES

The following are specific responsibilities for students in placement:

Enrolment, OSAP and Beginning Placement Documentation:

- It is the student's responsibility to enroll (and stay enrolled) in AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0 in order to ensure that they receive credit towards their degree. Completion of placement hours without registration in the practicum courses may result in having to re-do your practicum hours.
- Be aware of issues related to OSAP (Ontario Student Assistance Program):
  - ➢ It is understood that some students depend on financial assistance from OSAP in order to further their education. OSAP eligibility is assessed on an individual basis and is dependent on many things - students should consult with the Office of Student Financial Services (OFS) at 416-872-YORK, or visit https://osap.yorku.ca/
  - ➢ Students on OSAP must ensure that they are registered in 18 credits in an academic year (9 credits per term, i.e. 6 credits of placement plus a 3 credit course in the Fall and the same in the Winter terms).
  - ➢ Students requiring OSAP and beginning placement in January, should ensure they will have 9 credits per term (Winter and Summer), i.e. 6 credits of placement plus a 3 credit course in the Winter and the same in the Summer terms.
- Complete the Student Declaration of Understanding online before beginning placement.
- Complete the Safety Orientation Checklist online, ideally on the first day of placement, but at least within the first two weeks of placement and provide this to the Field Program Assistant.
- Complete the BSW Student Agreement for Placement.

Commencing Placement and Code of Conduct:

- Ensure the dress code is discussed with the Field Instructor and is followed.
- Read material that is relevant to their placement, taking the initiative in requesting reading guidance from both the Field Instructor(s) and the Faculty Advisor. These materials could be comprised of policy manuals of the placement setting, literature on social issues, legislation and regulations related to the placement setting, literature on successfully preparing for and completing a placement, and other relevant readings.
- Learn agency policies and adhere to these very same policies, the ethical code of practice for social workers as outlined in the Code of Ethics.
- Practice ethical social work. Students should consult with their respective Field Instructors or Faculty Advisor if they are in doubt about any decision or action.

- Students should refer to the **Social Work Code of Ethics (2005)**, which is available, free of charge, on the CASW website: http://practicum.sowk.laps.yorku.ca/files/2016/02/codeofethics_e-2.pdf

- Students should refer to the Guidelines for Ethical Practice (2005), which is available, free of charge, on the CASW website: https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice_e.pdf

- Adherence to Professional Codes of Conduct is of the highest priority. The two most obvious examples of this are:
- Safeguarding confidentiality
- Clients' right to self determination
- Setting professional boundaries between yourself and your clients
- Students are subject to the School of Social Work **BSW Student Professional Behaviour Policy**
- (P.54) and by the Code of Ethics (2005) of the CASW (see Section B – The Practicum).
- Demonstrate the willingness and enthusiasm of a learning and reflective team member while in attendance at the placement setting.
- Undertake all mutually agreed upon tasks and responsibilities as assigned by the Field Instructor.
- Perform the established tasks and responsibilities at a degree of competence that is consistent with their educational level, within York University's guidelines and with the placement setting requirements, as determined by the agency in consultation with the School.
- Students must monitor their own placements and be responsible for ensuring that they are in an optimal learning situation and meeting placement hours and goals.
- Seek out the assistance and/or advice of their respective Field Instructor and Faculty Advisor for matters and issues pertaining to the placement. If students are unsure about addressing concerns to their Field Instructor, they should consult with their respective Faculty Advisor. If the Faculty Advisor is unavailable, students may contact the Field Education Manager. Students must also consult with the Faculty Advisor immediately concerning any issues that may arise during the placement that cannot be resolved with the Field Instructor. Students must also take some responsibility for ensuring that they are in an optimal learning situation.
- To view the teaching relationship with the Field Instructor as a learning experience so as to come adequately prepared for all field instruction sessions and to contribute as an active participant in this process.
- Students are expected to report any placement-related injury or accident to their Faculty Advisor and Field Instructor as soon as possible (on the day of the injury if possible).

Placement Hours:

- Comply with agreements relating to time, hours and days of attendance at the agency. A placement day is typically seven (7) hours long [i.e., eight (8) hours with an hour for lunch. This may vary depending on an agency's requirements. The student is expected to work the same hours as the Field Instructor. Students may count their lunch hour as part of the practicum hours if it is a working lunch. If they take a break, which we encourage as a practice, then it is not to be counted as part of their practicum hours. Some agencies may require students to occasionally stay past the regular placement hours, which means that some days may be longer than seven (7) hours.
- May take relevant religious holidays that fall on placement days and any other holidays unique to the agency, however, Field Instructors must be informed well in advance of these absences and students must make up this time. **Statutory holidays are not to be included when calculating placement hours and any missed time must be made up.**

- Make up any time they are away for personal reasons and/or time missed due to inclement weather.
- Students must notify their Field Instructors if they are sick and unable to be present at the practicum setting. Students must make up this time. If a student is absent for one week or more at any given time, the Faculty Advisor must be informed as soon as possible. Students are required to complete the total required number of placement hours. Absences from field placement will need to be made up during non-class days, following discussion with and approval by the Faculty Advisor.
- If the placement agency has arranged training or workshops for students, every attempt to attend should be made. If a student cannot attend, an explanation should be provided to the Field Instructor. These hours are counted towards the placement. Maximum of 50 hours of training/workshop attendance for the entire placement.
- Log their placement hours online and monitor the days and times they are involved in placement activities.
- Attendance of and participation in the practicum course's integrative seminars convened by the Faculty Advisor (attendance is **mandatory**). See Section B – The Practicum, for more information. A schedule of these seminars will be included in the student's confirmation package. Students are required to make up the time at their placement agency if the integrative seminar conflicts with their placement hours.
- Journaling: it may be a good idea for students to keep a personal journal of their placement experiences as a tool for learning. Keeping a journal not only provides a written log of activities that the student was involved in, it also encourages self-reflection and therefore further learning about oneself. Students who choose to keep a journal, however, should do so while practicing one of social work's cardinal rules - safeguarding confidentiality. For example, names or any type of identifying information (social insurance numbers, and so on) of clients should not be included in journal entries. ***The personal journal is not a requirement for the practicum course and therefore does not need to be submitted to any member of the School of Social Work or to the student's respective Field Instructor(s).***

Learning Contract and Evaluations:

- Develop with the Field Instructor, within the first three weeks of placement, a contract specifying the learning objectives for the placement (see Section F – Student Evaluations for more information).
- Participate fully in the student evaluation process by meeting with their Field Instructor in order to complete the **Mid-Point Progress Review** and the **Final Evaluation**
- Complete the online **Student Questionnaire of the Practicum**
- Upload a written **Reflective Paper 1,000-1,200 words in length**. Each student will write a reflective paper about their field experiences as directed by their respective Faculty Advisor. This reflective paper must be uploaded online for the Faculty Advisor to review towards the end of the placement before a grade can be assigned for the placement.
- Complete the placement extension/grade deferral request form and obtain the Field Instructor and Faculty Advisor's signatures for this form, should the student need to extend their placement by one week or more past the end date listed in the confirmation of placement package. Please see Appendix K for further details.

Application to Graduate:

- York University hosts convocation ceremonies in June and October of each year.
- You must **apply to graduate** online before your record will be examined to ensure that you have completed all of your degree requirements. If you are planning on graduating in the near future, please apply online at https://convocation.students.yorku.ca/preparing/apply
- ***It is suggested that students apply for graduation upon registering in their final course(s).***
- Please consult with the Registrar's Office for application deadlines.
- The Office of the Registrar reviews every applicant's academic record in order to determine eligibility to graduate. Letters are sent to students who appear to be missing a degree requirement. Questions pertaining to eligibility to graduate should be directed to the Degree Audit Unit of the Registrar's Office at degaud@yorku.ca.
- For more information, visit: http://registrar.yorku.ca/
- **If you do not apply by the deadline, you will not graduate at the appropriate Convocation ceremony!**
- Should you have questions and/or concerns about applying to graduate please contact the Registrar's Office at.416-872-YORK (9675)
- **If a student begins placement in September and is at placement 3 days a week, they will be required to complete additional hours to meet the April deadline for June convocation**.

Requesting References:

- Students sometimes require reference letters in order to apply for graduate studies or apply for employment. The Field Education Office Staff cannot provide references for the following reasons:
  - ➢ Field Education Office Staff were not direct supervisors and therefore cannot speak to the work ethics and practices of any student
  - ➢ Field Education Office Staff are not engaged in teaching students and therefore cannot speak to the academic practices of any student
- Any requests for references should be referred to the respective Faculty Advisor and/or the Field Instructor. The student's Final Evaluation may be used by the Faculty Advisor or Field Instructor to formulate a reply.

THE FACULTY ADVISOR

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

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

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

- ➢ Provide the Field Instructor with their contact information for inquiry, concerns and information. It is important to remind the student and Field Instructor of procedures related to the practicum should situations arise.

- Continuously oversee the placement and field instruction format and techniques.
- Take reasonable steps to ensure that student placements are safe and free from harassment and discrimination.
- Is available to both the student and the field instructor throughout the placement should they have any questions or concerns.
- Support the student and the agency with the development of the learning contract.
- Recommend relevant readings to students.
- Set up a site visit, typically lasting 1 hour, between themselves, the Field Instructor and the student in order to review the student learning that has taken place and set goals for future learning, as well as to share any questions or concerns. Faculty Advisors normally visit each student at their placement site once during the placement period, usually at the mid-point of the placement hours, unless circumstances arise during the placement which requires further meetings. In some cases, alternate arrangements to a visit can be made, if a student is completing their placement outside the Toronto area.
- Arrange meetings to resolve any difficulties in the placement and advises the Field Education Manager accordingly. These meetings should be held at the earliest signs of difficulty so that necessary changes and adjustments can be made which, in turn, might prevent a placement breakdown or failure.
- Convene four (4) 2 hour long integrative seminars for students throughout the academic year.
- Ensure the learning contract, mid-point progress review, final evaluation, log of hours, and reflective paper have been received by the deadline and reviews them. The Faculty Advisor then submits the Faculty Advisor Summary online to the Field Education Manager by the deadline provided.
- Determine students' final **pass or fail** grade based on the student's attendance and participation in all four integrative seminars, the mid-point progress review, final evaluation, reflective practice paper, log of hours and any other assignments negotiated during the placement. Faculty Advisors must complete the Faculty Advisor Summary reflecting the practicum grade.

SECTION F:

STUDENT EVALUATION

THE LEARNING CONTRACT

General

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

The **Learning Contract** should contain:

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

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

The Learning Contract should be completed online ***by the end of the third week of the placement***. Once completed, the Learning Contract should be approved by the Field Instructor.

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

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

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

Components of the Learning Contract

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

I. The Administrative Agreement contains specific information and should be negotiated at the ***beginning*** of the placement. This agreement concerns the establishment of the following:

- State how many hours the student and Field Instructor will meet for supervision
- List any training/workshops that the student will attend

II. The Educational Agreement

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

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

The learning areas:

1. Social issues addressed by the organization.
2. Organizational context.
3. Critical Social Work skills.
4. Critical reflexive practice skills.
5. Professional context of practice.

Students use the learning areas as a guide toward the development of learning goals. Once the learning contract is complete, the field instructor must approve it. The Faculty Advisor will review it.

Please go to Experience York at the Steps page, on the right column, click on Resources & there are some samples of Learning Contract forms for your reference.

MID-POINT PROGRESS REVIEW

The **Mid-Point Progress Review** is based upon the learning contract developed by the student and the Field Instructor. At the mid-point mark of the placement, students should have a formal meeting with their Field Instructor to review their achievements to date, based on the goals for placement as identified by the School and in the student's learning contract and also to clarify the students' critical path of focus for the remainder of the placement. At the mid-point, the student should be able to highlight strengths as well as areas to focus on or improve in the final part of the placement. The goals of the learning contract should be revised to reflect areas identified as needing improvement. The revised learning contract is then used as a guide for the final evaluation process.

At the mid-point, the student is asked to do a self-evaluation to highlight strengths as well as areas to focus on or improve in the final part of the placement. The mid-point is a critical period to assess the student's abilities and competence as a social work professional at the graduate level. The Field Instructor is asked to indicate the level of progress in each area using the following scale and add comments:

EE = Exceeds Expectations
ME = Meets Expectations
NI= Needs Improvement
DNM= Does Not Meet Expectations
NA = Not applicable at this time

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

THE FINAL EVALUATION

The **Final Evaluation** is an essential part of the field experience for it depicts the students' achievements in placement and signifies completion of the practicum course. The completion of the Evaluation should be based on the learning objectives outlined in the **Learning Contract** completed by the student and the Field Instructor.

The student and Field Instructor should approach the evaluation with a general discussion which draws together the work of all the preceding supervisory sessions. The student is asked to do a self-evaluation to highlight strengths as well as areas to focus in the placement which can then be discussed and incorporated into the final evaluation.

The Field Instructor is asked to indicate the level of achievement in each area using the following scale:

EE = Exceeds Expectations
ME = Meets Expectations
NI= Needs Improvement
DNM= Does Not Meet Expectations
NA = Not applicable at this time

The final evaluation is to be completed online by student and Field Instructor for the Faculty Advisor to review. The grade submitted to the University by the Faculty Advisor is either a ***CREDIT or FAIL***, which indicates a credit, or no credit granted for the course. The actual evaluation is individually detailed to yield a more precise measure of the student's performance and the amount of growth that has occurred in specific areas.

Once the Faculty Advisor submits their Summary to the Field Education Manager, the Field Education Manager submits on time confirming the student has successfully completed the practicum program and have met the degree requirements. The completed evaluation becomes a part of the student's permanent record online. The School of Social Work will maintain online record for each student which will include the Final Evaluation, as well as any additional comments by the Faculty Advisor. The student file will be stored for 5 years after graduation.

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

Students are encouraged to print a copy of their final evaluation for their records. The School follows the record keeping policies of the University and will ONLY file student final evaluation for 7 years post-graduation.

THE REFLECTIVE PAPER

The reflective paper is an important part of the Practicum because it provides a medium for reflection and consolidation of the student's learning experience(s). The reflective paper usually describes significant learning which occurred during the placement process. This learning could include observations and challenges around understanding bureaucracies, organizational procedures, particular challenges with a policy, community organizing, social action or direct practice with an individual client, family or group.

The reflective paper constitutes part of the requirements for passing the Practicum course and must be uploaded online for Faculty Advisor to review. The Reflective Paper is 1000 – 1200 words in length.

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

SECTION G:

UNEXPECTED ENDING OF PLACEMENT AND PLACEMENT FAILURE

UNEXPECTED ENDING OF PLACEMENT POLICY

An **Unexpected Ending of Placement** may occur for several reasons. These reasons include (but are not limited to):

- Concern about a lack of supervision
- Availability of appropriate or robust learning opportunities
- Concern about the safety of a student due to discrimination
- Concern about fit between student and agency
- Concern about student and Field Instructor relationship
- A personal situation that is impeding the student's ability to sustain the placement
- Field Instructor no longer being able to supervise placement (and no replacement available).

Engaging in a process of mediation through collaborative meetings with the Field Instructor and Faculty Advisor can be a learning opportunity for students. If this conflict resolution process is not possible, the Field Education Office will take steps to support the student (whether this includes advocating for some reasonable adjustments to the placement OR exploring an unexpected ending).

Students CANNOT decide, on their own, to end their placement. Students have committed to a contract -the Student Practicum Agreement- and are required to fulfill obligations for a successful placement. The process of the Unexpected Ending of Placement policy must be followed before a decision to end a placement is made. Not following through with the process as outlined below can result in a placement failure.

1. Ideally, the student and Field Instructor will attempt to address the difficulties arising in the placement during supervision and develop a plan of action. The Faculty Advisor should be notified of these difficulties and of the planned steps to be taken by the student and Field Instructor. If, however, the student is not comfortable speaking with the Field Instructor alone, the student will involve the Faculty Advisor. The Faculty Advisor normally arranges a meeting with the student, the Field Instructor, and the Field Education Manager (if required or requested), to discuss the concerns and develop a plan of action.

2. Follow up should take place no more than 12 placement days (approximately 1 month) after the initial meeting.

3. If the concerns and difficulties continue to persist, a follow up meeting (Exit Interview) can be requested. At this stage, an Unexpected Ending of Placement can be explored. A reminder that **students cannot end OR stop attending their placement without the Faculty Advisor and the Field Education Manager's approval beforehand.**

4. Normally the Field Education Manager, the Faculty Advisor, the student and Field Instructor will attend the Exit Interview. The Exit Interview is designed to provide an opportunity for the student and the Field Instructor to each say a few words about why they feel the placement has ended. Other discussion points can include: a review of work completed, review of log of hours and approval of said hours; feedback about strength and areas of growth; etc. There may be times when students feel some trepidation about voicing their experiences in an Exit Interview. In these situations, both the Faculty Advisor and Field Education Manager will support the student to share their feedback. The meeting is to serve as closure for all.

5. If there is disagreement about whether the placement should be terminated, the Field Education Manager, in consultation with Faculty Advisor, will determine the course of action to be taken. Decisions will consider the best interest of the student, Field Instructor and agency.

6. The Student is required to write a reflective paper (800-1000 words in length in APA format) and submit within 1 week of the Exit Interview. This paper should outline; what they learned in placement, their perspective on why the placement ended; what they could have done differently (if anything); what they would need from a placement and placement supervisor to successfully meet the placement requirements, and any other reflections from their experience.

7. There may be cases where it appears that there are concerns regarding the agency and/or Field Instructor's suitability to supervise a social work student. In these instances, concerns will be explored by the Field Education program and Undergraduate Program Director to assess suitability as a placement site.

8. The Faculty Advisor and Field Education Manager will determine if the student is eligible to transfer any hours from the first placement to the alternative placement. For the BSW programs a maximum of **300** hours can be carried forward. To have hours carried over, an approved learning contract must be online. The Field Education Office cannot carry hours into another placement if there is no account of work completed.

9. Once the Unexpected Ending of Placement process (as outlined above) has been followed and the reflective paper is reviewed, students **may be** eligible for an alternative placement and will be connected to the Field Education Coordinator to begin the process of searching for an alternative placement. **Students need to be aware that the time it takes to find an alternative placement will vary according to the availability of placement opportunities. The process of finding another placement can result in the student being deferred to another placement cycle, as such delaying a student's convocation plans and having implications for tuition and OSAP.**

10. If a student has had two Unexpected Endings of Placement, the Field Education Manager and Faculty Advisor may involve the UPD in a meeting with the student before considering another placement.

Note: Exceptions to the Unexpected Ending of Placement Policy can be made by the Field Education Program based on health and safety reasons or concerns.

SUMMARY OF PLACEMENT BREAKDOWN PROCESS (REFER TO DETAILS IN SECTION ABOVE)

Step 1: An Issue or issues arise in placement.
Step 2: Student and Field Instructor attempt to address the difficulties during supervision, if possible. If not possible, student is to notify Faculty Advisor.
Step 3: Student or Field Instructor immediately contacts Faculty Advisor to mediate any difficulties that have arisen. Faculty Advisor informs Field Education Manager of issues.
Step 4: Faculty Advisor arranges meeting with student and Field Instructor to discuss the issues.
Step 5: If issues cannot be resolved, the Field Instructor or student may request that the placement be terminated by the School. The Faculty Advisor and Field Education Manager will discuss this request. Students cannot decide to end placement on their own.
Step 6: Faculty Advisor normally arranges an exit interview with the Field Education Manager, Field Instructor, and student, if possible.
Step 7: Student submits reflective paper.
Step 8: Faculty Advisor and Field Education Manager determine if another placement can be explored at this time and how many hours (if any) can be transferred to a second placement.
Step 9: Student meets with Field Education Coordinator to arrange a second placement.

PLACEMENT FAILURE

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

- Failure to meet the expectations for BSW level of practice
- Student engages in actions, including the use of social media, which jeopardize the well-being and/or reputation of the agency, the School, the Field Instructor or a client
- Student fails to adhere to the Social Work Code of Ethics as espoused by the Canadian Association of Social Workers
- Student fails to act in accordance with the Practicum Centre's regulations and policies and procedures, including appropriate Provincial Acts as they apply to the Practicum Centre including, but not limited to, confidentiality and privacy
- Behaviour or actions exhibiting racism, homophobia, sexism or any other form of discriminatory behaviour
- Student engages in unethical practices as described in the Student Professional Behaviour Policy (see P. 54 for more information).

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

A. A Student Professional Behaviour Review may result in withdrawal from the program.

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

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

1. The Field Instructor, student, Faculty Advisor and Field Education Manager meet to discuss the concern and determine if there are ways in which the issue may be resolved.

2. The Field Instructor, student, and Faculty Advisor will create a plan that would support the student in succeeding in developing the required skills. Follow up should take place no more than 12 placement days (approximately 1 month) after the initial meeting.

3. Once the plan is set, the student's progress should be carefully monitored by the Field Instructor and the Faculty Advisor. Regular on-going communication between the student, Field Instructor, and the Faculty Advisor should occur with regards to the student's progress. The Field Instructor should document regular supervision meetings with the student and any other meetings in which the student's performance is discussed.

4. If the Field Instructor has determined that the student still has not demonstrated readiness for practice within the timeframe stipulated above, then the Faculty Advisor has the right to fail the student. In such cases, the Field Instructor must ensure that:
    i. Concerns about the student's readiness for practice were made explicit to the student and the School in a timely fashion
    ii. The evaluation contains sufficient evidence as to why the student should fail

5. The Student Professional Behaviour Review Policy (BSW Policy approved by Senate on June 26, 2008) states "where the matter concerns the possible outcome of denying the student an opportunity to complete the practicum requirement, the matter shall be referred for a Student Professional Behaviour Review".
    a. A Student Professional Behaviour Review may result in withdrawal from the program.
    b. If following a Student Professional Behaviour Review the student is granted permission to undertake a second placement, they will have to wait until the next regular placement period as set out in the BSW program.

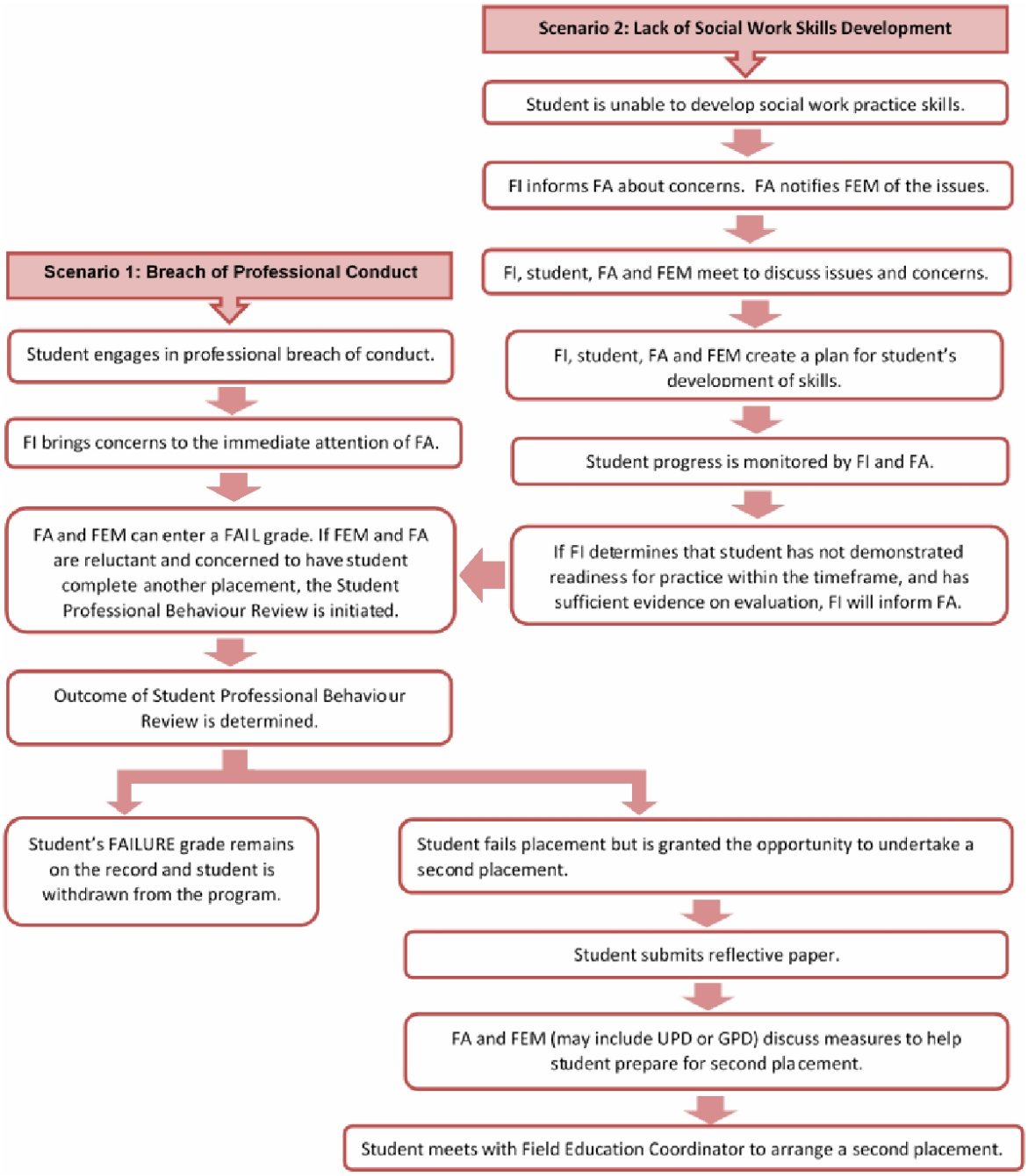
6. In order to qualify for another placement, the student must write a reflective paper (1500-2000 words in length, APA format and submitted in hard copy) that clearly outlines their understanding of why they failed the placement, including examples of where they need to increase their learning, what they have learned from this experience, and how and why they feel completing another placement will benefit them in terms of their readiness for practice. The reflective paper will be reviewed by the Field Education Manager and the Faculty Advisor.

7. The Faculty Advisor and Field Education Manager may involve the Undergrad Program Director to talk about options or measures that can be put in place to help the student prepare for another placement (i.e. a directed reading course).

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

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

Summary of Placement Failure (Full Text)



Scenario One: Breach of Professional Conduct

1. Student engages in breach of professional conduct
2. Field Instructor brings concerns to the immediate attention of Faculty Advisor.
3. Faculty Advisor and Field Education Manager can enter a FAIL grade. If Field Education Manager and Faculty Advisor are reluctant and concerned to have student complete another placement, the Student Professional Behaviour Review is initiated.
4. Outcome of Student Professional Behaviour Review is determined
    - 4.1. Scenario A. Student's FAILURE grade remains on the record and student is withdrawn from the program. The process ends.
    - 4.2. Scenario B. Student fails placement but is granted the opportunity to undertake a second placement.
        - 4.2.1. Student submits reflective paper.
        - 4.2.2. Faculty Advisor and Field Education Manager (may include Undergraduate Program Director or Graduate Program Director) discuss measures to help student prepare for second placement.
        - 4.2.3. Student meets with Field Education Coordinator to arrange a second placement.

Scenario Two: Lack of Social Work Skills Development

1. Student is unable to develop social work practice skills
2. Field Instructor informs Faculty Advisor about concerns. Faculty Advisor notifies Field Education Manager of the issues.
3. Field Instructor, student, Faculty Advisor and Field Education Manager meet to discuss issues and concerns.
4. Field Instructor, student, Faculty Advisor and Field Education Manager create a plan for student's development of skills.
5. Student progress is monitored by Field Instructor and Faculty Advisor.
6. If Field Instructor determines that student has not demonstrated readiness for practice within the timeframe, and has sufficient evidence on evaluation, Field Instructor will inform Faculty Advisor.
7. Faculty Advisor and Field Education Manager can enter a FAIL grade. If Field Education Manager and Faculty Advisor are reluctant and concerned to have student complete another placement, the Student Professional Behaviour Review is initiated.
8. Outcome of Student Professional Behaviour Review is determined
    - 8.1. Scenario A. Student's FAILURE grade remains on the record and student is withdrawn from the program. The process ends.
    - 8.2. Scenario B. Student fails placement but is granted the opportunity to undertake a second placement.
        - 8.2.1. Student submits reflective paper.
        - 8.2.2. Faculty Advisor and Field Education Manager (may include Undergraduate Program Director or Graduate Program Director) discuss measures to help student prepare for second placement.
        - 8.2.3. Student meets with Field Education Coordinator to arrange a second placement.

YORK UNIVERSITY BSW STUDENT PROFESSIONAL BEHAVIOUR POLICY

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

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

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

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

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

1. commits any breach of the CASW Code of Ethics, the Ontario College of Social Workers and Social Service Workers Standards of Practice, and/or any York University Policy that relates to student behaviour, such as the York University Student Code of Conduct or the Senate Policy on Academic Honesty that would engage the behavioural and ethical standards of the profession;

2. engages in any proscribed behaviour in a practicum agency as detailed in the School of Social Work's Practicum Manual;

3. acquires a criminal conviction after being admitted to the program (or which was acquired prior to admission but became known only after having been admitted to the program) which jeopardizes the student's ability to gain registration as a social worker; or

4. engages in behaviour that impairs the performance of professional responsibilities.

B. Jurisdiction

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

1.https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf
2. https://www.casw-acts.ca/files/attachements/CASW_-_Code_of_Ethics_Values_Guiding_Principles_-_2024.pdf
3 For a complete list see : http://secretariat.info.yorku.ca/

C. Procedures for determination of whether a Student Profession Behaviour Review is Necessary

1. Any breach of professional behaviour that is deemed so serious that it may warrant requiring a student to withdraw from the program will initiate a Student Professional Behaviour Review.

2. Non-Practicum Courses: In instances where a Course Director of a non-practicum social work course has concerns about student behaviour that have not been resolved through discussion with the student, he or she will consult with the Undergraduate Program Director. The Undergraduate Program Director, the Course Director and the student will normally meet to discuss the concerns in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student as part of the resolution were not fulfilled the matter shall be referred for a Student Professional Behaviour Review.

3. Practicum Courses: In the event that a Faculty Advisor or the Field Coordinator has concerns about the behaviour of a student enrolled in SOWK 4000 6.0 or SOWK 4001 6.0 (Practicum in Social Work I and II), he/she will follow policies detailed in the School of Social Work's Practicum Manual. Where the matter concerns the possible outcome of denying the student an opportunity to complete the practicum requirement, the matter shall be referred for a Student Professional Behaviour Review.

4. When allegations of a breach of professional behaviour standards by a student enrolled in the BSW program are reported to have occurred in a venue other than a BSW course or practicum, the matter will be investigated by the Undergraduate Program Director or designate. Normally this investigation will include meeting with the student to discuss the allegation in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student are not fulfilled the matter shall be referred for a Student Professional Behaviour Review.

D. Student Professional Behaviour Review

1. Once notified of a potential breach of professional behaviour standards by a student in the BSW Honours degree program, the designated Faculty office shall post a block on enrolment activity in the concerned course or courses. The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student until a final decision is reached.

2. The Undergraduate Program Director of the School or his/her designate convenes a review committee consisting of three members. The review committee will consist of the Associate Dean of Students of the Faculty, or his/her designate; the Director of the School of Social Work; and one other member of the BSW Program who has not been privy to the allegations. The Undergraduate Program Director of the School or his/her designate, the Director of Field Education for the School or his/her designate, Course Directors of courses in which the student's behaviour has become an issue, Field Instructors where the behaviour occurred in a practicum setting and other representatives of the professional may be called to serve as witnesses. When

the alleged breach of professional or ethical standards occurs in a noncourse or practicum setting, other persons may be called to appear as witnesses.

3. The student will be notified in writing by email and by priority commercial post of the intention to hold a Student Professional Behaviour Review and provided with suggested times and dates. It is the student's responsibility to provide the School with current email, postal and telephone contact information. Failure to do so may result in shorter or no notice being received. In such a case the Review may take place without the student. The letter notifying the student of the Review shall include a summary of the alleged breach of professional standards and an outline of the procedures to be followed at a Student Professional Behaviour Review. If the student wishes to file a written response to the allegation, it must be received within fourteen calendar days of the date on which the notification of the Review was sent to the student. All parties are required to inform the Review Committee of their intention to call witnesses and the names of these witnesses at least seven calendar days prior to the Review.

4. The student has seven days to respond so as to fix the time and date for the meeting. If the student does not respond in a timely way, the Review may take place without the student.

5. The student may be accompanied by a representative. In such a case, the representative's name and relationship to the student must be provided to the Director in advance of the Review.

6. The Director or designate chairs the Review and a School staff person take notes. The representatives of the School first present their concerns. If witnesses are present they are called to present their information concerning the alleged behaviour of the student. The student is then given an opportunity to ask questions about the concerns and evidence presented and to respond to them. Finally, the representatives of the School have an opportunity to comment on any issues or information that has been presented by the student. The Review Committee is not bound by formal rules of evidence applicable in courts of law.

7. When all available relevant evidence and witnesses have been heard and both the School and student have had opportunity to provide comment, the Review Committee shall then enter into a closed session to determine whether a breach of professional standards or ethics has occurred and, if so, what actions will be taken. The decision is made by a majority vote of the review committee.

8. A Student Professional Behaviour Review will result in one of four outcomes:
   i) A finding that no breach of professional standards or ethics has occurred. No records will be retained.
   ii) A finding that a breach of professional standards or ethics has occurred but it is determined that no action other than remedial educative measures will be taken;
   iii) A finding that a breach of professional standards or ethics has occurred that warrants the imposition of conditions on the student as a requirement for continuation in the program.
   iv) A finding that a breach of professional or ethical standards has occurred that warrants either or both assigning a grade of F in the course and withdrawal of the student from the BSW Honours degree program.

9. The decision of the committee shall be communicated to the student in writing, delivered by hand or by mail. A record of the decision will be retained in the Office of the Director of the School of Social Work, regardless of the severity of the penalty, and be held for a time consistent with the University's records retention guidelines. This record is for internal academic purposes only. A note shall be placed on the Student Information System to bar withdrawal from the course.

E. Appeals

Students may appeal to the Senate Appeals Committee a decision rendered from a Student Professional Behaviour Review on the grounds permitted by the procedures of that Committee. Information on the Senate Appeals Committee procedures can be found at https://secretariat.info.yorku.ca/senate/appeals-committee/

(Revised April 7, 2016; effective July 1, 2016)

SECTION H:

HEALTH AND SAFETY AND ETHICAL REQUIREMENTS

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

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

WSIB INFORMATION (WORKPLACE SAFETY AND INSURANCE BOARD)

York University assumes coverage for students involved in University education which takes place off campus under normal circumstances. This coverage does not apply to students who are completing a paid work placement.

A Declaration Letter needs to be submitted online by the student to acknowledge their understanding of the reporting process for WSIB incidents. It is imperative that the Declaration Letters be completed and signed at the beginning of the placement. Should an injury occur while the student is at the placement site or conducting placement related responsibilities, this completed form will provide proof of participation, but most importantly this form implies WSIB insurance coverage for the duration of the placement through the Ministry of Advanced Education and Skills Development MAESD (formerly MTCU).

Should an injury occur while the student is at the placement site or conducting placement related responsibilities, the placement site will need to contact the Field Office and fill out the appropriate WSIB forms with the School, according to the WSIB's timelines. We suggest that the Field Instructor and/or student immediately (or within 24 hours the latest) report after the injury so that we can provide support through the process.

SEXUAL HARASSMENT

The ethics governing behaviour in a professional relationship between a student and Field Instructor should be the same as the ethics governing worker-client relationships. Students are particularly vulnerable because of the perceived authority and power of the Field Instructor. If students feel uncomfortable or under pressure, they should consult immediately with their Faculty Advisor and/or the Field Education Manager. Please refer to Appendices C and D for further information.

DEALING WITH PREJUDICE AND DISCRIMINATION

It is important to note that practices resulting in the oppression and marginalization of minority groups with respect to race, class, colour, gender, culture, age, sexual orientation, religion, language or disability will not be tolerated by the School, and any such offenses will result in the termination of the student with that particular agency (please see Appendix E). Likewise, it is incumbent on the agency to

report abusive incidents by students so that appropriate actions can be taken. The Office of the Ombudsperson and Centre for Human Rights, Equity and Inclusion at York University is available for consultation (please see Appendix F and G). Students and/or Field Instructor should consult immediately with their Faculty Advisor and/or the Field Education Manager if such practices occur.

GUIDELINE ON USE OF SOCIAL MEDIA

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

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

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

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

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

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

- Whenever you identify yourself online as a student from a particular practicum site/agency or School, you effectively represent that agency or School. To make the distinction between speaking on your own behalf or the agency or School's behalf, you might want to say something like "I'm speaking on my own behalf" or "all opinions communicated here are my own".

- If you are developing a site or writing a blog that will mention the School of Social Work, your practicum and/or their employees, as a courtesy to the School and/or agency, please let the School of Social Work and/or your practicum supervisor know that you are writing about them- ***and you should clearly state your goals and what your blog intends to say or reflect.*** Representatives of the School of Social Work and/or your practicum supervisor may choose to "visit" from time to time to understand your point of view.

- It is advised that you not say/write things on a social media platform that you wouldn't want attributed to you. Even things you may think are private on social media may not be. Before making a comment or statement you might want to ask yourself, "would I say this in public?"

- Online communication strips away all the non-verbal cues we rely on to understand what someone is saying: tone, body language, facial expressions, intonation, etc. It is wise to always give your

audience the benefit of doubt when ascertaining meaning.

- As a Social Work Student, you are also bound by the Social Work Code of Ethics to maintain confidentiality with respect to your practicum setting and the clients you work with. Everyone is entitled to their privacy online.

- The School of Social Work encourages you to write knowledgeably, respectfully, and accurately, using appropriate professionalism. Despite disclaimers, your web interaction can result in members of the public forming opinions about the School of Social Work, your practicum and/or their employees or clients.

- It is not advised that you "friend" your clients (current or past) or allow your clients (current or past) to "friend" you on your personal account. Use the agency account, as outlined by the agency policy, if you are trying to outreach to clients.

- It is also not advised that you use your personal Twitter, Facebook, and LinkedIn accounts to contact your clients or respond to clients who may have contacted you. Use the agency account, as outlined by agency policy.

- It is advised that you become intimately familiar with the privacy controls on these networks and ensure that the clients cannot see personal details of your life you would prefer to share only with your immediate friends and family.

- Only use your professional (work/practicum) email address to communicate with clients. Once the placement is complete, you cannot share your personal emails with clients due to concerns about ethics and professional boundaries.

- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your agency and their internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the internet service provider.

Photographs or visual aids

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

Legal Liability

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

the Professional Behaviour Policy may be invoked.

(If you would like a complete guide of York University's Social Media guidelines, please contact Mark Farmer at: 416-736-2100, ext. 55131 or the Communications and Public Affairs Division at York University).

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

STRIKE POLICY

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

- Students who are on placement in a site where the Field Instructor or other professionals engaging in social work practice are on strike should not cross the picket line in order to perform duties associated with their practicum.
- The School of Social Work recognizes that strikes are a reality in the social work profession and therefore sometimes part of the social work practice experience. While it is acknowledged that students are not employees of the placement agency, a strike situation provides an opportunity for learning, albeit a different kind of learning.

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

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

ROLES AND RESPONSIBILITIES IN THE CASE OF A STRIKE:

Field Instructor/Agency

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

Student

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

Faculty Advisor

- To contact the union/unit/agency to determine what learning opportunities associated with the strike are available to the student. Be sure that no new learning opportunities involve crossing a picket line (either physically crossing the picket line or doing placement related work from home).
- To collaborate with the student in determining learning opportunities, some possible opportunities include participating in strike activities, journaling, writing and circulating a letter of support, writing a reflective paper, or undertaking a research project related to field experience.
- To incorporate new learning opportunities into a revised learning contract with the student and to sign off on the new learning objectives.
- To supervise the student for the duration of the strike, this means at least one, 1 hour supervisory meeting per week.

Field Office

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

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

SECTION I:

APPENDICES

APPENDIX A: IMPORTAN T DATES

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

For important dates and deadlines regarding Fall (F), Winter (W), and Year (Y) terms, please refer to the following websites:

https://registrar.yorku.ca/enrol/dates

Sexual Violence, Policy on

Legislative History:

Approved by the Board of Governors, 2016/12/14; Reviewed, revisions approved 2019/10/08

Approval Authority: Board of Governors

Signature: Rick Waugh

https://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/

APPENDIX C: SEXUAL ASSAULT SURVIVOR'S SUPPORT LINE (SASSL)

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

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

SASSL provides:

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

Office location - 4th floor of the Student Room B449

Who are we?

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

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

What do we stand for?

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

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

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

What you should know

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

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

Consent is the voluntary agreement of a person to engage in sexual activity. It is expressed permission, agreement and approval that is freely given.

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

Volunteers

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

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

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

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

Outreach

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

For more information, please refer to the SASSL website: http://sassl.info.yorku.ca/

APPENDIX D: HUMAN RIGHTS POLICY AND PROCEDURES

Please refer to York University Secretariat website for any updates on University Policies:
https://www.yorku.ca/secretariat/policies/policies/human-rights-policy-and-procedures/

APPENDIX E: MANDATE OF THE OFFICE OF THE OMBUDSPERSON

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

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

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

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

APPENDIX F: CONTACT INFORMATION – CENTRE FOR HUMAN RIGHTS, EQUITY AND INCLUSION

Contact Information:

Centre for Human Rights, Equity and Inclusion

Room 2070, Victor Phillip Dahdaleh Building (Formally, TEL)

4700 Keele Street

Toronto, ON M4J 1P3

Voice: 416-736-5682

Email: rights@yorku.ca

For more information, visit the Centre for Human Rights' Website at: http://rights.info.yorku.ca/

APPENDIX G: YORK UNIVERSITY SENATE POLICY ON RELIGIOUS OBSERVANCE

Senate Policy on Religious Observance

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance

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

Senate Policy on Identifying and Distributing a Schedule of Dates

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

Senate Policy on In-class and Formal Examinations

In October 2008, the Senate Policy on Sessional Dates and the Scheduling of Examinations was amended. As such, formal examinations will not be held on public holidays or at other times as directed by the University Senate, administration.

Religious Accommodation Guidelines: Final Examinations

Students who, because of a religious commitment cannot write a formally scheduled examination (December and April examination periods) on the date scheduled, should contact the course instructor and submit a Religious Accommodation Agreement to the department offering the course no later than three weeks prior to the start of the examination period to arrange an alternative examination date.

When arrangements between the student and instructor cannot be made, or if the student does not feel comfortable about approaching the instructor to request a religious accommodation, then the student should contact the associate dean of the Faculty in which the course is offered. Students are required to contact the associate dean not less than 14 days prior to the start of the examination and, if requested to do so, present evidence concerning the religious obligations involved

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

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

Religious Accommodation Guidelines: Other than Final Examinations

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

Solutions may include:

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

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

Religious Accommodation Guidelines: Course Directors

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

For more information, visit: https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

APPENDIX H: FIELD INSTRUCTOR SEMINAR SERIES

FIELD INSTRUCTOR SEMINARS SERIES FOR 2025 - 2026

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

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

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

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

INTRODUCTION TO FIELD EDUCATION: BUILDING A POSITIVE CONTEXT FOR SUPERVISION AND LEARNING – A PROCESS OF LEARNING EXCHANGE

The aim of this Field Instructor session is to provide an introduction to the processes and systems used by the Field Office, students and Field Instructors throughout the practicum as well as the roles, responsibilities and expectations that York University School of Social Work has of both the student and Field Instructor throughout the placement. We will also review the school's approach in teaching social work, which arises from critical social work practices. The training will focus extensively on the relationship between the student, Field Instructor and agency and how this can be used to create and foster a positive context for learning. ***Field Instructor only.***

EVALUATIONS AND ENDINGS

The purpose of this Field Instructor training session is to familiarize Field Instructors with the York University School of Social Work's evaluation process for Direct Entry BSW, Post Degree BSW, and MSW students. Field Instructors will also have an opportunity to explore the issues and concerns related to both of their own and the students' experience of the evaluation process and completion of the practicum. *Field Instructors only.*

More Information will provided via email to Field Instructors.

APPENDIX I: PRACTICUM COMMITTEE

THE PRACTICUM COMMITTEE

School of Social Work, York University

PRACTICUM COMMITTEE

Terms of Reference

Revised October 2019

1.0 GENERAL

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

1.1 Committee Mandate

The objectives of this Committee are as follows:

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

2.0 MEMBERSHIP

2.1 Committee Composition

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

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

2.2 Membership Expectations

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

- The Chair will provide feedback at the Faculty meetings and any other Committee.

1. Recruiting Committee Members

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

2. Term of Membership in the Committee

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

3.0 CONSULTANTS

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

4.0 ORGANIZATIONAL PROCEDURES

4.1 Meetings

4.1.1 The Field Education Manager will chair the meetings.

4.1.2 The Field Education Manager will consult with the Undergraduate and Graduate Program Directors and other relevant Committees on Practicum issues**.**

1. Meetings are held every six weeks, October to June at the School of Social Work. Each meeting will have a duration of approximately one and a half (1.5) to two (2) hours.

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

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

4.2 Minutes

The Field Education Program Assistant will record and distribute the minutes and any accompanying documents. Minutes will be circulated, prior to each meeting.

Agenda items should be forwarded to the Field Education Assistant or the Field Education Manager prior to meetings.

All minutes are confidential. The actual minutes cannot be shared by student reps.

5.00 QUORUM

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

APPENDIX J: GUIDELINES FOR SUB MITTING A WORK PLACEMENT PRACTICUM PROPOSAL

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

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

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

WORK PLACE PRACTICUMS ARE NOT AUTOMATICALLY GUARANTEED!

Writing your work place practicum proposal:

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

1. Rationale for requesting a work placement. You must indicate why the work placement is requested as the practicum requirements are clearly stated upon entry into the B.S.W. and the M.S.W. program.

2. **A signed letter from the agency supporting your work placement** must be submitted with the proposal and must be on the agency's letterhead. The letter should include that the agency: *recognizes the nature of the Practicum, the student must commit FULL days for placement, approves the student attending their assigned integrative seminars, will allow faculty field visits and is willing to provide the necessary supervision for students.*

3. You must have a new learning opportunity and not be expected to continue performing the same duties as your regular position. **Your present job will NOT be recognized as a practicum opportunity.** You must commit **FULL** days to placement.

4. You must be supervised by someone other than your current supervisor. It is very difficult for students to maintain the same supervisor and be able to challenge workplace and educational experiences.

5. The proposal must be submitted to the practicum office at least three months in advance of the start date of the practicum.

6. **Work placements can be paid or unpaid. It is at the discretion of the agency whether this happens or not. If the agency has Workplace Safety & Insurance Board (WISB) insurance, they will be responsible for covering the student's insurance during the placement.**

7. A full description of your present job description is necessary together with a detailed analysis of the proposed placement.

8. If you have completed a previous placement with this agency, you will have to outline how this placement will be different. You must be a part of a different program, have a different supervisor and different learning opportunities for the proposed Work Placement.

9. The placement must also follow appropriate procedures, e.g., attending Integrative Seminars; allowing for Faculty Field Visits; completing evaluation forms and other procedures as laid out in the Practicum Manual.

10. Please contact the Field Education Coordinator to discuss this option and to obtain the form.

APPENDIX K: PLACEMENT EXTENSION/GRADE DEFERRAL REQUEST FORM

PLACEMENT EXTENSION/GRADE DEFERRAL REQUEST

Student Name: _____

Student ID: _____

Program:

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

Placement Site: _____

Date: _____

Placement hours to date: _____

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

Requested Placement End date: _____

Field Instructor Approval (Signature): _____

Faculty Advisor Approval (Signature): _____

Field Manager Approval (Signature): _____

Students need to complete a MINIMUM of 2 PLACEMENT DAYS A WEEK

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