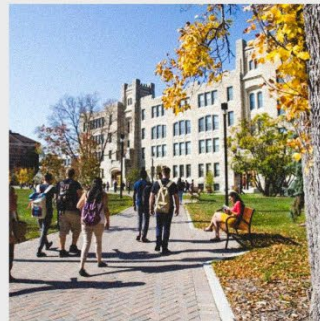




UNIVERSITY OF MANITOBA FACULTY OF SOCIAL WORK
DISTANCE DELIVERY PROGRAM



**BSW FIELD PLACEMENT AND
INTEGRATIVE SEMINAR HANDBOOK**
A Guide for Distance Delivery Students,
Field Instructors, and Faculty Liaisons



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- Land Acknowledgement -

The University of Manitoba campuses are located on original lands of Anishinaabeg, Ininew, Anisininew, Dakota and Dene peoples, and on the National Homeland of the Red River Métis. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

We are committed to promoting awareness and understanding of equity, diversity, inclusion, justice, and decolonization and to advancing these principles within UM's mission of teaching and learning, research and scholarship, and service. We believe that the Faculty of Social Work, including faculty, instructors, support staff and students should reflect the diversity of the communities we serve, ensuring access and opportunity for all. We are committed to building a learning and working environment where differences are valued and respected, where inequities and barriers to full participation are identified and eliminated, and where all students, staff, and faculty are safe, supported, and belong (Adapted from President's Task Force on Equity, Diversity, and Inclusion, December 2020).



**University
of Manitoba**

Introduction

Welcome to the Distance Delivery Field Education and Field Placement Program. Field Education is a significant part of the Bachelor of Social Work program at the University of Manitoba. It is important that our students receive exceptional quality field experience and supervision throughout the course of their degree, to equip them with the necessary skills and knowledge going forward in their Social Work career.

This handbook is designed to be a quick-reference guide for students, field instructors, and Faculty Liaisons. This handbook will encompass the field application process, the process of finding a placement, the roles and responsibilities of everyone involved in Field Education, and an overview of Field Education at the University of Manitoba.

BSW Field Course Objectives

<p>Field Placement 1: SWRK 3150</p>	<p>Professionalism and Ethical Standards</p> <ul style="list-style-type: none"> • The student can articulate social work ethics and principles. • The student completes documentation on time and demonstrates professional writing skills. • The student takes initiative for learning at their placement. • The student maintains clear boundaries with clients, co-workers, and collaterals. <p>Assessment and Intervention Skills in Practice</p> <ul style="list-style-type: none"> • The student demonstrates effective use of self. • The student possesses the essential communication, assessment, and documentation skills. • The student can work effectively with clients with a range of beliefs, emotions, and behaviors. • The student develops an effective and collaborative working relationships with others. • The student demonstrates an awareness of issues of how race, class, age, sexual orientation, ableism, geographical factors, and gender can affect case planning. • The student can assist clients in identifying social networks and supports for positive benefit. <p>Reflective Capacity and Critical Analysis</p> <ul style="list-style-type: none"> • The student demonstrates ability to engage in constructive discussions and reflections of self. • The student can identify ethical issues in relation to client’s right to self-determination. • The student identifies theory when discussing interventions with clients. • The student is mindful of their place of privilege when engaging with others. • The student takes risks and is open to challenges including new learning and self-development. <p>Fostering and Promotion of Human Rights and Social Justice</p> <ul style="list-style-type: none"> • The student demonstrates an awareness of global issues. • The student recognizes the importance of anti-oppressive practice. • The student advocates for the rights of others and identifies any human rights concerns. <p>Integration of Policy and Practice</p> <ul style="list-style-type: none"> • The student is aware of the links between policy and social work practice. • The student understands and complies with agency policies and procedures. • The student understands the concepts of a strengths-based perspective when working with community groups and partner organizations. • The student can research, draft, and prepare policy proposals.
<p>Field Placement 2: SWRK 4120</p>	<p>Throughout the SWRK 4120 practicum course, students will be evaluated on their ongoing development of skills and integration of knowledge and values in practice. Students are expected to take responsibility for their learning and to demonstrate initiative in accessing feedback regarding the effectiveness of their interventions. A student’s professional growth, development and performance are measured relative to individual,</p>

	<p>field agency and university expectations. Upon successful completion, students will have the basic knowledge and skills to prepare them for beginning social work practice.</p> <p>Professionalism and Ethical Standards The student establishes and maintains professional boundaries.</p> <ul style="list-style-type: none"> • The student takes initiative and responsibility for professional development as it relates to all aspects of the social work student role and field placement responsibilities. • The student holds an unbiased position toward the client and balances ethical issues with the client’s right to self-determination. <p>Assessment and Intervention Skills in Practice</p> <ul style="list-style-type: none"> • The student demonstrates competence in using a range of interpersonal communication skills. • The student develops effective working relationships with agency and community staff. • The student works effectively with complex situations and with involuntary and challenging clients. • The student works collaboratively with clients to build social networks and social supports. • The student articulates how theoretical knowledge has been integrated into practice. <p>Reflective Capacity and Critical Analysis</p> <ul style="list-style-type: none"> • The student engages in constructive discussions and reflections of self, clients, and service delivery. • The student is open to feedback and integrates it into their social work practice. <p>Fostering and Promotion of Human Rights and Social Justice</p> <ul style="list-style-type: none"> • The student identifies and explains how issues of inequality impact clients. • The student demonstrates leadership in promoting a safe environment for clients and coworkers. • The student practices with cultural sensitivity. <p>Integration of Policy and Practice</p> <ul style="list-style-type: none"> • The student demonstrates the knowledge and skills required to integrate policy into social work practice. • The student understands the implications, negative and positive, of social policy on the lives of clients and advocates for policy and practice that addresses the needs of clients.
<p>Accelerated Field Placement</p>	<p>Accelerated field placements, also referred to as concentrated field placements, are both Field Instruction 1 and Field Instruction 2 condensed into one year. (September – April).</p> <p>In the Fall term, students will complete SWRK 3150 between the months of September until January. In the first half of the accelerated placement, students will work on completing the learning objectives for SWRK 3150, as listed above.</p> <p>In the Winter term, Students will complete SWRK 4120 between the months of January until April. In the second half of accelerated placement, students will work on completing</p>

	<p>the learning objectives for SWRK 4120, as listed above. It is the goal that as students move into the winter term, they will further develop their skills and knowledge in field.</p> <p><i>Please be aware that accelerated field placements are for students who have completed most of their courses for their BSW. Accelerated placements are more time intensive, as students are required to be in placement 4 days a week at 7.5 hours per day. Please be aware that accelerated placements are also a larger financial commitment, as students are required to register for both 3150 and 4120, as well as the two co-requisite Integrative Seminar courses. Financial supports are available at the Financial Aid and Awards website.</i></p>
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Course Components

<p>Field Placement 1</p>	<ul style="list-style-type: none"> •Field Course: SWRK 3150 •399 Hours in Field Placement •21 Hours of Integrative Seminars •2 days per week, 7.5 hours per day
<p>Field Placement 2</p>	<ul style="list-style-type: none"> •Field Course: SWRK 4120 •399 Hours in Placement •21 hours of Integrative Seminars •2 days per week, 7.5 hours per day
<p>Accelerated Field Placement</p>	<ul style="list-style-type: none"> •Field Course: SWRK 3150 and SWRK 4120 •As an Accelerated student, you will complete both 3150 and 4120 in one year. •September - December SWRK 3150 (399 hours in placement, 21 hours of Integrative Seminars) •January - April - SWRK 4120 (399 hours in placement, 21 hours of Integrative Seminars) •4 days per week, 7.5 hours per day

<p>Summer Field Placement</p>	<ul style="list-style-type: none"> • May -August
<p>Fall/Winter Field Placement</p>	<ul style="list-style-type: none"> • September -April
<p>Accelerated Field Placement <i>(Fall/Winter only)</i></p>	<ul style="list-style-type: none"> • SWRK 3150 - September - January • SWRK 4120 - January - April

Part 1: Field Placement

1.1 Field Placement Overview

All BSW Students are required to complete two field placements:

<p>Field Instruction 1: SWRK 3150 *Corequisite Course: SWRK 3220 Integrative Practice Seminar for Field Instruction 1</p>	<p>Field Instruction 2: SWRK 4120 *Corequisite Course: SWRK 4240 Integrative Practice Seminar for Field Instruction 2</p>
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1.2 Pre-Placement Process

1.2.1 Eligibility Requirements

Field Placement 1: SWRK 3150	<ul style="list-style-type: none"> ○ The completion of all pre-requisite and co-requisite courses. <ul style="list-style-type: none"> ○ SWRK 1310 Introduction to Social Welfare Policy Analysis <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 2040 ○ SWRK 2080 – Interpersonal Communication Skills <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 2030 ○ SWRK 2090 – Human Behavior and Social Work Practice <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 1250 (in combination with FMLY 1010 or PSYC 1200) ○ SWRK 3140 – Introduction to Social Work Practice <ul style="list-style-type: none"> ▪ <i>Course Equivalent</i> - SWRK 1240 ○ A GPA of 2.5 or Higher
Field Placement 2: SWRK 4120	<ul style="list-style-type: none"> ○ The Completion of Field Placement 1, SWRK 3150. ○ The completion of all pre-requisite and co-requisite courses. <ul style="list-style-type: none"> ○ SWRK 1310 Introduction to Social Welfare Policy Analysis <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 2040 ○ SWRK 2080 – Interpersonal Communication Skills <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 2030 ○ SWRK 2090 – Human Behavior and Social Work Practice <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 1250 (in combination with FMLY 1010 or PSYC 1200) ○ SWRK 3140 – Introduction to Social Work Practice <ul style="list-style-type: none"> ▪ <i>Course Equivalent</i> - SWRK 1240 ○ A GPA of 2.5 or Higher
Accelerated Field Placement	<ul style="list-style-type: none"> ○ The completion of all pre-requisite and co-requisite courses. <ul style="list-style-type: none"> ○ SWRK 1310 Introduction to Social Welfare Policy Analysis <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 2040 ○ SWRK 2080 – Interpersonal Communication Skills <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 2030 ○ SWRK 2090 – Human Behavior and Social Work Practice <ul style="list-style-type: none"> ▪ <i>Course equivalent</i> – SWRK 1250 (in combination with FMLY 1010 or PSYC 1200) ○ SWRK 3140 – Introduction to Social Work Practice <ul style="list-style-type: none"> ▪ <i>Course Equivalent</i> - SWRK 1240 ○ Successful Completion of 75 credit hours, and a GPA of 3.0 or higher.

1.2.2 Field Application Process

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Searching for Field Placement

Student Placement Application Process for Distance Delivery Students

Step 1: Attend an information session with the Field Coordinator on Cisco Webex

Step 2: Submit your Field Application form.

Step 3: Your application and eligibility will be reviewed by an Academic Advisor, you will be contacted by an Academic Advisor to confirm your eligibility for Field

Step 4: You will Gain access to the Field Preparation Modules in UMLearn

Step 5: You will start searching for a field placement. Students are responsible for securing their own placement.

Field Application Form

Your field application form can be found in the UMLearn Distance Delivery Student Portal. ***You do not need to secure a placement before applying for field, the field application form is to determine if you are eligible for Field***

LINK: [UMLEARN Distance Delivery Student Portal](#)

- Each field placement requires one application form. If you are applying for more than one placement this year, please apply for each field placement you are applying for (SWRK 3150, SWRK 4120, or Accelerated Placement).
 - **Example:** if you are planning on taking 3150 in the summer and 4120 in the Fall/Winter, you will apply for Summer 3150, and a Fall/Winter application for 4120.
 - **Example:** if you are planning to apply for Summer PLAR and then completing SWRK 4120 in the Fall/Winter, you must submit a PLAR application form for summer, and submit a Fall/Winter field Application form for SWRK 4120.

Resume and Cover Letter

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For Distance Delivery Students, the student is responsible for searching for a field placement at an agency located close to them. A part of this process is submitting a resume and cover letter to the agency. It will be a similar process to applying to a job, but your application to an agency must include your intentions to be a student placed at the agency rather than an employee.

Helpful Resume and Cover Letter tips:

- *Your cover letter should answer the question, 'Why should I accept you as a student for the student placement position?'*
- *Your cover letter and resume should highlight qualifications and skills you have, while mirroring the requirements of the field placement agency.*

1.2.3 Field Application Submission and Deadlines

Field Placement Application Deadline: February 1st, Annually.

1.3 Confirmation of Field Placement

1.3.1 Acceptable Agency Placements

For a BSW Student Field Placement, the agency you choose must meet the below required standards:

- The ability to provide you with supervision from someone who currently has a BSW or MSW.
- The ability to provide you with direct experience in the social work field.

1.3.2 Confirmation of Field Form

The Confirmation of Field form can be found in the UMLearn Distance Delivery Student Portal. Please fill out the form once you have confirmed your field placement details. Once you confirm your field placement, the form will require you to provide the following information:

- Agency Legal Name
- Agency Address, City, Province and Postal Code
- Agency Website
- Agency Director, Agency Director Contact Information
- Field Instructor Name, Field Instructor Credentials (BSW, MSW), Field Instructor Contact information

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Please only fill out the confirmation of field form once you have received all the required information, we will not proceed with your field placement until we have all the required information.

1.3.3 Required Documents

Once confirming your field placement, the agency of your choice may require you to provide certain documents as a requirement of starting a student placement. Some of the documents may include the following:

- Immunization Records
 - *This is most required for students who are placed at Health Authority placements.*
 - *Students seeking field placement in a health-related setting are expected to comply with the immunization policies of the designated Health Authority in their region or community area.*
- Child Abuse Registry Search, and Adult Abuse Registry Search
 - **This type of Registry Search will depend on the province that you live in, not all provinces have Child Abuse and Adult Abuse Registry searches.*
- Criminal Record Check with Vulnerable Sector Search
 - **The type of Criminal Record Check you acquire will depend on which province you are located in, as well as depending on if you live in a rural or urban area.*

All students must meet all agency specific requirements prior to commencing field placement, such as; Child Abuse Registry Checks, Vulnerable Sector Record Checks and Criminal Record Checks, or others as determined and specified by the respective field agency. **Please note students will be responsible for any additional fees associated with the above requirements.**

Aside from special circumstances, the University of Manitoba will not require you to provide us with the above documents for your field placement. The Field Coordinator will contact you after you confirm your placement if you need to provide the University with any of the above documents.

Once you have secured a placement, please follow up with the Agency Director and/or your Field Instructor to ensure that you acquire all the required documentation before you start your placement.

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1.3.4 Exceptional Field Placements

Field Placement at your Place of Employment

Students are permitted to complete a field placement at their place of employment if the following conditions are met by the agency.

- The student can be supervised by a field instructor who has a BSW or MSW.
- The student will be supervised by a different person from their day-to-day employment supervisor.
- The student will gain new learning opportunities, completing duties and responsibilities in the field of social work.
- The student placement will involve separate duties, roles, and responsibilities, that are different from their role at their job day-to-day. This is to allow for new learning opportunities for the student.
- A letter must be provided to the University on behalf of the agency stating the following:
 - That the agency in which the student is employed at accepts the student for a student placement.
 - The details of the duties, roles, and responsibilities of the student placement, and how they are different from their job day-to-day.
 - The name, credentials, and contact information of the supervisor at the agency who will be acting as a Field Instructor for the student.

Health Authority Placements

STUDENTS ARE NOT TO CONTACT THE HEALTH AUTHORITIES DIRECTLY

All students considering a Health Authority Placement must complete and submit both forms below to the Field Coordinator.

- HSP Net Placement Request Form
- HSP Net Student Consent Form

The Field Assistant will be in touch with you once you have submitted your interest in applying to a Health Authority.

For Health Authority Placements, you must have all of your immunizations up to date. If you apply to a health authority for a student placement, you must provide proof that you are working on updating your immunizations when you apply. Please do not leave this to the last minute, as it takes several months to get some of the required immunization tests back.

Please note that all communication with Health Authorities must be made through the Field Coordinator. YOU MUST NOT AND CANNOT CONTACT HEALTH AUTHORITIES DIRECTLY, this may jeopardize your eligibility for a placement in a Health Authority.

Part 2: Roles and Responsibilities

2.1 Student Roles and Responsibilities

The student is responsible for:

- Fully Participating in the field placement and acting in a professional manner.
- Documenting daily activities and the completion of the monthly time sheet.
- Completing four professional Critical Reflection every 95 hours of placement. In each Critical Reflection, you are to complete a summary of your experiences, and reflect on your learning during placement experiences. The Critical Reflection is in exchange between the student and the Faculty Field Liaison.
- To work alongside the Field Instructor to develop the Learning Plan.
- Engaging in self-evaluation at the mid-term and final evaluation.
- Adhering to the Faculty of Social Work attendance policy. The student must begin placement on time and take appropriate breaks outlined by the field instructor (please note students will be responsible for fulfilling the hour requirements. Sick days or missed hours must be fulfilled by the student. Students can claim direct practice hours on their time sheet.
- Reviewing expectations for supervision and scheduling formal supervision meetings with your field instructor.
- Scheduling web conference meetings with your Field Instructor and Faculty Liaison to review the Learning Plan, midterm, and final evaluation.
- Adhering to all agency policies regarding cellphone use, Facebook, Instagram, Twitter, or any other social media.
- Adhering to all agency policies regarding confidentiality.
- Seeking learning opportunities when appropriate.
- Shadowing and practicing in a social work role.
- Maintaining Regular contact with the Faculty Field Liaison assigned to you and your Field Instructor.

2.2 Student Rights in their Field Placement

The student has the right to:

- Students have the right to a safe and supportive environment in their practicum placement.
- Students have the right to be made aware of any safety risks associated with the practicum placement, and access to the agency's safety protocols and procedures.
- Students have the right to have continuous learning opportunities and supervision that fosters a positive learning environment.

2.3 Field Instructor Roles and Responsibilities

The Field Instructor is responsible for:

- Providing 1-1.5 hours of formal supervision weekly, attending to the three pillars of social work supervision: education, administration, and support.
- Supervision documentation completed by field instructor and may be requested for review by the Faculty Field Liaison/Field Coordinator.
- Providing Agency orientation to the student.
- Discussing health and safety protocol including safety policies.
- Reviewing student's personal safety issues, concerns, and strategies to deal with them.
- Assigning tasks and duties that are appropriate social work learning opportunities for the student to develop and accomplish his/her learning objectives.
- Collaborating with student on developing the Learning Plan.
- Completing mid-term and final evaluations (see Important Dates document).
- Field Instructors are responsible to include summary comments pertaining to the student's skill progression at both mid-term and final evaluation.
- Assisting in connecting theory to practice.
- Reviewing with the student the Field Instructor's job description to gain an understanding of the role of a social work position in the agency.
- Reviewing agency vision, mission, and purpose statements, including the strategic plan as applicable.
- Notifying the student of agency training or staff development opportunities and supporting student participation as applicable. Professional development opportunities should be directly linked to the activities within the Learning Plan.

BSW Field Placement and Integrative Seminar Handbook – Legacy

2.4 Faculty Liaison Roles and Responsibilities

The Faculty Field Liaison is responsible for:

- Orienting Field Instructors to the faculty curriculum and aspects of field instruction.
- Reviewing the Learning Plan, providing feedback to the student and Field Instructor.
- Maintaining an ongoing relationship with the Field Instructor and Student.
- Maintaining ongoing contact with the student through feedback on Critical Reflections.
- Consulting with the Field Instructor and Agency Mentor on any aspect of their work (e.g., Learning Plan, agency issues, learning opportunities, teaching techniques, professional development/training opportunities for the student)
- Engaging in web conferences with the Field Instructor and student to review the Learning Plan, mid-term, and final evaluation. Availability will be posted in Welcome Letter from the Faculty Field Liaison. Web Conferences can occur on Cisco WebEx or Teams or Zoom.
- Participating in the midterm and final evaluation review and discussion pertaining to student skill progression.
- Being involved when a breakdown of communication occurs or in problem situations.
- Communicating and responding to the Field Instructor throughout the term, especially after midterm and final evaluations.

2.5 Faculty of Social Work Staff Roles and Responsibilities

The Distance Delivery Field Program Coordinator is responsible for:

- Ensuring affiliation agreements between the agency and the University of Manitoba are in place and that the student is covered for workers' compensation.
- Providing orientation and delivering training modules to all students registered in Field Instruction prior to the first day in field placement.
- Supervising all Faculty Field Liaisons ensuring linkages to the University of Manitoba related policies, procedures, changes, and updates.
- Ensuring students and Field Instructors receive support and information regarding educational needs and goals.
- Acting as a consultant to Faculty Field Liaison and Field Instructor on any field instructional issues, where matters cannot be resolved at the liaison level.
- In the event of a critical incident the Field Coordinator should be notified immediately.

If there are any questions, concerns, emergencies, or critical incidents relating to any matter, the Field Coordinator must be contacted immediately.

Please note the Field Coordinator meets with Faculty Field Liaisons regularly and monitors Field Placement arrangements very closely to ensure the successful delivery of Field Instruction.

Part 3: Field Education

3.1 Integrative Seminars

Integrative seminars are designed to further facilitate the integration of knowledge, values, and skills gained from other BSW courses, past experiences, and Field Instruction. Students will have opportunities to discuss and critically reflect on social work practice by drawing on their field placement experiences. Students will have opportunities to further enhance their ability to identify, apply, critique, and evaluate professional practice, ethics, social work theories, research, and conceptual frameworks. The course culminates with students' reflective capstone presentations.

Course Objectives for Integrative Seminars

Upon successful completion of the integrative seminar course, students will be able to:

1. *Identify, apply, and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics.*
2. *Critically assess social work practice experiences through reflection, peer review, constructive feedback, and consultation.*
3. *Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately in relation to these insights.*
4. *Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods.*
5. *Apply the CASW Code of Ethics in their social work practice and discussions.*
6. *Actively participate in class discussions and work collaboratively with other students in furthering learning and professional development.*

3.2 Field Education Accreditation Standards

Field education is considered a central component of social work education because the integration of knowledge, values, and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards. Each program may vary its delivery of the field education component according to the nature and objectives of the program and the influences of its university and local context (CASWE-ACFTS Accreditation Standard 3.2).

The CASWE-ACFTS Standards for Accreditation require that field education be a central component of the core curriculum for all social work students in accredited social work education programs. Additionally, the program provides a formal opportunity for the preparation and orientation of new Field Instructors and provides opportunities to experienced Field Instructors for continuing professional education (CASWE-ACFTS Accreditation Standard SB/M 3.2.23).

3.3 Developing Your Learning Plan

Learning Goals and Objectives

Your Learning Plan is developed within the first two weeks of placement. This is a collaborative document that is worked on between the student and the field instructor, with the support of the Faculty Liaison. The ' is designed to be an all-encompassing document regarding your learning goals and objectives, midterm evaluation, and final evaluation.

The Learning Plan will give students an opportunity to establish personalized goals and learning objectives. As a student, please take advantage of the opportunity to reflect on your past experiences in your career and education, identify any gaps that may be present in your learning, and to seek out fulfilling learning opportunities during your time in placement.

Additional Information about how to develop your Learning Plan can be found in the Field Modules in UMLearn once you have registered for your field course.

3.4 General Guidelines for Confidentiality

- Students can receive a 'Fail' grade for breaching confidentiality.
- Students can be deemed professionally unsuitable if they breach confidentiality.
- If students are not sure who to share information with, they should discuss this with their Field Instructor or Agency Mentor.
- When writing Critical Reflections students should ensure no identifying information is included.
- Students are required to review the CASW Code of Ethics regarding confidentiality in professional practice prior to assignment of clients.
- The confidentiality policy of the field site will be shared with the student who is required to review and sign, where applicable, and to confirm understanding and compliance.
- Students will be provided with training on The Freedom of Information and Protection of Privacy Act (FIPPA) and The Personal Health Information Act (PHIA) before entering their field placement and will sign a pledge of confidentiality.
- Students are expected to possess a basic understanding of confidentiality and its limits and to demonstrate transparency with clients in communicating these limitations.
- Additional training and contracts may be required by the field placement.
- Limits to confidentiality include matters as required or permitted by relevant laws, court order, or when a clear threat to the safety of the client or others is evident.
- Documents with identifying information from field agencies must be treated in accordance with the agencies policies.
- Disposal of documents with identifying information, including electronic records, must be carried out according to agency protocols.
- Identifying information is not to be used in the classroom or in other context aside from Faculty of Social Work approved supervision meetings.

**These guidelines are based on general best practices. The Faculty of Social Work recognizes that circumstances can vary and encourages students to consult with their Field Instructor, Faculty Field Liaison, Academic Advisor, Field Coordinator, or course instructors.*

Part 4: Field Placement Checklist

Pre-Placement Application Checklist

- Attend a Field Information session with the Field Coordinator on Microsoft Teams
 - *Links and schedule for the information sessions can be found in the Distance Delivery Student Portal in UMLearn*
- Fill out the Field Application form for the Field placement you would like to apply for.
 - *Field Application form – Deadline is February 1st annually.*
- Review and complete the 'Are you thinking about Field?' Modules in the Distance Delivery Student Portal in UMLearn.
- Email confirmation from an Academic Advisor, confirming your eligibility for field.

Field Placement Confirmation Checklist

- Submit applications at Social Work agencies with student placement positions available.
- Fill out the Confirmation of Field Form for the field placement you have been approved for by an academic advisor.
- Reach out to your agency director, and/or Field Instructor to confirm if you need any required documentation before your placement begins (Criminal Record Checks, Immunization Records, Child and Adult Abuse Registry Checks)
- Register for your field courses on Aurora.
 - *Please reach out to your Academic Advisor if you have any questions regarding course registration.*
- Review and complete ALL mandatory Field Modules in your field course.
 - You will not be able to begin placement until you have completed all of the required modules in UMLearn.
- Attend a mandatory Field Orientation session held by the Field Coordinator.