



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

School of Social Work Renison University College

Part-Time Bachelor of Social Work Practicum Manual

2023-2024

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WELCOME MESSAGE

Welcome to the School of Social Work for the 2023-2024 academic year. We hope this will be a productive and rewarding year as you prepare for professional practice. We have a program that is noted for excellence in academic and field learning. We look forward to participating with you in all of the academic, social, and cultural events that occur throughout the year.

This Part-Time BSW Practicum Manual provides you with a guide to the information and procedures of the BSW program in the School of Social Work that pertains to your Practicum.

Our approach to education emphasizes a generalist orientation to social work practice. Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-being. Thus, our educational objectives are to provide students with the knowledge, values, and skills necessary for an initial level of professional practice, within our mission of social justice, equity and respect for diversity. Our curriculum prepares students to provide service to a broad range of populations at all systems levels.

The BSW Program is accredited by the Canadian Association for Social Work Education (CASWE). Students in the BSW Program are eligible for student membership in the Ontario Association of Social Workers (OASW) and for full membership upon graduation. Graduates are also eligible to join the Ontario College of Social Workers and Social Service Workers (OCCSWSSW).



We wish you well in your studies and look forward to your participation in the various activities of the School of Social Work and Renison University College.

BSW PRACTICUM SCHEDULE FOR PART-TIME STUDENTS

Fall Semester 2023

<i>September 5, 2023</i>	Student Orientation (optional for Part-Time BSW) 9:30 – 12:30 On Campus at Renison
<i>September 7, 2023</i>	Classes Begin for Full-Time Students
<i>September 11, 2023</i>	First Part-Time BSW On Campus Class starts
<i>October 9, 2023</i>	Thanksgiving Day
<i>October 7 – 15, 2023</i>	Fall Study Week
<i>December 5, 2023</i>	Last day of classes

Winter Semester 2024

<i>January 8, 2024</i>	Classes Begin
<i>February 19, 2024</i>	Family Day
<i>February 17-25, 2024</i>	Reading Week
<i>March 28, 2024</i>	Last day of classes
<i>March 29, 2024</i>	Good Friday
<i>April 1, 2024</i>	Last day of classes

Spring Semester 2024

<i>April 8, 2024</i>	Classes Begin
<i>May 20, 2024</i>	Victoria Day
<i>June 20, 2024</i>	Year End Celebration for Students and Field Instructors
<i>June 24, 2024</i>	Last day of classes

**If you have any questions regarding your schedule in field education, contact the Field Education Coordinator.*

Addendum re: Coursework and Incomplete Grades and Promotion

Incomplete grades must be negotiated with the instructor and will be given only under special circumstances. Any incomplete grade must be cleared by January 31 for the Fall Term courses, April 30 for Winter Term, and July 15 for BSW Spring Term in order to graduate. This includes placement documents (IPT).

All assignments are to be completed and submitted.

If an incomplete grade is not cleared within one term, the student automatically receives an FTC (failure to complete), which is the equivalent to a grade of 32.

BSW students with an overall grade point average (GPA) of less than 75% are in conditional standing for one term, after which they are failed and required to withdraw.

UNIVERSITY OF WATERLOO
RENISON UNIVERSITY COLLEGE
BACHELOR OF SOCIAL WORK PROGRAM

FALL SEMESTER – 2023

August 22: Fees Due - fall term
August 23: Late fees begin - fall term.
September 4: Labour Day – College/University Closed*
September 5: BSW Orientation 9:30 – 12:30 (Part-time)
September 7: Classes Commence
September 11: First on campus class for Part-time BSW
September 26: Last day for late payment of fees
September 26: Last date to drop/withdraw (100% refund)
MSW Information Session - TBA
October 9: Thanksgiving Day
Fall Study Break: October 7 - 15
October 20-21: Convocation for graduating students
October 20: Last date to drop/withdraw (50% refund)
December 5: Last Day of Classes for Part-time
December 14: Fees Due for Winter term 2024
December 15: Late fees begin for Winter term 2024.
December 21, 2023, at noon – January 4, 2024: Christmas holidays (inclusive)*

WINTER SEMESTER – 2024

January 1: College/University Holiday*
January 8: Part-Time Classes Commence.
January 26: Last day to drop/withdraw (100% refund)
February 16: Last day to drop/withdraw (50% refund)
February 19: Family Day University closed.
February 17-25: Reading Week
March 1: Deadline for finishing PT students to hand in Intent to Graduate
Forms for June 2024 Convocation
March 29: Good Friday, College/University Holiday
April 1: Last day of Classes for Part-Time for the Winter Semester

SPRING SEMESTER – 2024

APRIL 8: Classes Begin for Part-Time BSW Students

April 24: Fees due - spring term

April 25: Start of late fees - spring term.

May 20: Victoria Day College/University Closed*

May 27: Last day to drop/withdraw (100% refund)

June Convocation – June 11 – June 15, 2024

June 21: Last day to drop/withdraw (50% refund)

June 20: BSW End of Year Celebration

June 24: Lectures end for PT BSW students

July 1: Canada Day Holiday College/University Closed*

August 1: Deadline for finishing FT & PT students to hand in Intent to Graduate forms for October 2024 Convocation

***NOTE: The above dates refer to Renison/University of Waterloo dates.**

Due to the nature of the BSW Program, the third semester of classes begins April 8, 2024, and ends June 24, 2024

For more dates visit Quest:
undergraduate students/important dates
<https://uwaterloo.ca/quest/>

INTRODUCTION

Social work is both the art and the science of providing services designed to assist individuals, families, groups and communities enhance their well-being. The Social Work profession has a long tradition of working with a strong 'person in environment' orientation and demonstrating an understanding of how the social and economic lives of individuals, families and communities intersect with mental, emotional, spiritual and physical health.

The Bachelor of Social Work (Honours) program offered through the School of Social Work at Renison University College provides students with a first-level professional Social Work degree.

- Part-time students may complete the BSW program within three years. The program provides some flexibility to adapt learning plans for part-time students working in social services, within the parameters of the BSW program criteria.

Mission of the School of Social Work

The School of Social Work prepares social work practitioners through an accessible and inclusive curriculum, both at the baccalaureate and masters levels, in a learning environment that fosters caring and ethical social work practice within a local and global context. The School is committed to positive social change through the principles of justice, equity and respect for diversity.

BSW Objectives

- To prepare students for ethical, critically reflective, anti-oppressive, competent and accountable social work practice.
- To ensure academic excellence not only through small class sizes, regular curriculum and program reviews, but also by adherence to the accreditation standards set by the Canadian Association for Social Work Education.
- To create and maintain learning opportunities with a variety of communities through student field practice and collaborative initiatives.
- To promote academic accessibility through the development of online, distance education and part-time studies in addition to the regular full-time program.
- To contribute to social work knowledge through research, publication and other scholarly activities.

FIELD EDUCATION IN THE SOCIAL WORK CURRICULUM

Introduction

Field education is an integral component of Renison's BSW Program and is designed to provide students with opportunities for:

- Field-based learning experiences in community agencies
- The application of social work theory to practice in a social work setting
- Regular professional field instruction
- Professional development as generalist social work practitioners
- THIS IS NOT A CLINICAL PLACEMENT

Field Education/Practicum Objectives

- To develop students' understanding of social work as an integrated process encompassing a range of approaches in meeting human needs
- To develop students' professional identity, within the context of practice, and as related to the contemporary social landscape
- To reinforce knowledge, values, skills and ethics acquired in the classroom and the community, which are consistent with the CASW Code of Ethics
- To enable students to acquire, develop and test their skills in direct and indirect social work practice
- To encourage students to develop a critical perspective on social work theory, practice, social programs and social service delivery systems
- To provide students with opportunities for critical self-reflection

Student Responsibilities

- Read the BSW Student Handbook and the Part-Time BSW Practicum Manual and the [CASW Social Work Code of Ethics](#).
- Sign and submit the Acknowledgement Form confirming that the above mentioned documents and the CASW Code of Ethics have been read and understood.
- Identify learning needs in consultation with the Field Instructor and Field Consultant.
- Utilize learning opportunities and perform duties associated with the successful completion of learning goals.
- Demonstrate professionalism both in the School of Social Work, in and around the community, and in the placement setting.
- Be prepared for field instruction, attend the Integration Seminars, and meet with the Field Consultant as scheduled.
- **Attend classes and ensure prompt communication with your instructor if an absence is anticipated.**
- Take the lead in scheduling with the Field Instructor and completing Learning Objectives and End of Term Evaluations each term within the suggested time frame.

Relationship between the Integration Seminar and Practicum

Students participate in the Integration Seminar throughout all three semesters. The Integration Seminar runs concurrently with the practicum. Students must stay in placement until placement hours have been completed. The practicum and seminar combine to form the following three courses: SWREN 441R

(Practicum 1), SWREN 442R (Practicum 2), and SWREN 443R (Practicum 3). Attendance in the Integration Seminar classes is required which takes place on campus.

A student must receive a credit in all three practicum courses to graduate. A credit is based on the End of Term Evaluation of Student Performance (Form B), completed by the student, the Field Instructor, and Field Consultant each term, as well as the completion of the associated LEARN modules. The credit is also based on participation and attendance in the Integration Seminar. This evaluation will reflect the completion of required hours, IPT documents, and its expectations. Form C is a requirement of SWREN 443R (Practicum 3).

Part-time students participate in the seminar online with one mandatory on-campus session per semester.

Student unpaid practicum/internship

Practicum is a critical requirement to complete the BSW program. BSW students do not receive remuneration for their practicum. The BSW internship is unpaid. This practice is aligned with best practices in social work field education. Placement agencies may choose, at their discretion, to provide stipends or reimbursement for expenses in keeping with their own organizational policies and practices. The School will continue to protect the integrity of the practicum as part of the BSW curriculum and as a learning experience where students are determined and assessed as learners.

The School of Social Work signs an agreement with agencies indicating students will not start any form of paid employment with the organization until the practicum has ended (excluding exceptional circumstances approved by the Director of the School of Social Work and/or BSW Program Manager).

THE FIELD TEAM APPROACH

The Field Team

Each student has a field team comprised of the following members:

- BSW Program Manager
- Field Education Coordinator (FEC) for part-time students
- Field Consultant (FC)
- Field Instructor (FI)

Role and Responsibilities

BSW Program Manager:

- Directs the administration of field education and program delivery.
- Acts as Academic Advisor to all Full Time BSW students.
- Provides collaborative leadership and ensures that the practicum program at the Bachelor level is conducted according to university, CASWE, and professional practice guidelines.
- Coordinates the management of student performance issues in the field and program with faculty, field education coordinators, field consultants, etc.
- Oversees annual Field Education orientation for students and Field Instructors.
- Responsible for ongoing evaluation of Field Education and program delivery.

BSW Program Manager (for Full Time students)/Field Education Coordinator (for Part Time Students):

- Negotiates and approves practicum settings.
- Matches students to available practicum settings.
- Monitors evaluations related to students, Field Instructors, Field Consultants and field settings.
- Ensures that administrative contracts are processed.
- Facilitates professional development opportunities for field instructors.

Field Consultant:

- Responsible for maintaining contact between the School, Field Instructor, and student with one on-site visit in the first semester. A second on-site visit will take place in either the second or third semester based on student, Field Instructor and organizational needs.
- Works with the student and Field Instructor in evaluating the student's performance at the end of each semester and submits the grade to the Registrar's office, including the BSW Program Manager in the email.
- Teaches the Integration Seminars (completes syllabus, monitors/updates LEARN website, etc.)
- Reports to the BSW Program Manager on the appropriateness of the field work setting as a learning environment as well as student successes and challenges.
- Ensures that all practicum documentation is submitted by the student and Field Instructor as required.
- Provides student consultation related to specific projects, tasks or cases and consultation to Field Instructors related to teaching and learning in the practicum.

Field Instructors:

- Supports student in achieving the overall goals of the practicum and the agreed upon learning objectives in the agency setting.
- Orients the student to the practicum setting and establishes regular field supervision times.
- Participates in and signs three evaluations at the end of each term, in consultation with the student and the Field Consultant, which can include feedback from others involved in the student's learning.
- Responsible for monitoring the completion or implementation of student learning objectives.
- Informs the Field Consultant, and as necessary the BSW Program Manager/Field Education Coordinator, of any perceived or potential student concerns as early as possible in order to support the student in their growth and development.

External Field Instructors:

- Is contracted by Renison School of Social Work to provide Social Work specific support and supervision to those agencies that do not have a Field Instructor with a BSW or MSW
- Will meet with students in those agencies on a regular basis but will not be involved in day to day supervision or tasks
- Do not complete any IPT documentation but will assist in discussions related to goal formulation and evaluation
- Act as a resource for student to help integrate theory and practice

SELECTION OF PRACTICUM SETTINGS AND FIELD INSTRUCTORS

Criteria for the Selection of Practicum Settings

- Practicum setting provides services and demonstrates practices that align with Social Work standards of practice and ethics.
- A demonstrated commitment to the education of social work students.
- A demonstrated commitment to provide a learning environment that is safe and free from discrimination and harassment.
- Social work practice within the practicum setting is based on professional standards and is a respected component of the activities of the setting.
- Practicum setting has the ability to provide learning experiences and assignments appropriate to the educational needs of the student and in accordance with the curriculum of the School.
- A qualified Field Instructor is available in accordance with the School's requirements and who has adequate time for student instruction and necessary field orientation meetings.
- If the Field Instructor leaves the practicum setting after a student's field placement begins, the practicum setting will find an appropriate replacement for field supervision.
- Provision of adequate space, clerical support services and a milieu conducive to student learning and participation.
- The practicum setting allows and encourages full participation of the student in staff meetings, staff development activities, and other activities as deemed appropriate by the Field Instructor and the Field Consultant.

The School reserves the right to determine the suitability of a setting for student practicum, taking into consideration such factors as the length of time the practicum setting has been in operation, staff turnover, organizational context, etc.

Guidelines for Field Instruction

- Instruction in the field should reflect the practicum objectives as outlined in this manual.
- The learning needs and objectives of the student should provide the primary focus for field instruction and student evaluation.
- For **part-time students**, field instructors should provide approximately 1.5 hours of supervision for every 21 – 24 practicum hours.
- **Please note:** Field instruction also occurs outside of the confines of one to one meetings (ie. group supervision, discussions while driving to appointments, over lunch, etc.)
- Students are responsible for being prepared for supervision.

Field Practicum in Current Place of Employment

It is strongly recommended that students complete their practicum somewhere other than their current workplace. **Only in exceptional circumstances will students be allowed to complete their practicum in their current place of employment.** The School will consider requests for placement in the current site of employment from individual students on a case by case basis.

Criteria for the Selection of Field Instructor

- Field Instructors should have a BSW or MSW degree.

- They should be recommended and supported by the practicum agency. In exceptional circumstances, consideration will be given by the School's field education team related to the absence of a BSW or MSW degree. Consideration will relate to professional experience and educational background recognized by Canadian Association for Social Work Education (CASWE) and/or provincial regulator.
- Field Instructors are employees of the practicum settings and have demonstrated commitment to student supervision, field instruction, and a willingness to meet the responsibilities of a field instructor as defined by the School.
- If a professional social worker (BSW, MSW, or RSW) is not available at the practicum setting, special arrangements will be made to provide the required social work instruction for the student, by providing an external Field Instructor contracted with the School of Social Work.

Practicum Planning Process

BEFORE A PART-TIME STUDENT CAN BEGIN THEIR PRACTICUM THE STUDENT MUST COMPLETE ONE SWREN 400 LEVEL COURSE.

- Part-time students are required to complete a **minimum of 720 hours of field based learning in one community setting.**
- Practicum settings are selected and vetted by the BSW Program Manager and the Field Education Coordinator. Students do not select their own practicum setting.
- Due to the individualized nature of the part-time program, the days and hours committed to practicum per week will be negotiated by the agency, student and School. However, students **must commit to attend the practicum a minimum of two 7 hour days per week between Monday – Friday** (please see pg. 17 for Practicum Hours and Requirements schedule for attending 2-3 days/week).
- Part-time students can start their placement at the beginning of any term (fall, winter or spring).
- Students can also complete their practicum in an intensive, full-time block (please see pg. 17 for Practicum Hours and Requirements schedule for attending 4-5 days/week). In other words, practicum can be completed in as little as 20 weeks or as long as 52 weeks depending on how many days per week are spent at the practicum setting.
- **Practicum does continue throughout July and August even though courses are not running.**
- **Practicum Settings may choose to deliver services and provide placement opportunities either on site, virtually or a hybrid of the two.**
- UW information for COVID related unpaid placement: <https://uwaterloo.ca/safety-office/occupational-health-safety/student-unpaid-work>

STEP-BY-STEP PROCESS IN PLANNING YOUR PART-TIME BSW PRACTICUM EXPERIENCE

Planning

Part-time BSW students play an important role in practicum planning. The Field Education Coordinator facilitates this process and should be contacted at the beginning of the practicum planning process. **The student should contact the Field Education Coordinator at least three months in advance of when you wish to begin your practicum.** The integration of course materials and practicum, support the greatest learning opportunity. Students will be expected to complete their practicum after completing at least

one academic course and prior to completing 3 – 5 courses. **It is the student's responsibility to discuss their practicum with the Field Education Coordinator at the half-way point of their course work.**

1. Carefully consider your current knowledge base, your past experience (professional and personal), and develop broad learning goals.
2. Determine what sort of schedule you can work with for your practicum. Consider the time frames that will work best for you.
3. Prepare/update your resume.
4. Complete the Student Planning Information Form and send it to the Field Education Coordinator, along with your updated resume. Please provide any potential settings, population groups, or social justice issues that you are interested in to the Field Education Coordinator so that they may be explored.
5. Contact the Field Education Coordinator to discuss your preferences regarding the practicum at least 3 months before you wish to start your practicum and assistance will be provided regarding next steps.
6. Practicum settings and Field Instructors are chosen according to the criteria outlined earlier in this manual.

Securing your Part-Time Practicum

1. The **Field Education Coordinator** will contact potential agencies to determine interest and capacity. Your resume will be forwarded to those agencies that are interested in a potential placement.
2. Potential placement agencies will then reach out and schedule an interview to determine if the placement will be a good fit for both the student and the placement agency.
3. The placement agency will then either notify the student or the FEC if they wish to offer the student a placement. If the student accepts, then the FEC will email the necessary documentation to the agency and student to complete and return to the FEC prior to the start of the practicum, this includes the practicum agreement form that is to be completed by the field instructor and student.
4. Students work with practicum agencies to ensure needed documentation (i.e. criminal record checks, vulnerable sector screening, etc.) is completed prior to placement.
5. Every effort will be made to match a student with a placement setting close to their geographical location. This is not guaranteed and the student may be asked to widen their scope of interest or geography.
6. The FEC will inform the Field Consultant who will be the liaison between the student and the agency. The Field Consultant may also facilitate the Integration Seminar. Contact will be established by the student once they've completed approximately 100 hours of practicum.
7. **Students will not be supported in changing placements after accepting an offer to proceed unless there are exceptional circumstances which will be discussed with the BSW Program Manager, along with consultation by Field Consultant and Field Education Coordinator, on a case by case basis.**

Failure to Secure a Practicum

- Should a student be unsuccessful in securing a practicum following the guidelines for the practicum planning process, the School's obligation, in relation to field placements, is to make a reasonable attempt to secure a practicum for a student typically by arranging up to three pre-placement interviews.

- If unsuccessful, the Field Education Coordinator/BSW Program Manager may request that a review committee be struck consisting of the BSW Program Manager, Field Education Coordinator, a Field Instructor and Faculty member, all of whom are members of the Practicum Committee. The function of this committee is to advise what additional steps, if any, might be taken to resolve the practicum difficulty for the student. The Director of the School of Social Work may be consulted.

Absences From Practicum

- Students are expected to provide documentation for any absences beyond two days (doctor's notes or other requested documentation). Field Instructors should be informed of all absences, and strategies to make up the time should be negotiated with the Field Instructor. In instances where a student misses more than two days or has scheduled leave due to health/caregiver issues, the student must discuss this need for absence with the Field Instructor and the Field Consultant. The FEC and/or BSW Program Manager should also be made aware of the impending or existing absence.
- Absence, for other than compassionate reasons (as determined by the Field Instructor/Field Consultant) or approved religious holidays, should be recompensed through compensatory time or make-up hours.
- If more than six consecutive placement days are lost due to external circumstances (ie. Strikes), alternative placement experiences may need to be arranged

Practicum Schedule for Part Time Students

The practicum schedule in the part-time program is established on an individual basis according to the following criteria:

1. **Registration** - Part-time students must register for SWREN 441R for the semester they plan to begin their practicum.
2. **Academic Semester of Practicum Start-Up** – The student may choose which semester to begin practicum, ensuring time for completion of hours within the 3 years allotted. The beginning of the practicum *should* coincide with the beginning of an academic semester.
3. **The amount of hours worked per week** – Part-time students negotiate with their field instructors the days and amount of hours they work per week, but must be a **minimum of two 7 hour days** per week between Monday and Friday. Occasional weekend/evening hours may be negotiated between the placement agency and student for special events.

Integration Seminar/Practicum Hours & Requirement Charts

The Integration Seminars are an integral part of the BSW Program. Attendance in the Integration Seminar is a vital component of the course. As in all other courses, a student must inform the Field Consultant of any absences prior to the class. Renison's BSW program involves the completion of academic courses, field placement and integration seminars, to meet the criteria for the BSW degree. BSW students, both full-time and part-time, are expected to complete the requirements of the Integration Seminars as outlined in the course syllabi, which includes attendance, preparation for class, and professionalism. Integration Seminars are taught and facilitated by the Field Consultant.

Part-time students are expected to complete all the requirements of the integration seminar through LEARN, the online learning platform. Given the above criteria, part-time students are expected to determine their online module schedules and deadlines according to the number of hours completed.

The following charts, based on a 720 hour practicum, illustrate the relationship between the deadlines for the completion of learning modules, hours worked, and IPT.

Practicum Hours & Requirements (IPT Forms & LEARN Modules) for 2 – 3 Days/Week in Practicum

	Online Integration Seminar	Deadlines for PT students completing <u>720</u> practicum hours
SWREN 441R	Learning Objectives (Form A) due	100 hours
	Complete Safety Form	100 hours
	Invite Faculty Field Consultant for site visit	100 hours
	LEARN Modules 1 - 4	240 hours
	End of Term Evaluation of Student Performance (Form B) with attached Form A	240 hours
SWREN 442R	Learning Objectives (Form A) due	340 hours
	LEARN Modules 5 - 8	480 hours
	End of Term Evaluation of Student Performance (Form B) with attached Form A	480 hours
SWREN 443R	Learning Objectives (Form A) due	580 hours
	LEARN Modules 9 - 12	720 hours
	End of Term Evaluation of Student Performance (Form B) with attached Form A	700 hours
	Student Evaluation of Practicum (Form C)	720 hours
	Field Instructor Evaluation (Form D) due	Near end of Practicum

Practicum Hours & Requirements (IPT Forms & LEARN Modules) for 4-5 Days/Week in Practicum

	Online Integration Seminar	Deadlines for PT students completing <u>720</u> practicum hours
SWREN 441R	Learning Objectives (Form A) due	100 hours
	Complete Safety Form	100 hours
	Invite Faculty Field Consultant for site visit	100 hours
	LEARN Modules 1 - 4	240 hours
SWREN 442R	End of Term Evaluation of Student Performance (Form B) with attached Form A	340 hours
	Learning Objectives (Form A) due	384 hours
	LEARN Modules 5 -8	480 hours
SWREN 443R	LEARN Modules 9 - 12	720 hours
	End of Term Evaluation of Student Performance (Form B) with attached Form A	700 hours

	Student Evaluation of Practicum (Form C)	720 hours
	Field Instructor Evaluation (Form D) due	Near end of Practicum

Students are to send an email to the Field Education Coordinator and Field Consultant when registering for the next course.

Part-Time Practicum Hours, Integration Seminar, Tuition and Registration Policy

1. Students must register for SWREN 441R at the beginning of the semester in which they intend to begin practicum
2. Students will not begin actual practicum hours until they are confirmed as successfully registered in their practicum (SWREN 441R)
3. Students cannot enter the integration seminar or the practicum itself until they are registered and their tuition is paid.
4. Student hours will be monitored using timesheets in IPT.
5. Students will receive practicum credit when they have completed the practicum hours, accompanying modules for the segment in which they are registered and have signed off on required forms on the IPT system.
6. Students successfully enrolled in the last term of their practicum (SWREN 443R) who reach the end of an academic semester without having completed either the required number of practicum hours or related modules will initially receive a grade of In Progress (IP) to allow them to complete all outstanding hours and modules. The time frame for completion of the work will be discussed and confirmed with the Field Consultant and with the Field Education Coordinator and/or BSW Program Manager.
7. The Field Consultant will ensure grades are submitted at the end of each semester.
8. The practicum hours, seminar, online modules and IPT forms identified in the preceding chart must be completed successfully before the "Pass" grade can be assigned for each half or full practicum credit.

IPT and STUDENT DOCUMENTATION

Intern Placement Tracking (IPT) Online Database

The School uses an online database called Intern Placement Tracking System (IPT). Students, Field Instructors, Field Consultants and Field Education Coordinators/BSW Program Manager have access to the IPT database anywhere there is an internet connection to effectively and efficiently complete administrative tasks relating to field education. These tasks include keeping relevant practicum and contact information up-to-date and accessing and completing forms online. Form C is to be completed at the end of Practicum 3 (SWREN 443R). Further information about IPT can be found in the Appendix.

All forms must be completed, in full, in IPT by either the due date or hours completed, unless otherwise arranged with the Field Instructor and BSW Program Manager/Field Education Coordinator. Failure to ensure forms are completed on time may lead to an INC (incomplete) mark on transcript and student will not be able to advance into the next Field Integration Seminar. Information with regards to due dates/hour completion can be found on page 17.

The student plays an active role in the formulation and writing of a practicum learning plan by detailing and updating learning objectives at the beginning of each term of their practicum. It is the student's responsibility to ensure that due dates are followed. The student must communicate with their Field Instructor and initiate the processes that involve creating and discussing Learning Objectives as well as Final Term Evaluations each term.

Objectives should include a description of the tasks the student will be completing at practicum, and identifies the criteria to determine whether the objective has been met. The student reviews/updates the Learning Objectives at the beginning of subsequent terms. Learning Objectives serve as the basis for the end of term evaluation which is completed at the end of all three terms.

Time Sheets

- All students are required to track their Placement Hours on IPT time sheets. This is important to ensure that standards regarding required placement hours are met.

Learning Objectives – Form A (IPT Database)

Underlying Principles

The student, in consultation with the Field Instructor and Field Consultant, is expected to complete learning objectives each term.

- The student will create objectives based on their learning needs and in consultation with their Field Instructor to ensure that learning needs and objectives are aligned with the needs of the agency.
- The Field Instructor has awareness of the expectations of the agency and which learning experiences can be provided in that setting to meet the students' learning objectives.
- The Field Consultant oversees the process to ensure that objectives and experiences are aligned with expectations for learning identified by the School of Social Work.
- Guidelines for the expectations for learning are found in **End of Term Evaluation of Student Performance (Form B in IPT)**.

End of Term Evaluation of Student Performance – Form B (IPT Database)

Underlying Principles

Student performance will be evaluated in the context of the practicum objectives of the School of Social Work and the specific learning objectives of the student.

- The evaluation is a collaborative process; the student, Field Instructor and Field Consultant participate in the evaluation, with each completing specific sections and all signing the evaluation form.
- The Field Instructor has responsibility for the final evaluation summary in the evaluation for the field practicum and the Field Consultant has responsibility for the comments relating to the Practicum and Integration Seminar.
- End of Term Evaluations must be completed in full.

General Expectations for Learning to Guide the Evaluation of Student Performance

First Semester – students are expected to become oriented to the agency, their role, and the client population.

Second Semester – students are expected to develop their skills with respect to their roles and the client population.

Third Semester – students are expected to demonstrate professional competency in regards to the agency, the role of the practitioner, and the client population.

Final Evaluation Grading

With the student taking the lead, members of the field team work collaboratively to complete an evaluation of the student's performance in the field using the End of Term Evaluation of Student Performance (Form B) each term. This evaluation is to be read and signed by the student, Field Instructor, and Field Consultant

The final evaluation is an indicator of progress and does not produce a numerical grade. The evaluation will determine if a student either receives a credit or does not receive a credit.

There are options if a student does not receive a satisfactory rating in the Performance and Integration Seminar Evaluation for SWREN 441R and SWREN 442R:

- The student may receive an In Progress (IP) for that semester but must be considered at risk and the **Student at Risk of Failure of the Practicum** process must be initiated if it was not initiated during the semester.
- The student's performance is deemed *Unsatisfactory* and receives a No Credit Received (NCR) for the semester. The practicum hours completed in the semester where the outcome was unsatisfactory are not credited and must be repeated in the next semester. The student will repeat the semester and the *Second Fail Policy* will apply.
- If the student's Evaluation is deemed Unsatisfactory and the student does not wish to proceed with the Student at Risk of Failure of Practicum process, they will be moved to a Second Fail Policy and not receive credit for the semester (Integration Seminar and placement hours will need to be repeated).

STUDENT AT RISK OF FAILURE OF THE PRACTICUM

The evaluation of a student who is experiencing difficulty progressing satisfactorily in the practicum and/or the Integration Seminar and, therefore, at risk of failure, should be, in so far as possible, a conclusion agreed upon by the student, the Field Instructor, the Field Consultant, and the Field Education Coordinator, and/or the BSW Program Manager. It is important that concerns related to unsatisfactory performance be raised as early as possible to create a plan to address the problem areas, and in order to assist the student to perform satisfactorily. "At risk" concerns may be raised by the Field Instructor, the student, the Field Consultant, the Field Education Coordinator and/or the BSW program Manager.

Procedures to follow when a problem at placement is identified by the Field Instructor, Field Consultant, or Field Education Coordinator:

Level I

If the Field Instructor, Field Consultant, or Field Education Coordinator determine that a student is having difficulty performing satisfactorily in the practicum, they will:

- a) Document the problematic behaviour or lack of progress;
- b) Share the concerns and identify with the student a plan to address the problems;
- c) Inform the other parties (Field Instructor, Field Consultant, Field Education Coordinator, and/or BSW Program Manager) involved.

Level II

If the student continues to experience difficulty, the person identifying the concern will notify in writing all parties (student, Field Instructor, Field Consultant, Field Education Coordinator and/or BSW Program Manager) that the student is at risk of failing the practicum and detail the initial concerns, the actions taken and any additional and/or ongoing concerns.

The person identifying the concern will make every attempt to meet with the student and the Field Instructor, Field Consultant, and Field Education Coordinator/BSW Program Manager within one week of receiving written notification from the identifier of the concern. Either the Field Consultant or the BSW Program Manager will advise both the student and the Field Instructor of the date fixed for the review. The purpose of the meeting will be to review and clearly identify all problem areas. Recommendations from this meeting may be:

- a) The student will remain in the practicum setting with a specified written plan that includes goals to be pursued, actions to be taken, acceptable time frames and indicators established for monitoring progress. The plan will be documented with copies to the student, Field Instructor, Field Consultant, and Field Education Coordinator/BSW Program Manager. A future meeting date will be determined to review the student's progress. The student may be offered an extended placement in the same practicum setting in order to meet the requirements (subject to approval by the BSW Program Manager). Only one extension of the practicum will be allowed. Extension of the placement does not guarantee the practicum requirement will be achieved.
- b) The student will be asked to withdraw from the practicum and will be required to repeat the practicum in a different setting. Depending on the evaluation of the student in this term, student may need to repeat the practicum hours in the new placement setting. The practicum period must be repeated within one year following the date on which the conditions were set (subject to the approval of the BSW Program Manager). If this placement is also unsuccessful, another opportunity will not be offered.
- c) The student is asked to leave the practicum and will not receive the practicum credit requirement. This will necessitate a review of the student's status by the School of Social Work and may result in the student being required to withdraw from the program.

The Field Consultant will submit a written report to the BSW Program Manager reporting the agreed upon option. The Field Consultant will notify the student, in writing, of the next steps. If there is no consensus, the report will acknowledge this fact and be forwarded to the Director of the School of Social Work, in consultation with the BSW Program Manager. The report will also be forwarded to the student,

and Field Instructor. The BSW Program Manager and Director of the School of Social Work will discuss the plan and determine appropriate actions and notify the student, Field Consultant, and/or Field Instructor in writing. A student may appeal a decision concerning the practicum course through the School of Social Work.

Procedures to follow when the problem is identified by the student.

Level I

If the student believes that there is a breakdown in their opportunities for learning in the practicum setting, the student will first discuss the issue with his/her Field Instructor to seek resolution of the concerns. If there is no resolution, the student will inform the Field Consultant and Field Instructor in writing.

The Field Consultant will make every attempt to meet with the student and Field Instructor within one week of receiving written notification from the student. The Field Consultant will advise both the student and Field Instructor of the date fixed for the review. The purpose of the meeting will be to clarify the concerns and create a plan to address the student's concerns and learning needs. A written report summarizing the concerns and the course of action agreed upon to resolve them will be sent to the parties involved by the Field Consultant.

Level II

If the difficulty continues, either the student or the Field Instructor will notify in writing the Field Consultant. The Field Consultant will organize a review with the student and Field Instructor and Field Education Coordinator/BSW Program Manager. Recommendations from this meeting may be:

- a) Continuation of placement with specified, agreed upon goals. The plan will be documented with copies to the student, Field Instructor, Field Consultant and Field Education Coordinator/BSW Program Manager. A future meeting date will be determined to review progress.
- b) Relocation of the student in a different practicum setting with credit given and information regarding the student's learning needs shared with the future Field Instructor. This is to be an option in exceptional circumstances only. All efforts will be made to work with the existing placement agency to ensure tasks assigned and learning goals are aligned.
- c) Withdrawal from the practicum by student (should the student decide continuing in the program no longer meets his/her career goals).

The Field Consultant will submit a written report to the BSW Program Manager stating the option agreed upon. If there is no consensus, the report will acknowledge this fact and be forwarded to the BSW Program Manager as well as the Director of the School of Social Work. The report will be copied to the student, the Field Instructor, and Field Consultant. The BSW Program Manager and Director of the School of Social Work will make plans accordingly and notify in writing the student, Field Instructor, Field Consultant, and Field Education Coordinator. A student may appeal a decision concerning the practicum course through the School of Social Work.

ABRUPT END OF PLACEMENT

If a student is asked to terminate their placement abruptly by the placement agency due to actions that place service users at risk, unethical, unprofessional behaviour, or any other reason that the agency finds is detrimental to clients or the agency, the student will be removed from placement. The evaluation would be completed with an "unsatisfactory" designation and placement hours will not be

counted. The student would be matched to another agency and would fall under the second fail policy if that placement breaks down.

SECOND FAIL POLICY

In the event of an unsatisfactory rating (fail) in either SWREN 441R (Term 1), SWREN 442R (Term 2), SWREN 443R (Term 3), the student will be given the opportunity to repeat the course by being offered another placement opportunity. The student will not be given credit for the placement hours completed at the previous failed placement. If the student receives a second rating of unsatisfactory (fail) in SWREN 441R, SWREN 442R, or SWREN 443R the student will be asked to withdraw from the program.

Renison School of Social Work and Conflict Resolution

The School of Social Work aims to ensure an environment of tolerance, respect, and inclusion. The School recognizes that in collaborative and learning communities, conflicts and miscommunication may sometimes arise due to diverse perspectives coming from its members, ie. students, faculty, staff, community members. Diversity based on gender, gender identity, race, sexual orientation, class, ability, religion, and political affiliation among other social identities and social locations is the strength of any teaching and learning community. The School's respect for diversity and commitment to social justice includes working together in the classroom, during School events, and in our day-to-day interactions in ways that recognize and respect diversity.

In situations of conflict therefore, it is helpful to first "go to the source" and seek to work things out directly with the person with whom you are experiencing conflict. Having conversations early on, can usually resolve conflicts.

Conflict can be a time of learning and growth, both individually and for the larger community. It is important to assume the best of others; provide space to process; and not to confuse your assessment of the situation with the other's experience of the same situation.

A useful guide to address conflict is modelling The Basic Principles from the University of Waterloo as follows:

1. Focus on the situation, issue, or behaviour, not on the person.
2. Maintain the self-confidence and self-esteem of others.
3. Maintain constructive relationships.
4. Take the initiative to make things better.
5. Lead by example.
6. Think beyond the moment.

For additional resources on conflict management please see: University of Waterloo Conflict Management and Human Rights:

<https://uwaterloo.ca/human-rights-equity-inclusion/>

[Request support | Office of Equity, Diversity, Inclusion and Anti-racism \(uwaterloo.ca\)](#)

ORIENTATION, TRAINING AND RESOURCES FOR FIELD INSTRUCTORS

Orientation

All field instructors for any given academic year will be invited to attend a Field Instructor Orientation at the beginning of the academic year. Details regarding dates and times of orientation will be sent to Field Instructors.

Beginning Field Instructor Workshops

Field Instructors are **strongly encouraged** to attend the *CASWE Field Instructor Training* within one year of becoming a field instructor with Renison University College. Renison offers an opportunity for Field Instructors to participate in a national online asynchronous training platform hosted by CASWE. Please contact BSW Field Education Coordinator, Daana Wright (daana.wright@uwaterloo.ca) for the information needed to register. Field Instructor training that has been received elsewhere may be acknowledged.

Additional Educational Opportunities

Additional training opportunities through periodic workshops and conference activities will be offered to Field Instructors.

Recognition of Field Instructors

The School of Social Work views the practicum as a significant component of the program and recognizes the important role Field Instructors play in the education of the students. Field Instructors are recognized and acknowledged by the School, with the following:

1. *Adjunct Instructor Status* – Field Instructors are recognized by the official title Adjunct Instructor for the duration of the student's practicum. This appointment, which is non-salaried, entitles Field Instructors to University of Waterloo library privileges and to the School of Social Work's online platforms.

2. *Field Education Award* – An annual award is presented to a Field Instructor, nominated by their student, who, through their students' nomination, is identified to be a supportive mentor with a commitment to student learning. The award is presented at the End of Year Celebration. Furthermore, the Field Instructor must demonstrate:
 - Commitment to field education with the BSW Program;
 - Positive evaluations from students, and
 - The provision of creative and exceptional field education opportunities and support of students.

Students nominate candidates for the Field Education Award and this nomination process occurs towards the end of the Spring Term. The recipient of the award is determined by a committee made up of Staff and Faculty in the School of Social Work.

3. *Certificates* – Certificates for long standing service to agencies and Field Instructors are awarded on an annual basis at the End of Year Celebration.

POLICY AND PROCEDURES

ACCESSIBILITY RELATED ACCOMMODATION PROCESS FOR PRACTICUM

The School of Social Work is committed to ensuring a process where all students' needs are accommodated in order to facilitate a successful experience and is based on the understanding that accommodation may only be provided on disclosure of the need for accommodation. The process is designed to provide direction and guidance to students who believe they may require accessibility related accommodation in their field practicum. Students will be encouraged to contact AccessAbility Services to begin the discussion related to accommodations in the classroom and placement setting. This process is a collaborative one between the student, agency, the Field Consultant, the BSW Program Manager and [AccessAbility Services](#).

PROFESSIONAL CONDUCT POLICY

Preamble

The School of Social Work adheres to the Canadian Association for Social Work Education's (CASWE) Accreditation Standards. In abiding by the standards of the national governing body, CASWE, the School of Social Work provides students and the surrounding communities a measure of confidence in the education and training to develop competent, well-prepared professional social workers at the undergraduate and graduate level.

The School of Social Work and the agencies providing field education share in the responsibility to assist students to develop the skills required to conduct themselves in a professional manner, both in the classroom and in the field.

Conduct Policy Statement

The School of Social Work expects students' conduct to be consistent with the expectations of professional conduct for practicing social workers. Based upon CASW Code of Ethics, as well as workplace ethics, the student is expected to demonstrate commitment to their social work education by practicing and participating with honesty, responsibility, reliability, courtesy and professionalism. Respectful communication is the foundation of professional conduct.

Classroom/Course Procedural Guidelines and Expectations

- The student is expected to focus their attention on the class and/or instruction being provided.
- Use of a personal computer or phone for reasons unrelated to course content is not acceptable during on campus classes.
- Attendance is expected in all social work courses and in the practicum setting. The student must make every effort to inform the instructor as early as possible prior to any absence (on campus or online) in a professional and timely manner. In last minute circumstances (e.g. accident) the student must notify the instructor at the earliest possible time.

- To support the student learning journey in the School of Social Work, students will be communicated with electronically and in writing using students' UW e mail address.
- If there are any unexplained or unjustified absences, the BSW Program Manager will also be made aware of these absences. For professional clarity and consistent communication practices, any further absences will be tracked, documented, and communicated with the student. The Director of the School of Social Work will also be informed. The Director of the School of Social Work and/or BSW Program Manager will follow up at their discretion.

POLICY FOR ASSESSING CONDUCT OF STUDENTS IN THE SCHOOL OF SOCIAL WORK

Student Behaviour Policy – Bachelor of Social Work

The School of Social Work adheres to the Canadian Association for Social Work Education's (CASWE-ACFTS) Accreditation Standards, requiring that: a) "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 code of ethics" (SB/M 2.4.4); and b) "The academic unit 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" (SB/M 2.4.5).

In abiding by the standards of the CASWE-ACFTS, the School of Social Work has developed this policy statement on expectations of student behaviour. The policy statement pertains to students' behaviours in any social work course and related learning environments including the practicum and School-based initiatives (e.g., workshops) in the Bachelor of Social Work Program. It is intended to balance the commitment of the School of Social Work to support and assist students in becoming caring and ethical social workers, with our responsibility to protect the safety and well-being of students, staff, faculty members, and the clients and staff of our community-based practicum settings.

The School of Social Work expects that students' behaviours will meet the ethical and professional standards indicated by the Canadian Association of Social Workers Code of Ethics (CASW, 2005), the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice, University of Waterloo's Policy 71 – Student Discipline, the Charter of Rights and Freedoms, and the Ontario Human Rights Code. The School's responsibility is to respond to expressed concerns about student behaviours that are perceived to be unethical and unprofessional by conducting a review of the behaviour as outlined in this policy statement.

Behaviour that may result in withdrawal from the BSW program

A student may be withdrawn from the BSW program if they:

- a) Conceal required information or provide false information on the Application for Admission to the School of Social Work, Renison University College, University of Waterloo;
- b) Commit any breach of the Canadian Association of Social Workers Code of Ethics (CASW, 2005), the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice, University of Waterloo's Policy 71 – Student Discipline;

- c) Acquire a criminal conviction after being admitted to the program (or which was acquired prior to admission but became known only after having been admitted to the program) which jeopardizes the student's ability to gain registration as a social worker;
- d) Contravene the provisions of the Ontario Human Rights Code (e.g., discrimination or harassment because of age, ancestry, colour, race, ancestry, citizenship, ethnic origin, place of origin, creed, disability or diagnosis, family status, marital status, gender identity and gender expression, socio-economic status, sex, sexual orientation) as a student of the School of Social Work, in but not limited to, the classroom, practicum setting, and discussions with peers, colleagues and clients, that may interfere with the provision and maintenance of an environment conducive to learning and/or ethical social work practice that may cause harm to clients, colleagues, and the social work profession; and/or
- e) Persistent and/or serious conduct that contravenes the policies of the field practicum setting.

Procedures for determination of whether a Student Professional Behaviour Review is Necessary

1. Any breach of professional behaviour that is deemed so serious that it may warrant requiring a student to withdraw from the program will initiate a Student Professional Behaviour Review.
2. Non-Practicum Courses: In instances where a course instructor of a non-practicum social work course has concerns about student behaviour that have not been resolved through discussion with the student, they will consult with the BSW Program Manager. The BSW Program Manager and/or the Director, the course instructor, and the student will normally meet to discuss the concerns in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student as part of the resolution were not fulfilled the matter shall be referred to the Director for a Student Professional Behaviour Review.
3. Practicum Courses: In the event that a Faculty Consultant and/or Field Instructor has concerns about the behaviour of a student enrolled in SWREN 441R, 442R or 443R (Practicum 1, 2 and/or 3), they will follow policies detailed in the BSW Practicum Manual. Where the matter concerns the possible outcome of denying the student an opportunity to complete the practicum requirement, the matter shall be referred to the BSW Program Manager and/or Director for a Student Professional Behaviour Review.
4. When allegations of a breach of professional behaviour standards by a student enrolled in the BSW program are reported to have occurred in a venue other than a BSW course or practicum, the matter will be investigated by the BSW Program Manager and/or Director. Normally this investigation will include meeting with the student to discuss the allegation in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student are not fulfilled the matter shall be referred for a Student Professional Behaviour Review.

Student Professional Behaviour Review

1. Once notified of a potential breach of professional behaviour standards by a student in the BSW program, the designated Renison office shall post a block on enrolment activity in the concerned course or courses. The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student until a final decision is reached.
2. The BSW Program Manager convenes a review committee consisting of three members. The review committee will consist of Renison's VPAD, or his/her designate; the Director of the School of Social

Work; and one other School of Social Work faculty member who has not been privy to the allegations. The BSW Program Manager, course instructors of courses in which the student's behaviour has become an issue, relevant students, Field Consultants and Field Instructors where the behaviour occurred in a practicum setting and other representatives of the profession may be called to serve as witnesses. When the alleged breach of professional or ethical standards occurs outside of a course or practicum setting, other persons may be called to appear as witnesses.

3. The student will be notified in writing by email and by priority commercial post of the intention to hold a Student Professional Behaviour Review and provided with suggested times and dates. It is the student's responsibility to provide the School with current email, postal and telephone contact information. Failure to do so may result in shorter or no notice being received. In such a case the Review may take place without the student.

The letter notifying the student of the Review shall include a summary of the alleged breach of professional standards and an outline of the procedures to be followed at a Student Professional Behaviour Review. If the student wishes to file a written response to the allegation, it must be received within fourteen calendar days of the date on which the notification of the Review was sent to the student. All parties are required to inform the Review Committee of their intention to call witnesses and the names of these witnesses at least seven calendar days prior to the Review.

4. The student has seven days to respond so as to fix the time and date for the meeting. If the student does not respond in a timely way, the Review may take place without the student.
5. The student may be accompanied by a representative. In such a case, the representative's name and relationship to the student must be provided to the Director in advance of the Review.
6. A School staff person takes notes. The representatives of the School first present their concerns. If witnesses are present, they are called to present their information concerning the alleged behaviour of the student. The student is then given an opportunity to ask questions about the concerns and evidence presented and to respond to them. Finally, the representatives of the School have an opportunity to comment on any issues or information that has been presented by the student. The Review Committee is not bound by formal rules of evidence applicable in courts of law.
7. When all available relevant evidence and witnesses have been heard and both the School and student have had opportunity to provide comment, the Review Committee shall then enter into a closed session to determine whether a breach of professional standards or ethics has occurred and, if so, what actions will be taken. The decision is made by a majority vote of the review committee.
8. A Student Professional Behaviour Review will result in one of four outcomes:
 - i. A finding that no breach of professional standards or ethics has occurred. No records will be retained.
 - ii. A finding that a breach of professional standards or ethics has occurred but it is determined that no action other than remedial educative measures will be taken;
 - iii. A finding that a breach of professional standards or ethics has occurred that warrants the imposition of conditions on the student as a requirement for continuation in the program.
 - iv. A finding that a breach of professional or ethical standards has occurred that warrants either or both assigning a grade of F in the course and withdrawal of the student from the BSW program.

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

Appeals

A discipline decision is appealable under Policy 72 - Student Appeals provided that a ground for appeal can be established.

Limits of Confidentiality

The School of Social Work recognizes that the safety and confidentiality of students or others who have been subject to unprofessional conduct under this Policy must be an important priority. The School of Social Work must balance the need for confidentiality against its duty to protect present and future students or persons, who might otherwise be placed in jeopardy by a student, who is acting in an unprofessional or unethical manner. Information disclosed during meetings with instructors, Field Education Coordinators and Field Consultants, or the BSW Program Manager, will not be kept confidential if the information raises concerns about the student's capacity to assume the professional responsibilities of social work practice. Instructors and/or Field Education Coordinators and/or the BSW Program Manager will share pertinent information with each other in a respectful and professional manner, for the purpose of identifying student issues and enhancing problem-solving about the concerns. The School of Social Work reserves the right to share information with the University or third parties as required by law and University regulations.

SHARING OF INFORMATION POLICY

Preamble

The School of Social Work and the agencies providing field instruction share responsibility for the education of the students in the School of Social Work. An important aspect of this collaboration is the sharing of information about student performance while in the practicum setting.

Policy Statement

Personal Information that you provide to Renison University College may be used and disclosed as necessary for official college purposes and will be used to carry out college practices or policy, including the coordination of activities that are part of your classroom and field education. Your personal information is only shared within the college or university with university officers, employees or instructors who need the information in the performance of their duties, and for the proper discharge of college functions.

Guidelines for Sharing Information

Sharing information may be for the purpose of:

- Facilitating classroom or field education experiences for you while in the program
- Mobilizing appropriate resources to support your success in the program
- Evaluating your progress in the program
- Providing letters of reference

USE OF AGENCY MATERIAL IN THE CLASSROOM POLICY

Preamble

To facilitate the integration of theory and practice, students may be using examples from their field practice in the classroom or in written assignments. The types of material that may be used could include, but is not limited to, social histories, case plans, video or audio tapes, and process recordings. Materials used for assignments must not include any identifying client/service user information.

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

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

Policy Statement

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

Guidelines for Use of Agency Information in the Classroom

To ensure that confidentiality is maintained when agency material is used in the classroom:

- Precaution must be undertaken and indicated to preserve confidentiality such as changing names and other identifying data.
- If the agency also has guidelines, select the strictest ones to guide in the preserving of confidentiality.
- Share knowledge with the client regarding how the information is recorded and to be used. It shall not be used in an unethical manner or without the knowledge and consent of the client for purposes other than agreed upon by written consent.
- The client and agency or Field Instructor must also give consent for materials to be used for classroom purposes.
- Material and recording are the property of the agency and should not be retained or copied by the student or faculty. Dating materials with a time limited consent should be considered.
- All video and audio taped material must have the client’s written permission. Special consideration needs to be taken for concealment of client identity in the use of video recordings.

SOCIAL MEDIA POLICY

With more and more social workers embracing social networking sites such as Facebook, LinkedIn, and Twitter, the question arises – where do you draw the line in terms of boundaries with your clients or other professional relationships?

The rapidly changing world of social media has exceeded our ability to understand the impact that these forms of communication may have in the world. As professional social workers increasingly use social media, we need to establish guidelines that protect us and those with whom we work from potential negative consequences consistent with the CASW Code of Ethics (2005).

The CASW Code of Ethics (2005) outlines the core social work values as:

- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Service to humanity
- Integrity of professional practice
- Confidentiality of professional practice
- Competence of professional practice

Policy Statement

The School of Social Work recognizes the importance of the internet and is committed to supporting your right to interact knowledgeably and socially on the internet through interaction in social media. The School of Social Work strives to provide its members with an environment of free inquiry and expression. Freedom of expression and academic freedom in electronic format have the same latitude as in printed or oral communication.

Members of the School of Social Work community are responsible and accountable for their actions and statements. The use of unfounded or derogatory statements or misrepresentation is not viewed favourably by the School of Social Work or your practicum agency and can result in disciplinary action.

Guidelines for Interactions about the School of Social Work and Your Practicum on the Internet

These guidelines in this social media policy will help you make appropriate decisions about your school and practicum-related online exchanges. They will help you open up respectful, knowledgeable interactions with people on the internet. The guidelines also protect the privacy, confidentiality, and interests of the School of Social Work and your practicum, including colleagues, employees and clients. Note that these policies and guidelines apply to school and practicum-related sites and issues and are not meant to infringe upon your personal interaction or commentary online. As professional social workers, however, it is our responsibility to understand and live by the Code of Ethics consistently.

- Students may approach Field Instructors, faculty or staff to connect on professional social media sites.
- If you are developing a website, social networking group or writing a blog that will mention the School of Social Work, your practicum and/or their employees or clients, identify that you are a student and that the views expressed on the blog or website are yours alone and do not represent the views of the School of Social Work and/or practicum agency.
- Unless given permission in writing by either the School of Social Work or your practicum supervisor, you are not authorized to speak on behalf of either the School of Social Work or your practicum agency.
- If you are developing a site, group, or writing a blog that will mention the School of Social Work, your practicum and/or their employees or clients, as a courtesy to the School and/or agency, please let the School of Social Work and/or your practicum supervisor know that you are writing about them. **You should clearly state your goals and what your social medium intends to say or reflect.** Representatives of the School of Social Work and/or your practicum supervisor may choose to visit from time to time to understand your point of view.

Confidential Information Component of the Social Media Policy

You may not share information that is confidential about the School of Social Work, your practicum setting and/or your clients and colleagues.

If you have any questions about whether information has been released publicly or doubts of any kind, speak with the Director of the School of Social Work, BSW Program Manager, the Field Education Coordinator or your Field Instructor before releasing information that could potentially harm the School of Social Work, your practicum and/or their employees or clients.

Respect and Privacy Rights

Speak respectfully about the School of Social Work, your practicum and/or their employees or clients in the presence of others. Do not engage in name calling or behaviour that will reflect negatively on the School of Social Work or your practicum's reputation.

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

Photographs

Taking and sharing photographs without explicit consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research and education purposes. Know your agency's policy regarding photography including any limitations on its use.

Legal Liability

Recognize that you are legally liable for anything you write or present online. It must be noted that anything published on the web is NOT confidential. Students can be disciplined by the School of Social Work for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

Guidelines for Interactions with Clients (Past and Present) on the Internet

- Do not "friend" your clients (current or past) and do not allow your clients (current or past) to "friend" you.
- Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.
- Become intimately familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of your life you would prefer to share only with your immediate friends and family.
- Only use your professional (work/practicum) email address to communicate with clients.
- All email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
- Do not share your personal cell phone number with clients.
- Do not discuss details of your work with clients.
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator (s) of the Internet service provider.

Tips for Responding to Social Media Requests from Clients

Here are some examples of what you can say to clients who request or attempt to contact you through any form of social media:

Friending

"I do not accept friend requests from current or former clients. This holds true on all social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it."

Interacting

"Please do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact me. These sites are not secure and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting."

Email

"I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not completely secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator (s) of the Internet service provider. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file."

Consequences

The use of unfounded or derogatory statements or misrepresentation of the School of Social Work, faculty, staff, colleagues, clients or fellow students can result in disciplinary action. *Policy 71 – Student Discipline* will inform and guide the procedures when concerns are identified.

Approved May 2011 (Updated August 2021)

POLICY ON SAFETY AND SECURITY IN THE PRACTICUM

Preamble

Social Work students need to be aware of the safety risks associated with their field placement experience. The location of any agency, although accessible to clients being served, might present safety risks. Home visits, street interviews and community group work are some assignments associated with additional risks.

Students who perceive themselves at risk, at any time, in any placement setting are first encouraged to speak to their Field Instructor about their concerns. Students should also contact their Field Consultant for support and problem solving.

Policy Statement

All placement agencies are responsible for ensuring that students are aware of the safety protocols of the agency, including fire procedures and inclement weather procedures. In addition, students should be made aware of how to handle emergency situations in the absence of their Field Instructor during

regular hours or during after-hours work. Students also have a responsibility to request information and seek instruction to ensure their own safety and to avoid behaviours associated with an unacceptable, increased risk of injury.

Guidelines

There are three areas of risk to which students might be exposed in the field placement. These are:

1. Risk of physical injury related to travel to and from the field placement.
2. Risk of a lawsuit for physical injury or property damage if students were to have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged in their field practice responsibility.
3. Risk of physical injury or illness, which may occur in the performance of assigned and prescribed duties during the course of the field placement.
4. Risk of COVID exposure.

Students Travelling to and From Field Placements

The School of Social Work at Renison University College, our field practicum agencies, and the University of Waterloo are not responsible for theft or damage to students' personal property while they are performing practicum duties or travelling to and from their practicum settings. Students need to ensure they have adequate insurance coverage for their vehicle as required by the placement agency.

Inclement Weather

Although rare, there are times that the University of Waterloo will close its campus due to inclement weather. On practicum days, it is the student's responsibility to ensure that they are following the protocols of the placement agency. Students are to contact the placement agency, to make alternate arrangements if they are unable to attend practicum as a result of severe/inclement weather.

Students Transporting Other Students or Clients in Personally Owned Vehicle

In the event of an accident, the student could be considered responsible and their own insurance would be required to respond.

Injury to Student or Illness as a Result of Placement Related Activity

Ontario students are covered by Workplace Safety & Insurance Board (WSIB) under an account provided by the Ministry of Training, Colleges & Universities, if the placement setting is registered with WSIB. Where the placement setting is not registered with WSIB, the Ontario Ministry of Training, Colleges & Universities provides insurance coverage for the student.

In the Event of a Placement Related Accident or Illness:

- The student must follow agency protocol.
- The student must notify their Field Instructor immediately.
- The student or the Field Instructor must notify the Field Education Coordinator or the BSW Program Manager immediately to be appraised of the required procedure regardless of whether or not the students intend to make a claim.
- The Program Manager or student will be asked to contact the University of Waterloo Safety Office to complete UW processes and procedures.

HARASSMENT AND DISCRIMINATION POLICY

Renison University College has developed a policy on Harassment and Discrimination, which is consistent with university-wide practice. This document fully outlines the philosophy, principles and procedures related to harassment and discrimination as they affect the Renison University College community, which includes practicum students.

Specific procedures have been adopted that students can follow if an incident occurs during their placement.

Renison University College cannot legally bind its placement agencies to its harassment and discrimination policy. However, placement agencies and the School of Social Work acknowledge a shared responsibility to work together regarding the field education of students.

Specific Procedures for the Placement Student Experiencing Harassment or Discrimination

- The student should document the experience immediately. Documentation should include such information as the date(s) and place (s) of the incident (s) occurred, a description of the actual harassment experience (s), any earlier related incidents, discussions, observations made by others, etc. and the personal impact of the experience.
- Students are encouraged to seek support from someone at the School of Social Work whom they trust and who can provide support and guidance. This individual could be the Field Education Coordinator, the Field Consultant/Instructor of the Integration Seminar, or the BSW Program Manager.
- At any point in the process, the student may decide to pursue the complaint through the Human Rights Commission, the Social Work Regulatory/Governing Bodies in your Province or Territory, or the courts.

Petitions, Grievances, Appeals

Petitions, grievances and appeals in field education follow the same procedures as those practiced in the School of Social Work. *See Policy 70 – Student Petitions and Grievances.*

The School of Social Work and Renison University College are committed to the view that when a problem or disagreement arises between a faculty member, field instructor, field education representative or practicum agency and a student, every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/field education representative meeting to discuss differences of opinion. It is only after this stage that student initiates a grievance.

THE PRACTICUM COMMITTEE

The purpose of the Practicum Committee is to discuss, develop, revise and propose policies, regulations, procedures and courses related to the practicum. The Committee reports to the School of Social Work through the School of Social Work Committee. The Practicum Committee assists the program with regular and ongoing reviews of its field instruction practices in accordance with Renison University College, University of Waterloo Senate and CASWE requirements and standards for accreditation.

Membership:

- BSW Program Manager
- MSW Program Manager
- Field Education Coordinator(s)
- One Full-time Faculty Member
- One Field Consultant
- One Full-time BSW Student
- One Part-Time BSW Student
- One Full-Time MSW Student
- One Part-Time MSW Student
- Two members from the Community, at least one of whom must be a current Field Instructor
- One recent Alumnus, subject to availability

SCHOOL OF SOCIAL WORK FACULTY AND STAFF

Director		
Trish Van Katwyk, PhD	pvankatwyk@uwaterloo.ca	(519)884-4404 x 28681

BSW Program Manager, Full-time Field Education Coordinator		
Bianca Bitsakakis, BSW, MSW, RSW	bfbitsak@uwaterloo.ca	(519) 884-4404 x 28656

Part-time Field Education Coordinator		
Daana Wright MSW, RSW	daana.wright@uwaterloo.ca	(519) 884-4404 x 28699

Administration & Student Services Manager		
Keri Raif Sura, BA, MA	kraif@uwaterloo.ca	519-884-4404 x 28698

Assistant to the School of Social Work		
Brenda Maciel	bmaciel@uwaterloo.ca	519-884-4404 x 28609

Academic Advisors	
Full-time Program	Bianca Bitsakakis, BSW, MSW, RSW
Part-time Program	Keri Raif Sura, BA, MA

Field Consultants	
Patrice Butts, MSW RSW	Shani Ellis, BA, MSW, RSW
Debashis Dutta, BA, BSW, MSW	Sandy Jardine, MSW, RSW

Teaching Faculty	
Susan Cadell, MSW, PhD	Brenda Polar MSW, PhD candidate
Sam Clarke MSW PhD candidate	Colleen McMillan, BSc, MSW, PhD
Andrea Daley, BSW, MSW, PhD	Edwin Ng, BSW, MSW, PhD
Margaret Gibson BA, MSW, PhD	Chizuru Nobe-Ghelani PhD
Alice Schmidt Hanbidge, BA, MSW, PhD	Manaal Syed Fahim PhD
Trish Van Katwyk, BA, MSW, PhD	

APPENDIX:

IPT INFORMATION

FORMS

INTERN PLACEMENT TRACKING (IPT): DATA REPORTING SYSTEM

To streamline practicum reporting, the School is using an online database called Intern Placement Tracking (IPT). Students, Field Instructors, Field Consultants and Field Coordinators have access to IPT anywhere there is an Internet connection to effectively and efficiently complete administrative tasks relating to field education. These include keeping relevant practicum and contact information up-to-date and accessing, completing and submitting forms (Forms A, B, C, D and Timesheets) online.

Find our [Intern Placement Tracking \(IPT\) practicum database](#) online.

There is also a link to the Intern Placement Tracking (IPT) database on the Renison University College, School of Social Work Website. Go to the [School of Social Work](#) website and click on the “Bachelor of Social Work” tab, followed by the “Field Education” tab along the left-hand side of the screen. Then choose the “IPT Online Practicum Reporting System” tab from the Field Education menu that appears on that page. Finally, click on the link to the database that comes up.

To access your account go to the [IPT website](#):

Log-in using the following information:

1. Organization ID: **renswk**
2. User Name: **(this will be emailed to you)**
3. Password: **ipt**

Please note the user name and password are case sensitive and must be entered exactly. You can change your user name and password once you have logged in by clicking on the "Change Password" link on the lower left of the page.

If you are logging into your account for the first time and using the default password “ipt” you will be required to create a new user name and password for your account to use for all future logins. To complete this information, enter “ipt” in as the Old Password and then a new login name and password of your choice into the appropriate fields and click on Save. Please remember your new user name and password as the default will no longer work.

If you forget your user name and password an administrator can reset your user name and password back to the default so you can repeat the first time login process.

There are help fields built into the system. There are two narrated videos on ‘Getting Started’ and ‘Filling in Forms’ and a User’s Manual that you can access via the Renison University College web site, listed under “Field Education”, “IPT Online Practicum Reporting System”.



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

BSW STUDENT HANDBOOK, BSW PRACTICUM MANUAL, CASW CODE OF ETHICS 2005 and IPT MANUAL ACKNOWLEDGEMENT FORM

The BSW Student Handbook, BSW Practicum Manual, Canadian Association of Social Workers Code of Ethics 2005 and Intern Placement Tracking (IPT) Manual provide you with a guide to the resources, governance, policies and procedures of the School of Social Work as well as those of Renison University College and the University of Waterloo that pertain to our BSW program.

Please sign the area below, acknowledging that you have reviewed and understand the information contained in the BSW Student Handbook, BSW Practicum Manual, CASW Code of Ethics 2005 and IPT User Manual. The documents are available at the link below

<https://uwaterloo.ca/school-of-social-work/bsw-important-documents>

[CASW Code of Ethics](#)

Please return this form to: **Daana Wright**, Field Education Coordinator. **You may NOT begin your practicum until we have received this signed form.** Thank you.

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I have read the BSW Student Handbook, BSW Practicum Manual, CASW Code of Ethics 2005 and the IPT Manual posted on the Renison School of Social Work website and I understand the academic and practicum policies and procedures relating to the Bachelor of Social Work program.

Name (Please Print)

Witness Name (Please Print)

Signature

Signature

Date