

RESEARCH- INTERVENTION PRACTICUM

**Childhood-family - SVS 6601
Health - SVS 6601**

**Field Placement Manual
2023**

**School of Social Work
University of Ottawa**

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1. General framework for practicums

The University of Ottawa's master's program in social work provides professional education that is geared towards a better understanding of the impact of social problems on marginalized citizens and persons from different minorities and that addresses the special social-service and health needs of Ontario's francophones. The program trains practitioner-researchers to assume key roles in the provision of services, in the designing and evaluation of policies and services, and in the social intervention needed to assert the rights of groups and individuals with whom they work.

To reach its educational objectives, the School requires students to complete an intervention practicum during the first year of the program and a research-intervention practicum during the second year. The practicums allow students to master and integrate theory, practice and research progressively. In the first practicum, students concentrate on acquiring and integrating knowledge and direct practice skills through critical analysis and systematic reflection whereas in the second, they develop more specialized practice skills as well as intervention-oriented research knowledge.

2. Description and objectives of the research-intervention practicum

This practicum is part of the compulsory second-year course load. It is linked to the student's research paper and revolves around one of the School's two fields of study, namely childhood-family and health. The practicum involves 450 hours of work in intervention-research, and is equivalent to six (6) credits. While meshing with the program's general objectives, the practicum places special emphasis on training practitioners who can integrate research into their intervention work.

The intervention-research practicum and the co-requisite integration seminar provide students with tools to reflect on and analyze social work, and thus to further develop social work practice.

2.1 The overall objectives of the intervention-research practicum are to

- develop specialized intervention skills.
- increase students' knowledge of social research
- help design and evaluate intervention methods and practices in the light of the historical, social, political and cultural context experienced by Ontario's francophones.
- identify social policy issues that have an impact on persons who belong to minority groups or who are marginalized or oppressed.

3. Practicum selection and organization

3.1 Selecting a practicum location

The choice of a practicum setting is made according to the student's learning needs and to the issues addressed in their research paper. The search and selection of the practicum location are done in consultation with a number of stakeholders during the session before the practicum. The Senior Field Placement and Education Coordinator co-ordinates this process and organizes meetings with host institutions. The field liaison professor also takes part in this consultation process to ensure the internship relates closely to the research paper.

The research-intervention internship usually takes place in agencies located in Ottawa-Carleton, Prescott-Russell or Stormont, Dundas and Glengarry. To meet the objectives or the needs of certain students, however, the school may agree to organize practicums elsewhere in Ontario and in Québec.

3.2 Plan of action for selecting a practicum location

- 3.2.1** September and October: individual meetings with the Senior Field Placement and Education to discuss possible practicum choices and to establish an action plan based on the needs of each student;
- 3.2.2** October and November: meetings with host institutions to submit and negotiate, when needed, the intervention-research projects;
- 3.2.3** December and early January: consultation with the Senior Field Placement and Education and with the field liaison professor to establish the objectives of the practicum contract;
- 3.2.4** January: discussions with the practicum supervisors or with practicum co-ordinators in the host institutions, with the field liaison professor and with the Senior Field Placement and Education to negotiate and ratify the research-intervention practicum contract;
- 3.2.5** End of January: the Senior Field Placement and Education sends a letter to the host institution indicating the terms and conditions of the agreement between the School, the host institution and the practicum supervisor, where applicable; the Senior Field Placement and Education also sends a copy of the approved learning contract to each party.

4. Practicum contract

Each student must write a practicum contract detailing his or her learning objectives, the means and the activities proposed for reaching these objectives, the indicators which will be used to assess the outcomes, and the responsibilities of each person involved in the evaluation process.

The student's personal objectives must relate to the overall objectives for research-intervention practicums. The outline of the practicum contract is included in Appendix 1.

5. Criteria for successful completion of the practicum

5.1 The following criteria serve as a basis for evaluating the successful completion of a practicum:

5.1.1 Students' evaluation of what they have learned

In their mid-practicum and final evaluation, students must show how they have attained the learning objectives outlined in their practicum contract. Concrete assessment tools (e.g. analysis of interviews, written assessments of interventions evidence of critical reflection, *etc.*) must accompany the evaluation documents to illustrate what has been learned.

5.1.2 Ethical behavior and practices

Students must constantly display professional ethics during their practicums, in keeping with the Code of ethics of the Canadian Association of Social Workers.

5.1.3 Practicum supervisor's evaluation

The practicum supervisor's evaluation report will be based on the guideline outlined in section 6.2 of this document.

6. Practicum evaluation guide

The practicum evaluation measures how well the objectives set out in the student contract have been met and includes the overall assessment made by the practicum supervisor. This evaluation is part of an integrated and constant consultation process, but it also takes place in a more structured manner midway through, and at the end of, the practicum. For this purpose, students must prepare the two following documents:

6.1 Mid-practicum evaluation

6.1.1 Using the objectives in their practicum contract, students both reflect briefly on their integration and learning during the practicum and explain any changes to their original contract. This evaluation document, along with its attached interview summaries and related material, will provide the basis for discussion during the mid-practicum evaluation meeting involving the student, the field liaison professor and the practicum supervisor.

6.2 End-of practicum evaluation

6.2.1 Students write a reflective summary based on their learning during the practicum, in keeping with the objectives in their contract. They must attach documents prepared during the practicum to facilitate supervision (verbatim, analysis of interviews, *etc.*) or to promote reflections on a given theme and improve the meshing of theory with practice (excerpts from their journal, summaries of conferences or articles, *etc.*). The evaluation document must also explain, if needed, why certain objectives were not fully attained.

6.2.2 A copy of the evaluation must be given to the practicum supervisor approximately one week before the planned end-of-practicum evaluation meeting.

6.2.3 The practicum supervisor writes a summary evaluation that includes the following elements:

- 1) an overall statement concerning the practicum experience;
- 2) comments on the student's progress as a social worker and on the overall quality of the work performed;
- 3) a summary of the student's strengths and limits;
- 4) suggestions on areas where future learning needs to be directed;
- 5) a recommendation for a pass or fail on the practicum.

6.3 End-of-practicum evaluation meeting

At the end of the practicum, the student, the practicum supervisor and the field liaison professor discuss the content of the evaluations and the overall practicum experience. After these discussions, and after having received a copy of the student's practicum and supervisor's evaluations, the field liaison professor grants the student a pass or a fail for the practicum.

7. Policy pertaining to the practicum

7.1 Conditions that may lead to early termination

Participation in the practicum implies that the three parties involved, that is the student, the practicum host (represented by the practicum supervisor) and the School of Social Work agree to take on the responsibilities assigned to them in the contract. However, some problems or conditions during the practicum may warrant its early termination. Here are a few examples of such difficulties:

- a) Unexpected major changes at the practicum location (layoffs, staff transfers, program or service cancellations, etc.) make it impossible to meet the student's learning objectives.
- b) Certain factors associated with the practicum seriously undermine the student's learning or well-being (health problems, conflicts of interest, ethical dilemmas, inappropriate or harassing behavior of key individuals in the organization).
- c) The student asks that the practicum be terminated for personal reasons (for instance, personal problems rekindled by the situations encountered in the practicum setting) or because the desired learning objectives have changed significantly.
- d) The practicum host decides to end the practicum because of serious concerns about the student's behaviour, professional judgement, ethics or breaches in conduct or performance.

7.1.1 Dealing with problems during the practicum

When confronted with problems that may warrant the termination of the practicum, one of the parties involved must advise the Field Liaison professor or Senior Field Placement and Education Coordinator. If necessary, a meeting is organized for the parties involved to air concerns and engage in conflict resolution. This meeting must take place before the practicum can be terminated. The following are some of the mechanisms that could be put in place to provide the student with more adequate training and supervision.

- a) adapt the learning contract to take into account any changes in the practicum setting or the student's learning objectives since the initial negotiations;

- b) suggest changes to the conditions set out for supervision or for the evaluation of objectives (for instance, recommend that the student prepare supervision more adequately and agree clearly with the practicum supervisor on the quantity and nature of the work to be handed in);
- c) extend the number of hours of the practicum.

7.1.2 If the problems cannot be resolved or an alternative plan of action cannot be set up during the meeting, the Senior Field Placement and Education Coordinator or Field Liaison professor asks either the practicum supervisor or the student (depending on the problem at hand) to send him or her a letter confirming their intent to end the practicum and outlining the reasons for this decision.

7.1.3 Under certain circumstances, when an assessment of the situation determines that the practicum organization is unable to meet its commitments with regards to the learning objectives set out in the student's contract, another practicum could be negotiated. In such a case, and depending on circumstances, the hours and activities already completed could be taken into consideration.

This option applies only if the request to negotiate another practicum comes before the university deadline for the cancellation of registration. The School cannot, however, guarantee that in all circumstances, another practicum could be negotiated within the timelines set by the academic calendar

7.1.4 If the practicum supervisor or organization decide to terminate the practicum because of concerns about the ethics, behaviour or practices of the student, the following measures could be considered:

- a) if the request to end the practicum comes after the deadline for withdrawing from a course, the student receives an INC (incomplete - which is a fail);
- b) the School could, after considering the academic calendar, the nature of the problem and other circumstances, try to find another practicum location and outline very specific objectives and conditions that the student must meet in order to successfully complete this alternate practicum. It is possible that unpredictable delays could impact the search for another practicum or that a suitable organization may not be found before the end of the semester. These delays could result in an extension of the weeks of placement beyond the semester as necessary;
- c) the School can require the student to withdraw from the practicum and register for it only in the next semester during which it is offered;
- d) the School can require the student to withdraw from the practicum and register for it only in the next semester during which it is offered.

Additional Considerations:

- a) at any time, any of the parties involved can ask for the Senior Field Placement and Education Coordinator's assistance to ensure that all applicable measures and policies have been respected;
- b) the student will continue to participate in the Séminaire d'intégration théorie-pratique during the search for another placement.
- c) as indicated in policies of the University of Ottawa, the student can request a deferral for the Practicum and for the Séminaire d'intégration Théorie-pratique <https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>.

7.2 Reviews and appeals

In accordance with section 10.3 of the Academic Rules, Revision of grades and appeal; ‘Students who question a grade assigned to them must contact their Field Liaison professor or Senior Placement and Education Coordinator for clarifications or for the reasoning behind the grade and can request a revision of grade in writing within 10 working days of receiving the grade. If the student is not satisfied, he can request a revision of grade to the Director of the School. Taking into account the documentation received, the Director or his delegate will inform the student, Senior Field Placement and Education Coordinator, and supervisors concerned. He will also inform the Faculty of Social Science office. Full text available: <https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>

If not satisfied with that decision, the student may submit an appeal Senate Committee : <http://www.uottawa.ca/administration-and-governance/senate/committees/senate-appeals-committee/procedure-for-an-appeal-to-the-senate-appeals-committee>

7.3 Prevention of Harassment and discrimination

The School subscribes to University of Ottawa policy on prevention of harassment and discrimination. This policy dictates procedures for complaints and appeals, it can be found at: <https://www.uottawa.ca/administration-and-governance/policy-67a-prevention-of-harassment-and-discrimination>

7.4 Prevention of sexual violence

The School of Social Work subscribes to the prevention of sexual violence policy of the University of Ottawa. It dictates procedures for complaints and appeals, it can be found at <https://www.uottawa.ca/administration-and-governance/policy-67b-prevention-sexual-violence>

7.5 Policy on Professional suitability

The School adopted a policy on Professional suitability in November 2016, it sets out that it is the responsibility of students to respect the code of ethics pertaining to social work practice. Students are informed that serious or repeated violations to the applicable code of ethics can result in expulsion from the program based on professional suitability for the profession. The full text is available in Appendix 3

7.6 Policy and guidelines on social media

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 social work values. The School’s policy and guidelines have been created in order to shed light on decisions made with respect to communication activities in the School, the classroom setting, as well as in practical field placements. This policy instated in January 2017, is in accord with Human rights legislation as well as the mission of the Canadian Association of Social Work Education. (CASWE) and of the School.

See Appendix 4

7.7 Guidelines on confidentiality

In February 2016, The School has developed guidelines for confidentiality during practicums and concomitant courses. It can be found in Appendix 5

7.8 Statement on Equity, Diversity and Inclusion

In keeping with the University of Ottawa's position on inclusion and diversity (<https://www.uottawa.ca/respect/en/diversity-inclusion>), the School of Social Work is committed to promoting an educational environment that fosters equity, diversity and inclusion. This statement includes practicum learning environments.

8. Responsibilities involved in the practicum

8.1 Student's responsibilities

- 8.1.1** draft practicum objectives related to the goals set out by the School for the health research-intervention practicum (SVS 6601) and the child and family research-intervention practicum (SVS 6801);
- 8.1.2** based on the plan of action described in section 3, take part in the pre-practicum meetings with the Senior Field Placement and Education Coordinator, the field liaison professor, the practicum supervisor, in order to clarify and approve the objectives set out in the practicum contract;
- 8.1.3** prepare material for supervisory meetings based on the learning objectives set out in the practicum contract;
- 8.1.4** advise the field liaison professor of any problem arising during the practicum that cannot be resolved with the practicum supervisor as such;
- 8.1.5** comply with the research and intervention standards set out by the Social Sciences and Humanities Research Ethics Board, with the Code of ethics of the Canadian Association of Social Workers, and with the policies and procedures of the host institution;
- 8.1.6** take part in the research-intervention integration seminar;
- 8.1.7** write a report on the attainment of objectives both midway through the practicum and at the end of the practicum, and discuss this report with the field liaison professor and with the practicum supervisor;
- 8.1.8** advise the practicum supervisor of any major change and of any unscheduled absence during the practicum.

8.2 Practicum supervisor's responsibilities

- 8.2.1** become acquainted with the School of Social Work's program and with the objectives set out for research-intervention practicum;
- 8.2.2** facilitate the student's orientation and integration into the institution or practicum location;

- 8.2.3** before the practicum or at the very beginning, attend a meeting with the student, the Senior Field Placement and Education Coordinator and the field liaison professor to clarify the objectives of the learning contract and to approve this contract;
- 8.2.4** support, guide and supervise the student while taking into account the terms and conditions of the practicum contract;
- 8.2.5** when needed, notify the field liaison professor or the Senior Field Placement and Education Coordinator of any concerns about the student's integration or work, in order that difficulties be dealt with as soon as possible;
- 8.2.6** at the end of the practicum, write an evaluation report based on the attainment of the trainee's learning objectives; in addition, discuss this evaluation with the student and with the professor responsible for field liaison.

8.3 Field liaison professor's responsibilities

- 8.3.1** in co-operation with the Senior Field Placement and Education Coordinator, provide consultation to students to help them establish their research-intervention and learning objectives;
- 8.3.2** before the practicum begins or at its very start, take part in a meeting with the student, the practicum supervisor to clarify the objectives of the practicum contract and to approve this contract;
- 8.3.3** facilitate the integration of learning experiences related to the research-intervention practicum, the integration seminar and to the student's research work;
- 8.3.4** provide the practicum supervisor with relevant documentation about the models or theoretical approaches used by the student in his or her research-intervention project, in order to facilitate the integration of theory and practice through the activities and experience of the practicum;
- 8.3.5** through discussions with the students and with the practicum supervisor, evaluate the attainment of the objectives set out in the practicum contract midway through the practicum and at the end of the practicum; at least one meeting should be held at the field education site;
- 8.3.6** discuss any concern related to the practicum itself or the practicum location, with the practicum supervisor, the student and the Senior Field Placement and Education Coordinator;
- 8.3.7** assign a final practicum grade, taking into account the student's practicum report and the evaluation report submitted by the practicum supervisor;
- 8.3.8** ensure that the ethical standards put forward by the Social Sciences and Humanities Research Ethics Board are complied with.

8.4 Senior Field Placement and Education Coordinator's responsibilities

- 8.4.1** based on the student's interests related to both intervention and to research, select a practicum location and negotiate the terms and conditions of practicums with hosts institutions;
- 8.4.2** in co-operation with the field liaison professor, offer consultation for the student in the drafting of his or her practicum contract and ensure that the student's learning objectives meet the criteria of the objectives established for the research-intervention practicum;
- 8.4.3** where needed, select practicum supervisors and negotiate the applicable supervision contracts;
- 8.4.4** with the student, the field liaison professor and the practicum supervisor, take part in a meeting to clarify the objectives of the practicum contract and to approve this contract;
- 8.4.5** oversee the administrative management of practicums;
- 8.4.6** at the request of the field liaison professor, the student, the host institution representative or the practicum supervisor, take part in any meeting designed to clarify or rectify concerns about the practicum or the practicum location.

9. Requirements for registering in the practicum

9.1 Requirements of the School of social work

In order to register for the practicum, the student must complete 21 credits, 12 from compulsory courses and 9 from optional courses. The following compulsory courses must be completed before registering for the practicum:

SVS 5500 Fondements théoriques du service social

SVS 5510 Analyse socio historique des politiques sociales et du service social au Canada

SVS 5530 Méthodes d'intervention en service social

SVS 5709 Laboratoire de préparation aux stages de maitris

During the practicum, the student must also be registered in the compulsory concomitant course: *Séminaire d'intégration théorie-pratique* (SVS5710).

The School encourages students to select a course related to the field of practice of their practicum as part of their required optional courses. Optional courses are offered in the fall and winter terms.

A list of the courses is included in Appendix 1

All practicum placements must be approved by the School of Social work and must meet the accreditation standards set by the Canadian Association for Social Work Education (CASWE)

9.2 Requirements of the practicum organization

The requirements and conditions of admissibility for the practicums vary according to the placement organizations.

In addition to pre practicum interviews, certain organizations may require certain medical procedures such as vaccinations, tuberculosis tests or some experience in practice.

Please note that most practicum organizations require a police record check for the vulnerable sector, to ensure the safety and security of those who use their services.

10. Modalities of practicum

10.1 Duration and modalities of the practicum

This practicum includes 450 hours of practical training; approximatively 35 hours per week over 13 consecutive weeks. It is completed during the spring term usually from the end of April or beginning of May to mid or end of July.

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 practicum organizations that offer services and activities to these populations.

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

Based on special criterias, equivalences can be granted for the *Stage pratique* (SVS5601), the *Laboratoire de préparation aux stages de maitrise* (SVS 5709) et pour le *Séminaire d'intégration théorie-pratique* (SVS5710) to students registered in the first year of the Master in Social work program.

The School has a policy on International practicums. These practicums are only available to students registered in second year of the program. All students interested in applying for an international placement offered by the Faculty of Social Science must have been pre selected by the School and have consulted with the Senior Field Placement and Education Coordinator.

10.2 Absence during the placement

The student is responsible for his field practicum and must ensure that the objectives are completed by the end of the practicum. From the beginning of the practicum, the student must learn and adhere to the policies of the organization pertaining to absence.

10.2.1 Absence of short duration

The student is entitled to two days of leave during the training period 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.

10.2.2 Extended absence

If the student needs to be absent for more than two consecutive days, for reasons of physical or psychological health, for a maternity or paternity leave, following the death of an immediate relative, he must inform the following persons: the practicum supervisor and the Field Liaison professor, who will discuss with the Senior Field Placement and Education Coordinator. In addition, the student must provide the Senior 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.

All field practicum hours missed beyond two days, must be completed according to the schedule and the needs of the organization, following an agreement established between the student, their practicum supervisor and their seminar professor.

In the event that an absence extends for more than two weeks, the student must arrange a meeting with the Senior Field Placement and Education 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 practicum could be interrupted and postponed until such a time that it is offered in the program. Situations will be evaluated on a case-by-case basis, as the reasons for leaves vary from situation to situation. The decision to postpone the practicum will be guided by these 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 practicum.

10.2.3 Holidays

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

10.3 Calendar of steps leading to the choice of a practicum location

January Individual meetings with the Senior Field Placement and Education Coordinator to discuss possible practicum choices and to establish an action plan based on the needs of each student;

February Individual meetings with the Senior Field Placement and Education Coordinator in order to finalize the selection of practicum sites for each student; students interviews in the various organizations;

March Confirmation of practicum; consultation between students and the Senior Field Placement and Education Coordinator to establish the objectives of the learning contract;

April-May The practicum begins. Meeting with the practicum supervisors, the student and the Field Liaison professor or the Senior Field Placement and Education Coordinator to negotiate and ratify the learning contract. This meeting will take place in the host organization.

11. Practicum contract

Each student must write a learning contract detailing the objectives of the practicum, the means, the activities proposed for reaching these objectives, and the measures proposed to evaluate the attainment of objectives.

The specific objectives must relate to the practicum's overall objectives and revolve around the 5 goals detailed in section 2.

A model of the learning contract is included in Appendix 2

12. Responsibilities of persons involved in the practicum

12.1 Student's responsibilities

- identify the objectives of the practicum based on their needs and expectations and on the practicum's overall objectives;
- draft a practicum contract, in compliance with the deadlines set by the School;
- prepare the material for supervisory meetings, taking into account one's objectives; active participation in these supervisory meetings (2 hours a week);
- comply with the host organization's regulations (work schedule, attendance, presence at staff meetings, etc.);
- meet at least twice with the practicum supervisor and Field Liaison professor, to evaluate the practicum and the continuing learning process;
- take part in the weekly Seminar (SVS 5710);
- at the end of the practicum, write a report on the attainment of the objectives; discuss the report with the practicum supervisor and the Field Liaison professor or the Senior Field Placement and Education Coordinator, and co-sign the document;
- read and understand the Policy and guidelines on social media (Appendix IV);
- and the Policy on Confidentiality (Appendix V);
- comply with the Code of Ethics established by the Canadian Association of Social Workers;
- advise the practicum supervisor of any major changes in, or of any unexpected absences during the practicum.

12.2 Responsibilities of the practicum supervisors

- acquaint themselves with the curriculum of the School of Social Work and with the objectives of the practicum;
- facilitate the student's orientation and integration in the practicum setting;
- support the students in their learning objectives;
- conduct two-hour supervision meetings on a weekly basis;
- help the student learn and progress by providing support, guidance and supervision needed;
- notify Field Liaison professor or the Senior Field Placement and Education Coordinator immediately of any concerns about the integration or work of the student, in order that the difficulties be dealt with as soon as possible;
- evaluate at mid-practicum and at the end, how well the student has attained the objectives set out in the learning contract; discuss these evaluations with the student and with the Field Liaison professor
- at the end of the practicum, write an evaluation based on the attainment of the learning objectives, and recommend a pass or a fail for the student to the Senior Field Placement and Education Coordinator.

12.3 Responsibilities of or the Field Liaison Professor

- help students design their learning objectives;
- approve the learning contract;
- provide the practicum supervisor with the information and literature on the School's programs and expectations;
- discuss progress with the supervisor and the student on a minimum of 3 occasions during the practicum;
- provide the students with support and guidance during their practicum;
- be available to offer support and guidance to the practicum supervisor and to discuss;
- problems affecting the practicum, if needed;
- ensure that students are immediately notified of any preoccupation or problem concerning their practicum;
- discuss the end-of-practicum evaluation with the supervisor and the student;
- receive the end-of-practicum evaluation, assign a final grade and add comments when necessary.

12.4 Responsibilities of the Senior Field Placement and Education Coordinator

- based on the student's interests related to both intervention and to research, select a practicum location and negotiate the terms and conditions of practicums with hosts organizations;
- in co-operation with the Field Liaison professor, offer consultation for the student in the drafting of his or her practicum contract and ensure that the student's learning objectives meet the criteria of the objectives established for the research-intervention practicum;
- where needed, select practicum supervisors and negotiate the applicable supervision contracts;
- with the student, the Field Liaison professor and the practicum supervisor, take part in a meeting to clarify the objectives of the practicum contract and to approve this contract;
- oversee the administrative management of practicums;
- at the request of the Field Liaison professor, the student, the host organization representative or the practicum supervisor, take part in any meeting designed to clarify or rectify concerns about the practicum or the practicum location.

APPENDIXES

Appendix I

Learning Contract Research-Intervention Practicum SVS 6601

Name of student:

Mailing address:

Telephone number:

Email address:

Practicum location:

Address:

Telephone number/Fax number:

Supervisor's name:

Telephone number:

Email address:

Field liaison professor:

Telephone number :

Email address:

Senior Field Placement and Education Coordinator: Jacynthe Mayer

Telephone number: 613-562-5800 extension 2195

Email address: jmayer@uottawa.ca

Dernière mise à jour :

Brief description of placement.

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

LEARNING AND RESEARCH-INTERVENTION OBJECTIVES

1. OBJECTIVES RELATED TO THE PLACEMENT CONTEXT

a) Objectives relating to knowledge of the placement context: the organizational and political context, the resources and services offered, the role of social work in this context

MEANS AND ACTIVITIES		ASSESSMENT MEASURES		TIMELINE
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				

b) Objectives relating to knowledge of mains partners

MEANS AND ACTIVITIES		ASSESSMENT MEASURES		TIMELINES
1.7				
1.8				
1.9				

2. OBJECTIVES RELATED TO THE REFINEMENT OF INTERVENTION SKILLS

MEANS AND ACTIVITIES		ASSESSMENT MEASURES		TIMELINES
2.1				
2.2				
2.3				
2.4				
2.5				
2.6				

3. OBJECTIVES RELATED TO SOCIAL WORK PRACTICE OR POLICY

Developing knowledge about specific issues or policies

Or

Analysis or development of a program aimed at renewing certain social practices.

MEANS AND ACTIVITIES		ASSESSMENT MEASURES		TIMELINES
3.1				
3.2				
3.3				

4. RESEARCH OBJECTIVES

(mémoire)

MEANS AND ACTIVITIES		ASSESSMENT MEASURES		TIMELINES
4.1				
4.2				
4.3				
4.4				

5. OBJECTIVES RELATED TO THE INTEGRATION BETWEEN PRACTICE AND RESEARCH (mémoire/major research paper)

Analysis of issues linking practice and research

Or

Identify avenues of reflection for the renewal of social practices

MEANS AND ACTIVITIES		ASSESSMENT MEASURES		TIMELINES
5.1				
5.2				

SUPERVISION ARRANGEMENTS

- **Administrative guidance and supervision within the organization**
- **Supervision with the Research Paper Supervisor (mémoire)**



uOttawa

Faculté des sciences sociales
Faculty of Social Sciences

École de service social
School of Social Work

Appendix II

APPROVAL OF CONTRACT

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

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

The student has read and understands the guidelines on confidentiality.

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 practicum manual).

NAME of the student:

Signature of the student

Date

Signature of the practicum supervisor

Date

Signature of the practicum supervisor

Date

Signature of the Field Liaison Professor

Date

Appendix III



POLICY ON PROFESSIONAL SUITABILITY

This *Policy on Professional Suitability* is aimed at meeting the *Standards for Accreditation* (2021) of the Board of Accreditation of the Canadian Association for Social Work Education (CASWE) <https://caswe-acfts.ca/wp-content/uploads/2021/08/EPAS-2021-1.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 require that 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.
- Has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the *Code of Ethics* put them at risk of exclusion from the program on the basis of professional unsuitability.

The accreditation standard states the following:

SB/M 1.3.2 The academic unit describes how it informs students, faculty members, field education personnel, sessional instructors, and professional and administrative staff of existing academic unit and university policies and procedures including but not limited to accessibility; assessment; appeals; codes of conduct; confidentiality; data storage; disability accommodation; equity; harassment; liability coverage; professional readiness and suitability; and use of social media (CASWE-ACFTS Educational Policies and Accreditation Standards - March 2021).

The core learning objectives regarding professional identity state that “social work students have opportunities to foster effective professional attributes such as caring, humility, honesty, integrity, passion and empathy” (CASWE, 2021, p. 13).

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
https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf
 - ii) Guidelines for Ethical Practice
https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf
- b) From the Ontario College of Social Workers and Social Service Workers
 - i) Code of Ethics and Standards of Practice
<https://www.ocswssw.org/ocswssw-resources/code-of-ethics-and-standards-of-practice/>

1.2 This policy conforms to the guidelines of the following policies:

- a) [Policy 130: Student Rights and Responsible Conduct](#)
- b) [Policy 67a: Prevention of Harassment and Discrimination](#)
- c) [Collective agreement of students who are hired for teaching or research](#)

1.3 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;

Incompetency¹ refers to a person “who, has displayed, in their professional responsibilities, a lack of knowledge, skill or judgment, or disregard for the welfare of a person or persons of a nature or extent that demonstrates that the member is unfit to continue to carry out his or her professional responsibilities or that a certificate of registration held by the member should be made subject to terms, conditions or limitations.”

<https://www.ocswssw.org/ocswssw-faq/common-mandatory-reporting-terms/>

- 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 or their appointed replacement.
- b) Committee members:
 - (i) The Director of the School of Social Work (ex officio) or their appointed replacement;
 - (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.

(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.

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 behaviour 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 behaviour 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.

3.4.1 The Dean will inform the Director of the School of Social Work, the program coordinator, and the person who submitted the allegation, that the allegation was retained. The Dean will remind everyone of the confidential nature of the proceedings.

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.
- h) inform the student of the various resources to which they can turn for support. There are two types of resources:
 - a. Resources offering legal help:
 - Student Rights Centre: <https://seuo-uosu.com/student-rights/>
 - Human Rights Office: <https://www.uottawa.ca/about-us/respect>
 - Office of the Ombudsperson: <https://www.uottawa.ca/about-us/office-ombudsperson>
 - b. Resources offering informal and psychosocial help:
 - Counseling and Therapy: <https://www.uottawa.ca/campus-life/health-wellness/counselling-therapy>
 - Centre for Health and Well-being: <https://www.uottawa.ca/campus-life/health-wellness/student-health-wellness-centre>

- 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* (<http://www.ontario.ca/fr/lois/loi/90f31>) and the University of Ottawa's Policy 90 on Access to Information and Protection of Privacy (<http://www.uottawa.ca/administration-et-gouvernance/reglement-90-acces-linformation-et-la-protection-des-renseignements->

[personnels](#)), 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 (<http://www.uottawa.ca/administration-et-gouvernance/reglement-14a-dossiers-scolaires>), Section 16², as well as Section 18³.

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.

² **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.

³ **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 order, 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. If, at the end of the time limit, the people responsible for monitoring compliance consider that the conditions have been met, the file will be closed. However, if they consider that the student has not met the requirements, then a Review Committee will be convened to validate or invalidate the assessment of the people responsible for monitoring compliance. If the Committee determines that the conditions have been met, the file will be closed. In case of non-compliance, the Review Committee will determine the next steps to be taken.
- 6.5 The Dean will inform the student in writing of the Review Committee's decision, as well as the Director of the School of Social Work and the program coordinator.
- 6.6 The Dean will inform the person who submitted the allegation that the process has been completed.

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).
<http://www.uottawa.ca/administration-and-governance/senate/committees/senate-appeals-committee>
- 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

(<http://www.uottawa.ca/administration-et-gouvernance/reglement-90-acces-linformation-et-la-protection-des-renseignements-personnels>) 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.

Modifications approved by the Departmental Assembly on September 19, 2023.

Appendix IV



POLICY AND GUIDELINES FOR SOCIAL MEDIA

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

- 12 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.

- 13 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.
- 14 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.
- 15 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.
- 16 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-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>

Approved by the Committee on Undergraduate Studies of the School of Social Work, November 29, 2016.

Approved by the Committee on Graduate Studies of the School of Social Work, January 13, 2017.

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

Appendix V



INTERNAL POLICY **Confidentiality Guidelines**

For Field Placements and Corequisite 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 the Undergraduate Studies Committee for the School of Social Work on February 8, 2016, and to the Graduate Studies Committee for the School of Social Work on February 11, 2016.

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

Appendix VI



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

APPENDIX VII

Evaluation Guide for Supervisors

SCHOOL OF SOCIAL WORK — UNIVERSITY OF OTTAWA

Master of Social Work

Supervisors play a frontline role in dealing with placement students. We ask that you write an overall evaluation. Give a broad overview of how the placement has proceeded, sharing your observations and conclusions regarding the student's learning throughout the 13 weeks of the placement.

The following are some areas you may wish to consider in drafting the placement evaluation:

Overall assessment of the placement experience

- Responsibilities given as part of the placement
- Student's integration in the placement setting and relationships with team members, partners, organization's clientele, etc.

Intervention quality and student's progress as a social worker

Attainment of placement objectives set out in the student's placement contract:

Field placement (first year)

Knowledge of the organizational context and population served; intervention expertise (knowledge and skills concerning intervention procedures and models); professional and personal soft skills; assessment and planning skills; reflection and critical analysis skills (questioning concerning social practices and topics, social issues and ethics).

Field-research placement (second year)

Knowledge and analysis of your organization's context and main partners; refinement of intervention skills (intervention procedures and models, student's reflection concerning own professional and personal soft skills); knowledge development concerning an issue addressed in the student's research paper or the student's analysis or development of a program; identification of areas of reflection for renewal of social practices (analysis of social practices).

Review of the student's strengths and weaknesses

- Description of strengths and weaknesses
- Assessment of intervention quality and the student's progress as a social worker

Suggestions for future learning directions

- Follow-up required in second placement or in the future
- Knowledge, skills and attitudes to work on (learning, expertise, soft skills)

Placement success recommendation

- Placements are assessed as *satisfactory* or *not satisfactory*.
- Note: Sign the document, ideally on stationary with your organization's letterhead.