



School of Social Work

FIELD PLACEMENT MANUAL

Honours Bachelor's in Social Work

Annie Mercier

**Senior Specialist, Field Placement and Education
(Field Placement Coordinator - Undergraduate)**

613-562-5800, extension 6381

annie.mercier@uottawa.ca

September 2023

TABLE OF CONTENTS

| | |
|--|----|
| PREAMBLE | 1 |
| 1. Honours Bachelor’s program in Social Work..... | 1 |
| 1.1 Orientation..... | 1 |
| 1.2 Focus | 1 |
| 1.3 Field instruction..... | 1 |
| 2. Modalities of placements | 2 |
| 2.1 Prerequisites and concomitant courses | 2 |
| 2.2 Placement organization requirements..... | 3 |
| 2.3 Duration and modalities of the placements | 3 |
| 2.4 Absence during the placement..... | 3 |
| 2.4.1 Absence of short duration..... | 3 |
| 2.4.2 Extended absence | 3 |
| 2.4.3 Holidays..... | 4 |
| 2.5 Procedure to follow in the event of an incident during unpaid placement hours..... | 4 |
| 2.6 Timetable for selecting a field placement organization..... | 5 |
| 2.6.1 Placement I | 5 |
| 2.6.2 Placement II..... | 6 |
| 3. Learning tools | 7 |
| 3.1 Placement objectives | 7 |
| 3.1.1 Knowledge and understanding of the organizational context..... | 7 |
| 3.1.2 Reflection and critical analysis skills | 8 |
| 3.1.3 Intervention expertise | 8 |
| 3.1.4 Intervention soft skills | 8 |
| 3.2 Learning contract..... | 8 |
| 4. Supervision | 9 |
| 4.1 Supervision functions | 9 |
| 4.2 Modalities of supervision | 9 |
| 4.3 Material preparation for supervision meetings | 9 |
| 4.4 Types of supervision..... | 9 |
| 4.5 Supervision time..... | 10 |
| 5. Responsibilities of parties..... | 10 |
| 5.1 Student..... | 10 |
| 5.2 Supervisor..... | 11 |
| 5.3 Professor - <i>Intégration des expériences de stage</i> course | 11 |
| 5.4 School of Social Work Field Placement Coordinator..... | 12 |
| 6. Placement evaluation | 12 |
| 6.1 Mid-placement evaluation..... | 13 |
| 6.2 End of placement evaluation | 13 |
| 6.2.1 Supervisor’s summary evaluation..... | 13 |
| 6.2.2 Placement reports | 13 |
| 6.2.2.1 Placement report I..... | 13 |
| 6.2.2.2 Placement report II | 13 |
| 6.2.3 Ethical behaviors and practices | 14 |
| 6.2.4 End of placement evaluation | 14 |
| 6.2.5 Field placement’s conditions for success | 14 |

| | |
|--|----|
| 7. Special policies and regulations related to field placements..... | 14 |
| 7.1 Equivalency Policy for the Placement I SVS 3620 and courses SVS 3515 and SVS 3525..... | 14 |
| 7.2 Field placement in the workplace policy | 15 |
| 7.3 Policy for International Field Placements | 16 |
| 7.4 Prevention of Harassment and Discrimination | 18 |
| 7.5 Prevention of Sexual Violence | 18 |
| 7.6 Professional suitability policy | 18 |
| 7.7 Confidentiality Guidelines | 19 |
| 7.8 Social Media Policy and Guidelines | 19 |
| 7.9 Policy regarding the premature termination of a field placement | 19 |
| 7.10 Application for review of placement grade and appeal | 21 |

APPENDIX

| | |
|--------------|--|
| Appendix I | Learning contract for first placement – SVS 3620 |
| Appendix II | Learning contract for second placement – SVS 4620 |
| Appendix III | Approval of learning contract |
| Appendix IV | Mid-placement evaluation (written by the supervisor) |
| Appendix V | Mid-placement report (written by the student) |
| Annexe VI | Supervisor’s summary evaluation guidelines (written by the supervisor) |
| Annexe VII | Placement report (written by the student) |
| Annexe VIII | Professional suitability policy |
| Annexe IX | Confidentiality Guidelines |
| Annexe X | Social Media Policy and Guidelines |
| Annexe XI | Policy on the premature termination of a field placement |
| Annexe XII | Policy on Equity, Diversity and Inclusion |

Preamble

The placement manual intends to be a tool for all those involved in the field instruction of students in the Honours bachelor's in social work. This placement manual aims to be a first source of answers for students, supervisors and organizations offering a placement.

You will find various elements including the objectives of field instruction, the preparation for the placements and the process of the placements, their appraisal, and a section on supervision. In the appendices, there are examples of the placement contract and the summary appreciation of the supervision.

1. Honours Bachelor's program in Social Work

1.1 Orientation

The mission of the honours bachelor's in social work at the University of Ottawa is to offer professional training that considers social phenomena and their consequences for minority or marginalized individuals, groups and communities, as well as the particular social service and health care needs of francophone persons living in Ontario or other provinces. The program aims to train practitioners able not only to intervene directly with individuals, groups, and communities, but also to understand the social and political context and the theories of social work. Combining teaching with two placement terms, the program situates intervention practices within an analysis of issues of poverty and of social inequality (based on gender, ethnicity, ability, sexual orientation, etc.).

1.2 Focus

The honours bachelor's program in social work has a dual teaching focus. It emphasizes both diversity in social groups, intervention practices, and generational issues (such as population aging or youth poverty). Graduates acquire skills that allow them to assist vulnerable people or social and community groups looking to overcome their difficulties, and to take part in developing, implementing, and evaluating social policies.

1.3 Field instruction

To facilitate progressive education and integrate theory and practice, the School of Social Work requires students to complete two unpaid 350-hour placements, making for a minimum of 700 hours. The first placement prioritizes francophone or bilingual settings in the National Capital Region. It aims to develop intervention related knowledge and skills while encouraging reflection and critical analysis. The second placement offers students the opportunity to enhance their intervention skills, in addition to developing their critical analysis of both current practices and of the social issues they are required to address. Placements in community and institutional settings, in the National Capital Region and out of province, as well as internationally, can be explored with the Field Placement Coordinator. For both placements, openness to new or alternative practices is strongly suggested.

2. Modalities of placements

Placements play a key role in the honours bachelor's in social work at the University of Ottawa. They provide an opportunity to apply theoretical concepts, as well as intervention methods and models, taught in class. They allow students to put their different levels of knowledge in practice while being accompanied throughout the placement by an experienced professional, their supervisor. Combining theory and practice, placements are a key moment in social workers' education.

2.1 Prerequisites and concurrent courses

During the period of the social work field placements (SVS 3620 and SVS 4620), the student must also register for the following concurrent compulsory courses:

- SVS 3525 – Intégration des expériences de stage I
- SVS 4510 – Intégration des expériences de stage II

These courses will give students time to reflect and exchange on practices within their field placement organization.

PREREQUISITES FOR THE FIRST FIELD PLACEMENT (3rd YEAR)

To register for the first field placement - SVS 3620, as well as the concurrent course, Intégration des expériences de stage I - SVS 3525, students must:

- a) Have earned 54 credits
- b) Have successfully completed the following compulsory courses:
 - SVS 3505 Fondements théoriques de l'intervention sociale
 - SVS 3515 Laboratoire de préparation au stage

PREREQUISITES FOR THE SECOND FIELD PLACEMENT (4th YEAR)

To register for the second field placement - SVS 4620, as well as for the concurrent course, Intégration des expériences de stage II - SVS4510, students must:

- a) Have earned 81 credits
- b) Have successfully completed the following compulsory courses:
 - SVS 3505 Fondements théoriques de l'intervention sociale
 - SVS 3515 Laboratoire de préparation au stage
 - SVS 3525 Intégration des expériences de stage I
 - SVS 3620 Stage d'intervention I

For students who have obtained equivalencies for Stage d'intervention I - SVS 3620, Intégration des expériences de stage I - SVS 3525, as well as the Laboratoire de préparation au stage - SVS 3515, the following courses must be successfully completed before registering for Stage d'intervention II - SVS 4620, as well as the concurrent course, Intégration des expériences de stage II - SVS 4510:

- SVS 2515 Social Work Intervention Methods
- SVS 3505 Theoretical foundations of social intervention

2.2 Placement organization requirements

Organizational requirements and eligibility conditions for field placements vary according to the particularities and expectations of each placement organization. In addition to using selection interviews, various organizations may require, for example: vaccinations, tuberculosis testing, certain practical experience on the part of students, or specific training.

It should be noted that most placement organizations require a criminal record check with the student's vulnerable sector, to ensure the safety of those using their services.

A person from the University of Ottawa's Office of Risk Management in the Faculty of Social Sciences is responsible for managing the completion of field placement requirements. They will contact the student a few months before the start of the field placement to provide guidance. Here is a list of field placement requirements: <https://www.uottawa.ca/about-us/administration-services/office-risk-management/clinical-placement>

2.3 Duration and modalities of the placements

The honours bachelor's in social work includes **two unpaid placements** of a **minimum of 350 hours each**, totaling at least 700 hours of practical training. Placements take place during **the winter term of third year** (first placement) **and the fall term of fourth year** (second placement). They are from **Monday to Thursday, 27 hours a week over 13 consecutive weeks**, for a total of **52 days**.

Given the School of Social Work's goal of offering training based on the particular social service and health care needs of marginalized or minority individuals, groups or communities, we encourage students to choose placement organizations that offer services and activities to these populations. Examples include organizations that work with homeless people or individuals experiencing mental health problems, that provide French-language services for francophone persons or that engage in alternative practices.

Placements take place with organizations in the Ottawa, Prescott-Russell, Stormont-Dundas-Glengarry and West Québec regions. In exceptional situations, students may consult with the Field placement and education coordinator about completing a placement in another region.

2.4 Absence during the placement

The student is responsible for his field placement and must ensure that he/she attains the objectives set out in the contract by the end of the placement. The student must learn and adhere to the policies of the organization pertaining to absence.

2.4.1 Absence of short duration

During the placement, the student is entitled to two days of leave for the following reasons, and in these cases only: physical or psychological health status, religious accommodation, and certain special circumstances (death of an immediate relative, family emergency). If he needs to be absent for these reasons, the student must first notify his placement supervisor.

2.4.2 Extended absence

If the absence extends for more than two consecutive days, for reasons of physical or psychological health, for a maternity or paternity leave, following the death of a relative, the student must inform the following persons: their placement supervisor and their professor, who will discuss it with the Field Placement Coordinator. In addition, they must provide the Field placement and education coordinator with a medical

certificate or other supporting document, indicating the date of the beginning of the absence as well as the expected date of return.

Following an agreement established between the student, their supervisor and the professor, all field placement hours missed beyond two days, must be completed according to the schedule and the needs of the organization.

In the event that an absence extends for more than two weeks, the student must arrange a meeting with the Field Placement Coordinator to assess whether the placement hours can be completed before the end of the semester. If the hours cannot be completed before the end of the semester, the placement could be interrupted and postponed until such a time that it is offered in the program. As the reasons for leaves vary from situation to situation, such requests are evaluated on a case-by-case basis, the decision to postpone the placement is guided by 2 main elements: that the student be able to complete the hours during the semester, and the risk that a prolonged absence would compromise the student's progress in the course concomitant with the placement.

2.4.3 Holidays

The student must follow the schedule of the organization or the supervisor's schedule on statutory holidays, in order to ensure the continuity of the organization's activities.

2.5 Procedure to follow in the event of an incident during unpaid placement hours

It may sometimes happen, during an unpaid placement, that an incident or accident occurs that involves the student.

In this case, the student will follow the procedure set out in the insurance form, which they signed before the start of the placement: *WSIB insurance or private insurance for students enrolled in a field placement as part of a program of study.*

The student must immediately report the incident or accident to:

- The person supervising the placement
 - The latter may ask the student to fill out an incident or accident report in the organization
- Field Placement Coordinator
 - She will guide the student through the process of working with the University of Ottawa's Office of Risk Management, Insurance and possible adjustments to the placement.
 - She will remind the student to communicate regularly with the University and provide information on their ability to return to the placement organization and of any health condition that may prevent resuming some of the placement duties.
- The University of Ottawa's Office of Risk Management
 - The student will complete an online University of Ottawa Accident While on a Student Placement form https://uottawa.i-sight.com/portal?lang=en_US&theme=uottawa
 - In the event of an injury, the student will complete the MTCU form entitled Postsecondary Student Unpaid Work Placement Workplace Insurance Claim (<https://forms.mgcs.gov.on.ca/en/dataset/022-13-1352>) sign it and send it to the manager of the Office of Risk Management at accident_studentplacement@uottawa.ca

2.6 Timetable for selecting a field placement organization

2.6.1 Placement I

- September • Identification, individually, of social issues and placements that interest students, as well as submission of the resumé and completed placement project I to the Field Placement and Education Coordinator. Placement I takes place in a community setting in the Ottawa, Prescott-Russell, Stormont-Dundas-Glengarry or West Québec regions.
- End September • Individual student meetings with the Field Placement and Education Coordinator to clarify their interests and discuss possible options of placement organizations.
- October • Completion and submission of placement requirements (criminal record check with vulnerable sector, etc.) <https://www.uottawa.ca/about-us/administration-services/office-risk-management/clinical-placement> following receipt of the email from the Uo Office of Risk Management to servsoc_immunise@uottawa.ca.
- October • First pairing done by the Field Placement Coordinator and contact with the organizations concerned for each student.
- October to December • Obtaining organizational responses for each student. Meetings / interviews of each student with the potential placement supervisor.
• Placement confirmation by the Field Placement Coordinator.
- October to December • **Once the placement has been confirmed** by the organization and the Field Placement Coordinator has sent the letter of agreement, **the placement process is complete. No changes are possible** unless exceptional circumstances arise. Failure to meet the deadline may result in delays for the field placement, as choices and time are limited.
- December 9 • Deadline to submit all documents related to the placement (to the Field Placement Coordinator, the Office of Risk Management and the placement organization) is no later than one month before the start of the placement.
- Early January • Start of the placement. Meeting between the placement supervisor, the student and the professor of the course Intégration des expériences de stage I - SVS 3525 for the negotiation and endorsement of the learning contract.

N.B.: Any approach to organizations **must be negotiated solely by the Field Placement Coordinator.**

Given the large number of students and organizations involved in the placement process and considering that the School's resources are limited and time is of the essence, it is not possible for the Field Placement Coordinator to constantly follow up on students who, for example, fail to respond promptly to their e-mails, return their calls or provide the requested documents on time. In this regard, **the School of Social Work reserves the right not to assign a placement to a student who fails to comply with the instructions and deadlines** communicated to them for the purpose of matching them with a placement, or who fails to take the necessary steps in time. **The student's field placement will then be postponed for one year.**

2.6.2 Placement II

- February
- Group meeting with the Field Placement Coordinator to present the Field placement manual and explain the entire placement process for students who have obtained an equivalence for their first placement.
- February
- Individual reflection to identify social issues and placement organizations of interest to the student, as well as preparation and submission of the resumé and completed placement project II. The second placement must consider the recommendations made at the end of the first placement in relation to the objectives to be favored and that will complement the practical training of the student completing his degree. Placement II may take place in both community and institutional settings in the Ottawa, Prescott-Russell, Stormont-Dundas-Glengarry, West Québec regions or out of province, as well as internationally, according to the wishes of the students.
- February
- Individual student meetings with the Field Placement Coordinator to clarify their interests and discuss possible options for placement organizations.
- February
- Completion and submission of placement requirements (criminal record check with vulnerable sector, etc.) <https://www.uottawa.ca/about-us/administration-services/office-risk-management/clinical-placement> following receipt of the email from the Uo Office of Risk Management to servsoc_immunise@uottawa.ca.
- End February
- First pairing done by the Field Placement Coordinator and contact of the organizations concerned for each student.
- March to July
- Obtaining organizational responses for each student. Meetings / interviews of each student with their potential placement supervisor.
 - Placement confirmation by the Field Placement Coordinator.
- March to July
- Once **the placement has been confirmed** by the organization and the Field Placement and Education Coordinator has sent the letter of agreement, **the placement process is complete. No changes are possible** unless exceptional circumstances arise. Failure to meet the deadline may result in delays for the field placement, as choices and time are limited.
- May-June
- Completion and submission of placement requirements (criminal record check with vulnerable sector, etc.) <https://www.uottawa.ca/about-us/administration-services/office-risk-management/clinical-placement> following receipt of the email from the Uo Office of Risk Management to servsoc_immunise@uottawa.ca.
- August 6
- Deadline to submit all documents related to the placement (to the Field Placement Coordinator, the Office of Risk Management and the placement organization) is no later than one month before the start of the placement.
- September
- Meeting between the placement supervisor, the student and the professor of the course Intégration des expériences de stage II - SVS 4510 for the negotiation and endorsement of the learning contract.

N.B.: Any approach to organizations **must be negotiated solely by the Field Placement Coordinator.**

Given the large number of students and organizations involved in the placement process and considering that the School's resources are limited and time is of the essence, it is not possible for the Field Placement Coordinator to constantly follow up on students who, for example, fail to respond promptly to their e-mails, return their calls or provide the requested documents on time. In this regard, **the School of Social Work reserves the right not to assign a placement to a student who fails to comply with the instructions and deadlines** communicated to them for the purpose of matching them with a placement, or who fails to take the necessary steps in time. **The student's field placement will then be postponed for one year.**

3. Learning tools

During placements, students learn about different practices and organizational contexts, while deepening their knowledge of intervention in a particular setting. They must also consider the more specific realities of francophone minority populations. The overall placement objectives center around four interconnected areas of learning:

- 1) Knowledge and understanding of the organizational context and the population reached
- 2) Demonstration of reflection and critical analysis skills
- 3) Development of intervention expertise
- 4) Development of intervention soft skills

3.1 Placement objectives

The two placements aim to meet the following learning objectives in these four different areas. The second placement goes over essentially the same objectives, but with a higher level of skills development in terms of deepening and mastering the four areas of learning.

As with any learning tool, it is possible to add objectives according to students' interests and needs, as well as the organizational context in which the placement takes place.

3.1.1 Knowledge and understanding of the organizational context and the population reached

| Placement I | Placement II |
|---|---|
| <ul style="list-style-type: none"> • Know and understand the history, philosophy, mission, objectives, activities and services of the placement organization. • Know three to four community and institutional resources available to the population reached (in relation to the context of the placement organization). • Become familiar with two of the realities of people reached by the placement organization. • Add another objective, if relevant. | <ul style="list-style-type: none"> • Know and understand the history, philosophy, mission, objectives, activities and services of the placement organization, and critically analyze them. • Know five to six community and institutional resources available to the population reached by the placement organization. Identify their strengths and limits. • Know and understand the multiple realities of the population reached by the placement organization and provide a deeper understanding of two of these realities. • Add another objective, if relevant. |

3.1.2 Reflection and critical analysis skills

| Placement I | Placement II |
|--|--|
| <ul style="list-style-type: none"> • Observe and describe two approaches / intervention methods, used by the organization. • Know two social policies related to the realities experienced by the people reached by the organization and identify two impacts. • Identify three ethical issues experienced or observed during the placement and ways to resolve them. • Reflect on anti-racism and/or develop knowledge or skills to recognize and resist all forms of racism. | <ul style="list-style-type: none"> • Identify and analyze two approaches / intervention methods used by the organization and identify their impact on the populations reached. • Describe and analyze two social policies and identify two impacts of these social policies related to the realities experienced by the people reached by the organization. • Identify and analyze three ethical issues experienced or observed during the placement. • Reflect on anti-racism and/or develop knowledge or skills to recognize and resist all forms of racism. |

3.1.3 Intervention expertise

| Placement I | Placement II |
|--|---|
| <ul style="list-style-type: none"> • Demonstrate intervention skills (individual, group or community). • Engage in the promotion of social justice through advocacy, and critical analysis of challenges and obstacles to change. • Add another objective. • Add another objective, if relevant. | <ul style="list-style-type: none"> • Integrate intervention process skills according to intervention methods (individual, group or community). • Engage in the promotion of social justice through advocacy, and critical analysis of challenges and obstacles to change. • Add another objective. • Add another objective, if relevant. |

3.1.4 Intervention soft skills

| Placement I | Placement II |
|---|---|
| <ul style="list-style-type: none"> • Demonstrate professional and social ethics through attitudes, behaviors and practices congruent with the standards of the Canadian Association of Social Workers' Code of Ethics. • Identify three strengths and three limits of my professional intervention as part of my placement with the people reached by the organization. • Identify my values, interests and prejudices, and their impact on the intervention process. • Add another objective, if relevant. | <ul style="list-style-type: none"> • Demonstrate professional and social ethics through attitudes, behaviors and practices congruent with the standards of the Canadian Association of Social Workers' Code of Ethics. • Identify three strengths and three limits of my professional intervention as part of my placement with the people reached by the organization. • Become aware of my own axis of oppression and my privileges as a person. • Add another objective, if relevant. |

3.2 Learning contract

Every student must develop a learning contract that sets out the learning objectives, the proposed means and activities to meet these objectives and the measures used to demonstrate their achievement. A copy of the contract must be given to the *Intégration des expériences de stage* course professor and to the supervisor at the date assigned by the professor during the course.

The objectives must fit within the overall placement parameters and address each of the above four learning areas. The contract is subject to negotiation between the student, the supervisor and the *Intégration des expériences de stage* course professor during a meeting that takes place in the first 3 weeks of the placement. Once approved and signed off on by the three parties, it becomes a reference tool to guide the placement.

A sample learning contract is included in Appendix I (1st placement) and Appendix II (2nd placement).

4. Supervision

Supervision is a dynamic process guiding the student through the experience of learning in the field. It is an essentially educational process, based on how knowledge, attitudes and abilities associated with social work are acquired. It should not be limited to administrative, production-focused workplace supervision. The supervisor's main responsibility is to provide individual or group instruction during the field placement. They report to the Field placement and education coordinator at the School of Social Work.

4.1 Supervision functions

- Establish the conditions essential to achieving the placement learning objectives, including welcoming the student.
- Plan learning activities in collaboration with the student.
- Facilitate the acquisition of social work theory and integration with practice.
- Create some distance for the student to analyze the lessons learned: identify, name and assess the knowledge acquired through a given practice.
- Focus on learning attitudes, abilities, behaviors, and analysis of the social intervention process.
- Give on going feedback to the student on their attitudes, behaviors, and practices, as well as on activities carried out during the placement (strengths and areas for improvement);
- Identify difficulties experienced by the student and suggest or guide the student to find alternative actions.
- Communicate on a regular basis with the organization's contact person, in the case of an external academic supervisor.
- Provide a weekly two-hour supervision session during the 13 weeks of the placement.

4.2 Modalities of supervision

The supervisor is a professional holding a recognized honours bachelor's degree in Social Work with two years of experience in this field and employed by the placement organization. Alternatively, an external academic supervisor can be assigned.

4.3 Material preparation for supervision meetings

Supervision involves weekly 2-hour meetings between the supervisor and the student throughout the placement. For these supervision meetings to be a time of learning, analysis and assessment, there must be regular preparation. Before each meeting, the student must provide the supervisor with an agenda of points for discussion, as well as appropriate, practical material that can provide a basis for the supervision. The supervisor can thus prepare and determine their teaching direction.

4.4 Types of supervision

- Traditional supervision (1 supervisor with 1 student)
- Shared supervision:
 - Co-supervision (2 supervisors with 1 or more students)
 - Collaborative supervision (group of supervisors with 1 or more students)

- Remote supervision (1 or more outside supervisors with 1, or more students)
- Supervision in triad (1 supervisor with 2 students)
- Group Supervision (1 supervisor with more than 2 students)
 - Uniprofessional group or interprofessional group
- External academic supervision (1 social worker who does not work in the placement organization, who supervises 1 or several students)

4.5 Supervision time

The School of Social Work requires that there be **two hours a week** of supervision for 13 weeks involving the student and supervisor. This time is essentially the regular weekly supervision meeting.

5. Responsibilities of parties

Placements involve many people who are required to collaborate and share a series of responsibilities and obligations. Some of these obligations are highlighted below.

5.1 Student

- Drafts a placement plan and learning contract within the school's deadlines.
- Determines the placement objectives in terms of their needs, interests and expectations, and in relation to the overall objectives established for placements.
- Reads and understands the School of Social Work's *Confidentiality Guidelines* (Appendix IX) as well as the placement location's confidentiality policies; understands the *Social Media Policy and Guidelines* (Appendix X).
- Complies with the placement organization's regulations (work schedule, absenteeism, participation in staff meetings, etc.).
- Prepares an agenda and required material for supervision meetings considering their learning objectives; participates actively in supervision meetings (two hours a week).
- Participates in at least two meetings (placement visits) with the placement supervisor and the professor of the course *Intégration des expériences de stage* at the School of Social Work, as part of an ongoing placement and learning evaluation.
- Participates in SVS 3525 and SVS 4510 course *Intégration des expériences de stage* on a weekly basis.
- Writes a report at the end of the field placement. This report will serve as a tool for assessing the achievement of the objectives defined in the learning contract. It must be submitted to the student's professor and supervisor before the end-of-placement visit, on the date indicated by the student's professor. The report serves to evaluate whether the student has attained the objectives set out in the learning contract. The student submits the report to the professor and the placement supervisor at the date assigned by the professor at the end of the placement.
- Demonstrates professional and social ethics through attitudes, behaviors, and practices congruent with the standards of the *Canadian Association of Social Workers' Code of Ethics*.

- Informs the supervisor of any significant change, difficulty, or unexpected absence during the placement.
- Meets with the Field placement coordinator if an absence during the placement lasts longer than two weeks, to assess whether the placement hours can resume before the end of the session.

5.2 Supervisor

- Participates in the pre-placement interview to accept the student's placement or not and communicates their recommendations to the Field placement and education coordinator.
- Seeks information about the Honours Bachelor's in Social Work at the School of Social Work and about the field placement goals (an information kit is provided by the school).
- Facilitates the student's orientation and integration within the organization.
- Orients and supports the student in the planning of activities and in the development of the learning contract.
- Discusses and endorses the learning contract during a meeting with the student and the *Intégration des expériences de stage* course professor.
- Assists the student in attaining his or her learning objectives.
- Facilitates the student's learning and progress through the necessary support, guidance and supervision.
- Gives a regular, two-hour weekly supervision session for 13 weeks.
- Shares all concerns regarding the student's integration or work with the professor of the *Intégration des expériences de stage* course as quickly as possible, to make any necessary changes.
- Evaluates the achievement of the objectives as defined in the learning contract at mid-placement and at the end of the placement, discusses this evaluation with the student and with the *Intégration des expériences de stage* course professor.
- At the end of the placement, writes an end-of-placement summary evaluation of the student's attainment of the objectives and makes a recommendation to the professor about the success of the placement. Submits a copy dated and signed to the *Intégration des expériences de stage* course professor, before the end-of-placement visit, at the date assigned by the professor.
- Participates to the end-of-placement visit with the student and the *Intégration des expériences de stage* course professor.
- Participate in information and appreciation meetings organized by the School of Social Work.

5.3 *Intégration des expériences de stage* course professor

- Assists the student in developing their learning objectives.
- Discuss and approves the learning contract, along with the placement supervisor.
- Makes themselves available so that the student receives support during the placement.

- Supports the placement supervisor as needed and is available to discuss any difficulties related to the student's placement.
- Informs the student as soon as possible of any performance-related concerns.
- Informs the Field placement coordinator of any problem that would be an obstacle to completion of the student's placement.
- If needed, plans, and takes part in a mid-placement evaluation meeting with the supervisor and the student and approves any change in the learning contract.
- Receives and reads the student's placement report as well as the supervisor's summary evaluation, before the end-of-placement visit, at the date assigned by them.
- Plans and takes part in an end-of-placement evaluation meeting with the supervisor and the student.
- Recommends a final grade for the student's placement to the Field placement coordinator.

5.4 School of Social Work Field placement coordinator

- Develops and implements placement policies and procedures.
- Identifies, develops, and evaluates partnerships with placement organizations.
- Manages all steps in the placement process.
- Provides the placement supervisor with information and documentation concerning School of Social Work expectations and programs.
- Supports placement supervisors in fulfilling their role.
- Accompanies the student through the entire placement process.
- Develops course syllabi and teaches *Laboratoire de préparation au stage* course to ensure that students analyze professional practices, reflect on their own learning objectives, and study the connections between theory and practice.
- Provides support to *Intégration des expériences de stage* course professors.
- Based on the recommendation of the *Intégration des expériences de stage* course professor, **assigns a final grade for the student's placement.**

6. Placement evaluation

Two evaluations take place during of the placement: one at **mid-placement** and another at the **end of the placement**, based on these levels of learning:

- Placement I: introduction to and development of skills and abilities linked to the placement objectives
- Placement II: deepening and strengthening of skills and abilities linked to the placement objectives

6.1 Mid-placement evaluation

The mid-placement evaluation is done by the placement **supervisor** (or the external academic supervisor in consultation with the resource person in the organization) during the seventh week of the placement, by filling out a mid-placement grid based on the four areas of learning presented on pages 7 and 8 of this Field Placement Manual. The mid-placement evaluation will be discussed between the supervisor and the student, signed by the supervisor and sent to the *Intégration des expériences de stage* course professor. The mid-placement evaluation should be a time to review the achievement of the learning objectives and make any necessary corrections. If needed, a telephone call or a meeting with the student, supervisor *and* *Intégration des expériences de stage* course professor can take place to discuss specific points and find solutions to ensure the student successfully completes their placement.

6.2 End-of-placement evaluation

6.2.1 Supervisor's summary evaluation

The placement **supervisor** (working in the organization or external academic, after consultation with the resource person in the organization) writes a summary evaluation (2 to 4 pages) including:

- Brief comments on the integration of the student in the organization, as well as the achievement of learning contract items: knowledge of the organizational setting, reflection and critical analysis skills, intervention expertise and intervention soft skills.
- Appreciation of the quality of the intervention work, attitudes, behaviours and ethical practices, as well as the student's progress as a future social worker.
- A review of the student's strengths and limitations.
- Suggestions for future learning directions.

This summary evaluation must be discussed with the student prior to the end-of-placement meeting (placement visit), then dated and signed by the supervisor. A copy is given to the student and the *Intégration des expériences de stage* course professor, before the end-of-placement visit, at the date assigned by the professor. Appendix VI outlines a summary evaluation guide.

6.2.2 Placement reports

6.2.2.1 Placement report I

The **student** writes a placement report based on their learning contract objectives, showing the learning achieved during the placement. The content of this report should reflect the student's ability to summarize their social work practice. It should not be limited to statements that such and such objective has been met, but should include examples that illustrate the knowledge, skills, abilities, attitudes, and behaviors that the student has developed during the placement. It should also address the objectives not fully met. The report should include documents written during the placement to demonstrate the integration of theory and practice (interview grids, article summaries, intervention plans, action plans, transcripts, notes, etc.). **A proposed plan is attached in Appendix VII and a correction grid will be distributed in the course *Intégration des expériences de stage I - SVS 3525*, to facilitate the drafting of the report.** Copies of the report must be submitted to the *Intégration des expériences de stage* course professor and to the supervisor **at the date assigned in class by the professor before the final evaluation visit.**

6.2.2.2 Placement report II

The **student** writes a placement report based on their learning contract objectives, showing the learning achieved during the placement. The content of this report should reflect the student's ability to analyze critically their social work practice. It should not be limited to statements that such and such objective has been met, but should include examples that illustrate the knowledge, skills, abilities, attitudes and behaviors **acquired** during the placement. It should also address the objectives that not fully met. The report should

include documents written during the placement to assist the supervisor or to integrate theory and practice (interview grids, article summaries, intervention plans, action plans, transcripts, notes, etc.). **A proposed plan is attached in Appendix VII and a correction grid will be distributed in the course Intégration des expériences de stage II - SVS 4510, to facilitate the drafting of the report.** Copies of the report must be submitted to the Intégration des expériences de stage course professor and to the supervisor at the date assigned in class by the professor before the final evaluation visit.

6.2.3 Ethical attitudes, behaviors, and practices

The practices, attitudes, and behaviors of the student during the placement must demonstrate a constant concern for professional ethics, consistent with the standards of the Canadian Association of Social Workers' Code of Ethics.

6.2.4 End-of-placement evaluation meeting

At the end of the placement, the student, the supervisor and *Intégration des expériences de stage* course professor meet to discuss the placement report and the summary evaluation, in order to review the learning achieved. The *Intégration des expériences de stage* course professor then recommends the success or failure of the placement to the Field placement coordinator who is responsible for issuing the final placement grade.

6.2.5 Field placement's conditions for success

It is on the basis of the end-of-placement evaluation that the Field placement coordinator, on the recommendation of the Integration of Internship Experiences course professor, awards the final grade for the placement, i.e., "Satisfactory" or "Not Satisfactory".

These four elements are necessary for success:

- 1- the **placement report** written by the student
- 2- the **supervisor's summary evaluation** of the placement
- 3- the **ethical attitudes, behaviors, and professional practices of the student**
- 4- the **end-of-placement meeting**

7. Special policies and regulations related to field placements

7.1 Equivalency Policy for the Stage d'intervention I SVS 3620 and SVS 3515 and SVS 3525

On the recommendation of the Field Placement Coordinator and the professor responsible for the undergraduate program, the Faculty of Social Sciences may, following the request for recognition of prior learning, exceptionally grant students equivalencies for *Stage d'intervention I* (SVS3620) as well as for the *Laboratoire de préparation au stage* (SVS3515) and *Séminaire d'Intégration des expériences de stage* (SVS3525).

N.B.: However, no equivalency can be granted for the second field placement which takes place in the last year of the Honours Bachelor's in Social Work.

The process for obtaining equivalencies consists of two steps: a first, which consists in establishing the candidate's eligibility, and a second involving the drafting of a document demonstrating the achievement, through work experience, of the objectives required by the School for the placement.

First step:

The Equivalency Policy applies to students who meet the following eligibility criteria:

- have a minimum of **three years of full-time social work experience** (or equivalent) in a social service or health organization (for example a community organization or an institution);
- have recent intervention experience (must not be more than 3 years prior to the application, excluding maternity and study leave);
- have received ongoing supervision during their work experience from a professional trained in social work or a related field relevant to the practice of social work.

The student must complete the Request for prior-learning recognition form, available at the Office of undergraduate studies, located in the Faculty of Social Sciences, room 3010 or online :

<https://www.uottawa.ca/forms-and-tools/sites/www.uottawa.ca.forms-and-tools/files/request-for-prior-learning-recognition-regi3170.pdf>

Step Two:

Students wishing to take advantage of this equivalency policy must:

- **during the second year of the Honours bachelor's degree**, submit an application for eligibility to the Field Placement Coordinator including a Curriculum vitae, a copy of on-the-job assessments and a certificate of employment.
- following confirmation of eligibility, write a document (6 to 8 pages) summarizing their work experience, to demonstrate how the objectives established for the placement have been achieved through these experiences. This document should include the following elements:
 - brief presentation of the organization, the laws and regulations governing it and the social policies affecting the population served (select one organization if the work experience includes more than one and explain this choice).
 - reflection on methods and models used in intervention and an appreciation of the strengths and limits of one's interventions;
 - reflection on learning, the role and modalities of supervision (making connections between learning experiences in different workplaces, where appropriate);
- submit the document to the Field Placement Coordinator who, in close collaboration with the professor responsible for the undergraduate program, will decide on the application for equivalency. The decision to grant or refuse the application for equivalency will be made within 10 business days of receipt of the document;
- if the student is not satisfied with the decision, they may appeal the decision by submitting a written request for review to the Director of the School within 10 working days of the committee's decision.

7.2 Field placement in the workplace policy

In exceptional circumstances, a student could be authorized to complete a placement in their workplace.

Students interested in this field placement formula should:

- Contact the Field Placement Coordinator three months before the start of the field placement in order for them to have time to assess the relevance of such a proposal;
- Complete and submit the Placement Project form;
- Include a detailed description of the proposed field placement and a draft of a learning contract outlining the new experiences that this setting could offer.

Host organizations interested in receiving students who are their employees must be prepared to meet the following conditions:

- The placement must comply with all requirements applicable to all field placements;
- the student must hold a position or perform tasks different from the ones assigned or accomplished in their regular work;
- the student must be supervised by a person other than their supervisor during their regular work duties;
- the person supervising the placement and the host organization understand and agree that the focus will be on the learning experience rather than the student's regular work experience;
- the placement supervisor and the host organization understand and agree that the student will have to meet all the requirements normally required for a field placement, including attending the *Intégration des expériences de stage* course, completing the requested academic work and participating in weekly supervisions sessions.

7.3 Policy for international field placements

Roles and responsibilities of partners

Three main partners are closely involved in the organizing international placements: 4th year students at the Honours Bachelor of Social Work level, the School of Social Work and the Faculty of Social Sciences through the International Internships Program as well as the host organization. It is therefore essential to define the broad lines of roles and responsibilities of each.

(a) Student

- Complete the placement project;
- Meet with the Field Placement Coordinator of their program of study;
- Complete the file requested by the Faculty of Social Sciences and submit it on a date determined by the Faculty;
- Develop a learning contract;
- Write a placement report;
- Participate in pre-departure training;
- Participate in the training offered upon return, at the BSS only;
- Undertake to make a financial contribution related to the placement, as determined by the Faculty of Social Sciences;

- Commit to respecting the conditions developed by the placement organizations.

(b) School of Social Work

- The selection of students is based on a pre-placement interview with the Field Placement Coordinator as for other placements;
- The School may assist the student in the preparation of their application if they request it;
- The School of Social Work is responsible for the final selection of the placement position so that it respects the role and functions of social work as well as the mission of the School of Social Work;
- The procedures for evaluating the placement remain the responsibility of the School of Social Work;
- The School must ensure that placements meet the requirements of the Canadian Association for Social Work Education (CASWE).

(c) Faculty of Social Sciences

- The Faculty of Social Sciences is responsible for negotiating and signing placement protocols with host international organizations;
- Once approved by the School of Social Work on the choice (3) of placement locations, the Faculty then contacts the international host organization to negotiate the students' reception conditions as well as the supervision offered by the host organization;
- Is responsible for pre-departure and return training;
- Ensures the quality of the welcome, that an integration session is offered by the organization and that the environment is safe;
- It is the Faculty that ultimately accepts the student's file.

(d) International host organization

- The host organization must provide professional supervision and structure to the student;
- The host organization must also offer a structure for the reception and integration of the student;
- The host organization must give a letter of appreciation of the placement to the student at the end of the placement with a true copy to the School of Social Work.

Admission criteria

- International placements are open to students enrolled in the second placement in the fourth year of the bachelor's degree. Students must have completed a minimum of 54 credits within a program. All students who wish to apply for an international placement offered by the Faculty of Social Sciences must have been pre-selected by the School of Social Work.

For this purpose, the following are required:

- a letter describing their motivation to do an international field placement;
- a copy of the evaluation of the third-year placement for the baccalaureate;
- The placement must be of a minimum duration of 12 consecutive weeks and full-time totaling a minimum of 350 hours for the baccalaureate (9 credits);
- Placements are only available to students with a cumulative average of 6.0 or higher;
- Pre-departure training offered by the Faculty of Social Sciences as part of international placements is mandatory and is part of the placement objectives;
- The student's learning contract is mandatory and the learning and appreciation objectives contained in the "local" learning contract apply. As with placements completed in Canada, the learning contract must be approved by the School;
- Post-placement training offered by the Faculty of Social Sciences as part of international placements is mandatory for bachelor's students;
- The writing of a placement report must meet the same expectations as the reports written within the framework of placements completed in Canada.

Steps of the application

The student must complete the following steps:

- Complete the Placement Project Form from the School of Social Work;
- Develop a cover letter describing their expectations and main learning objectives as well as the reasons why the student wishes to complete an international placement;
- Meet with the Field Placement Coordinator;
- Fill out the application form of the Faculty of Social Sciences and meet with the coordinator of international internships at the faculty for administrative procedures;
- Commit to a financial contribution related to the placement, as determined by the Faculty of Social Sciences.

7.4 Prevention of Harassment and Discrimination

The School of Social Work adheres to the University of Ottawa's policy on the prevention of harassment and discrimination. This regulation governs the complaints and appeal procedure. You can find the description of Policy 67a under the heading of school regulations: <https://www2.uottawa.ca/about-us/policies-regulations/policy-67a-prevention-harassment-and-discrimination>

7.5 Prevention of Sexual Violence

The School of Social Work adheres to the University of Ottawa's policy on the prevention of sexual violence. This regulation governs the complaints and appeal procedure. You will find the description of Policy 67b under the heading of school regulations: <https://www2.uottawa.ca/about-us/policies-regulations/policy-67b-prevention-sexual-violence>

7.6 Professional suitability policy

The School of Social Work adopted a Fitness to Practice Policy in November 2016 requiring that the performance of professional responsibilities by students of social work be consistent with codes of ethics relevant to social work. Students are informed that serious or repeated violations of the applicable codes of ethics may result in exclusion from the program based on the incapacity to practice the profession. You can read the policy in Appendix VIII.

7.7 Confidentiality Guidelines

The School of Social Work adopted privacy guidelines for placements and concurrent courses in February 2016. You can read the guidelines in Appendix IX.

7.8 Social Media Policy and Guidelines

The School of Social Work adopted in January 2017 a policy and guidelines regarding the ethical use of all forms of social media to ensure respect for the privacy, confidentiality and interests of the School of Social Work and practical training environments. The School of Social Work demonstrates that the policy and procedures used are consistent with human rights legislation, the mission of the Canadian Association for Social Work Education (CASWE) and the mission of the School of Social Work. You can read the guidelines in Appendix X.

7.9 Policy regarding the premature termination of a field placement

1- Circumstances that may lead to premature termination of a field placement

By engaging in a field placement, the three parties involved - the student, the placement organization (represented by the supervisor) and the School of Social Work - agree to assume the responsibilities incumbent upon them, as identified in the placement contract. Some difficulties that could call into question the continuation of the field placement, may however arise during the field placement. The following are some reasons that could justify the termination of a field placement before the completion date provided in the contract:

- a) Due to a significant and unforeseen change within the placement organization (layoffs, staff transfers, cancellation of certain services or programs, etc.), the organization is no longer able to provide an environment conducive to the achievement of the student's learning objectives.
- b) Certain factors associated with the placement organization constitute significant barriers to the student's learning or well-being (health issues, conflicts of interest, ethical dilemmas, inappropriate behavior, or harassment by key individuals within the organization).
- c) The student requests to end the field placement either because of a significant change in the direction of the desired learning objectives or for personal reasons (e.g., personal difficulties revived by the problems encountered in the middle of the field placement).
- d) The placement organization decides to terminate the field placement because of significant concerns related to behavior, professional judgment, or serious misconduct on the part of the student.

2- Procedures to be followed in the event of difficulties in the field placement

2.1 When significant difficulties that may lead to the termination of a field placement arise, one of the parties concerned shall notify the Field Liaison Professor. If necessary, the latter organizes a meeting with all those involved, to clarify the nature of the concerns and discuss possible solutions. Such a meeting must take place before terminating a field placement. Some measures could be put in place to facilitate the student's learning or to provide a closer framework. For example:

- a) Making changes to the learning contract, taking into account certain changes within the organization since the initial negotiation of the contract or changes in the student's learning objectives;
- b) Suggesting changes to the procedures established for supervision or for the evaluation of objectives (e.g., requiring the student to prepare more adequately for supervision, by establishing very clearly the quantity and nature of material to be submitted to the field placement supervisor);
- c) Requiring an extension of the time provided for the field placement.

2.2 If the difficulties cannot be resolved, or if an alternative action plan cannot be put in place at this meeting, the Field Liaison professor will ask either the placement organization or the student (depending on the nature of the difficulty) to send them a letter indicating the intention to end the field placement and the reasons for the decision.

2.3 In certain circumstances where it is determined that the placement organization is not able to meet the commitments made or to meet the objectives developed in the student's learning contract, steps could be taken to try to negotiate another field placement, while taking into account the activities and hours already completed. This only applies when the request to negotiate another field placement is made before the deadline to drop a course.

However, the School cannot guarantee that in all circumstances another field placement can be negotiated within the parameters set by the academic calendar. Unpredictable deadlines and the availability of a placement organization may affect the search for a new field placement. It may be impossible to find another field placement before the end of the term. Please note that delays may result in the extension of the field placement beyond the prescribed end date or the impossibility of continuing the field placement in the designated quarter.

2.4 When the placement organization decides to terminate the field placement due to ethical concerns, behaviour or practices deemed unacceptable, the following measures could be considered:

- a) If the request to terminate the field placement occurs after the deadline for the abandonment of courses, the student may receive the INC grade (which is equivalent to failure);
- b) The School of Social Work could, considering the academic calendar and depending on the circumstances and the nature of the problem, consider the possibility of finding another placement organization, while specifying specific conditions attached to the success of this field placement. The Field Placement Coordinator may ask the student to write a paper related to ethics, behaviors or practices that have been deemed unacceptable by the placement organization, as well as the means used by the student to make necessary changes.
- c) The School of Social Work may require the student to withdraw from the field placement to re-enroll in the next term in which the course is offered, while specifying specific conditions for successful completion of this next field placement;

d) In exceptional circumstances related to the reasons for not completing the field placement mentioned by the placement organization, the School of Social Work may recommend to the Faculty of Social Sciences that the student be removed from the program.

3- Additional information

a) At any time, one of the parties involved may request the presence or intervention of the Field Placement Coordinator. The latter ensures that all procedures are respected to the best of the knowledge of the various parties.

b) Participation in the course *Intégration des expériences de stage or Séminaire d'intégration théorie-pratique* concurrent with the field placement, will continue, even during the search for a new placement setting.

c) As indicated in the academic regulations of the University of Ottawa (<https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-9-revision-grades-appeal>), it is possible to obtain a request for a deferred grade for the field placement and/or for the evaluations of the course concurrent with the field placement.

7.10 Application for review of placement grade and appeal

The School of Social Work subscribes to University Regulation A-9 on the revision of placement and practical training grades and appeal in accordance with section C of the *School Regulations, Revision of placement or practical training grade*, the School of Social Work subscribes to this regulation, the content of which is as follows:

First step: Grade review

- A Student who has failed a placement and disputes the result obtained may, after discussing it with their placement supervisor(s)*, request a grade review within ten (10) working days of the delivery of the grade at the end of their placement;
- The student must submit a written request for a grade review to the director of the academic unit offering the placement, depending on the course rating or to the director of the Co-op program, as the case may be. This application must contain: (a) all information relating to the placement, such as the course title, the course syllabus, the number of placement days, the location of the placement, the method of supervision, the grade obtained and the name of the supervisor(s) who assigned the grade, (b) the reasons for the request for review, as well as (c) the evaluation reports of the placement and (d) any other relevant documents.
- The director of the academic unit or their delegate shall send to the supervisors concerned, as soon as possible, a copy of the student's application and invite them to provide comments on the application, the evaluation criteria as communicated to the student, as well as any other document deemed relevant. Supervisors must respond to this request within ten (10) business days. In the case of the Faculty of Education, the supervisors are the faculty advisors appointed by the Faculty, not the associate professors.

- Upon receipt of the documents transmitted by the supervisors concerned, the director of the school unit, or his delegate, designates one or more professors other than the supervisors concerned, to carry out the study of the application. They transmit to them all the documents provided by the student and by the supervisors, and asks them to submit their recommendations, that is to say to maintain the grade or to have the placement or practical training repeated in whole or in part. The director of the academic unit, or their delegate, must ensure that these professors hold the necessary professional qualifications. This review must be carried out as soon as possible.
- In light of all documents received, the director of the academic unit, or their delegate, communicates their decision to the student, professor and supervisors concerned and informs the faculty as soon as possible.” For more information see: *C - Appealing work-term grades, clinical placements or internships—All faculties except for the Faculty of Education and for undergraduate programs offered by the Faculty of Law*; <https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-9-revision-grades-appeal>
- *The School of Social Work means by its placement supervisor(s), the Field Placement Coordinator and/or the *Intégration des expériences de stage* course professor

Second step: Appealing to the Senate Appeals Committee

- A student can approach the Senate Appeals Committee to contest decisions handed down after an initial grade review.
- Once a student has filed such an appeal, the academic unit will provide to the Committee all relevant documentation and its comments.

You will find the full description of this regulation under the heading of school regulations:

<https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-9-revision-grades-appeal>

APPENDIX I

LEARNING CONTRACT

Field Placement I - SVS 3620

Student's name:

Address:

Telephone:

E-mail:

Field Placement Organization:

Address:

Telephone :

Supervisor's name:

Telephone:

E-mail:

Professor's name:

Telephone:

E-mail:

Field Placement Coordinator: Annie Mercier

Telephone: 613-562-5800 extension 6381

E-mail: annie.mercier@uOttawa.ca

Brief description of placement I

Specific place, department in an organization, dates of beginning and ending of the placement, short description of work or suggested projects.

I will do my placement at Action Housing, whose mission is.....

The population reached is....

I will be present in my placement environment from Monday to Thursday, from 8 a.m. to 4 p.m.... For 13 weeks, for a total of 350 hours minimum.

The current projects of my placement organization are....

My tasks and projects will consist of (my assigned tasks and projects will also be described in the following section, with the objectives.....)

1. AREA OF LEARNING: Knowledge and understanding of the organizational context and the population reached (*Action Housing*)

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|---|---|--|
| 1.1 Know and understand the history, philosophy, mission, objectives, activities and services of <i>Action Housing</i> . | <ul style="list-style-type: none"> • Reading annual activity reports. • Reading about housing in Canada and in Ontario. • Meetings with the colleagues. • Presence at the team meetings. • Exchanges during supervision. | Brief description of the history, philosophy, mission, objectives, activities and services of <i>Action Housing</i> in the placement report. 3rd week of placement. |
| 1.2 Know three to four community and institutional resources available to the population reached by <i>Action Housing</i> . | <ul style="list-style-type: none"> • Reading on the existing resources. • Visit 3 to 4 resources. | Presentation of the mission, services/activities and population reached of 3 to 4 resources working collaboratively with <i>Action Housing</i> . 8 th week of placement. |
| 1.3 Become familiar with two of the realities experienced by the population reached by <i>Action Housing</i> (financial precariousness and scarcity of affordable housing). | <ul style="list-style-type: none"> • Meetings with clients of the organization. • Reading on the realities identified. • Exchanges with the team members. | Presentation of two realities seen during the placement, considering the personal and social dimensions. 12th week of placement. |
| 1.4 Add another objective, if relevant. | | |

2. AREA OF LEARNING: Demonstration of reflection and critical analysis skills

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|---|---|--|
| 2.1 Observe and describe two approaches and models, as well as the intervention methods/ actions, used by <i>Action Housing</i> . | <ul style="list-style-type: none"> • Reading notes from previous courses of the S.W. program. • Observations during intervention. • Exchanges during supervision. | Presentation of two intervention approaches, models and methods/actions used by <i>Action Housing</i> in my placement report. 11th week of placement. |
| 2.2 Know two social policies related to housing and identify two impacts of these policies on the on the situation of persons poorly housed (social housing and income security) and relate it to the right to housing and a decent income. | <ul style="list-style-type: none"> • Reading social policies related to housing. • Reading the International Pact on Social, Economic and Cultural Rights of the United Nations and the Charter of Rights and Freedoms of Ontario. • Exchanges with colleagues and supervisor. • Exchanges with poorly people using <i>Action Housing</i> services. | Presentation of the two social policies and their impacts on people's daily lives. Presentation of rights related to housing and a decent income in my final report. 12th week of placement. |
| 2.3 Identify three ethical issues experienced or observed during the placement and ways to resolve them. | <ul style="list-style-type: none"> • Reading the Code of Ethics of the Canadian Association of Social Workers. • Reading the organization's Code of Ethics. • Observations in my Logbook. • Exchanges during supervision. | Presentation of the three ethical issues accompanied by a reflection on the ways of solving them. Throughout the placement. |
| 2.4 Reflect on anti-racism and/or develop knowledge or skills to recognize and resist all forms of racism. | <ul style="list-style-type: none"> • | |

3. AREA OF LEARNING: Development of intervention expertise

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|--|---|---|
| 3.1 Demonstrate intervention skills (individual, group or community). | <ul style="list-style-type: none"> • Reading courses' notes and texts. • Observation of three housing search meetings. • Individual, group or community meetings. • Participation to Social Work Day activities. • Training courses. • Exchanges during supervision/ role-playing. | Illustration of one intervention (individual, group or community) in my placement report and developed skills. 10th week of placement. |
| 3.2 Engage in the promotion of social justice through advocacy and critical analysis of challenges and obstacles to social change. | <ul style="list-style-type: none"> • Identification of the various types of actions undertaken to promote social justice in regard to housing issues. • Description of the actions undertaken to promote the pursuit of well-being and equity for individuals, groups, communities served. Justification for the choice of these specific actions considering the structural factors of oppression. | Discussions with my supervisor. Include this description in my final report. April |
| 3.3 Add another objective. | | |
| 3.4 Add another objective, if relevant. | | |

Examples of possible objectives:

- Demonstrate skills in co-facilitating a group.
- Plan and organize a mobilization activity to increase the number of available social housing units.
- Develop an intervention/action plan that considers the rights and interests of the people or groups encountered.

4. AREA OF LEARNING: Development of intervention soft skills

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|---|--|---|
| 4.1 Demonstrate professional and social ethics through attitudes, behaviors and practices congruent with the standards of the Canadian Association of Social Workers' Code of Ethics. | <ul style="list-style-type: none"> • Reading the Code of Ethics of the Canadian Association of Social Workers. • Introspection in my Logbook. • Exchanges during supervision. | Presentation in my final report of two attitudes, two behaviors and two practices illustrating my professional ethics. Throughout the placement. |
| 4.2 Identify three strengths and three limits of my professional intervention as part of my placement with the people served by <i>Action Housing</i> . | <ul style="list-style-type: none"> • Daily recordings of my interventions in my Logbook. • Discussions during supervision and with the team. • Exchanges with student colleagues. | Illustration in my final report of these three strengths and three limits. 10th week of placement. |
| 4.3 Identify my values, interests and prejudices, and their impact on the intervention process. | <ul style="list-style-type: none"> • Logbook. • Exchanges during supervision. • Exchanges with my colleagues from university. | Illustration of my reflection in my placement report. Throughout the placement. |
| 4.4 Add another objective, if relevant. | | |

Examples of possible objectives:

- Reflect on my own conception of social work and my relationship to power.
- Develop my leadership, interpersonal skills, organizational abilities, planning, etc.

APPENDIX II

LEARNING CONTRACT

Field Placement II - SVS 4620

Student's name:

Address:

Telephone:

E-mail:

Field Placement Organization:

Address:

Telephone:

Supervisor's name:

Telephone:

E-mail:

Professor's name:

Telephone:

E-mail:

Field Placement Coordinator: Annie Mercier

Telephone: 613-562-5800 extension 6381

E-mail: annie.mercier@uOttawa.ca

Brief description of placement II

Specific place, department in an organization, dates of beginning and ending of the placement, short description of work or suggested projects.

I will do my placement at *Action Housing*, whose mission is.....
The population reached is....

I will be present in my placement environment from Monday to Thursday, from 8 a.m. to 4 p.m.... For 13 weeks, for a total of 350 hours minimum.

The current projects of my placement organization are....

My tasks and projects will consist of (my assigned tasks and projects will also be described in the following section, with the objectives.....)

1. AREA OF LEARNING: Knowledge and understanding of the organizational context and the population reached (*Action Housing*)

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|---|--|---|
| 1.1 Know and understand the history, philosophy, mission, objectives, activities and services of <i>Action Housing</i> , and critically analyze them. | <ul style="list-style-type: none"> • Reading the annual activity report. • Reading about housing in Canada and in Ontario. • Meetings with the colleagues. • Presence at the team meetings. • Exchanges during supervision. • Discussions with the team. • Presence to a Board meeting. | Brief description and critical appraisal of the background, philosophy, mission, objectives, activities and services of <i>Action Housing</i> in the placement report. 3rd week of placement. |
| 1.2 Know five to six community and institutional resources available to the population reached by <i>Action Housing</i> . Identify their strengths and limits. | <ul style="list-style-type: none"> • Reading on the existing resources. • Visit 5 to 6 resources. | Presentation of the mission, services/activities and population reached of 5 to 6 resources working with <i>Action Housing</i> and description of their strengths and limits. End of November. |
| 1.3 Know and understand the multiple realities of the population reached by <i>Action Housing</i> and provide a deeper understanding of two of these realities (financial precariousness and scarcity of affordable housing). | <ul style="list-style-type: none"> • Meetings with clients. • Reading on the realities identified. • Exchanges during supervision. • Exchanges with partners in housing. | Presentation of the lack of social housing and financial resources and the interventions in supportive housing in my placement report. End of placement. |
| 1.4 Add another objective, if relevant. | | |

2. AREA OF LEARNING: Demonstration of reflection and critical analysis skills

| <p>OBJECTIVES (What I want to learn)</p> | <p>MEANS AND ACTIVITIES (How I will reach my objectives)</p> | <p>MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed)</p> |
|--|---|---|
| <p>2.1 Identify and analyze two approaches and intervention methods/ actions used by <i>Action Housing</i> and identify their impact on the populations reached.</p> | <ul style="list-style-type: none"> • Reading about the approaches and intervention methods. • Reading notes from previous courses in the S.W. program. • Observation and exchanges with people served by <i>Action Housing</i>. • Exchanges during supervision. • Exchanges with student colleagues. | <p>Presentation of two approaches and intervention methods/actions used by <i>Action Housing</i> and their impact on the populations served in my placement report.</p> <p>End of November.</p> |
| <p>2.2 Describe and analyze two social policies and identify two impacts of these social policies related to the realities experienced by the people reached by <i>Action Housing</i>.</p> | <ul style="list-style-type: none"> • Reading social policies related to housing. • Exchanges with colleagues and during supervision. • Exchanges with poorly housed persons using <i>Action Housing</i> services. | <p>Description and analysis of the two social policies and two of their impacts on people's daily lives in my placement report.</p> <p>Beginning of October.</p> |
| <p>2.3 Identify and analyze three ethical issues experienced or observed during the placement.</p> | <ul style="list-style-type: none"> • Reading the Code of Ethics of the Canadian Association of Social Workers. • Reading the organization's Code of Ethics. • Logbook. • Exchanges during supervision. | <p>Presentation and analysis of the three ethical issues.</p> <p>Throughout the placement.</p> |
| <p>2.5 Reflect on anti-racism and/or develop knowledge or skills to recognize and resist all forms of racism.</p> | <ul style="list-style-type: none"> • Reading of the brochure Prevention of racism and discrimination during placements. • | |

3. AREA OF LEARNING: Development of intervention expertise

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|---|--|---|
| 3.1 Integrate intervention skills (individual, group or community) according to the preferred approach within the organization. | <ul style="list-style-type: none"> • Readings. • Individual, group or community intervention meetings. • Feedback from the supervisor. • Identification of the techniques used. • Taking additional training sessions offered. | Illustration of two individual interventions (individual, group or community) and developed skills in my placement report. November. |
| 3.2 Engage in promotion of social justice through advocacy and critical analysis of the challenges and obstacles to social change | <ul style="list-style-type: none"> • Identifying different types of actions taken to promote social justice • Describing actions taken to encourage equity and better quality of life for individuals, groups, communities or social policies. • Justifying the choice of specific actions considering structural and oppression factors. | Include documentation in placement report. December. |
| 3.3 Add another objective. | | |
| 3.4 Add another objective, if relevant. | | |

Examples of possible objectives:

- Integrate skills in group facilitation, according to the preferred approach within the organization.
- Plan and organize a mobilization activity to increase the number of available social housing units.
- Develop an intervention / action plan and evaluate the achievement of objectives.
- Develop and lead an activity to meet a need identified with the population reached by the placement organization.

4. AREA OF LEARNING: Development of intervention soft skills

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) |
|---|--|--|
| 4.1 Demonstrate professional and social ethics through attitudes, behaviors and practices congruent with the standards of the Canadian Association of Social Workers' Code of Ethics. | <ul style="list-style-type: none"> • Reading the Code of Ethics of the Canadian Association of Social Workers. • Introspection in my Logbook. • Exchanges during supervision. | Presentation of two attitudes, two behaviors and two practices illustrating my professional ethics. Throughout the placement. |
| 4.2 Identify three strengths and three limits of my professional intervention as part of my placement with the people reached by <i>Action Housing</i> . | <ul style="list-style-type: none"> • Daily recordings of my interventions in my Logbook. • Discussions during supervision and with the team. • Exchanges with student colleagues. | Illustration in my placement report of these three strengths and three limits. 10th week of placement. |
| 4.3 Become aware of my own axis of oppression and my privileges as a person. | <ul style="list-style-type: none"> • Logbook. • Exchanges during supervision. | Presentation of my reflection in my placement report. Throughout the placement. |
| 4.4 Add another objective, if relevant. | <ul style="list-style-type: none"> • | |

Examples of possible objectives:

- Reflect on my own conception of social work and my relationship to power.
- Develop my leadership, interpersonal skills, organizational abilities, planning, etc.

APPENDIX III

APPROVAL OF LEARNING CONTRAT

All parties will respect the terms of the agreement described in this contract. Any change made in the contract during the field placement will be discussed and agreed on by all parties involved.

The student has read the **Code of Ethics of the *Canadian Association of Social Workers*** and has agreed to adhere to the principles and rules of conduct.

The student has read and understands the **School of Social Work's *Confidentiality Guidelines*** as well as the **policies of the placement organization regarding confidentiality, the use of any type of social medias and the storing of data.**

The student and the supervisor have read and understand the policies and procedures of the School of Social Work and the University of Ottawa regarding accessibility for people living with disabilities and regarding equity, diversity, inclusion, harassment, and discrimination, (these policies are found in the Field placement manual).

The student has read and understood the guidelines on confidentiality and use of social media.

NAME of the student: _____

Signature of the student

Date

Signature of the field placement supervisor

Date

Signature of the field placement supervisor

Date

Signature of the professor teaching the course
Intégration des expériences de stage

Date

APPENDIX IV

MID-PLACEMENT EVALUATION

(Written by the supervisor)

STUDENT'S NAME:

SUPERVISOR'S NAME:

ORGANIZATION:

DATE :

The mid-placement evaluation, which is done during the seventh week of the placement, allows us to ensure the proper conduct of the student field placement.

1. Please fill this template by checking the appropriate box:

- Satisfactory: if the objective was reached;
- Evolving normally: if the objective remains to be pursued but there are no concerns as to the attainment of it by the end of the field placement;
- Facing difficulties: if the objective is not reached and you plan to discuss means of action with the student to help him/her reach the objective by the end of the field placement (please specify which means of action).

| Objectives to be achieved | Satisfactory (objective was reached) | Evolving normally (pursuing objective) | Facing difficulties → | What actions will be taken to achieve the objective? |
|--|---|---|----------------------------------|---|
| 1.1 Integration of the student within the organization and within the working team (knowledge of the mission, the history, activities, and services, etc.) | | | | |
| 1.2 Knowledge of the social issues faced by the population reached by the organization and the characteristics of population reached | | | | |
| 1.3 Capacity for reflection and critical analysis (questioning, | | | | |

| | | | | |
|---|--|--|--|--|
| interests in social issues, social issues raised) | | | | |
| 1.4 Integration of intervention processes (knowledge and skills in intervention methods and models) | | | | |
| 1.5 Reflection on professional and intervention soft skills | | | | |
| <ul style="list-style-type: none"> • Interest and motivation in learning situations | | | | |
| <ul style="list-style-type: none"> • Capacity to relate and create relationships | | | | |
| <ul style="list-style-type: none"> • Capacity to question | | | | |
| <ul style="list-style-type: none"> • Creativity | | | | |
| <ul style="list-style-type: none"> • Ethical issues raised | | | | |

2. Please indicate your summary appreciation of the first part of the field placement

3. Aspects you wish to bring to our attention

Supervisor's signature: _____

APPENDIX V

MID-PLACEMENT REPORT

(Written by the student)

Consult the evaluation grid presented by the professor of the *Intégration des expériences de stage* courses (SVS 3525 and SVS 4510) for details.

Green = Objective achieved **Pink** = Objective almost achieved, a few things to be reviewed **Yellow** = Objective to be achieved, to be worked on

1. AREA OF LEARNING: Knowledge and understanding of the organizational context and the population reached (Action Housing)

| OBJECTIVES (What I want to learn) | MEANS AND ACTIVITIES (How I will reach my objectives) | MEASURES OF APPRECIATION AND TIMELINE (Theory/practical illustration of learnings and when they will be completed) | MID-PLACEMENT REFLECTIONS (Objectives achieved, almost achieved or to be achieved/worked on) |
|---|--|--|--|
| 1.1 Know and understand the history, philosophy, mission, objectives, activities and services of <i>Action Housing</i> . | <ul style="list-style-type: none"> • Reading annual activity reports. • Meetings with the colleagues. • Presence at team meetings. • Exchanges during supervision. | Brief description of the history, philosophy, mission, objectives, activities and services of <i>Action Housing</i> in the placement report. 3rd week of placement. | <p style="background-color: pink;">I read the annual report, attended 3 team meetings. I did 2 readings. I've started writing a summary for my report.</p> <p style="background-color: pink;">I still have to meet 2 workers</p> |
| 1.2 Know three to four community and institutional resources available to the population reached by <i>Action Housing</i> . | <ul style="list-style-type: none"> • Reading on the existing resources. • Visit 3 to 4 resources. | Presentation of the mission, services / activities and population reached of 3 to 4 resources working collaboratively with <i>Action Housing</i> . 8 th week of placement. | <p style="background-color: green;">I've visited 2 resources in person and the sites of 2 others. I have a good understanding of their strengths and limitations. I've written up a summary of these resources and my thoughts in chart form, which I've shared with my supervisor.</p> |
| 1.3 Become familiar with two of the realities experienced by the population reached by <i>Action Housing</i> (financial precariousness and scarcity of affordable housing). | <ul style="list-style-type: none"> • Meetings with clients of the organization. • Reading on the realities identified. • Exchanges with the team members. | Presentation of two realities seen during the placement, considering the personal and social dimensions. 12th week of placement. | <p style="background-color: yellow;">I've talked to a community partner about these realities, but I don't think I understand the impact of lack of housing. I've talked to my supervisor about how I can explore this issue further. I also need to think about how I can illustrate it in my report.</p> |

APPENDIX VI

SUPERVISOR'S SUMMARY EVALUATION GUIDELINES (Written by the supervisor)

The supervisor plays a frontline teaching role in dealing with the student. To take this into account in the placement evaluation, the supervisor writes a summary evaluation. They should give a broad overview of how the placement has proceeded, sharing their observations and conclusions regarding the student's learning throughout the 13 weeks of the placement.

The following are some areas of the student's performance that may be considered in drafting the summary evaluation:

1. Responsibilities given as part of the placement.
2. Integration in the placement organization: the student's knowledge of its mission, history, population reached, activities and services, their relationship with team members, volunteers, partners, etc.
3. Reflection and critical thinking: questioning, reflection, interests in social issues and in various practices, etc.
4. Understanding of intervention processes: knowledge and skill concerning intervention procedures and models.
5. Self-reflection on professional and personal soft skills: an initial look at the student's strengths and limitations, professional interests, ethical issues raised, etc.
6. Illustration of the practices and behaviors of the student during the field placement demonstrating a constant concern for professional ethics in social work.
7. Identification of knowledge and skills to be developed.
8. Overall evaluation of the progression of the field placement and areas to follow up on in the second placement or in subsequent professional practice.

*** Please sign the document, on the organization's letterhead paper.**

APPENDIX VII

PLACEMENT REPORT (Written by the student)

The placement report is a key tool in the context of placement evaluation. More than a description of the activities carried out, the placement report makes it possible to appreciate the learning made at the level of knowledge, intervention expertise and intervention soft skills.

To facilitate the writing of this report, the student is encouraged to **look at the correction grid for the placement report, which will be presented by the *Intégration des expériences de stage* course professors (SVS 3525 and SVS 4510).**

One way of approaching the writing of the placement report is to position the four areas of learning presented in the learning contract, as main titles, and each objective as subtitles. This is a suggestion and ultimately it is up to the student to decide on the format of their report.

The proposed titles are the same for both reports. The content differs in the achievement of objectives, depending on what each student will have included in their learning contract. For the first placement, the objectives focus more on familiarization while the second placement aims to deepen and integrate the learning objectives identified.

Finally, throughout the placement report, it is important to illustrate all the statements by links between theory and practice, supported by scientific references and interventions made during the placement.

Here are the four areas of learning outlined in the learning contract, which can be the main titles in the placement report:

- 1) Knowledge and understanding of the organizational context and the population reached
- 2) Demonstration of reflection and critical analysis skills
- 3) Development of intervention expertise
- 4) Development of intervention soft skills

Other significant activities

- Participation in conferences, seminars, trainings, etc.
- Organization of other activities, which did not appear in the learning contract, but which were carried out during the placement.

APPENDIX VIII

SCHOOL OF SOCIAL WORK – UNIVERSITY OF OTTAWA

PROFESSIONAL SUITABILITY POLICY

This Policy on Professional Suitability is aimed at meeting the new SB/M 2.4.4 and 2.4.5 standards of the Standards for Accreditation (2014:9) of the Board of Accreditation of the Canadian Association for Social Work Education (CASWE) <http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS-Standards-11-2014.pdf>

The Association is responsible for the accreditation of our Honours Bachelor's Degree in Social Work (2011) and the Master's Degree in Social Work (1996, 2003, 2010). The standards for a policy on professional suitability read as follows:

SB/M 2.4.4 The academic unit has a policy requiring that the performance of professional responsibilities of social work students be in accordance with the relevant social work codes of ethics.

SB/M 2.4.5 The academic unit has a policy regarding the professional suitability of student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program on the basis of professional unsuitability.

Terms:

Professional Suitability:

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

(Canadian Association of Social Workers, 2005)

1. Scope

This Policy applies to all students registered in the Honours B.A. in Social Work, the Master's Degree in Social Work and the Doctorate (Ph.D.) in Social Work, upon their accepting the offer of admission.

It may happen that a student experiences difficulties during the course of her or his studies in the School of Social Work. If this occurs, the School is committed to offering specific support by means of various interventions based on the identified needs.

1.1 It is understood that students enrolled in the programs of the School of Social Work must comply with the codes and policies of the following organizations:

- a. From the Canadian Association of Social Workers
 - i. Code of ethics (2005)
 - ii. Guidelines for Ethical Practice (2005)

- b. From the Ontario College of Social Workers and Social Service Workers
 - i. Code of Ethics and Standards of Practice (2008)

1.2 Grounds for the establishment of a Professional Suitability Review Committee

- a. The student showed behaviour contrary to the Code of Ethics and/or the Guidelines for Ethical Practice of the Canadian Association of Social Workers or the Ontario College of Social Workers and Social Service Workers;
- b. The student was found guilty under the Criminal Code of an infraction indicating a lack of professional suitability;
- c. The student was found guilty of behaviour that would lead to her or him being registered as an aggressor in the Provincial Child Abuse Registry;
- d. One or more beneficiaries of the services of the organizations, one or more students, one or more colleagues, one or more professors or members of the public have alleged that the student behaved in a manner that showed a breach of professional suitability;
- e. Teaching staff conducting sessions and/or field placement and education coordinators and/or session supervisors allege that the student has shown evidence of incompetency;

Incompetency^[1] refers to a person "who, in the practice of her or his duties, has shown a lack of knowledge, competence or judgement, or else has shown indifference to the well-being of one or more persons and this of a nature or to a degree indicating that the member is clearly incapable of carrying out her or his professional responsibilities"; <http://ocswssw.org/wp-content/uploads/2015/03/definition-of-terms-fr.pdf>

f. Non-disclosure of criminal infraction (s), criminal conviction (s), or allegations of professional misconduct under the Code of Ethics of the colleges, any of which could reasonably indicate professional misconduct.

2. Professional Suitability Review Committee (PSRC)

2.1 The Faculty of Social Sciences assigns responsibility for a review of allegations to a Professional Suitability Review Committee (PSRC), henceforth referred to as the "Review Committee" in this policy. The Committee will be set up to hear any matter related to the grounds justifying a review as mentioned in Section 1 and to make a recommendation that will be forwarded to the Dean of the Faculty of Social Sciences.

2.2 The composition of the PSRC will be as follows:

a. Chair:

The Dean of the Faculty of Social Sciences will appoint a member, either within her or his own faculty or from another faculty.

iii. A professor from another department in the Faculty of Social Sciences appointed by the Dean;

iv. An active social worker, preferably a member of a professional college, who will be appointed by the Dean on the recommendation of the School of Social Work.

b. Committee members:

i. The Director of the School of Social Work (ex officio);

ii. A field placement and education coordinator from the School of Social Work appointed by the Dean of the Faculty of Social Sciences;

1- The definition of incompetency is taken from the definitions of the OCSWSSW since those professional standards are required for any person who makes a request to the College based on the accreditation of our School

2.3 The Review Committee will be established when it is deemed necessary to do so.

2.4 Quorum for the Review Committee will consist of four (4) members.

2.5 The Chair has the right to vote in case of a tie.

2.6 A member of the School of Social Work will not be disqualified from sitting as a member of the Review Committee for the sole reason that she or he had previous contacts with the student.

3. Procedure

3.1 Allegations related to circumstances or behavior described in Section 1.2 will be forwarded in writing to the Dean of the Faculty of Social Sciences and be signed by the person reporting the behavior or the violation in question. The Dean will review the allegations and determine if the establishment of a Review Committee is warranted.

3.2 The Dean will form the Review Committee and appoint a chair for the Committee. Within five (5) working days, the Dean will identify (in a written report) any issue that, in her or his opinion, relates to the circumstances described in Section 1.2 of this Policy.

3.2.1 This document must specify the name of the person submitting the allegation, the name of the student, the alleged facts, and the reason or reasons that justify the forming of the Review Committee pursuant to Sections 1.1 and 1.2 of this Policy.

3.3 Under special circumstances, the Director of the School of Social Work may take immediate measures, including temporarily removing the student from academic activities when there is a major threat to the safety of the person or to the safety of the other people with whom she or he interacts.

3.4 Upon receiving the report of the Dean, the Chair of the Review Committee will forward a notice of hearing to the student within five (5) working days, as specified in Section 4.

3.5 Role of the Committee

The Committee will:

- a. determine, during the hearing, if there are reasons justifying a sanction pursuant to Sections 1.1 and 1.2 of this Policy;
- b. make a recommendation pursuant to Section 6 of this Policy;
- c. ensure that the matter is handled with diligence.

3.6 Once the case is sent to the Review Committee, the procedure will be initiated, even if the student has withdrawn from her or his program voluntarily or refused to take part in the procedure.

4. Notifying Student of the Hearing

4.1 Within five (5) working days following receipt of a request for a review, the Chair of the Review Committee will:

- a. send the student a copy of the Dean's report to the Chair of the Review Committee;
- b. inform the student in writing of the allegation that could lead to a sanction;
- c. inform the student in writing of the composition of the Review Committee;

- d. send the student a copy of the Policy on Professional Suitability of the University of Ottawa's School of Social Work;
- e. inform the student in writing of the date, time and location of the hearing;
- f. offer the student at least ten (10) working days' notice of the hearing
- g. inform the student of her or his right to react to the allegation in writing, and outline grounds whereby the allegation might be refuted, as well as the desired solution.

4.2 The notice shall be sent by e-mail to the student's electronic address @uottawa.ca with a request for an acknowledgment of receipt.

4.3 The notice from the Chair to the student must mention that if the allegations are confirmed to the satisfaction of the Review Committee, she or he will be informed of the possible consequences.

4.4 The student has the right, at the latest five (5) working days before the hearing, to inform the Chair of the Review Committee of her or his concerns regarding any member of said Committee who, in his or her view, may be in a conflict of interest or who, in any way, could be biased when hearing the case. If the Chair is informed of such concerns, she or he must inform any member identified by the student and do so prior to the hearing. The Committee member has the right to respond to the concerns in writing or recuse her/himself from the case if she or he considers that the concerns are justified. If need be, the Chair will determine if a change in the composition of the Committee is justified.

4.5 Any non-compliance by the Review Committee with one or more of the conditions listed in Section 4.1 will not affect the validity of the rest of the procedures. However, such non-compliance could be taken into consideration during subsequent procedures.

5. Hearing Procedures

5.1 The student has the right to appear in person at the hearing and be accompanied by an individual of her or his choice.

5.2 Pursuant to Section 5.1, before the hearing, the student must inform the Review Committee of the identity of any individual who will accompany her or him.

5.3 The hearing is held in closed sessions and the only people allowed to attend are the members of the Review Committee, the student and the individual accompanying her or him.

5.4 The student has access to all documents submitted to the Review Committee and has the right to submit others.

5.5 The student is under no obligation to bring clarifications. However, the members of the Committee may ask for points to be verbally clarified.

5.6 A simple majority of the four members of the Review Committee is required for any conclusion as well as for the rendering of a decision.

5.7 Pursuant to Section 2.5, the Chair of the Review Committee votes only in the case of a tie.

5.8 In accordance with the Freedom of Information and Protection of Privacy Act and the University of Ottawa's Policy 90 on Access to Information and Protection of Privacy, the members of the Review Committee must keep confidential all information obtained in the context of their role on the Committee, and the documents are processed pursuant to Section 8 of this Policy. The only information to be disclosed is that which is reasonably necessary for the execution of the Committee's mandate and the finalization of arrangements pursuant to any decision made.

5.9 The results of the hearing, the grounds for determining professional unsuitability, and the recommendations of the Review Committee regarding sanctions will be submitted in a written report by the Chair of the Review Committee to the Dean of the Faculty of Social Sciences. Within five (5) working days following receipt of the report of the Committee, the Dean will inform the student by e-mail at @uottawa.ca of the decision on the matter and cite the reasons given.

Furthermore, the Dean will provide the information to all members of the School who are involved in the matter.

The Dean may also provide relevant information to people who need the information in the performance of their duties, pursuant to the provisions of the University of Ottawa's Administrative Regulation 14a on student records, Section 16[2], as well as Section 18[3].

6. Settlement of the Case

6.1 After having considered all the information and the clarifying elements, the members of the Review Committee will meet behind closed doors to examine their conclusions and decide upon a recommendation on the issue under study.

6.2 The Review Committee may determine that the student has not contravened this Policy on Professional Suitability and dismiss the allegation or make any other recommendation it deems appropriate.

6.3 The Review Committee may determine that the student has contravened this Policy on Professional Suitability and, according to the conclusions, make one of the following recommendations to the Dean of the Faculty of Social Sciences.

Staff Access

16. Staff members, authorized representatives and consultants of the University are given access to information in the student record if they need the information to perform their duties or if such access is necessary and appropriate in the discharge of the University's functions.

Legally mandated access

18. The University may disclose the student record or portions of it to persons or agencies where required by applicable access-to-information and protection-of-privacy laws, by other applicable legislation, or by a court college, summons or subpoena directing the University to release information. The University may also release information to the Ministry of Training, Colleges and Universities or to other government bodies for funding purposes, for statistical analyses, for enrollment audits or in accordance with the requirements of duly constituted professional licensing and certification bodies.

a. The Review Committee may recommend that no measures be taken on the case and that the student be authorized to continue her or his program at the School of Social Work.

Otherwise, the Committee may recommend the following sanctions:

b. Written reprimand;

- c. Supervisory measures for the student's studies at the School of Social Work;
- d. Suspension of her or his program for a specified period with or without measures to rectify deficiencies;
- e. Withdrawal from her or his program.

The sanctions provided for in Sections 6.3(d) and (e), on the recommendation of the Dean of the Faculty of Social Sciences, fall under the jurisdiction of the Senate Appeals Committee of the University of Ottawa.

6.4 Pursuant to Sections 6.3(c) and (d), the Review Committee will recommend that the Dean direct that one or more members of the Review Committee monitor compliance with the specified conditions. Once the conditions have been met or the deadline has expired, a Review Committee shall be convened to examine the student's compliance with the conditions. In case of non-compliance, the Review Committee will determine the next steps to be taken.

7. Appeals

7.1 The student may appeal to the Senate Appeals Committee of the University of Ottawa the decision of the Dean pursuant to Sections 6.3 (b) and (c) or the recommendation to that Committee pursuant to Sections 6.3 (d) and (e).

7.2 In case of such an appeal, the procedure to be followed is that of the Senate's Appeals Committee.

8. Files and Destruction of the Documents

8.1 In accordance with the provisions of the University of Ottawa's Policy 90 on Access to Information and Protection of Privacy, a file on any determination of professional unsuitability and the measures taken in this regard will be kept in the student's academic record in the Office of the Registrar. Any other document related to the hearing will be kept in strict confidence in the office of the Dean of the Faculty of Social Sciences according to the procedures set down for this purpose. If no allegation is retained to the effect that the student violated this Policy on Professional Suitability, the file and any other document related to the hearing will be destroyed.

9. Changes

9.1 This Policy can be changed only by the Senate of the University of Ottawa following approval of such by the appropriate authorities, including the School of Social Work.

Approved by the Senate of University of Ottawa on November 28, 2016.

APPENDIX IX

SCHOOL OF SOCIAL WORK – UNIVERSITY OF OTTAWA

CONFIDENTIALITY GUIDELINES

For field placements and concurrent courses

Preamble

In the Canadian Association for Social Work Education (CASWE) *Standards for Accreditation* (<https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf>), CASWE states the following:

SB/M 3.2.9 In keeping with social work's commitment to the principle of confidentiality, social work programs develop guidelines for confidentiality to be followed by all students in the practicum program by:

- i) Clearly outlining guidelines to protect the confidentiality of service users, settings, social workers and students in assignments, process recordings, audio and video tapings, case examples, or any other learning situations, including use of all forms of social media.
- ii) Requesting the necessary signed letters of consent for any case material used by a student where there is a possibility of identification of service users.
- iii) Contracting with settings regarding the use of process recordings, audio and videotapes and social media, and clearly identifying ownership of such material. (2014: 16–17)

As stated in the Canadian Association of Social Workers (CASW) *Code of Ethics* (https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf), confidentiality is a professional value that demands that professionally acquired information about individuals, groups or the community be kept private and not be shared with third parties unless the individuals, groups or community provide their informed consent. These guidelines recognize that a professional or legal obligation in specific circumstances may require communication of information without obtaining the such consent.

Statement of Principles

As professionals, students and faculty must comply with applicable provincial laws on confidentiality, the *Freedom of Information and Protection of Privacy Act* (<https://www.ontario.ca/laws/statute/90f31>), the *Health Care Consent Act* (<https://www.ontario.ca/laws/statute/96h02>), Policy 90 – Access to Information and Protection of Privacy (<https://www.uottawa.ca/administration-and-governance/policy-90-access-information-and-protection-privacy>), as well as guidelines on confidentiality in the CASW *Code of Ethics*. All parties are responsible for ensuring that no personal or medical information that could identify an individual, group or community is used for class or work. As well, even though it is recognized that the classroom is a public place, faculty members and students must respect each other's privacy during discussions as part of class activities outside the classroom. Violation of privacy laws or these guidelines could result in the application of measures from the School of Social Work's *Professional Suitability Policy*.

Guidelines

The following guidelines are based on general best practices. The School of Social Work recognizes that circumstances vary, and encourages consultation with a field supervisor, field placement coordinator or faculty member.

- The student and the field supervisor discuss issues of confidentiality during orientation for the field placement. The student must read the section on Confidentiality in Professional Practice in the *Code of Ethics* before interacting with individuals, groups or the community. The student must sign a form confirming that the student has read it.
- The confidentiality guidelines for the location of the field placement will be provided to the student, who must read them and sign a form confirming that the student understands those guidelines and will comply with them.
- Any student who will become privy to personal information or personal medical information must sign a non-disclosure agreement.
- The student is expected to have a basic understanding of confidentiality and its limits, and must be transparent with the individuals or groups the student will be working with by informing them of these limits.
- The limits to confidentiality include issues as required or allowed under relevant legislation or court orders, or in situations that clearly establish that individuals pose a threat to themselves or to others.
- Case studies must not include any information that could identify an individual, such as a first or last name, home address, or workplace.
- Documents that contain information that can be used to identify individuals or groups that are consulting or working with an organization where the field placement is conducted must be handled according to the policies of that organization.
- The destruction of documents containing information that can be used to identify individuals, including electronic files, must be carried out in accordance with the organization's protocols.
- Confidentiality guidelines must be observed in the use of social media.

Presented to and adopted by the Departmental Assembly of the School of Social Work on February 23, 2016.

APPENDIX X

SOCIAL MEDIA POLICY AND GUIDELINES

Preamble

According to the Standards for Accreditation of the Canadian Association for Social Work Education (CASWE) (2014:9):

<http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS-Standards-11-2014.pdf>:

SB/M 2.4.6 The academic unit has a policy regarding ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field practicum community and demonstrates how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE-ACFTS, and with the mission of the academic unit concerned.

Statement of principles

The School of Social Work of the University of Ottawa adheres to the Code of Ethics of the Canadian Association of Social Workers (CASW), which defines the fundamental values of social work as follows:

http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf

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

Through recognizing the growing importance of social media, the School of Social Work is committed to the ethical and responsible use of these communications tools in keeping with the above values. The School's guidelines have been created for the purpose of shedding light on decisions made with respect to communications activities in the School, the classroom setting, as well as in practical field placements.

Guidelines governing the use of social media

- The *Guidelines on Confidentiality* of the School of Social Work must be observed in the use of social media. Given the public forum associated therewith, no confidential information should be divulged that relates to the School, field placements sites, or people receiving services.
- The same advisory concerning public access to social media applies to the private lives of both School staff and students, and people met during field placements with outside organizations offering practical experience.
- It is essential that students acquaint themselves with and respect the rules that define the use of social media as determined by the organizations in which their field placement is taking place.
- The School of Social Work suggests that all students and staff members familiarize themselves with policies regarding the use of social media, including the scope of confidentiality applied to every social interaction platform used in the Internet.

- Social media are constantly evolving. It is therefore essential to keep up to date with technological progress and strive to ensure the ethical and responsible use of these tools in the contexts of practice, teaching and research.

References:

Canadian Association of Social Workers (2014). *Social Media Use and Social Work Practice*.

[http://www.casw-](http://www.casw-acts.ca/sites/default/files/Social%20Media%20Use%20and%20Social%20Work%20Practice_0.pdf)

[acts.ca/sites/default/files/Social%20Media%20Use%20and%20Social%20Work%20Practice_0.pdf](http://www.casw-acts.ca/sites/default/files/Social%20Media%20Use%20and%20Social%20Work%20Practice_0.pdf)

Ontario College of Social Workers and Social Service Workers (2011). *Social Media and Practice: Protecting Privacy and Professionalism in a Virtual World*.

<http://ocswssw.org/wp-content/uploads/2015/01/PN-Social-Media-and-Practice.pdf>

Adopted by the Departmental Assembly of the School of Social Work, January 17, 2017.

APPENDIX XI

SCHOOL OF SOCIAL WORK – UNIVERSITY OF OTTAWA

POLICY ON THE PREMATURE TERMINATION OF A FIELD PLACEMENT

1- Circumstances that may lead to premature termination of a field placement

By engaging in a field placement, the three parties involved - the student, the placement organization (represented by the supervisor) and the School of Social Work - agree to assume the responsibilities incumbent upon them, as identified in the placement contract. Some difficulties that could call into question the continuation of the field placement, may however arise during the field placement. The following are some reasons that could justify the termination of a field placement before the completion date provided in the contract:

- a) Due to a significant and unforeseen change within the placement organization (layoffs, staff transfers, cancellation of certain services or programs, etc.), the organization is no longer able to provide an environment conducive to the achievement of the student's learning objectives.
- b) Certain factors associated with the placement organization constitute significant barriers to the student's learning or well-being (health issues, conflicts of interest, ethical dilemmas, inappropriate behavior, or harassment by key individuals within the organization).
- c) The student requests to end the field placement either because of a significant change in the direction of the desired learning objectives or for personal reasons (e.g., personal difficulties revived by the problems encountered in the middle of the field placement).
- d) The placement organization decides to terminate the field placement because of significant concerns related to behavior, professional judgment, or serious misconduct on the part of the student.

2- Procedures to be followed in the event of difficulties in the field placement

2.1 When significant difficulties that may lead to the termination of a field placement arise, one of the parties concerned shall notify the Field Liaison Professor. If necessary, the latter organizes a meeting with all those involved, to clarify the nature of the concerns and discuss possible solutions. Such a meeting must take place before terminating a field placement. Some measures could be put in place to facilitate the student's learning or to provide a closer framework. For example:

- d) Making changes to the learning contract, taking into account certain changes within the organization since the initial negotiation of the contract or changes in the student's learning objectives;
- e) Suggesting changes to the procedures established for supervision or for the evaluation of objectives (e.g., requiring the student to prepare more adequately for supervision, by establishing very clearly the quantity and nature of material to be submitted to the field placement supervisor);
- f) Requiring an extension of the time provided for the field placement.

2.2 If the difficulties cannot be resolved, or if an alternative action plan cannot be put in place at this meeting, the Field Liaison professor will ask either the placement organization or the student (depending on the nature of the difficulty) to send them a letter indicating the intention to end the field placement and the reasons for the decision.

2.3 In certain circumstances where it is determined that the placement organization is not able to meet the commitments made or to meet the objectives developed in the student's learning contract, steps could be taken to try to negotiate another field placement, while taking into account the activities and hours already completed. This only applies when the request to negotiate another field placement is made before the deadline to drop a course.

However, the School cannot guarantee that in all circumstances another field placement can be negotiated within the parameters set by the academic calendar. Unpredictable deadlines and the availability of a placement organization may affect the search for a new field placement. It may be impossible to find another field placement before the end of the term. Please note that delays may result in the extension of the field placement beyond the prescribed end date or the impossibility of continuing the field placement in the designated quarter.

2.4 When the placement organization decides to terminate the field placement due to ethical concerns, behaviour or practices deemed unacceptable, the following measures could be considered:

a) If the request to terminate the field placement occurs after the deadline for the abandonment of courses, the student may receive the INC grade (which is equivalent to failure);

b) The School of Social Work could, considering the academic calendar and depending on the circumstances and the nature of the problem, consider the possibility of finding another placement organization, while specifying specific conditions attached to the success of this field placement. The Field Placement Coordinator may ask the student to write a paper related to ethics, behaviors or practices that have been deemed unacceptable by the placement organization, as well as the means used by the student to make necessary changes.

However, the School cannot guarantee that, in all circumstances, another placement can be negotiated within the parameters set by the university calendar. It is therefore possible that unpredictable delays may accompany the search for a new placement environment. This field placement will be offered subject to the availability of a placement organization. It may not be possible to find another field placement before the end of the term.

c) The School of Social Work may require the student to withdraw from the field placement to re-enroll in the next term in which the course is offered, while specifying specific conditions for successful completion of this next field placement;

d) In exceptional circumstances related to the reasons for not completing the field placement mentioned by the placement organization, the School of Social Work may recommend to the Faculty of Social Sciences that the student be removed from the program.

3- Additional information

a) At any time, one of the parties involved may request the presence or intervention of the Field Placement Coordinator. The latter ensures that all procedures are respected to the best of the knowledge of the various parties.

b) Participation in the course *Intégration des expériences de stage* or *Séminaire d'intégration théorie-pratique* concurrent with the field placement, will continue, even during the search for a new placement setting.

c) As indicated in the academic regulations of the University of Ottawa (<https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-9-revision-grades-appeal>), it is possible to obtain a request for a deferred grade for the field placement and/or for the evaluations of the course concurrent with the field placement.

Adopted at the Departmental Assembly of the School of Social Work on April 16, 2019.

APPENDIX XII

SCHOOL OF SOCIAL WORK – UNIVERSITY OF OTTAWA

POLICY ON EQUITY, DIVERSITY AND INCLUSION

Statement of Principles for Equity, Diversity and Inclusion

In keeping with the University of Ottawa's position on inclusion and diversity (<http://www.uottawa.ca/respect/fr/diversite-inclusion>), the School of Social Work is committed to promoting an educational environment that fosters equity, diversity and inclusion.

The School of Social Work recognizes that certain social groups are disadvantaged because of historically constructed inequalities embedded in social structures, institutions and ideological discourses. These inequalities (based on sex and gender, race and ethnicity, religion, age, sexuality, gender identity, language, class and disability) lead to differences in access to education and to unequal outcomes in terms of economic, political, social and cultural power. In keeping with the values that define the profession of social work, the School of Social Work adheres to the principle of equity; it strives to provide every person with the opportunity to develop their full potential regardless of their social group.

The School's commitment to equity, diversity and inclusion encompasses the following areas:

1. Recruitment, admission and retention of students;
2. Teaching curriculum;
3. Research;
4. Recruitment of administrative and faculty members;
5. Internships, fieldwork placements and other community collaborations.

This commitment involves the entire School, from faculty members, administrative staff, instructors and practicum supervisors, to undergraduate and graduate students. The School of Social Work recognizes that a commitment to equity, diversity and inclusion requires skill development and an ongoing effort of reflection and dialogue.

Adopted by the School of Social Work Assembly on April 16, 2019