

UNIVERSITY OF GUELPH-HUMBER

BACHELOR OF APPLIED SCIENCE

FAMILY & COMMUNITY SOCIAL SERVICES PROGRAM

FIELD PLACEMENT MANUAL

2015-2016

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Welcome to the Family & Community Social Services Program

The Family & Community Social Services (FCSS) program at the University of Guelph-Humber offers a unique combination of theory and experiential learning to give you the competitive advantage in the social services field. The program integrates a theoretical foundation in the social sciences, human development, family dynamics and social policy with clinical competency in counselling, community research techniques, mediation, agency administration, case management and community development strategies.

In the FCSS program, students will integrate theoretical knowledge with practical experience through three progressive practicum* placements in community social service agencies. Starting in second year, student placements will be organized in consultation with the FCSS Field Placement Coordinator. Field placements are within a broad range of best practice agencies to foster the development of transferable skills that students can adapt to any community or organization. In each of the three placements, students will take part in the day-to-day operations of a social services agency, work under the direct supervision of a professional staff member, have the opportunity to observe social services procedures and practices, and participate in service provision. Students will be considered 'professionals-in-training', and performance expectations will increase according to semester level.

Upon graduation, students will be prepared for certification in the Ontario College of Social Workers and Social Service Workers according to the Social Services Worker Program Standard, and will have skills necessary to work with vulnerable populations at the individual, group and community level. The academic rigor of our program also ensures that graduates are well positioned to pursue graduate studies in a variety of interdisciplinary programs, including social work and psychotherapy.

* The terms "practicum" and "field placement" are used interchangeably in this manual.

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Purpose of This Manual

The purpose of this manual is to clearly and comprehensively outline the FCSS practicum expectations at the University of Guelph-Humber for students, faculty, staff, and the agencies accepting this important educational function. The manual is an important tool to learn about the roles and responsibilities assigned to each contributor in this process and the policies and procedures that enable successful implementation of practicum as an integral component of the curriculum.

This manual also contains the FCSS Program Code of Professional Conduct.

This manual is subject to regular review to reflect changes in policies and procedures, curriculum, and best practices in education and social work.

Part II: PRACTICUM GOALS AND RESPONSIBILITIES

Purpose of Practicum

The purpose of practicum is to assist students in acquiring knowledge of the social service community and the practices of selected agencies, and to acquire the basic skills needed to become an effective practitioner in the social services sector. All students in the practicum component will gain direct field placement experience under the guidance and supervision of professionals working in the social services sector. At the same time, students will be engaged in formal academic studies at the university. The field training experience provides the opportunity to relate to field practitioners and service recipients on a meaningful basis over an extended period of time and to apply classroom learning to real life situations.

Students are expected to assume an active role in their own learning, and to work closely with the Field Placement Coordinator, Course Instructor and agency Field Supervisor to develop a practicum experience that meets their needs and interests and supports the achievement of the FCSS program's competency requirements.

Students in practicum settings shall at all times adhere to the standards of professional behaviour for the social service profession (please refer to the *Code of Ethics and Standards of Practice of the Ontario College of Social Workers and Social Service Workers* at www.ocswssw.org) and the Code of Professional Conduct for the FCSS Program of the University of Guelph-Humber.

Goals of Practicum

Students successfully completing the practicum requirements of the FCSS program will demonstrate the following:

- Awareness of the values and ethical issues related to the human service field.
- Understanding of the mandates and programs of various human service agencies and the needs of the various client populations they serve.
- Appreciation of the role, duties, and responsibilities of a generalist social service practitioner.
- Increased skills in various program areas and increased knowledge of the administration and functions of community and social service agencies.
- Experience and competency in social service work skills that prepare them for the

- provision of professional social service work responsibilities upon graduation.
- Understanding of their strengths and areas for improvement and a capacity to devise appropriate learning strategies to support growth and development.
- Leave a positive impression with the agency upon completion of the practicum.

Objectives of Practicum

It is expected that the student will develop and demonstrate competency in all of the broad categories listed below, and will be evaluated accordingly. Each category is further defined by specific competency areas, which form the basis of the student’s formal evaluation at practicum.

Competency Categories

1. Professionalism
2. Administrative Work
3. Intra-Agency Relations
4. Client Relations
5. Community Relations

In addition to these basic practitioner skills, students will be evaluated on their ability to perform the specific competencies outlined in their practicum learning contract. The following chart lists some competency areas that may be reflected in the student’s practicum learning contract:

<p><u>Working with Individuals</u></p> <ul style="list-style-type: none"> • Intake, information and referral • Interviewing and Assessment Skills • Supportive Counselling • Crisis Intervention • Problem Solving and Decision Making • Advocacy 	<p><u>Working with Groups</u></p> <ul style="list-style-type: none"> • Participating in Group work • Group Leadership Skills • Group Coordination Skills • Group Advocacy Skills • Program Planning and Evaluation
<p><u>Working with Communities</u></p> <ul style="list-style-type: none"> • Community Outreach • Needs Assessment • Program Planning and Evaluation • Community Public Relations • Community Education • Community Advocacy 	<p><u>Agency Work</u></p> <ul style="list-style-type: none"> • Fundraising and Grant Proposals • Inter-agency Networking • Agency and Program Administration • Agency Information Development and Public Relations • Volunteer Recruitment and Co-ordination
<p><u>Administration</u></p> <ul style="list-style-type: none"> • Recording and Documentation • Completion of Reports • Attendance and Participation at Required Meetings 	<p><u>Team Functioning</u></p> <ul style="list-style-type: none"> • Ability to Work Effectively with Professional Staff and Volunteers • Ability to Work Effectively with Supervisor • Making Use of Constructive Feedback

The preceding list of competencies is **not** an exhaustive list, and Field Supervisors are encouraged to include activities and duties that are pertinent to their setting, even though they are not necessarily listed above.

Note: At the conclusion of the final field practicum (semester 8), students will be evaluated on the basis of their employability as entry-level Social Service Workers.

Responsibilities of Students

All students in the FCSS program, as active learners, are responsible for the following:

- Conducting themselves in an appropriate and responsible manner at all times during practicum, consistent with the Ontario College of Social Workers and Social Service Workers *Code of Ethics and Standards of Practice* and the *Code of Professional Conduct* of the FCSS Program, University of Guelph-Humber.
- Representing the agency appropriately in conveying to the public the agency's philosophy, services and programs.
- Being an exemplary representative of the FCSS program and the University of Guelph-Humber.

To ensure the health and safety of all FCSS program students while participating in practicum, it is **strongly** recommended that the following be in place **before** a student begins her/his practicum:

- Complete at least 2 of the 3 required injections which comprise **Hepatitis B** Vaccination, where required by the placement setting.
- Complete the **tuberculosis screening**, where required by the placement setting, and especially for students intending to work with populations known to manifest a high incidence of tuberculosis. It is strongly recommended that the student also complete the MMR (Measles, Mumps, and Rubella) and Chicken Pox vaccinations. This is particularly important because of the known link between diseases such as Rubella and birth defects.

Please note that in some cases students may decide not to meet the above requirements for reasons of religious belief or medical health. In such situations, students should be aware that they are limiting their practicum opportunities. Certain institutions, such as hospitals and childcare centres by law require Hepatitis B vaccinations, tuberculosis screening, MMR vaccinations, and chicken pox vaccinations from all staff, students, and volunteers. Other organizations may have internal policies with these requirements because of the specific health risk posed by the nature of their work.

- Complete a Vulnerable Sector Screen (VSS) prior to beginning field placement. Human Service agencies require all persons coming in direct contact with their client population to have a valid VSS. A VSS is required when working with vulnerable populations and should be obtained by all students prior to the beginning of the academic year by applying directly to the student's local police detachment. The receipt of the VSS application and the completed VSS form must be submitted by the due dates provided by the Field Placement Coordinator during the preceding Winter semester. Students should also check GHWorks for these due dates.
- Not obtaining this information will limit the opportunity to participate in field placement, potentially jeopardizing the student's standing in the FCSS program.
 - Students are encouraged to apply for their VSS through their local police detachments. Students who are applying for a VSS through the OPP must

apply to a detachment in the area they reside. Students applying for a VSS through the OPP must contact the detachment prior to completing an application to inquire if a Confirmation of Enrolment letter is required. The Confirmation of Enrolment letter must be requested by the student directly to the university. The university will work to ensure the letter is expedited in a timely manner however confirmations should be requested five days in advance of when they are required.

- Students who are applying to the Toronto Police Services for their VSS must obtain the appropriate form from G-H Career & Placement Services. The completed form must be mailed to:
 - Police Reference Check Program
 - Toronto Police Services
 - 40 College Street
 - Toronto, Ontario
 - M5G 2J3
- Students living in Peel, York, Halton, and Durham Regions must apply in person. Please refer to websites below:
 - Peel Region*
<http://www.peelpolice.on.ca/en/services/vulnerablesectorcheck.asp>
 - York Region*
<http://yrc.ca/community-policing/how-do-i/vulnerable-sector-screening.aspx>
 - Halton Region*
<http://www.hrps.on.ca/RecordsCourts/Records/SecurityClearances/Pages/default.aspx>
 - Durham Region*
http://www.drps.ca/internet_explorer/over_the_counter/index.asp?Do_What=fetch&Page=1&ID=5&Category_ID=3
- Be in good academic standing, and have met the prerequisites and enrolled in the co-requisites for their current practicum course.
- Read and be familiar with this manual and complying with all requirements and deadlines given in this manual. Students are required to sign a document indicating that they have read and are aware of the contents of the manual.
- Sign the Practicum Agreement form in order to participate in practicum.
- Meet all agency conditions for practicum students (i.e. inoculations, vulnerable sector screen, required documentation).
- Participate in learning opportunities held in conjunction with the practicum process, including but not limited to pre-placement meetings, conferences with field staff prior to agency assignment, orientation meetings.
- Develop/revise a learning contract each semester according to program specifications in conjunction with the Course Instructor and Field Supervisor. Students are responsible for forwarding the signed learning contract to their Course Instructor by the assigned due date.
- Inform their Course Instructor regularly about progress in the field. This includes submission of time sheets, learning contract, field journals, end-of-semester evaluation, seminar participation and other assignments associated with the practicum by the assigned dates. Students who do not complete all required documentation by

the assigned due dates place themselves at risk of not completing the practicum course and jeopardizing their standing in the FCSS program.

- Notify the Course Instructor and Field Supervisor prior to any and all absences from practicum and making up this time, at the convenience of the agency.
Note: Chronic or persistent absences or lateness is considered unprofessional conduct and can be grounds for removal from the practicum.
- Complete all tasks and meeting all responsibilities that have been assigned to the satisfaction of the agency, including completing the required placement hours each semester, the requirements of the learning contract, and consulting promptly with the Course Instructor and Field Supervisor should any problems arise.
- Arrange appropriate transportation to and from the agency. Students should carefully consider transportation issues during the practicum selection process.
- Obtain permission from the agency for use of agency written material for any purpose.
- Sign their evaluation. A signature indicates the student has read the evaluation but it does not necessarily imply agreement with its contents. Final grades cannot be assigned unless a properly signed learning contract and evaluation are received by the Course Instructor by the announced due dates indicated in the practicum course outline.
- Provide factual information as requested by the agency regarding any special needs which may affect an assignment or performance during practicum.
- Maintain confidentiality of all clients and their circumstances.

Responsibilities of the FCSS Program to the Practicum

The responsibility for the advancement and development of the profession of social work is shared by educators, practitioners, administrators and knowledgeable volunteers who serve in various capacities on boards and in governmental positions. These same groups, directly and indirectly, are crucial to the development of social work education.

It is the philosophy of the FCSS Program that the educational program administered through the University of Guelph-Humber should not and could not exist without the partnerships of the university and community agencies. It is the expectation of the university that professional staff in social service agencies will interact with the school in such a way as to share knowledge in relation to models of service, identification of problems in the field, and recommendations for social work education. Final responsibility for the design of curriculum rests with the FCSS Program and the University of Guelph-Humber.

The University of Guelph-Humber has identified certain tasks and responsibilities which it believes are basic in fulfilling its partnership responsibilities with agencies in the process of education.

1. It is the role of the Program to plan and guide the integration of the field experience with the total educational program of the student.
2. The Program provides a Field Placement Coordinator who is responsible for liaising with community agencies and coordinating the placement selection process with students.
3. The Program provides a course instructor for each practicum course, who collaborates

with the Program Head, Field Placement Coordinator, and Field Supervisors about the attainment of educational goals of the field program.

4. The Program takes responsibility for informing agency field supervisors and administrators of significant curriculum changes occurring at the school.
5. The Program assumes the responsibility to plan and provide an orientation for field supervisors new to the University of Guelph-Humber FCSS Program. The orientation includes content related to University of Guelph-Humber's educational program and the policies and procedures related to field instruction. This content supplements material contained in the Field Manual.
6. The Program will endeavour to meet with its partner agency field supervisors, subject to interest and availability of the field supervisors, each academic year in order to provide information about developments, modifications or current emphases in the curriculum and to facilitate the development of the supervisors as social work educators. These meetings are seen as an important vehicle for communication and integration between seminar class and fieldwork.
7. The Course Instructor, Field Supervisor, student, and any other designated person(s) with whom the student has worked will participate in an assessment and evaluation of the students' progress. It is understood that assessment and evaluation is an ongoing process within the placement experience, and that a formal, written evaluation will be completed at the end of each semester of the students' field practicum. The evaluation is to be completed by the Field Supervisor using the prescribed FCSS student evaluation template, discussed with the student, and signed by both supervisor and student before being submitted to the Course Instructor.

Responsibilities of the Field Placement Coordinator

The Field Placement Coordinator works collaboratively with the Program Head to ensure all students in the program are appropriately matched for placements, and receives communications and instructions for completing required placement documentation. In doing so, the Field Placement Coordinator carries out the following tasks:

- Recruit prospective field placement agencies, visit and present the parameters of field placement and the university.
- Place students in settings appropriate to respective field focus and geographical location.
- Send confirmation to students and agencies prior to semester start-up.
- Ensure all students have current documentation prior to commencing placement.
- Record and retain copies of student documentation on GHworks.
- Make electronic copies of Field Placement Manual and Evaluation Forms available to Field Supervisors, if requested.
- Provide course instructors with up-to-date student and placement contact information.
- Be a member of the FCSS Field Placement Advisory Committee.

Responsibilities of the Course Instructor

Course Instructors are faculty members of the FCSS program, responsible for students within their field practicum course. Course Instructors undertake the following:

- Make available Field Placement Manuals to students (on course website).
- Make available Field Placement Manuals to Field Supervisors (hard copy to be delivered by student and/or pdf version by e-mail, if requested).
- Discuss with students the parameters of the respective placement to ensure all are aware of expectations and obligations.
- Offer on-going support to the student throughout the placement.
- Address all concerns both in field and in seminar class in a timely manner with appropriate action.
- Evaluate field/ seminar documentation and assignments.
- Meet face-to-face with field supervisors and students at their respective practicum settings once each academic year to discuss the progress of field education. Subsequent visits may be arranged if necessary.
- Assign a grade to the students' field work and is responsible for submitting the final grade to the Office of the Registrar at the completion of each semester.
- Refer students with special needs to the Academic Advisor and/or Field Placement Coordinator, as appropriate. Students with special needs include students requiring a course waiver or other curriculum related exceptions, students about whom the instructor has concerns about admitting to the field, and students who will have unique placement needs due to a disability.
- Monitor students' progress in practicum through contacts with the Field Supervisor and student in order to assess the integration of course work and field instruction and to ensure that all field requirements are met by the student and by the agency.

Responsibilities of Field Supervisors

Field Supervisors are employees of the social service organizations who supervise the activities of FCSS students during field practicum. Field Supervisors play a critical role in helping students analyze, integrate, and master practice skills with the knowledge and value base of the social service profession. To be approved by the University, Field Supervisors must possess a minimum of a bachelor's degree in social work and/or be a registered social worker/social service worker in the province of Ontario, or must possess a bachelor's or a master's degree in a related field and have extensive social service practice experience.

Field Instructors for Advanced Practicum must be registered or eligible for registration with the Ontario College of Social Workers and Social Service Workers. Field Instructors for macro placements (community development or policy) possessing a combination of post secondary education and experience will be considered. The final decision regarding Field Instructors qualifications rests with the Program Head.

Agency Field Instructors are expected to:

- Display a commitment to social work values and education through their work, have an interest in and an ability to teach.
- Possess knowledge of the community and its resources, and demonstrate the capacity to integrate academic content with the field instruction curriculum.
- Orient students to the agency. This orientation should include a description of the agency's expectations of the student, use of support staff and office equipment, background information about the community served and the agency's structure and policies.

- Interface with the agency on behalf of the student whenever necessary.
- Participate in FCSS field supervisor orientation or training opportunities, as they exist.
- Assist students in preparing the required learning contract. All tasks/assignments in the learning contract must reflect curriculum goals, outcome objectives and an appropriate action plan.
- Conduct weekly supervision meetings with students that are educationally focused. The expectation is for approximately one hour per week of formal and/or ad hoc supervision to be provided individually or in a group supervision format.
- Collaborate with the Course Instructor to conduct an agency on-site meeting between the student, Course Instructor and Field Supervisor at least once per academic year.
- Complete an end-of-semester evaluation with the student using the prescribed FCSS student evaluation template. The evaluation is reviewed in a formal evaluation meeting with each student. The Field Supervisor must sign the evaluation and, with the student, make arrangements for the evaluation to be sent to the Course Instructor by the designated date. The FCSS program relies on agency Field Supervisors to provide meaningful input into the evaluation of their practicum students' performance. The end of semester practicum evaluation forms one component of the student's overall course grade, which is assigned by the Course Instructor.
- Respond to any problems in the students' field performance in accordance with policies and procedures of the FCSS Program.

Agencies providing field practicum should be able to maintain the basic program of the agency without reliance on students who, while making valuable contributions to the functions of the agency, remain, first and foremost, "professionals-in-training". Keeping this in mind will ensure that the students are given challenges appropriate to their ever-changing levels of competencies. Under no circumstances should students be expected or obligated to provide service for the agency over and above their required practicum hours. Students may, however, choose to provide additional volunteer time with the agency, should they be so inclined or interested. Exceptions will be made when court appearances are mandated after the end of a practicum arrangement.

Part III: CRITERIA FOR PRACTICUM SETTINGS AND SELECTION

Agency Roles and Responsibilities

The FCSS program relies on social and human service agencies that represent diverse communities and programs to supply a critical component of the curriculum and to carry a large share of the responsibility for the training and education of future social service workers and social workers.

Practicum largely occurs in non-profit human service organizations providing interventions for problems and issues confronting individuals, families, groups, organizations and communities. Possible practicum sites may include organizations involved in direct service, advocacy, community organizing, community development, and public policy at the community, national or international level.

Human service organizations accepting practicum students from the FCSS program are expected to accept the following roles and responsibilities:

1. Are aware of and accept the roles and responsibilities of each party in the provision of field instruction as described in this manual.
2. Participate in pre-placement activities, including student interviews.
3. Provide students with an orientation to personnel, policies, procedures, services and other relevant information with respect to agency operations.
4. Provide the following for the students during the period of practicum:
 - Access to necessary equipment and office supplies as needed in the performance of responsibilities.
 - Access to client and agency resources appropriate to the planned learning experience.
 - Mileage reimbursement and any other reimbursements customarily provided to staff.
 - Timely information regarding requirements/conditions of field practicum including required inoculations, training, documentation (e.g., vulnerable sector screen), and scheduling.
 - Weekly supervision meetings between the Field Supervisor and the student. The minimum expectation is for one hour per week of supervision. Supervision may occur either individually or as part of a group, with the exception of the evaluation meeting, which is to be conducted individually.
 - Provide the Field Supervisor and the student ample time and opportunity to develop and fulfill a learning contract in conjunction with program goals and objectives.
5. Support the Field Supervisor and/or other appropriately identified staff to participate in FCSS program orientation, placement and pre-placement meetings, as required, and in meetings between the Field Supervisor, student and FCSS faculty and staff.

Practicum Selection Process

1. For each field practicum all students are to complete a *Practicum Application Form* and submit it to the Field Placement Coordinator by the designated due date.
2. At the designated time during the semester, students will arrange for an interview with the Field Placement Coordinator to discuss potential practicum sites and further clarify the application/selection process, if required.
3. The Field Placement Coordinator will work with students to provide potential placement sites that match the student's interest, however, the final decision as to which agencies the student is authorized to contact rests with the Field Placement Coordinator.
4. Only agencies that have been approved by the Field Placement Coordinator may be accessed as practicum sites by FCSS students.
5. Students may only contact an agency to discuss practicum arrangements with the approval of the Field Placement Coordinator. **Note: Students may contact an agency to inquire if they are accepting practicum students, but may not arrange for an interview without the prior approval of the Field Placement Coordinator.**
6. Under normal circumstances, students are not permitted to apply to or enter into an agency for a practicum site where they have previously been a student, a client, or know a staff member on personal terms. When in doubt, the student should speak with the Field Placement Coordinator, who will consult with the Program Head.
7. Once authorized, the student will contact (preferably by telephone) the designated agency contact person to arrange a mutually agreeable time for an interview. Students must follow up on placement possibilities within **five (5) working days** of authorization

- by the Field Placement Coordinator, or risk losing the opportunity to do so.
8. In contacting the potential practicum site, the student should do the following:
 - Give her/his name and the name of the university and program (please give the full name of the university and the program).
 - Identify that she/he is interested in doing a field practicum with the agency and that she/he would like to arrange a convenient time for an interview.
 - Confirm the agency's address, time of interview and contact person's name.
 9. Students are advised to attend the interview **on time** (preferably 15 minutes early) and appropriately dressed; taking with her/him an up-to-date resume and a list of questions she/he would like to ask the interviewer about the practicum opportunity.
 10. When more than one student expresses interest in a particular practicum setting, and the setting is unable to accommodate all student requests, the Field Placement Coordinator shall make an assessment as to best fit between student(s) and practicum.
 11. If the interviewer is unsure about the student, she/he may arrange to notify the student of the decision at a later date. This gives her/him time to phone the Field Placement Coordinator to discuss any concerns or to consult with other agency staff.

Note: The agency reserves the right to deny a student applicant.
 12. Upon agreement of the practicum site, the student should confirm with the field supervisor when to arrive for her/his first day and discuss the days and times that she/he will be at practicum (see Practicum Days, page 15).
 13. Students must complete a *Partner Agreement* form (available from the GHworks portal) and submit it to the Field Placement Coordinator within **five (5) working days** after agreement has been reached regarding a field placement.
 14. In selecting a field placement, students need to consider such things as travel time and atypical hours of work. Could you manage travel to this placement without a car? A placement within a one-hour radius of your home might provide a safe guideline. Are you available to work atypical hours that may be required, such as evenings or weekends?
 15. Please note the following expectations. Failure to comply with these requirements may result in the student forfeiting this course for the year, as placement must commence on semester start-up date.
 - It is not the intent of the FCCS program to have students "shop" for preferred practicum sites. Potential practicum sites are limited and in great demand by the numerous colleges and university programs that require human service field placement opportunities for their students. Students will not be provided with an unlimited number of placement options to consider. A maximum of two placement options will be provided to each student, in the event that the first option explored does not materialize. Only in extenuating circumstances will a third contact be provided.
 - Students going into 3rd and 4th year field placement should have their placement confirmed by the end of June.
 - Students must be prepared to begin placement at the designated time during the semester, or be considered ineligible for field placement. This includes having all required documentation complete and submitted by the start of the semester.

Practicum Hours

The FCSS program requires practicum training at three different sites during years 2, 3, and 4 of the program, providing over 850 hours of practicum experience. The first field practicum (Foundation), which begins in the second year of the program during semester 4 (winter), requires a minimum of 110 hours from the start to the end of classes in the semester. It is intended to provide students with an introductory experience to the social services sector through a community setting. The second field practicum (Intermediate), which occurs during the third year of the program in semesters 5 (fall) and 6 (winter), requires a minimum of 370 hours (185 hours per semester) from the start to the end of classes in the semester. This practicum experience enables students to begin to interact with agency staff, volunteers, clients, and the community on a longer-term basis, as students remain at the setting for the entire academic year. The third field practicum (Advanced) occurs during the fourth year of the program in semesters 7 (fall) and 8 (winter), from the start to the end of classes in the semester, and requires a minimum of 370 hours (185 hours per semester). The intent of the final field practicum is to build upon prior practicum experiences and, where possible, provide students with a training experience in a specific area of interest. Additionally, as with the Intermediate practicum, students are able to interact with agency staff, volunteers, clients, and the community on a longer-term basis, as students remain at this setting for the entire academic year.

Each student will be required to spend 7.5 hours* or 15 hours* per week in practicum (depending on the year of study), typically provided over a prescribed 11 week, one-day or two-day period (2nd year attend practicum on Thursdays; 3rd & 4th year typically attend practicum on Thursday and Friday), and a designated 5-day Block Week. Students are expected to complete the full term of their practicum at the selected field placement agency. Students need to carefully consider their ability and availability to consistently attend their placement setting during these designated days and times, as inability to meet the required expectations will jeopardize their standing in the course and program.

Each of the Intermediate practicums and Advanced practicums must be completed at the same agencies, over a two-semester span, as noted above. Hours accumulated from one semester in the field placement **cannot** be carried over into the subsequent semester. Students must accumulate the required **minimum** number of hours each semester.

Since practicum represents a learning experience rather than a part-time job, students **are not** paid a salary. At times, students may be offered part-time employment at their field placement setting, however, it is to be clearly understood that paid work hours are to be executed only if such hours are scheduled over and above a student's minimum weekly required practicum hours, and there is a clear distinction made between the student's placement activities and paid work activities. The Field Placement Coordinator must be consulted with respect to arrangements for part-time employment.

* Not including breaks or meal times.

Practicum Days

Due to calendar date changes that may occur from year to year, the field practicum dates for each academic year are contained in a separate document entitled, *Field Practicum*

Schedule of Dates. The following parameters will strictly apply to the scheduling of practicum days:

- 2nd year (Foundation) practicum days are on Thursdays. ⁺
- 3rd year (Intermediate) and 4th year (Advanced) practicum days are typically on Thursdays and Fridays. ⁺
- 2nd year practicum students attend 15 placement days at 7.5 hours each day.
- 3rd and 4th year practicum students attend 25 placement days each semester at 7.5 hours each day. Hours are exclusive of breaks and meal times.
- All practicums begin on the first prescribed placement day at the start of scheduled classes during the semester, as per the University of Guelph-Humber's published Schedule of Dates. Please see the *Field Practicum Schedule of Dates* in the Appendix of this manual for exact placement dates.
- All practicums typically end by the last day of scheduled classes during the semester, as per the University of Guelph-Humber's published Schedule of Dates.
- All practicums will have a block placement week each semester, the dates to be published in the annual FCSS program's *Field Practicum Schedule of Dates*. During block placement week, students are **not** expected to attend their regular classes, as they are expected to be at their field placement setting all day. **It is the student's responsibility to notify all faculty (of other courses they are taking) of their intended absence from class, and to discuss coursework arrangements, where required.**

⁺ Second year practicums must be attended on the designated day (Thursday) and cannot be substituted for another day of the week, unless for exceptional reasons provided in writing and approved by the Program Head. Third and fourth year practicums are typically attended on Thursday and Friday, however, exceptions will be allowed within the following parameters:

- Only one day or half-day of either Thursday or Friday may be substituted for another day or half-day of the week.
- The designated substitute day or half-day must be attended for the entirety of the semester.
- A half-day is minimally 4 hours. Substitute hours will not be allowed for less than 4 hours.
- The substitute day or half-day may not be scheduled at a time when the student is scheduled to attend a University of Guelph-Humber class.
- Students must obtain prior approval from the Placement Supervisor and the Course Instructor for any arrangement of a substitute day or half-day.

The dates and times that students are expected to be at their respective field placement are to be entered into the student's Practicum Learning Contract.

There is a one-week period during the winter semester that is designated as Reading Week for all University of Guelph-Humber students. Students in the FCSS program are **not** required to attend their field practicum during this week except for unusual circumstances (e.g., complete make-up hours for previously missed hours). Arrangements for attending field placement during reading week **must be** made in consultation with the Course Instructor.

Prerequisites for Practicum

Foundation Practicum – Semester 4 [FCSS*2040]

To enter this practicum, a student must have credits for:

- FCSS 2000, FCSS 2020

Intermediate Practicum I – Semester 5 [FCSS*3120]

To enter this practicum, a student must have credit for:

- AHSS 2080, FCSS 2040

Intermediate Practicum II – Semester 6 [FCSS*3130]

- To enter this practicum, a student must have credit for: FCSS 3120

Advanced Practicum I – Semester 7 [FCSS*4120]

To enter this practicum, a student must have 12.50 credits including:

- FCSS 3010, FCSS 3020, FCSS 3060, FCSS 3130

Advanced Practicum II – Semester 8 [FCSS*4130]

To enter this practicum, a student must have 15 credits including: FCSS*4120

Important Note: A minimum cumulative average of 60% is required to register in practicum courses in each semester.

Practicum Site Rules

In recognition of the student training aspect of the field placement experience and to ensure the protection and safety of the student and agency clientele, the following rules must be strictly adhered to. Students who have been requested to provide the following services at their practicum should politely decline and speak to their Course Instructor or Field Placement Coordinator for guidance, at their earliest opportunity.

- Students are not to be left alone in a group home where clients are in residence.
- Students are not to prepare or administer medication of any kind to clients.
- Students are not to conduct home visits or one-on-one work unless properly oriented/prepared by the agency concerning appropriate safety measures.

Practicum Documents

Students are required to complete and submit the following documentation during the course of each practicum:

- Practicum Application Form *
- Practicum Confirmation Form *

- Student Agreement Form**
- Practicum Agreement Form *
- Student Declaration of Understanding**
- Partner Agreement Form**
- Practicum Time Sheet *
- Practicum Journal *
- Practicum Learning Contract *
- End of semester Practicum Evaluation *

**Copies of these documents are found in Appendix A of this manual.*

***Copies of these documents are available from the University of Guelph-Humber's Career & Placement Services office or GHworks website.*

Students who fail to submit their required documents in a timely manner will jeopardize their standing in the course and risk course failure. Repeated late submission of practicum documentation will be considered unprofessional conduct and may result in failure of the practicum course. Students who fail practicum will have to repeat the course at the next available course offering. Students who fail practicum twice may be asked to withdraw from the program.

Practicum Learning Contract:

- Students are required to complete one learning contract for each practicum site. The learning contract will cover the entire period of time that the student spends at each practicum, however, revised and/or new goals can be added, as required, throughout the practicum period.
- Learning contracts must be completed accurately in their entirety, and submitted to the Course Instructor by the designated submission date as specified in the *Field Practicum Schedule of Dates*.
- If a learning contract is not completed in a satisfactory manner, or requires revision, the student will be required to make changes to the document and resubmit it by the date specified by the Course Instructor.
- If the 5th or 7th semester practicum becomes problematic for the student, the student will be required to meet with the Program Head and Field Placement Coordinator to develop a plan to address and remediate the concerns.
- The learning contract forms one component of the student's final grade for the practicum course, which is assigned by the Course Instructor.

Practicum Time Sheet

- The time sheet records the students' daily hours provided at practicum and in a cumulative manner. Students are responsible for tracking their hours accurately on an ongoing basis.
- Students must document their practicum hours completely and accurately on the prescribed FCSS program time sheet, and submit the time sheet in person to their Course Instructor at each seminar class (a student's time sheet submitted by another student will not be accepted).
- The agency Field Supervisor (or designate) must sign the time sheet in the appropriate

space as confirmation of the hours worked by the student. A time sheet will not be accepted without a confirmation signature.

- The Course Instructor will sign the time sheet in the appropriate space as confirmation of receipt of the time sheet.
- A copy of the final time sheet showing total cumulative hours shall be provided by the student to the Course Instructor for record keeping purposes.
- The time sheet forms one component of the student's final grade for the practicum course, which is assigned by the Course Instructor.

Practicum Journal

- Practicum Journals are a record of the student's personal reflections with respect to their learning and growth in their placement setting.
- Students may be asked to share their journals in seminar class with other students as a function of the student learning outcomes for the practicum course.
- Students must use the prescribed FCSS program journal format and content parameters, and submit the journal in person to their Course Instructor at the designated seminar classes, or through the course website drop box or Learning Commons drop box, if so designated by the Course Instructor (a student's journal submitted by another student will not be accepted).
- Journals are treated like any other assignment under the FCSS program policies. They will be reviewed and graded by Course Instructor.
- The journal forms one component of the student's final grade for the practicum course, which is assigned by the Course Instructor.

Practicum Evaluation:

- The Practicum Evaluation is an opportunity for the student to receive constructive feedback and critical evaluation of their performance at their practicum in relation to their learning contract and expected competency outcomes.
- Students in all practicum courses receive an end-of-semester evaluation.
- Students must use the prescribed FCSS program practicum evaluation template and submit the completed evaluation in person to their Course Instructor on the dates designated by the Course Instructor (typically the final week of classes at the end of semester), or through the Learning Commons drop box, if so designated by the Course Instructor (a student's evaluation submitted by another student will not be accepted).
- The agency Field Supervisor and student must sign and date the Practicum Evaluation in the designated space as confirmation by both parties that the evaluation's contents have been reviewed with the student. An evaluation is considered incomplete without proper signatures. The student's signature is required as acknowledgment that the evaluation has been reviewed with her/him, and not necessarily acknowledgement of agreement with the contents in whole or part.
- The end-of-semester Practicum Evaluation forms one component of the student's final grade for the practicum course, which is assigned by the Course Instructor.

Change of Practicum Site

Changes of the practicum site can only occur (without forfeiting hours already

completed) under the following circumstances:

1. The agency in question can no longer provide the student with the experiences required to fulfill the Practicum Learning Contract and/or can no longer meet the obligations outlined in the FCSS Practicum Manual, or
2. Due to substantiated concerns around student safety and health issues of practicum duties.

NOTE: If an agency should close or announce its impending closure during a student's placement, the student must contact his/her Course Instructor and Field Placement Coordinator promptly to explore arrangements for a change of practicum to ensure that he/she will be able to complete the required minimum hours for the semester. It should be noted that the student would not lose hours acquired at the former practicum site.

Student Request

If the student wishes to transfer to another practicum site for any reason, other than those previously listed above, or against the recommendation of his/her Course Instructor, he/she must send a request in writing, with rationale, to the Field Placement Coordinator. The Field Placement Coordinator may further discuss the request with the agency Field Supervisor, the Course Instructor, and/or the student. The final decision will be made by the Field Placement Coordinator, in consultation with the Program Head. If the request is denied, and the student still insists on moving and/or the agency feels that the student's attitude at this stage is contraindicative to his/her return, the student will forfeit all hours accrued at the site.

Agency Request

After the first four weeks of placement (but before the completion of the required minimum hours), if an agency insists that a placement be discontinued due to the student's lack of suitability and poor conduct, as evidenced by the student's performance at the practicum, the student will fail the practicum.

If an agency refuses at any time, including within the first month of practicum, to continue with a student due to concerns arising out of the student's professional misconduct, and these concerns are supported by the Course Instructor and Field Placement Coordinator, the student will be considered to have been unsuccessful in this practicum. If the student disagrees with this decision, he/she will need to follow appeal procedures as outlined in the FCSS Program Policy Guidelines and the Code of Professional Conduct found within this manual under "Procedures for Addressing Non-compliance with Standards of Professional Conduct in the Learning Environment and Field Practicum".

Course Failure

- A failure grade will be assigned by the Course Instructor under any of the following circumstances:
 - When a student fails to submit, or does not pass, the Practicum Evaluation component of the course.

- When a student has not completed, or confirmed completion through the Practicum Time Sheet of the minimum required hours per semester in each practicum course.
- When a student has not submitted, or submits inadequate required practicum documents (Learning Contract, Time Sheets, Journals, Evaluations), or other course assignments.
- A student who fails practicum twice may be required to withdraw from the program. In extraordinary circumstances, a student will be required to submit compelling evidence in a written format to the Program Head, who will make a decision, in consultation with other FCSS faculty and staff, regarding whether or not the student will be withdrawn.
- Students who withdraw or have been withdrawn from field practicum after the official university designated course drop dates will be considered to have failed the course.
- Students who withdraw or have been withdrawn from practicum after the first month of practicum will be considered to have used one of their two opportunities to complete this requirement.
- Students who fail practicum will not be allowed to carryover accumulated practicum hours into a subsequent practicum.

Acknowledgement of Risk

Students participating in practicum have a right to be informed of risks associated with this component of the educational and professional preparation. With proper knowledge and preparation risks can be minimized.

1. Automobile liability insurance. Students who may be using personal vehicles in the field should contact their insurance company to obtain a clear understanding of their coverage. Ask specifically what coverage you have if something happens while transporting a client. **The University of Guelph-Humber recommends that you avoid using your personal vehicle to transport clients. If clients are to be transported, an agency vehicle should be used.**

2. TB Skin Test (PPD-S). The prevalence of TB in society has increased in recent years. Students who anticipate a field practicum setting that serves populations at risk for TB should take this test prior to entering the field. Some settings may require this test. These tests may be arranged through the Humber College Health Center at a nominal cost.

3. Hepatitis B Vaccine. Students who anticipate a practicum setting where there is the chance of being exposed to blood-borne pathogens should get this vaccination. This involves a series of three injections over a 6-month period of time. The second injection is given 1 month following the first with the third coming 5 months later. Given the time requirements for this protection, it is important that students begin immunizations at a time that would give full protection by the time field practicum begins. The cost for this series can range from \$90-\$150, depending on where you receive your immunization.

4. Client Volatility: Some social service agencies, such as mental health and correctional institutional settings, serve a client population whose behaviour may be unpredictable, agitated or hostile. Students are advised to discuss such matters with their Field Supervisor early in the practicum to become informed of agency policy and procedures, and to learn strategies for handling clients whose behaviour becomes threatening. Students should inform their Field Supervisor whenever they feel uncomfortable with a

client. It is unacceptable for students to visit knowingly unpredictable clients without staff support.

5. Home visits. It is not uncommon for workers in some social service settings to conduct home visits. Such visits may expose students to risks. It is important that home visits be conducted with an agency staff member and with the full knowledge of your Field Supervisor, including time of departure and expected time of return. Students are advised not to conduct a home visit when they feel uncomfortable or threatened in a situation. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or illicit drugs is detected. Do not take unnecessary risks.

6. After-hours meetings. Some social service agencies have activities that occur after normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that students always be accompanied when returning to their car after dark.

Insurance Coverage for Students in Practicum

Insurance coverage is funded by the Ministry of Education and Training for all students whose agencies contribute to Workplace Safety and Insurance Board (WSIB) or carry private insurance.

In the event that a student is sued by a third party for actions in the course of a practicum placement, the University's policy will defend the action on behalf of the student.

Some agencies require that students have their own transportation for agency business, including transportation for clients. The University of Guelph-Humber suggests that students have adequate liability coverage (\$1 million minimum) that includes "occasional transportation of passengers". The use of a student's car is an agreement that is entered into by the agency and student and is not a requirement of the school.

Insurance Claims Procedures

In the rare instance of a student injury or related illness at their placement, the following procedure must be followed:

1. The student should seek medical attention.
2. The student must report the incident to their Field Supervisor immediately, and as soon as possible to their Course Instructor. The Field Supervisor (or designate) will be required to complete a written account of the incident.
3. The student **must** report the incident by telephone or e-mail within 24 hours to the University contact:
Susan Thomas, Manager, Career & Placement Services
susan.thomas@guelphhumber.ca, 416-798-1331 ext.6223 or ext.6062
If the student is physically unable to report the incident to the university, it is the responsibility of the placement and internship partner to do so.
4. The university contact, in conjunction with the student and the Field Supervisor (or designate) completes an incident report and files it with the insurance and/or WSIB office.
5. The student is to keep the university contact, their Field Supervisor, and Course Instructor informed of their health and to schedule a date to return to the practicum site.

Please note that, in the event of an accident, the University of Guelph-Humber has only **72**

hours (from the time the incident/accident occurred) to submit the required documentation to the WSIB or private insurer. Keeping in mind that this documentation must be collected from a number of sources and submitted in a written report, it is imperative that the above procedures are strictly followed.

Procedure for Reporting Suspected Child Abuse

The Province of Ontario Child and Family Services Act requires that every person who suspects that a child (up to age 16 years) has been abused, or is at risk of being abused, must report the suspicion to a designated authority (e.g. local Children's Aid Society). Make sure you are aware of the placement agency's policies and procedures for reporting abuse. Regardless, your legal responsibilities as a student in field placement are as follows:

1. Any person who suspects that a child may have been abused or is at risk for abuse must report to a child protection agency, and cannot ask anyone else to report for him/her.
2. Do not confront the alleged perpetrator. If you suspect that a child has been abused or neglected, or is at risk of being abused or neglected, you must report your suspicions **immediately** to the local child protection agency. Report your observations; do not interpret or judge or overreact. Confidentiality is essential; do not discuss your concerns with other staff in the facility, students or volunteers in placement, or fellow students at the University.
3. If you have apprehensions about making a report of suspected abuse, you should consult with a worker from a child protection agency. Do not discuss your suspicions with anyone else until you have consulted with a child protection worker.
4. Inform your agency supervisor of your intent to contact a child protection agency with suspicions of child abuse or neglect.
5. Do not discuss your suspicions with a parent or caregiver without first consulting with the worker from the child protection agency.

Procedure for Reporting Suspected Abuse/Neglect of Nursing Home Residents

Make sure you are aware of the placement agency's policies and procedures for reporting abuse. The only instance where reporting of suspected abuse of an older adult is mandatory is if that person resides in a Nursing Home, Home for the Aged or Charitable Home for the Aged (i.e., Long-Term Care Homes). When abuse is suspected in a Long-Term Care Home, everyone, with the exception of residents themselves (who have a choice in the matter), is required to report to the Ministry of Long-Term Care at 1-866-434-0144. <http://www.onpea.org/english/elderabuse/faq.html>

Inform your agency supervisor of your intent to make a report of older adult abuse.

Preamble

This document provides an outline of the FCSS Program's Code of Professional Conduct and the expectations of all FCSS students during the course of their "professional-in-training" status. The code pertains to standards of professional conduct expected at field practicum and in the academic environment. The document also outlines procedures for addressing student non-compliance with the expectations of professional conduct, as defined in this manual.

The study and practice of social work and social service work places individuals in a unique relationship of trust with those they serve, in addition to fellow students, faculty, and staff. As professionals in training, students are expected to act in a professional manner in all aspects of the program. Students must exemplify attitudes, attributes and actions that demonstrate competence consistent with the Code of Ethics and Standards of Practice established by the Ontario College of Social Workers and Social Services Workers (OCSWSSW)¹. It is the responsibility of students in the program to understand and act according to these ethical and practice standards, as they are in place to protect the public.

Students are also expected to abide by the policies and procedures of field practicum agencies, as well as the regulations and procedures of the University of Guelph-Humber. Field practicum provides students with extensive opportunities to enrich their knowledge, skills and values gained through their studies of social work theory and practice. The term "practicum" or "field placement" refers to a professionally supervised training opportunity allowing the student to integrate classroom content within a practice setting. Ongoing monitoring of students is the responsibility of the Practicum Course Instructors and Field Placement Coordinator.

The classroom milieu, the characteristics of individual learners, interpersonal and group relationships and dynamics, and the beliefs, values, and expectations of learners all form part of the learning environment (Tagiuri, 1968)². Therefore, the term "learning environment" refers not only to the classroom setting at the university, but also the general campus, on-line learning environment and community settings that are used to enhance learning.

The FCSS faculty has a responsibility to ensure that students graduating from the Bachelor of Applied Science, Family and Community Social Services Program, have demonstrated that they are qualified professionals conducting themselves in an ethical and professional manner at all times. In addition, the FCSS program has a responsibility to protect clients and/or individuals (both in practicum agencies and at the university itself) from the actions of any individual who has demonstrated an inability or unwillingness to

1 The practice of social work and social service work in Ontario is regulated by the Ontario College of Social Workers and Social Service Workers (OCSWSSW), which established a Code of Ethics and Standards of Practice for the profession (<http://www.ocswssw.org/docs/codeofethicsstandardsofpractice.pdf>).

2 Tagiuri, R. "The concept of organizational climate." In R. Tagiuri and G. H. Litwin (eds.), *Organizational climate: explorations of a concept*. Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1968.

conduct themselves in accordance with the standards set out by the OCSWSSW.

Standards of Practice (Adapted from the OCSWSSW, *Code of Ethics and Standards of Practice Handbook*, 2nd edition)

Principle 1: Relationship with Clients

The social work/social service work relationship and field placement relationship are each a mutual endeavour between participating agencies providing and using social work/social service work expertise. Clients and Social Service professionals jointly address relevant social, organizational, and/or personal problems of concern to clients.

This professional belief that clients have the right and capacity to determine and achieve their goals and objectives is the foundation. The social work/social service work and field placement relationship are each based upon theories related to the social sciences and social work/social service work practice.

Principle 2: Competence and Integrity

Field placement students maintain competence and integrity in their practice and adhere to the standards set out in the Ontario College of Social Workers and Social Service Workers Code of Ethics and the Standards of Practice Handbook.

2.1 Competence

Field placement students are committed to ongoing professional development and maintaining competence in their practice.

2.1 Integrity

Field placement students are in a position of power and responsibility to all clients. As such, care needs to be taken to ensure that these clients are protected from the abuse of such power during and after the provision of professional services.

Field placement students are responsible to establish and maintain clear and appropriate boundaries in professional relationships for the protection of clients.

Violations include sexual misconduct and other misuse and abuse of the placement student's position of power in the practicum setting. Non-sexual violations may include emotional, physical, social and financial boundary violations.

Principle 3: Responsibility to Clients

Field placement students ensure that professional services are provided responsibly to those persons, groups, communities or organizations seeking their assistance.

Principle 4: The Social Work and Social Service Work Record

The creation and maintenance of records by social workers, social service workers, and professionals in training is an essential component of professional practice. The process of preparing and organizing material for the record provides a means to better understanding the client and planning an appropriate intervention.

The purpose of the record is to document services in a recognizable form in order to ensure the continuity and quality of service, to establish accountability for and evidence of the services rendered, to evaluate service quality, and to provide information to be used for research and education.

Field placement students ensure that records are current, accurate, contain relevant information about clients and are managed in a manner that protects client privacy and in accordance with any applicable privacy and other legislation.

Principle 5: Confidentiality

Field placement students respect the privacy of clients by holding in strict confidence all information about clients and by complying with any applicable privacy and other legislation. Field placement students only disclose such information when required or allowed by law to do so or when clients have consented to disclosure.

Principle 6: Fees

When setting or administering fee schedules for services performed, field placement students inform clients fully about fees, charges and collection procedures.

Principle 7: Advertising

Advertising is intended to notify and educate the public about available social work and social service work services. Field placement students ensure that advertisements are compatible with the standards and ethics of the social work and social service work professions.

Principle 8: Sexual Misconduct

The influence of the professional relationship upon clients is pervasive and may endure long after the relationship has ended. Field placement students are aware of the potential for conflict of interest and abusive treatment of clients within the professional relationship. Behaviour of a sexual nature by a field placement student towards a client represents an abuse of power in the professional relationship. Field placement students do not engage in behaviour of a sexual nature with clients.

FCSS Standards of Professional Conduct

The following table lists standards of acceptable professional conduct for both the academic and field practicum learning environments. FCSS students are expected to meet the following acceptable standards of conduct:

Accountability

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Provides Field Coordinator with appropriate documentation prior to commencing field placement. • Arrives on time and remains for duration of responsibilities. • Attends regularly. • Prepared and organized for effective use of time. • Timely submission of documents/ assignments following the approved guidelines for completion. • Makes arrangements for his/her own special needs. • Appropriately dressed for setting. • Accepts responsibility for own actions. 	<ul style="list-style-type: none"> • Fails to provide Field Coordinator with appropriate documentation prior to commencing field placement. • Chronically arrives late/leaves early. • Multiple absences. • Unprepared and disorganized, resulting in ineffective use of time. • Submitting incomplete and/or late documents/assignments. • Excessive requests for extensions on assignments/documents and/or exams. • Fails to make arrangements for his/her own special needs. • Inappropriate attire for setting. • Fails to accept responsibility for own actions.

Conduct

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Active participation and engagement in seminar classes and practicum. • Forms and maintains positive and constructive relationships. • Behaves in seminar class/practicum in ways that are conducive to a positive learning environment for all. • Demonstrates ability to work collaboratively with others. • Handles conflict in a constructive manner. • Demonstrates an acceptance of, and a respect for diversity, as shown through tolerance and regard for others. • Conducts him/herself in accordance with the standards of practice of the profession. • Receives and acts on feedback provided by professionals in supervisory roles. 	<ul style="list-style-type: none"> • Little to no active participation or engagement in seminar class or practicum. • Unable to form and maintain positive and constructive relationships. • Behaviour in seminar class/practicum that disrupts others' ability to learn and is distracting to the environment such as: disrespectful/derogatory/disruptive language or behaviour, using class/practicum time for unrelated activities, inappropriate use of technology/equipment, monopolizing discussions, sleeping in class/practicum, inappropriate non-verbal or body language. • Avoids resolving conflict and/or is unable to take a constructive approach to addressing conflict. • Lack of acceptance or respect for diversity and little tolerance and regard for others. • Discriminatory behaviour or harassment towards others in violation of the Ontario Human Rights Code. • Behaviour that is deemed inappropriate within the standards of practice of the profession. • Unable to accept/act on feedback provided by professionals in supervisory roles.

Confidentiality

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Respects and maintains confidentiality as indicated by the standards of the profession. • Treats any personal information (verbal and written) about peers, faculty, staff, clients or agencies as strictly confidential. • Does not share unsubstantiated information. • Uses only client pseudonyms or initials in documentation or assignments submitted and/or presented in class. 	<ul style="list-style-type: none"> • Fails to respect or maintain confidentiality in direct violation of the standards of the profession. • Fails to treat personal information accessed in the classroom/practicum setting as strictly confidential. • Discusses unsubstantiated information (gossip about others or incorrect information). • Knowingly uses clients' identifying information in documentation or assignments submitted and/or presented in class.

Communication

Acceptable	Unacceptable
<p>Demonstrates consistent skills in all modes of written and verbal communication as indicated through the following:</p> <ul style="list-style-type: none"> • Assignments and material prepared/ presented in class demonstrate good spelling, grammar, organization, logical sequencing and critical thinking. • Shows command of the English language. • Able to articulate thoughts and feelings clearly and succinctly. • Communicates effectively and sensitively with clients, agency professionals, peers, faculty and other individuals. • Demonstrates a willingness and ability to listen to others. • Appropriate non-verbal communication that is congruent with verbal messages. • Appropriate use of scholarly and/or professional research. • Incorporates proper documentation of sources and citations using required format (APA 6th Ed.). • Able to follow written guidelines for assignment and classroom activities. • Abides by the University of Guelph-Humber Policies for Academic Conduct. 	<p>Demonstrates significant difficulty with written and/or verbal communication as indicated by the following:</p> <ul style="list-style-type: none"> • Assignments and material prepared/ presented in class contain numerous spelling or grammar errors, are disorganized and illogical in sequence and lack critical thinking. • Has significant difficulty with command of the English language, impeding the student's ability to understand and converse in an academic or community setting. • Struggles to articulate thoughts and feelings clearly and succinctly. • Unable to communicate effectively and sensitively with clients, agency, professionals, peers, faculty and other individuals. • Lacks the willingness and ability to listen to others. • Inappropriate non-verbal communication that is not congruent with verbal messages. • Inappropriate use of scholarly and/or professional research. • Improper use of, or failure to incorporate, proper documentation of sources and citations using required format (APA 6thEd.). • Inability to follow written guidelines for assignment and classroom activities • Does not abide by the University of Guelph-Humber Policies for Academic Conduct.

Self Awareness

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Awareness of the values, attitudes, beliefs, emotions and personal experiences that build positive relationships. • Uses self-disclosure appropriately. • Able to professionally handle discussions of uncomfortable and/or sensitive topics. • Ability to recognize the need for, and maintain appropriate boundaries, and to behave accordingly. • Is able to behave adaptively with faculty, co-workers and clients. • Demonstrates situation-appropriate affect and appropriate reactions (emotionally and behaviourally) in class with topics that arouse emotion. • Cognizant of one's own behaviour and its impact on others. • Awareness of one's role in working effectively with subordinates as well as those in positions of authority. • Demonstrates appropriate judgment and skills in decision-making and problem solving. 	<ul style="list-style-type: none"> • Lack of awareness of the values, attitudes, beliefs, emotions and personal experiences that build positive relationships. • Uses self-disclosure to meet personal rather than professional needs. • Demonstrates apprehension in discussing uncomfortable and/or sensitive topics. • Inability to recognize the need for and maintain appropriate boundaries and behave accordingly. • Unable to behave adaptively with faculty, co-workers, and clients • Displays a lack of emotional intelligence in class discussions. • Lack of recognition of the impact of one's own behaviour on others. • Lack of awareness of one's role in working effectively with subordinates as well as those in positions of authority. • Shows poor or lack of judgment, and difficulty in effective problem solving • Abuses substances that impair one's judgment.

Procedures for Addressing Non-compliance with Standards of Professional Conduct

Rationale

Human services education prepares students to work with vulnerable populations and places students in a unique relationship of trust with those they serve as well as with fellow students, faculty and staff. For this reason students are required to develop and demonstrate competence consistent with the expectations of their profession. Students are also required to be aware of what is expected of them by the University of Guelph-Humber as "professionals in training" in their field practicum, and to be cognizant of academic policies and the FCSS practices as outlined in the FCSS Field Placement Manual. Students are expected to be aware of all policies and procedures relevant to their academic and field experience.

Social Work educators are responsible to students, the University of Guelph-Humber and their professional bodies to ensure that those graduating from the FCSS program have the knowledge, ability and ethical understanding required of the profession they are entering. As such, the Program Head, Assistant Program Head, Field Placement Coordinator and faculty have a responsibility to the profession to ensure that students are ready to meet the challenges of the profession.

Grounds for Action

A failure to meet the FCSS Program's Standards of Professional Conduct with respect to accountability, conduct, confidentiality, communication and self-awareness in the learning environment and field practicum will initiate a review of the student's performance.

Students who do not meet these expectations will have their status in the program reviewed, and will be required to take remedial action in areas of underperformance before graduating.

Process

If a course instructor, faculty member, or field supervisor (through the Field Placement Coordinator) raises concerns about a student's level of professionalism and performance in the areas identified above, the following process may be initiated:

- 1) Faculty will explain their concerns and assist the student to address any areas of underperformance. Documentation concerning this process and resolution will be completed by the faculty member and placed in the student's practicum file, with a copy provided to the student. A behavioural contract may or may not be required at this time (see # 2 below). Students have a right to appeal any decision to the Program Head, and the right to provide their own written comments to be included in their practicum file.
- 2) If the agreed upon resolution includes a behavioural contract, it will be drafted by the Course Instructor and Field Placement Coordinator, outlining the manner in which a student's underperformance will be addressed. A copy of the behavioural contract will be on file with the FCSS Program Head.
- 3) If the behaviour has occurred in the practicum setting and it is considered severe enough to necessitate a temporary or permanent removal from practicum, the Course Instructor and/or Field Placement Coordinator will inform the student and provide an opportunity for the student to respond to the concerns in writing. Once this is done, both the faculty member's and student's documentation will be forwarded to the FCSS Program Head for review and a decision. The decision will be conveyed to the student verbally and in writing. While the matter is under review, the student will not attend practicum and not receive credit for practicum hours.
- 4) If the behaviour has occurred in the academic learning environment and it is considered severe enough to demonstrate concerns regarding the appropriateness of the student entering or continuing in his/her field placement, a temporary or permanent removal from practicum will occur. Procedures are as described in #3 above.
- 5) If a situation arises where a field agency is refusing to have a student return, withdrawal from field practicum is required. The agency's request for removal will be documented by the Course Instructor and/or the Field Coordinator and reviewed with the student. Should it be determined after this discussion that the student's actions or inaction led to the removal, the student will receive a failing grade in the course. The student has the right to file a written appeal of the decision with the Program Head.
- 6) The student has the right of further appeal options as defined by the University of Guelph-Humber Academic Policies and Procedures.

APPENDIX A - Forms

Samples of the following forms are included in Appendix A

- Foundation Practicum Application
- Intermediate and Advanced Practicum Application
- Practicum Confirmation
- Practicum Agreement
- Student Agreement
- Practicum Time Sheet
- Practicum Journal
- Practicum Learning Contract
- End-of-Semester Practicum Evaluation

Family & Community Social Services Program

Practicum Agreement Form

I, _____ (print full name) have read and understand the program expectations and responsibilities as articulated in the FCSS Field Placement Manual.

I understand that I am required to complete the minimum number of hours* each semester at my placement agency.

I have read the *Acknowledgement of Risk* contained in the FCSS Field Practicum Manual and I understand its contents.

I understand that I am expected to attend and participate in practicum seminars and my participation comprises a portion of my overall practicum grade.

I understand that appropriately completed time sheets and all other required documentation related to the practicum must be submitted to the designated faculty or staff member at the required submission dates and times. I understand that failure to submit these documents as required will negatively affect my grade in the practicum course.

I understand that I am considered a professional-in-training and as such will perform in a professional manner at my practicum at all times, including behaving in a manner consistent with the Code of Ethics and Standards of Practice of the Ontario College of Social Workers and Social Service Workers, and the FCSS Program Code of Professional Conduct.

I understand that failure to follow through with the expectations and responsibilities of field practicum may result in removal from my field practicum.

Student Full Name

Student Signature

Date

* Foundation Practicum minimum hours = 110

* Intermediate and Advanced Practicum minimum hours = 185

Family & Community Social Services Program

Practicum Journal

Journals must be submitted using this form at the designated seminar classes, unless otherwise indicated by the Course Instructor. All sections must be completed.

Student Name: _____ Student Number: _____

Practicum Agency: _____

Course Instructor: _____ Course Code: FCSS* _____ Semester: _____

Check one box below for your level of field practicum

Foundation

Intermediate

Advanced

Journal Entry

Instructions: This section to be 500 – 750 words, double-spaced, 12 pt. font size, **starting on this page**. The content of your journal entries are reflections of your observations and experiences in the five key assessment areas contained in the FCSS Field Evaluation: Professionalism, Administrative, Intra-Agency, Client Relations, and Community Relations. Each journal entry will focus on your involvement in one or more of the five key areas. Use the items contained in each category as a guide to compose your entries. You are writing about experiences in these areas that demonstrate self-reflection on such issues as strengths utilized, challenges, concerns, skills and knowledge gained, accomplishments, relationship to your learning goals. These are your observations and reflections of your experiences in the areas of competency.

(Start below this line and use a second page)

2. The agency will provide/has provided orientation and training as follows:

Name/title(s) of agency personnel responsible (if different from Field Supervisor):

Dates and times of orientation and training (if known): _____

Information [to be] covered in orientation and training:

3. Supervision will be provided on an ongoing and regular basis as follows:

Name/title(s) of agency personnel responsible (if different from Field Supervisor):

Please describe the format of supervision (i.e., frequency, duration, individual vs. group):

PART C Learning Goals, Objectives, Tasks, & Evaluation Methodology

Learning Goal #1 (*Broad statement of an intended outcome*): _____

Objectives <i>Specific statements of the knowledge, skills, attitudes, values or behaviours that you wish to achieve related to the goal.</i>	Tasks to Reach Objectives <i>Specific tasks or activities that will advance student toward meeting the objective. These are concrete, observable, and measurable.</i>	Evaluation <i>Identify methods of assessing completion of activities and progress toward intended outcome.</i>

Learning Goal #2 (*Broad statement of an intended outcome*): _____

Objectives <i>Specific statements of the knowledge, skills, attitudes, values or behaviours that you wish to achieve related to the goal.</i>	Tasks to Reach Objectives <i>Specific tasks or activities that will advance student toward meeting the objective. These are concrete, observable, and measurable.</i>	Evaluation <i>Identify methods of assessing completion of activities and progress toward intended outcome.</i>

Learning Goal #3 (*Broad statement of an intended outcome*): _____

Objectives <i>Specific statements of the knowledge, skills, attitudes, values or behaviours that you wish to achieve related to the goal.</i>	Tasks to Reach Objectives <i>Specific tasks or activities that will advance student toward meeting the objective. These are concrete, observable, and measurable.</i>	Evaluation <i>Identify methods of assessing completion of activities and progress toward intended outcome.</i>

Use this space for additional learning goals after completion of the initial goals.

Learning Goal #4 (*Broad statement of an intended outcome*): _____

Objectives <i>Specific statements of the knowledge, skills, attitudes, values or behaviours that you wish to achieve related to the goal.</i>	Tasks to Reach Objectives <i>Specific tasks or activities that will advance student toward meeting the objective. These are concrete, observable, and measurable.</i>	Evaluation <i>Identify methods of assessing completion of activities and progress toward intended outcome.</i>

Learning Goal #5 (*Broad statement of an intended outcome*): _____

Objectives <i>Specific statements of the knowledge, skills, attitudes, values or behaviours that you wish to achieve related to the goal.</i>	Tasks to Reach Objectives <i>Specific tasks or activities that will advance student toward meeting the objective. These are concrete, observable, and measurable.</i>	Evaluation <i>Identify methods of assessing completion of activities and progress toward intended outcome.</i>

Student Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Course Instructor Signature: _____ Date Rec'd: _____

B. Demonstration of Competencies: (Please assess all items as applicable with a 0, 3, 4 or 5. Please do not assign partial points for any item [e.g., 3.5]. For items not applicable, place checkmark in N/A column).

Competency Rating Scale

Exceptional (5 points)	Excels in ability to independently perform the competency with initiative, creativity, innovation, meeting unique needs of each situation.
Above Expectation (4 points)	Consistently performs the competency with independence and skill, in all situations, at all times. Requires little or no direct supervision.
Met Expectation (3 points)	Demonstrates growth in performance of the competency, however, does not independently perform skill with consistency in all situations at all times. Student requires further practice, prompting, and supervision in development of this competency area.
Did Not Meet Expectation (0 points)	Did not perform the competency. Requires extensive practice, prompting, and supervision in this competency area.
N/A – Not Applicable	Competency does not apply to the setting therefore unable to observe, or there was limited or no opportunity for student to demonstrate the competency.

1. Professionalism:

	N/A	Did not meet expectation 0 points	Met expectation 3 points	Above expectation 4 points	Exceptional 5 points	Total Points
1. Attendance						
2. Punctuality						
3. Self-confidence						
4. Self-awareness						
5. Sense of humour						
6. Enthusiasm						
7. Initiative						
8. Cooperation						
9. Creativity						
10. Attitude towards work						
11. Judgement / common sense						
12. Patience						
13. Frustration tolerance						
14. Understands concept of self-care						
15. Learns from mistakes						
Total Points (maximum points = 75)		0				

Comments:

2. Administrative:

	N/A	Did not meet expectation 0 points	Met expectation 3 points	Above expectation 4 points	Exceptional 5 points	Total Points
1. Keeps appointments						
2. Quality of written work						
3. Promptness of documentation						
4. Consistent task follow through						
5. Organized						
6. Meets deadlines						
7. Follows agency policies and procedures						
Total Points (maximum points = 35)		0				

Comments:

3. Intra-Agency:

	N/A	Did not meet expectation 0 points	Met expectation 3 points	Above expectation 4 points	Exceptional 5 points	Total Points
1. Accepts direction						
2. Accepts constructive criticism						
3. Uses supervision effectively						
4. Ability to work with others (teamwork)						
5. Relates appropriately to support staff						
6. Seeks appropriate assistance						
7. Able to delegate when required						
8. Acts independently when required						
9. Operates within (understands) limits of responsibilities and capabilities						
Total Points (maximum points = 45)		0				

Comments:

4. Client Relations:

	N/A	Did not meet expectation 0 points	Met expectation 3 points	Above expectation 4 points	Exceptional 5 points	Total Points
1. Interviewing skills						
2. Group skills						
3. Information and referral skills						
4. Respects confidentiality						
5. Understands human behaviour						
6. Insightful						
7. Ability to accept and relate to persons of diversity						
8. Respect for client self-determination						
9. Treats clients as persons of worth and dignity						
Total Points (maximum points = 45)		0				

Comments:

5. Community Relations:

	N/A	Did not meet expectation 0 points	Met expectation 3 points	Above expectation 4 points	Exceptional 5 points	Total Points
1. Identifies and addresses community needs and issues						
2. Work effectively with volunteers						
3. Work effectively with broader community						
4. Understands social and political issues						
5. Appropriately represents agency in public						
Total Points (maximum points = 25)		0				

Comments:

C. Evaluation Summary: Please transfer **Total Points** from each competency area above to **Points Received** column below. Subtract 5 points in the **Points Available** column for each competency designated N/A. Students must receive at least 50% in a competency area to have demonstrated an acceptable level of competence.

Competency Area [max. pts. avail.]	Points Received	Points Available	% Achieved
Professionalism [15 items x 5 pts. = 75]			
Administrative [7 items x 5 pts. = 35]			
Intra-Agency [9 items x 5 pts. = 45]			
Client Relations [9 items x 5 pts. = 45]			
Community Relations [5 items x 5 pts. = 25]			
Total [225]			

D. Descriptive Summary (please do not leave any section blank. If there is no comment, please write "no comment").

1. Describe student's main strengths and areas of growth:

2. Describe main areas in which student requires further development:

3. Please add any additional comments not covered above:

4. Student's Comments:

Student Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Course Instructor Signature: _____ Date Received: _____

FAMILY & COMMUNITY SOCIAL SERVICES PROGRAM

Field Practicum Schedule of Dates
for 2015/2016 Academic Year

Fall 2015

Practicum Year (Semester)	Placement Days	Required Hours	Field Documents Due
2nd year (3rd semester)	N/A	N/A	N/A
3rd & 4th years (5th & 7th semesters)	Thursday & Friday September 17/18 to November 26/27	25 days X 7.5 hrs. = 187.5 hours Minimum required is 185 hours	<ul style="list-style-type: none"> • Learning Contract is due the week of October 12. • End of semester evaluation is due the week of November 30th.

Block Placement Week is October 5 to 9.

Winter 2016

Practicum Year Semester	Placement Days	Required Hours	Field Documents Due
2nd year (4th semester)	Thursday January 14 to March 31	15 days X 7.5 hrs. = 112.5 hours Minimum required is 110 hours	<ul style="list-style-type: none"> • Learning Contract is due week of February 8. • End-of-semester evaluation is due the week of April 4.
3rd & 4th years (6^h & 8th semesters)	Thursday & Friday January 14/15 to March 31/April 1	25 days X 7.5 hrs. = 187.5 hours Minimum required is 185 hours	<ul style="list-style-type: none"> • End-of-semester evaluation is due the week of April 4.

Block Placement Week is February 1 to 5.

Reading Week is February 15 – 19 (students are not expected to attend practicum, unless required for make-up hours).

Note: Classes are not scheduled on Friday, March 25, 2016 for the Good Friday holiday. Students who regularly attend their placements on Fridays are not expected to attend on March 25 and will receive credit for their hours missed on this day.