



# **SCHOOL OF SOCIAL WORK**

## **BSW Program Field Manual**

A Guide for distance and campus Students,  
Agency Instructors and Faculty Advisors

Revised October 2016

DALHOUSIE UNIVERSITY  
SCHOOL OF SOCIAL WORK

BACHELOR OF SOCIAL WORK  
FIELD EDUCATION COURSE MANUAL

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*The School of Social Work gratefully acknowledges the significant contribution made by Agency Instructors and placement agencies to social work education.*

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## **INTRODUCTION**

The practicum component of social work education has consistently been reported to be one of the most rewarding experiences of the degree as it provides opportunity to practice in the field the concepts taught in the rest of the curricula. Students interface with agency staff and clients in a real setting and develop direct practice skills to prepare for career opportunities after graduation. This manual provides an overview of Field Education, explains how placements are coordinated for BOTH distance and campus Students and covers the following main topics:

- Responsibilities of Field Coordinator
- Student submission requirements for SLWK 4033 or SLWK 4034/35 in distance
- Processes and requirements for setting up a placement
- Explains the distinct differences with distance delivery
- Outlines roles and expectations of Student, Agency Instructor(s) and Faculty Advisor
- Developing the Learning Contract (Goals and Objectives)
- Evaluation and grading
- Process for dealing with difficult situations
- Requirements for placements in student's current workplace
- Support with accommodation in field

The Canadian Association of Social Work Educators (CASWE) Standards for Accreditation states that

*“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...”*  
(CASWE Standards of Accreditation, May, 2012).

Students are required to complete 700 hours in a practice setting and demonstrate an entry level ability to understand and carry out the broad objectives of the SSW field course.

The Dalhousie School of Social Work has access to a wide variety of settings for placements across the region including Government, Community Based Agencies and Health Authorities. We also maintain a database of organizations across Canada that offered placements in past years to assist distance students if they cannot locate a placement independently in their home community. Both distance and campus students must accomplish the following objectives:

### **BSW Field Education Course Objectives**

Students will have successfully completed the field course (placement and seminar) when they have:

- ✓ Acquired the knowledge and skills required to effectively practice critical social work with individuals, groups and/or communities by providing a range of services from the simple to the complex
- ✓ Practiced in a manner that respects diversity and demonstrates an understanding of the significance of social identity

- ✓ Demonstrated the ability to critically analyze the relationships between societal structures, justice and equity, and the role of the placement agency in service delivery
- ✓ Demonstrated an understanding of the location of the placement agency in the service delivery system and the appropriate use of community resources
- ✓ Developed a personal framework for social work practice which integrates theory, knowledge, values and skills and demonstrates appropriate critical social work interventions
- ✓ Developed the ability to effectively and ethically practice social work, especially in situations of conflict, showing good judgment, an openness to learn, an understanding of privilege, critically reflective self-awareness and the appropriate use of the self in practice
- ✓ Demonstrated a commitment to practicing social work consistent with a critical understanding of the ethical and professional values and standards contained in the Social Workers Code of Ethics and Standards of Practice

Field Education at the SSW is based on adult education principles which build on existing knowledge and experience. There is an opportunity, under agency and faculty supervision, to develop a broad range of practice knowledge and skills in fields such as individual, group and community work, social policy and research, sufficient to meet the requirements of an entry level professional position. The student becomes proficient in situations requiring intervention, and can recognize the need for influencing policy, program or process within the placement agency in order to carry out professional responsibilities.

The practicum is done at or near the end of a student's program. The prerequisites for field are SLWK 2111, 2222, 2333 (2334/35). The pre- or co-requisite for this course is SLWK 4010.06. For information on registration, please consult the Dalhousie University Calendar. Distance students please direct questions to the SSW Distance Education Coordinator, Wendy Terris Klaus at (902-494-1354) or [wendy.terrisklaus@dal.ca](mailto:wendy.terrisklaus@dal.ca); campus students please direct questions to the Student Services Coordinator, Linda Smith at (902-494-1343) or [linda.smith@dal.ca](mailto:linda.smith@dal.ca).

### **BSW Field Education Components**

- ✓ Agency-based field work (700 hours)
- ✓ Participation in an integrative seminar facilitated by the Faculty Advisor. Students have an opportunity to discuss their placement experiences with other students and to further demonstrate the integration of theory and practice. All students must participate in the seminars. In order to access the seminar students must be registered in the field course.
- ✓ A paper on the student's Social Work Framework for Practice
- ✓ Presentation of the Framework for Practice at a meeting in the placement agency attended by the Agency Instructor, other interested agency personnel, and the Faculty Advisor (campus advisors attend and distance advisors can be invited via teleconference). The outline for the presentation must be discussed with the Faculty Advisor prior to the presentation and it is expected that campus based Faculty Advisors attend the presentation.

### **Please Note**

**Coordinating placements involves many people and documents, whether locally or at a distance so it is CRITICAL that deadlines are respected and communication is effective and timely. Students are required to check Dal email and voice mail and respond to messages promptly and professionally.**

## **RESPONSIBILITIES OF THE FIELD EDUCATION COORDINATOR**

The Field Education Coordinator manages all aspects of the BSW and MSW (campus and distance) field placements including the development and implementation of policies, procedures and field options. The SSW supports an approach that, wherever possible, student's interest and preferences for particular agencies or sites are explored. The Coordinator negotiates field placements by matching student learning needs with placement settings and learning opportunities.

In every case (both distance and campus) students are contacted to discuss their submission and request any revisions. All proposed agency staff are contacted to verify interest in the student, confirm the learning opportunities are available and supervision standards can be met. It is expected that distance students will be able to identify up to three options in their home community, however reasonable efforts will be engaged by the school if deemed necessary and on a case by case basis.

Specifically the Field Coordinator or designate carries out the following:

1. Reviews all of the student field submissions after the due date and notifies students of any revisions needed
2. Evaluates individual learning needs in the context of prior student experiences, education and the overall objectives of the field course
3. Approves all placements (Place of Employment proposals reviewed and approved by both Coordinator and BSW Chair)
4. Ensure all Agency Instructors meet the criteria established by the school and the CASWE Standards of Accreditation by providing orientation and training (please see agency instructor role section for details and access to online modules)
5. Ensure confirmation materials (that include contact information for each person) are received by the Student, Agency Instructor and Faculty Advisor
6. Negotiates Affiliation Agreements with sites locally and across Canada for distance delivery as every site must have these contracts in place in order to host a student.
7. Liaises with various Affiliate Placement Offices of Health Authorities to communicate site specific requirements to students and ensures compliance with these policies and procedures
8. Resolves complex issues that occur in a placement that cannot be addressed through typical methods and consults with the Agency Instructor, Faculty Advisor and others as deemed appropriate in these matters
9. Is a member of both BSW and MSW curriculum committees and brings forward all matters related to field education
10. Oversees the annual Agency Fair and maintains other links with the Social Service Community and the Social Work Profession
11. Provides support for research and project based placements
12. Conducts orientation for Faculty Advisors and provides general support for Advisors, Instructors and students

## **STUDENT SUBMISSION**

**All four documents listed below must be received on the due date. Please do not ask to submit early as we do not have the resources to review files until after the due date.**

**All students must submit the following by the due dates (please see page 8 for chart):**

- ✓ Student Information Form
- ✓ Current Resume
- ✓ Field Proposal (see description below)
- ✓ SIGNED Student Acknowledgement Agreement (page two only)

**Field Packages should be submitted electronically by email to [sswfield@dal.ca](mailto:sswfield@dal.ca). Please submit each piece (Student Information Form, Proposal, Resume, Page 2 of the Student Acknowledgement Agreement) as separate documents. Please print page 2 of the Student Acknowledgement Agreement, sign with your written signature, scan and when it is submitted it will be a PDF file. The Student Information Form is a fillable PDF. The Proposal and Resume can be submitted as either a PDF or a Microsoft Word document. Do not merge documents together as one file.**

**Due to the volume and time sensitivity of arranging placements, late or incomplete submissions cannot be accepted.**

### **Field Proposal**

The field proposal has two main purposes:

1. The Field Coordinator needs to have information to assist in securing the best fit for each student's learning needs and the potential agency's requirements and expectations.
2. The agency gets to know a little about the student placement candidate, their writing style and ability and why their agency has been approached to offer a placement for a particular student.

The Proposal must:

- be typed, 3 to 4 pages (regular font, double spaced)
- have good structure, syntax and use of language
- have clarity in expression of ideas
- be broad and general enough to apply to more than one site as the student's first option may not be possible

#### ➤ Introduction

- write a clear, concise introduction to why you decided to study social work and what your interests are within the profession and introduce your areas of interest

#### ➤ Body

- describe highlights of your experience that have contributed to your social work related knowledge, skills and social issues of interest

- describe your strengths, abilities and areas for further development
- discuss social issues of interest and relate to your experience if applicable
- describe the broad contexts of social work practice within which you seek to be placed and do not narrow it to one site
- in your proposal, it is important to include initial learning goals and objectives (without being too specific) so the Field Education Coordinator and prospective field agency can determine whether these can be met in a particular setting
- include reference to the course objectives for BSW Field (listed on page 3)

➤ Conclusion

- summarize and conclude with repeating the areas of practice that are of interest and reflect the 3 choices reported on the Student Information Form

Proposals that do not meet the above requirements will be returned for revision prior to work beginning on your placement.

### **PROCESS AND REQUIREMENTS FOR SETTING UP A PLACEMENT**

***This information applies to both distance and campus student placement coordination.***

After the student submission (see above for instructions and criteria for **student submission**) is reviewed and it is determined that the proposed agency(s) are accepted, the Field Coordinator or designate contacts the agency to gauge interest and availability of a placement and verify learning offered. The supervision requirements are discussed as well as any other needs distinct to the particular site (criminal record checks, child abuse registry checks, vulnerable sector, immunizations requirements and insurance issues).

**An interview must always take place** for both distance and campus students before the placement is confirmed. Faculty Advisors are assigned and informed of the placement details and students are organized into seminars through the registration process.

#### **Preparing for the Interview**

It is advisable to research the organization so you can be familiar with their structure and mandate if not known. It is also helpful to have your general learning goals in mind as that is often the first question the agency asks of a potential student. Bring a copy of your resume and proposal for discussion.

**Please Note: It is the student's responsibility to contact the Field Coordinator and report the results of the meeting. The Coordinator will contact the agency for their feedback on the meeting and the placement is either confirmed or the next agency is approached.**

**Submission and Placement Dates**

<b>BSW Placement</b>	<b>Submission Due Date</b>	<b>General Start – Finish Dates Estimated Schedules – Completion of Required Hours</b>
Campus part time	April 30	September – June Options: (a) 2.5 days/wk (20 hrs) x 35 wks – Oct. Graduation (b) 3 days/wk (24 hrs) x 29.5 wks – May Graduation
Campus full time block	January 15	April – August 5 days/wk (40 hrs) x 17.5 wks
Distance part time	August 30	January – August 2.5 days/wk (20 hrs) x 34 wks – Oct. Graduation
Distance full time block	January 15	April – August 5 days/wk (40 hrs) x 17.5 wks

**DIFFERENCES IN PROCESS BETWEEN DISTANCE AND CAMPUS STUDENTS:**

Over time it has become evident that more clarity and support is needed for distance students who are completing the field course, SLWK 4033. This section is meant to provide clarity to how distance students prepare and plan for the field portion of their Social Work education, what needs to be considered in the planning process, and how to communicate effectively with the school to achieve success.

SLWK 4033 is different from all of the other courses taken online in that the student must be in an agency under the supervision of a qualified Agency Instructor. Students must comply with hours and scheduling of the agencies work and most social service agencies can only provide supervision during a regular work week (some exceptions exist). Typically studying by distance allows for time flexibility and readings/assignments can be completed after regular work hours. Field placements generally do not fit with the rest of the education experience of online learning and that must be accounted for in planning.

The other main point to make clear is the pre-placement planning that is required for distance versus campus students. Both groups submit the same information and the due dates are planned in such a way that there is ample time to identify and secure a placement. What is different is distance students are able to make the initial contact with perspective agencies of interest to gauge initial availability and collect the contact information for the Field Coordinator and Field Assistant. We need this because we do not know many of the agencies distance students are approaching.

It is not recommended to do too much planning prior to the due date because the school must approve the placement only after reviewing the student submissions. Once the student’s plan is approved, distance students submit their resume and proposal directly to the desired agency and arranges an interview. Campus placement agencies (and local distance placements) are

initially approached by the Field Coordinator and the student information is sent by the school. During this phase of the process *all* students need to communicate effectively with the school and provide any information requested in a timely way.

Lastly there are differences with competition dynamics that campus and distance students experience. Campus students are competing with a large group of fellow students in a defined geographic area in the same Social Service and Health System and often vying for the same sites. While distance students do not have that concern they must compete with other local universities and community colleges and there can be restrictions in the number of placements as a result. Regardless of delivery mode the Field Coordinator, Field Assistant and distance education staff are available to provide accurate information, guidance and support.

The following table is meant to highlight the similarities and differences between Campus and Distance Field Coordination. You will note there are far more similarities than differences.

<b>DISTANCE</b>	<b>CAMPUS</b>
<b>Make contact</b> with preferred sites to gather all contact information required by the school and gauge interest/availability of site. Be available to discuss placements with Field Coordinator	<b>Do not make contact</b> with preferred sites. Be available to discuss placements with Field Coordinator
<b>Student sends student submission</b> to site for review	<b>Coordinator sends student submission</b> to site for review
<b>Interview takes place</b> prior to approval of placement. Once initial contact has been made by the school, the student and perspective agency staff organize the meeting	<b>Interview takes place</b> prior to approval of placement. Once initial contact has been made by the school, the student and perspective agency staff organize the meeting
<b>Communication</b> between agency, school and student to confirm placement or approach new agency	<b>Communication</b> between agency, school and student to confirm placement or approach new agency
<b>Student is responsible</b> for keeping coordinator apprised of all developments in securing placement	<b>Student is responsible</b> for keeping school apprised of all developments in securing placement
<b>Field Coordinator ensures</b> all health authority site requirements are completed and institution is notified	<b>Field Coordinator ensures</b> all health authority site requirements are completed and institution is notified
<b>Field Coordinator provides</b> orientation/training to all Agency Instructors	<b>Field Coordinator provides</b> orientation/training to all Agency Instructors
<b>The school provides</b> confirmation documents to all involved	<b>The school provides</b> confirmation documents to all involved

## **CAMPUS**

Campus students and local distance students **must not** make contact with potential placement agencies or personnel unless directed to do so by the Field Coordinator. The Coordinator ensures the agency receives the student submission for review. This is due to a high volume of placements and the importance of maintaining a single point of contact to retain positive working relationships with community agencies. Many larger organizations also have specific protocols in place in response to planning for student placements. Numerous requests are made from various educational institutions, both locally and nationally, so it is very important to respect the operational requirements.

Campus students: Await contact from the Field Coordinator regarding results of requests and whether there is possibility of placement with the agencies identified on the Student Information

Form. Be available to attend an interview to determine if it is a fit for both student and agency. Notify the Coordinator of the results of the meeting and await confirmation of the placement.

## **DISTANCE**

In direct contrast, distance students are **required** to make initial contact with potential field agencies, explore interests, opportunities and availability with agency personnel, and communicate with the Field Coordinator the relevant contact information (See Student Information Form) and planning as it occurs. The distance student sends their information to the agency for review. Distance students know their community and much more about the Social Service Systems in their geographic area so can best identify a suitable placement site. They are also not competing with the other students in their cohort. If a student is having difficulty the Field Coordinator should be notified to discuss the situation.

Distance students: Include all of the information requested on page 2 of Student Information Form; make the initial contact with prospective placement agencies to discuss placement opportunities. Distance students arrange the interview and notify the Field Coordinator of the outcome of meeting with the prospective agency and await approval of the placement.

## **Block versus Part Time Placements**

Students have two options to complete the field placement; on a part-time basis, 3 days per week, or full time 5 days per week within the designated placement period in order to complete 700 hours. The decision to complete a block versus part time placement is based on a number of factors; the nature of the placement, agency needs, academic planning for the student and the learning appropriate to a BSW placement. Also there are some sites that prefer block placements and some that do not specify.

Students seeking a block placement are advised to consult first with the Field Coordinator to fully discuss the placement context and the individualized learning goals. The Field Coordinator may consult with the BSW Program Coordinator on any academic considerations which influence the selection of a part-time or full-time placement. The BSW Program Coordinator and Field Coordinator may advise the student on the merits of each in relation to the student's academic needs, any individual challenges and how they may impact on choosing block versus part time.

## **RESPONSIBILITIES OF AGENCY INSTRUCTOR, STUDENT AND FACULTY ADVISOR**

### **Agency Instructor**

Agency Instructors must meet the criteria as stipulated in the CASWE Standards for Accreditation (2012) and approved by the BSW Committee. The criteria are outlined below.

### **Criteria**

Taken from the CASWE Standards for Accreditation (2012) and endorsed by the BSW Committee, selection of Agency Instructors adheres to the following criteria:

SB 3.2.21 Field Instructors at the BSW level normally hold, at a minimum, a BSW degree from an accredited social work program, have two years of social work practice

experience after graduation; are interested in social work education and have support from the setting to permit adequate time for assuming field instruction responsibilities (page 15).

If the Agency Instructor does not have a BSW degree, there are two options:

1. A second Agency Instructor, who meets the above requirement, is secured. With this option there are two instructors who carry distinct responsibilities for supervision and evaluation of the student. The experienced, agency-based, non-social work prepared instructor is responsible for the day-to-day supervision and assignment of work. The non-agency based, BSW social worker is responsible for consulting with the student on a regular basis in person, by telephone and/or by email to ensure a social work perspective. These arrangements must be made prior to confirmation of the placement.
2. The School-assigned Faculty Advisor can play an enhanced role, taking on the responsibility to have additional contact with the student and facilitate discussion to deepen a social work practice perspective.

**Please Note:** A person currently undertaking MSW studies at Dalhousie University is not eligible to be the Agency Instructor for a Dalhousie BSW student.

### **Training for Agency Instructors**

We are now able to offer all agency instructors/preceptors online training that consists of four main modules: 1 – Role of the preceptor; 2 – Teaching and Learning Styles; 3 – Evaluation and Feedback; 4 – Supporting Students' Learning needs, as well as helpful related resources. You will see a video listed in the Related Resources section of the training modules and it requires a password to access it: it is critical 1818#. We strongly encourage you to complete this training as it will support your role and enhance the student experience. You will find this resource at the following: <http://preceptor.learningandteaching.dal.ca/>

### **Social Work Continuing Education Course Credit**

In recognition of the contribution of the Agency Instructors we offer a Social Work Continuing Education Course Credit to the maximum amount of \$300.00. If an Agency Instructor selects a course which costs more than this amount, they must pay the difference.

A full and current course listing of the Social Work Continuing Education Courses can be found online here: <http://socialwork.dal.ca/Continuing%20Education/Current%20Programs/>, or by contacting the Continuing Education Office at [coned@dal.ca](mailto:coned@dal.ca) and requesting the current brochure.

## **AGENCY INSTRUCTOR RESPONSIBILITIES**

1. Arrange and conduct an interview with the perspective student to determine if the placement is a good fit for both agency staff and student. The site needs to be able to meet the students learning goals *and* the objectives of BSW Field Course (see page 3). Communicate the results back to the Field Coordinator.
2. Prepare for the student coming to the agency by providing a thorough orientation:
  - ensuring that work space is available
  - arranging for attendance at relevant meetings
  - planning work assignments
  - arranging for other staff to be involved with the student placement by job shadowing, co-facilitating groups or other joint activities with the student
  - introducing the student to agency staff and clients (where applicable)
  - making relevant policy and program manuals available
  - discussing the organizational structure of the agency, the services provided and the profile of the population served
  - ensure that the student is aware of other agencies with which the field agency interacts on a regular basis
3. Provide an opportunity and encourage the student to visit other agencies and become familiar with community resources.
4. Oversee the completion of the Learning Contract (see page 15) in collaboration with the student and the Faculty Advisor. Assist the student in drafting learning goals and objectives specific to the placement. There will be a meeting (campus) or teleconference (distance) to discuss and finalize the Learning Contract with Faculty Advisor and student.
5. Hold regular supervisory sessions with the student as specified in the Learning Contract. Be available as needed to offer consultation and support to the student.
6. Have primary responsibility for overseeing the student for the duration of the placement and arranging for another supervisor if absent either temporarily or permanently.
7. Follow the procedure outlined in this manual for Dealing with Difficult Situations.
8. Maintain ongoing liaison with the Faculty Advisor as needed.
9. Contribute to the final evaluation process.

## **STUDENT RESPONSIBILITIES**

1. Submit the Field Proposal (see page 6), Student Information Form and a current resume by the applicable due date (see schedule on page 8). **The Field Coordinator reviews all submissions and then contacts each student to discuss and clarify goals, interests and the proposed sites to determine availability of placement and the best fit for each student's learning needs.**
2. Be available to attend meetings or interviews and respond to all requests from the school in a timely manner.
3. Inquire about and comply with the health regulations and other policies and procedures as required by the agency (for example: immunizations, criminal record checks).
4. Assist the Faculty Advisor in arranging a meeting with the Agency Instructor to finalize the Learning Contract. This should be done within the first two weeks of a block placement and the end of the first month of a part-time placement.
5. Maintain contact with the Faculty Advisor for ongoing consultation and support. **If difficulties arise the student and/or the Agency Instructor are expected to contact the Faculty Advisor as soon as possible (see page 21).**

6. Participate in all integrative seminars offered online for distance students and in the classroom for campus students. All seminars must be attended as they comprise part of the overall evaluation of the placement.
7. Prepare for supervision with the Agency Instructor (weekly or bi-weekly) to ensure that the learning goals and objectives are being met and there is time for feedback and discussion.
8. Notify the Agency Instructor and other appropriate personnel in the event of absence. This should be done as far in advance as possible to minimize the impact on clients and colleagues.
9. In preparation for the mid-placement evaluation prepare a written summary of progress in the field placement for discussion with the Agency Instructor and the Faculty Advisor.
10. Prepare the Framework for your Social Work practice paper and complete a presentation at the placement agency (See Page 18 for detailed explanation).
11. Maintain conduct in keeping with the current Canadian Association of Social Workers Code of Ethics, the relevant provincial social workers' Code of Ethics and the Standards of Practice and agency expectations.
12. For Nova Scotia based students, consider student membership in the Nova Scotia Association of Social Workers.
13. Students must be registered for the BSW Field Education course (SLWK 4033.09) before the placement begins. Questions related to registration for distance students should be addressed to the Distance Education Coordinator Wendy Terris Klaus at (902) 494-1354 or [wendy.terrisklaus@dal.ca](mailto:wendy.terrisklaus@dal.ca) and for campus students to the Student Services Coordinator, Linda Smith at (902) 494-1343 or [linda.smith@dal.ca](mailto:linda.smith@dal.ca).
14. Read the BSW Field Manual carefully. The manual and all forms are available on the website <http://socialwork.dal.ca/Educational%20Programs/Field%20Education/>
15. Check the website and list serve regularly for announcements.
16. Purchase the following text from the Dalhousie Bookstore: Garthwait, C.L. (2010). *The Social Work Practicum: A Guide and Workbook for Students*, (5<sup>th</sup> ed.) Pearson Education Canada. ISBN:09780205709446

### **FACULTY ADVISOR RESPONSIBILITIES**

The Faculty Advisor oversees and monitors the process and content of student learning in the field placement, facilitates the integrative seminar and confers the final grade. It is important to maintain contact with both the Agency Instructor and student throughout the course of the placement.

The Faculty Advisor (FA) will:

1. Review seminar syllabi and the Student Acknowledgement Agreement content with all students during the first seminar.
2. Meet/teleconference with the student and the Agency Instructor a minimum of three times during the placement:
  - At the beginning of the placement to finalize the Learning Contract (important to be done during the first two weeks of block placement and by the end of the first month in a part time placement). It is expected that the student circulate the Learning Contract for feedback prior to this meeting. Minor changes may be made to the learning goals and objectives during the placement with the agreement of all parties;

- At mid placement to review progress toward the learning goals and make necessary changes to the Learning Contract if required; concerns related to successful completion of the Field Education Course should be discussed at this time.
  - At the end of the placement to participate in the final evaluation meeting/teleconference and assign a grade (see page 20).
3. Comply with the process and documentation provided by the Field Assistant for tracking required paperwork.
  4. Notify the Field Coordinator of problems/issues which may affect the outcome of the placement
  5. Submit all documentation (the Learning Contract, mid placement check in and the Final Evaluation) to the Field Assistant at the end of term.
  6. Provide guidance and support throughout the placement including the development of the Framework for Practice paper and presentation.
  7. Coordinate tasks associated with the completion of the Final Student Evaluation, including:
    - Receive the evaluation completed by the student and Agency Instructor and complete the FA portion, submit the signed copy to the Field Assistant.
    - Review the outline of the Framework for Practice presentation and attend the presentation (distance FAs are exempt from this expectation but could arrange teleconference to listen)
    - Grade the Framework for Practice paper in accordance with the criteria (page 18)
    - Confer the final grade and enter the grade into the DalOnline system
    - Ensure that all final evaluation documentation is received by the Field Assistant

### **Pedagogical Approach to BSW Field Education**

Professional programs require students to become self-aware and use their critical analysis and awareness to inform professional practice. Furthermore, the program goals of the BSW at the Dalhousie School of Social Work state that we facilitate graduation of students who ***“have learned and internalized principles and processes of critical reflection and analysis.”***

Becoming proficient in critically reflective analysis involves learning both from academic knowledge and through personal and professional experience to develop the skills that embody the following:

- standing back from one’s own taken-for-granted assumptions, biases, beliefs and values in order to assess and act on practice situations
- expanding one’s understanding and options by framing practice situations from multiple perspectives
- critiquing and reframing problems within broader socio-political and moral perspectives considering and taking action that is informed by this reframing
- being able to articulate the above concepts in language free of jargon and ‘clinical’ identities

## **INTEGRATIVE SEMINARS**

The Integrative Seminars are facilitated by the Faculty Advisor and are intended to provide discussion of issues encountered by students in the field experience. Students must participate in an integrative seminar concurrent with the placement. The seminar is accessed through the Blackboard Learning System for distance and onsite in a classroom format for campus delivery. For campus students, the seminar schedule will be communicated to students prior to the beginning of the term; students must be registered for the field course in order to be assigned to a seminar.

The underlying premise of the seminars is that each person in attendance has important information to share and contribute. The integrative seminars are:

- a required part of the BSW Field course, full attendance and participation are expected.
- an opportunity for peer support and the integration of practice issues and critical social work theory by discussing placement experiences with an experienced social work practitioner.
- facilitated with a focus on the integration of critical social work theory in practice and reflective use of self in practice and it is expected that students will dialogue about their experiences in placement.

## **STUDENTS REQUIRING ACCOMMODATION**

### **Requests for Accommodation**

It is the student's responsibility to make a request for accommodation in accordance with the Dalhousie University policy [www.studentaccessibility.dal.ca/policy](http://www.studentaccessibility.dal.ca/policy). The request for accommodation must be made in advance of the start of the field placement so that a decision can be made as to what is needed and available and proper supports can be accessed. We strongly advise any student who might need accommodation and/or advising should contact these services as early as possible.

Except in rare circumstances there should be no "after-the-fact" accommodation and these situations will be considered on a case by case basis.

The University will consider a request for accommodation made by a third party (physician, family member, caregiver, advocate or other representative) only where the student has provided prior written consent.

The Faculty of Health Professions at Dalhousie recommends that students who have health concerns that have the potential to compromise client, student and/or agency personnel safety to follow the policy detailed at

<http://healthprofessions.dal.ca/Files/StudentHealthDisclosure.pdf>

## **DEVELOPING THE LEARNING CONTRACT**

***Please Note: It is the student's responsibility to print and bring the Learning Contract Template (cover page) to the first meeting so all the arrangements can be agreed to and signed off.***

The draft goals and objectives must be specific to the placement and written in consultation with the Agency Instructor. In preparation for the meeting it is often useful for the student to e-mail a draft of the learning goals and objectives to the Faculty Advisor and the Agency Instructor.

During the meeting the Learning Contract is finalized and signed by the Student, Agency Instructor and Faculty Advisor. If it is a distance placement the Agreement is sent to the Faculty Advisor by e-mail or fax. The Faculty Advisor is responsible for ensuring that a signed copy of the Learning Contract is in the Student's file at the School of Social Work.

## **LEARNING GOALS AND OBJECTIVES**

Learning goals and objectives form the basis of the Learning Contract, which must be finalized within the first month of a part-time placement and within the first two weeks of a (full-time) block placement. The Student leads the process of its development, with consultation and input from the Agency Instructor and Faculty Advisor. The following section on goals and objectives is based on material from the book entitled: *Field Instruction: A Guide for Social Work Students*.<sup>1</sup>

- A **goal** provides a general sense of direction – the target for which you are aiming. An example would be: To develop skills to work with adolescents in groups. Consider the goal the 'what' that you want to learn.
- An **objective** is an activity that helps you achieve your goal. You may have several objectives to achieve one goal. Consider the objectives the 'how' for reaching your goal. Objectives should be:
  - ✓ thought of as stepping stones
  - ✓ easy to monitor whether or not they are achieved
  - ✓ measurable
  - ✓ attainable

After listing the goals, think of each active step, activity, or responsibility that should be undertaken or performed in order to reach the goals. These form the objectives that should be listed under each learning goal. Of these tasks or activities, choose the ones that are most directly observable and whose feedback will be essential to evaluation. For each objective ask, "How will my Field Instructor know that I have achieved this objective?"

Generally you should have no more than six goals with two to six objectives attached. Keep the following in mind when developing objectives:

- If it is difficult to assess when you have completed an objective then it needs to be rewritten
- If a particular goal will take more time than is available to you then discard or revise it
- The objectives should be able to be accomplished over the time period of the placement and not all clustered at the beginning or end

It is important to factor in the overall objectives of the course (on page 3 of this manual) as they need to be reflected in the overall placement achievements and documented in the final evaluation and the Framework for Practice Paper/Presentation.

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<sup>1</sup>Royse, D., Dhooper, S.S., & Rompf, E.L.(2003). *Field Instruction: A Guide for Social Work Students* (4<sup>th</sup> Ed.). Toronto: Allyn and Bacon/Pearson Education Inc.

### **Sample goals and objectives:**

#### **Goal 1: To improve counseling skills.**

Objective 1: To observe two counseling sessions conducted by agency staff during the first month of the placement

Objective 2: To discuss the counseling sessions with the social worker involved

Objective 3: To conduct two counseling sessions, early in the placement, which are observed by the Agency Instructor

Objective 4: To audiotape at least one counseling session with a client

#### **Goal 2: To improve advocacy skills.**

Objective 1: To read two articles on advocacy and discuss them with the Agency Instructor by the end of the 1<sup>st</sup> month of the placement

Objective 2: To identify an issue that is having an adverse effect on clients in the agency

Objective 3: To develop an understanding of the issue

### **Approval for Workshops**

With the approval of the Agency Instructor and the Faculty Advisor or Field Coordinator, workshops that students attend during the academic year in which the placement occurs may be counted as part of the required hours. These requests can be submitted by email and must include a description of the workshop, the number of hours and how it relates to the field placement setting.

### **KEEPING A JOURNAL**

All students are encouraged to keep a journal. This written account of significant and meaningful events can be useful in assessing progress in the placement and in developing the framework for practice paper and presentation. The placements are lengthy and it is difficult to remember every meaningful encounter. Students' Agency Instructor or Faculty Advisor may want to review the journal periodically, therefore it is important to be able to explain the content and how it is relevant to the placement context and to Social Work generally.

Suggestions for the journal:

- Consider writing a summary at the end of the week of what occurred, how you felt, and how the experiences relate to learning objectives, relationships, supervisory sessions with your Agency Instructor, discussions with the Faculty Advisor or in the seminar. Remember not to use clients' names or identifying features.
- Consider it a place to record disputes or conflicts. Such a record can be helpful in reflecting on what has occurred, under what circumstances and why you believe it occurred. You may be able to use these notes to defuse situations of conflict or explain your perspective and create fuller understanding.

## **FRAMEWORK FOR PRACTICE PAPER**

As the final assignment in the BSW Degree, this paper and presentation are considered essential and significant components of the student's education. This assignment is a culmination of the direct practice experience at the agency, group discussions from seminar, interprofessional learning, and knowledge from other course content. The paper is submitted and graded by the Faculty Advisor. Students provide an outline to the Faculty Advisor for approval before submitting the final paper so guidance and support can be provided.

The student presents their Framework at their field placement site and the Agency Instructor and other staff at the agency attend the presentation. The paper and presentation should highlight the development of an explicit approach to Social Work practice, which integrates personal ideology, theoretical grounding, practice strategies and professional ethics, and understanding of interprofessional dynamics. This assignment enables students to demonstrate the achievement of the overall goals of the BSW Program. Students will integrate a theoretical analysis and a proficiency in Social Work skills enabling engagement with services users in a variety of practice contexts (excerpted from the BSW Curriculum Manual, August, 2016).

Evaluation and grading are based on the following criteria:

### **Evaluation Criteria**

The following are the bases for evaluation of the paper:

- clear articulation and integration of ideologies, theories, practices and ethics, and analysis of interprofessional dynamics
- demonstration of the use of the framework in a specific practice setting, indicating familiarity with the current issues in the field of practice (for example addictions, child welfare, corrections, advocacy, policy analysis)
- locating the practice framework within an understanding of systemic inequalities in resources and power, rooted in diverse factors such as class, gender, sexual orientation, race, ethnicity, ability/disability and age
- demonstrated ability to critically reflect on one's practice, including a discussion of strengths and areas for further development
- evidence of critical thinking and analytical ability
- effective integration and analysis of relevant social work literature
- good structure, syntax and use of language; clarity in expression of ideas and appropriate citation
- length of 4000 to 6000 words

The following explanation provides some guidance in preparing for this assignment:

“...a **practice framework** consists of a set of beliefs and assumptions about how, when and under what conditions people and systems change and what a social worker can do to facilitate desired and needed change...A practice framework should meet the following criteria:

- it should be consistent with the purpose, values and ethics of the profession

- capable of being communicated to others (i.e., its concepts, principles, and assumptions should be clearly described and defined)
- it should make sense to laypersons (i.e., most clients and volunteers should be able to understand the framework's connection to their concerns and life experiences)
- help the worker analyze and understand complex and often chaotic situations
- provide guidance and direction during the various phases of the change process
- it should rest on an empirical foundation "(i.e., be based on facts and careful and systematic observation)"<sup>2</sup>

Students need to have analyzed the development of their own approach to Social Work from a number of related perspectives: ideology and values, theoretical knowledge, practice strategies, professional ethics, and analysis of interprofessional dynamics. These are interdependent, so that exploration and clarification in any one area necessarily involves making connections to the others. The following suggestions are not exhaustive and should not limit the development of an individual student's framework paper.

### **Ideological Perspective**

- Present your beliefs about the determinants of social problems
- Draw from your ideology to describe the client population and constituencies represented in your placement, including their diversity
- Analyze your relationship as a social worker with the people you work with (clients, groups, and social activists) and your beliefs about client and worker status and how diversity affects these relationships
- Discuss your short and long-term practice goals and priorities and connect them to your values
- Address what implications your practice goals have for your relationship as a social worker with clients, agencies, other social workers, the profession, the community, and other professionals.

### **Theoretical Perspective**

- Explain what theories will inform your direct practice with individuals, groups, families and communities

### **Practice Strategies Perspective**

- Address the practice strategies, skills and approaches you have used in the practice settings with individuals, small groups, families, community groups, as well as particular groups informed by your placement experiences. Describe the skills you utilize in the areas of analysis, assessment, planning, individual interventions, group work, community development, advocacy (include others if appropriate).

### **Professional Ethics**

- Address the ethical obligations within the CASW Code of Ethics and applicable provincial body in relation to your ideologies, theoretical analyses and practice strategies
- Draw on examples from the placement context

### **Interprofessional Dynamics**

- Discuss examples and stories of what you have learned about how to articulate your social work perspective in an interprofessional/multidisciplinary team/setting

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<sup>2</sup>Sheafor, B.W., Horesji, C.R. (2003). *Techniques and Guidelines for Social Work Practice* (6<sup>th</sup> Ed.). Toronto: Allyn and Bacon/Pearson Education Inc.

- Reflect on examples where you took a stand/asserted your position to reflect your social work perspective/framework for practice and the implications to the interprofessional dynamic
- Discuss where and how you have learned with, from, and about other professions and disciplines in your placement

### **EVALUATION AND GRADING**

This section provides the criteria for evaluating and grading the student's progress towards meeting the course objectives and the approved Learning Contract. The student's critical analysis, reflection, and practice skills demonstrated in the agency and the integrative seminar are evaluated through two formal processes, the midterm and the final evaluation.

Feedback and evaluation should be an ongoing process throughout the placement. The *Agency Instructor* uses feedback informally as work happens and by summarizing during scheduled supervision meetings. The individual learning goals and the course objectives should always be touched on and timelines revisited as needed. The Faculty Advisor offers feedback to the student in seminar sessions, during meetings and provides guidance for written materials including the students' midterm written summary, Framework Paper and presentation outlines.

If other employees in the agency have been involved in supervising the student, they should participate in the evaluation, giving written input on those areas of learning for which they are responsible as described in the Learning Contract.

#### Mid Term Evaluation

- The student prepares a written summary for the mid-placement evaluation and reviews it with the Agency Instructor for possible revision. It should report on highlights and challenges of the placement to date, revisions to the Learning Contract, and/or areas of learning requiring special attention. The summary document is given to the Faculty Advisor for signature and placement on the student file. If needed, revisions and re-circulation of the Learning Contract for approval and signature may also occur. Any concerns/issues with the student's learning or behavior must be raised at or before the mid-placement evaluation and documented in writing. Students must be provided with time to work on areas needing improvement.

#### Final Evaluation

- The final evaluation meeting is led by the Faculty Advisor, using the Learning Contract and SLWK 4033 course objectives as templates for discussion. Both the Agency Instructor and the student complete their sections of the Final Evaluation Form and the student sends it to the FA who reviews the agency and student section and completes the faculty section. The last meeting of the placement is dedicated to reviewing this document and assigning the grade. BSW Field is graded on a Pass/Fail basis. A failing grade requires the student to be dismissed from the BSW program. A failing grade may be awarded in the following circumstances where the student:
  - In the course of the Field placement, demonstrates personal unsuitability for the profession according to the Faculty of Health Professions' statement on unsuitability (see Appendix I)
  - Fails to meet, or to make what is judged to be sufficient progress, in relation to the learning goals agreed upon in the Learning Contract
  - Does not receive a pass for the Integrative Seminar

- The Framework for Practice paper and presentation were not satisfactory
- Withdraws from a placement without adhering to due process

In all instances, if the Agency Instructor, student or Faculty Advisor begins to consider the possibility that a student may not be meeting the expectations of the BSW Field Course they should immediately follow the process below: Dealing with Difficult Situations.

### **PROCESS FOR DEALING WITH DIFFICULT SITUATIONS**

If problems arise before a placement is confirmed, the Field Coordinator, student and the agency will communicate any concerns and determine the feasibility of the placement in question. Once the placement starts, if problems arise at any time during the placement, the Faculty Advisor should be contacted immediately by either the student or the Agency Instructor and a resolution is attempted. If the issues cannot be resolved during regular supervisory sessions, the person with the concern needs to immediately call a teleconference (distance) or meeting (campus) with the other two parties to achieve a satisfactory resolution.

If a resolution satisfactory to all parties is not achieved, the Field Coordinator must become involved and the Director of the agency will be informed of the situation if deemed necessary and appropriate. The Field Coordinator will inform the Associate Director of the School of Social Work and the Chair of the BSW Committee and initiate appropriate action based on the particular situation.

Possible outcomes of discussions might include:

- alterations to the Learning Contract
- a change in Agency Instructor or Faculty Advisor
- change of placement agency
- termination of the placement
- failure of the BSW field course

The Faculty Advisor, Agency Instructor and the student can make alterations to the Learning Contract if all three parties agree. A change in the Agency Instructor or Faculty Advisor, or termination of the placement, requires the involvement of the Field Coordinator. The SSW Associate Director, the BSW Committee Chair and the Director of the field placement agency must be notified and involved to the extent deemed appropriate on a case by case basis.

The School and/or the field placement agency have the right to terminate a placement if, in the view of either, circumstances warrant this action. If a student terminates a placement without following the process outlined above it normally results in the student failing the course.

### **REQUIREMENTS FOR PLACEMENTS IN STUDENT'S CURRENT WORKPLACE**

***The BSW Committee strongly advises that BSW students complete the agency component of the Field Education Course in a setting outside that of their regular employment.***

This policy is based on the principle that the practicum must employ new learning, in a setting where issues can be debated and policies and procedures questioned. Practicum is rooted in a relationship of learning and teaching that is optimized when free from a workplace identity. In an employment situation the relationship is one of employee and employer and a focus on performing the assigned duties may not coincide with the academic goals of a social work education. It is more rigid and there is less opportunity for creativity and pursuit of answers to critiques.

The School recognizes that in some **exceptional situations** the above noted conditions can be met in the student's place of employment. Students may request approval to do their field placement in their current place of employment if the learning opportunities available meet the criteria listed below. All requests to complete the placement in the student's current place of employment must be approved by the Field Coordinator, in consultation with the Chair of the BSW Program.

### Criteria

1. There must be an opportunity for new learning regarding knowledge, skills and analysis that is well documented and meets the goals of the field course. An example of a proposal that would not be considered as new learning would be moving from one position in Health Care to another role. It may be different population and issue however it is still considered health care social work.
2. The placement must be supported by the employer as an academic endeavor.
3. A new position does not necessarily qualify. If a new position is being considered for a placement:
  - The date of appointment and the beginning of the field placement must coincide
  - The current and new job descriptions must be included in the submission and documentation from the employer must detail the new learning in the new position. This is an important issue because people are generally hired in positions because they meet the qualifications and are able to perform the duties; therefore this is not new learning.
4. The learning opportunities available at the prospective agency must coincide with the goals for BSW Field (see page 3).
5. The Agency Instructor cannot be the same person who normally supervises the day to day work of the student. As well, the Agency Instructor must meet the qualifications set out in this manual and be approved by the Field Coordinator. The Agency Instructor must be willing to fulfill the expectations outlined in this manual.

### **Submission for Place of Employment Placement**

The proposal to do a placement in one's place of employment must include:

1. Resume
2. Proposal
3. Student Information Form
4. Student Acknowledgement Agreement signature page  
It must also include the following information that can be submitted after the due date if the initial proposal is being considered a possibility by the Field Coordinator
5. The current job description
6. The proposed activities in the placement and anticipated new knowledge, skills and analysis to be acquired
7. The new job description, if the proposed placement is an entirely new position
8. Clear articulation as to why the learning opportunities are only available in this setting (must go beyond financial considerations in maintaining employment)
9. Letter from the director or manager of the workplace, which must include the following:
  - Provide name and contact information for the Agency Instructor and clarify that this person does not normally supervise the student
  - Ensure that time will be made available for the student to participate in meetings, workshops, seminars and other activities which would enhance the learning experience. As well, sufficient time must be set aside for regular supervisory sessions with the Agency Instructor.

- Explain how the placement being proposed is new learning and the student will not be doing the same work that s/he has performed in the past.

### **Process for Review**

- Only after all of the above information is received will the placement be approved or denied
- The Field Coordinator, in consultation with the Chair of the BSW Program, will review complete requests for placement in the student's current place of employment
- The decision will be communicated to the student in writing

### **INTERNATIONAL PLACEMENTS**

The BSW Program offers international field placements in exceptional circumstances only, and only when the following criteria are met:

- When the student has substantial experience in the social work field prior to beginning the BSW
- With agencies with which an International Affiliation Agreement is already in place
- In a full-time block after all other courses for the BSW are completed
- When the student has met with personnel at International Student Exchange Services regarding international travel as a student

Students are required to submit the following package a minimum of 8 months prior to potential departure:

- Student Information Sheet for international placements (see website for all forms)
- Student Proposal, addressing:
  - Why an international placement is relevant to the learning needs of the student
  - How the learning opportunities are specific to the international site
  - How the international placement will expand preparation for social work practice
  - Rationale for how/why a local placement cannot meet the student learning needs
  - Statement regarding the student's ability to live and cope while undertaking an international placement, including what they need to prepare for
  - Statement on how they will fund themselves
- Résumé
- Recommendation from the instructor of Beginning Social Work Practice
- One letter of reference from an outside source who can comment on suitability for a professional international learning experience (for example past or current supervisor in volunteer or paid work; past or current professor)

Student submission packages are reviewed by the Field Coordinator and Undergraduate Program Coordinator for approval. Individual meetings may also be required. The student will be notified of the decision in writing.

Due to the volume of placements arranged locally during any one term, if a student cancels the request for an international placement within 4 months of the date of intended travel, there is no guarantee that the School can secure a local field placement for the upcoming term.

Students are required to participate in a field seminar equivalent, a central component of the field course. Where the technology exists, students can do this online; where technology does not exist, alternate arrangements will be made. Each student is assigned a Faculty Advisor. During the placement the student keeps a journal and is required to communicate with the Faculty Advisor on a regular basis to discuss issues related to the placement experience.

### **CONFIDENTIALITY**

In accordance with the Canadian Association of Social Workers Code of Ethics, SSW students, faculty and staff will protect the privacy of clients and hold in confidence all professionally acquired information concerning them. The student will follow the field agency's policies and procedures regarding confidentiality insofar as they do not contravene the professional code of ethics.

Where client information is used in supervision, seminars or courses the student will follow the policies and procedures of the individual field agency. The student must discuss the particular situation with the Agency Instructor and approval must be given. Names and other identifying information will not be used. In the case of written material, names and other identifying data will be removed and where video or audiotapes are used, written permission must be obtained from the client specifying the way in which the video or audiotapes will be used and for what purpose. Students must always consult the Agency Instructor, Faculty Advisor, or Field Coordinator when in doubt to ensure confidentiality is protected at all times.

### **INSURANCE**

When students go out on placement they are interacting with the site's clients, patients and families along with the regular staff. Students and all organizations they are placed with must have sufficient insurance to cover liability on behalf of the individual student, the university and the organization. This is done through Affiliation Agreements that must be signed by both parties (organization head and university). Depending on which province you live there are also issues of Workers Compensation Coverage (legislation referring to student fieldwork is different in each province). These issues are dealt with by the Field Coordinator and the proposed sites. Below is an excerpt of Dalhousie's Affiliation Agreement: (SEE APPENDIX III)

*Dalhousie University agrees to indemnify and save harmless the field agency from any or all claims, suits, actions for loss or damage caused by:*

- a). a student in the course of their social work training pursuant hereto, or*
- b). faculty or staff from the School of Social Work in the course of their employment pursuant hereto.*

*Dalhousie University agrees to maintain adequate liability insurance to cover any loss, damage or injury of any nature whatsoever caused by the acts of its employees in the course of their employment or the acts of students in the course of their studies at the School of Social Work or at their field placement location.*

If an agency does not carry sufficient liability insurance the amount of coverage can be negotiated or an agreement may not be accepted. The student is also required to sign the Student Acknowledgement Agreement – Appendix A of this agreement. This must be signed, witnessed and be received by the school's Field Assistant prior to starting any fieldwork.

SUSPENSION OR DISMISSAL FROM A PROGRAM ON THE GROUNDS OF PROFESSIONAL UNSUITABILITY -- FACULTY OF HEALTH PROFESSIONS (Approved by Senate September 9, 1996)

### Guidelines

The Faculty of Health Professions, acting through its Committees on Studies at the School/College and Faculty levels, and in consultation with the Directors and Dean, may suspend or terminate a student from a program if the student is judged to be unsuitable for the profession in which s/he is studying. Because of the nature of the study and practice of the various health professions, which places caregivers in a position of special trust, certain impairments or some types of conduct unbecoming to a member of a health profession may be grounds for suspension or dismissal.

The following list includes examples of behaviours that might indicate unsuitability for the various health professions. The nature of these behaviours is such that, should any of them ever be repeated, grievous harm could be caused to clients. This list should not be considered to be all inclusive:

- i. a criminal act (e.g., assault, sexual assault, fraud, drug trafficking) which according to the established Faculty processes was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the Faculty, the student demonstrated poor judgement, lack of integrity or (other) unsuitability for the profession; or evidence that, on the balance of probability, the student had committed such an act;
- ii. being under the influence of alcohol or drugs while participating in client care, any other professional activity, or any activity related to the practice of the health profession;
- iii. in accordance with provisions of the Nova Scotia Human Rights Act, the occurrence of a health condition that impairs essential performance required for the health profession;
- iv. unethical behaviour as specified by the code of ethics/standard of practice of the health professions.

The student's situation will be considered with discretion throughout the investigation of the allegation of unsuitability and these deliberations shall determine whether suspension, dismissal or neither is recommended. The principles of natural justice and due process will be observed in all investigations.

Any member of the University community can bring to the attention of the Director behaviours that are deemed unsuitable. These behaviours will be investigated and allegations heard.

Appeals will follow the appeal procedure for academic matters within the Faculty of Health Professions notwithstanding that the criteria are different. At the University level, appeals will require formation of an ad-hoc Senate committee.

[http://www.dal.ca/content/dam/dalhousie/pdf/university\\_secretariat/policy-repository/SuspensionfromProgramPolicy.pdf](http://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/policy-repository/SuspensionfromProgramPolicy.pdf)

# Dalhousie University's Sexual Harassment Policy

## Part One

### Policy Statement

- 1) The University occupies a special place in society as an intellectual community with a responsibility for the discovery and sharing of knowledge. This aspiration demands a commitment to an atmosphere of reciprocal respect among all members of the university community. Sexual harassment potentially undermines the full and free participation of all members of the community by negatively impacting on an individual's employment conditions or academic status or performance or by creating an intimidating, hostile or offensive working or academic environment.

Dalhousie University does not tolerate sexual harassment of any kind. Indeed, the University regards sexual harassment as unacceptable behaviour that is subject to a wide range of disciplinary measures, including dismissal or expulsion from the University.

All members of the University community have a responsibility to ensure that the University's working and learning environment is free from sexual harassment. Administrative Heads, as defined in section 27 of this policy, bear the primary responsibility for encouraging and maintaining a working and learning environment free from sexual harassment. They are free to act, and should act, on this responsibility, whether or not they are in receipt of individual complaints. It is the obligation of Administrative Heads to be familiar with this policy and, where appropriate, to undertake training, in order to ensure that they are able to fulfill these responsibilities.

## Part Two

### Purpose

- (2) The purposes of this policy are:
  - (a) to be educational, in that its existence will increase awareness of and sensitivity to the negative impact of sexual harassment;
  - (b) to prevent sexual harassment by indicating the seriousness with which Dalhousie University views this issue;
  - (c) to provide fair procedures for handling complaints when they do occur.

See full policy: [http://www.dal.ca/content/dam/dalhousie/pdf/university\\_secretariat/policy-repository/SexualHarassmentPolicy.pdf](http://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/policy-repository/SexualHarassmentPolicy.pdf)

## Clinical/Fieldwork Education Agreement

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This Agreement is made on this \_\_\_\_\_ day of \_\_\_\_\_, 20

BETWEEN

**Dalhousie University on behalf of the School of Social Work,**  
Hereinafter referred to as the “School”,

AND

\_\_\_\_\_  
Hereinafter referred to as the “Facility”,

FOR THE PURPOSE OF

Placing a negotiated and agreed upon number of students for required clinical or fieldwork experience.

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### ***1.0 THE FACILITY AND THE SCHOOL AGREE:***

- 1.1 To collaborate in the establishment and provision of clinical/fieldwork education placements for students;
- 1.2 To identify responsible persons in the Facility and in the School who can assist with the identification, development and implementation of clinical/fieldwork placements;
- 1.3 To keep confidential all documents, data, information, and other material provided to or obtained by them related to patient care, student performance, and other materials identified by either party as confidential under this agreement.

### ***2.0 RESPONSIBILITIES OF THE SCHOOL:***

- 2.1 The School will be responsible for initiating discussions with the responsible person at the Facility regarding the number of students and the expected dates of attendance for clinical or fieldwork experience. These discussions will normally be initiated at least three months in advance of the planned clinical or fieldwork experience;
- 2.2 The School will be responsible for notifying the responsible person at the Facility in advance and in writing of the number of students and the expected dates of attendance for clinical or fieldwork experience;

- 2.3 The School will provide the Facility with well-defined objectives, relevant information regarding student academic preparation, student clinical/fieldwork experience, program implementation, and student/program evaluation, prior to the start date of each student's or group of students' placement;
- 2.4 The School will have students sign a Student Placement Agreement (Appendix A) prior to commencing the clinical/fieldwork placement. The School will take reasonable steps to ensure that students are aware of the contents of the Placement Agreement, in particular the student's responsibilities and the limits of the Facility's liability to students;
- 2.5 The School acknowledges that educational programs cannot compromise the client/patient care or client service objectives of the Facility, and that the Facility is the final authority on all aspects of client/patient care or client service;
- 2.6 The School acknowledges that the Facility has the right to require a student to leave the Facility because of performance or conduct. This right will not be exercised without prior discussion with the Director of the School or designate except in extraordinary circumstances involving an immediate threat to the quality of health care delivery or service within the Facility or an immediate threat of a disruption of the educational, human service or health care programs. The School will discontinue the clinical/fieldwork placement of any student whose performance is unacceptable to the Facility.

### **3.0 RESPONSIBILITIES OF THE FACILITY:**

- 3.1 The Facility will allow the School to place students for required clinical or fieldwork experience, with the number of students accepted during a specific timeframe being at the discretion of the Facility;
- 3.2 The Facility will designate a representative(s) of the Facility to coordinate clinical/fieldwork placements with the School through the designated School representative(s);
- 3.3 The Facility will provide physical facilities and equipment;
- 3.4 The Facility will ensure that students at all times be under the appropriate supervision of a designated preceptor and/or a staff member of the facility on the following bases:
  - 3.4.1 In the event that the Facility will have more than one preceptor working with the student during the course of the placement the Facility shall appoint one of those preceptors as the responsible preceptor for the purposes of section 3.6;
  - 3.4.2 The Preceptor will meet the following criteria: Hold a minimum of a \_\_\_\_\_ Degree and/or Diploma in the field of \_\_\_\_\_, or a related field and worked a minimum of one year in their profession.
  - 3.4.3 The parties may, by way of written mutual agreement, add special terms and conditions from time to time related to preceptorship for School students.

- 3.4.4 The Facility acknowledges that if a preceptor does not meet the requirements set out in this Agreement the ability of the student to receive credit for the placement and qualify for registration in their chosen profession following graduation may be adversely affected.
- 3.5 The Facility will provide each student with relevant Facility rules, regulations, policies and/or procedures;
- 3.6 The Facility will have students' performance evaluated by the Facility's staff designated as responsible for supervising the student(s) following the guidelines set by the School and advise the School at the earliest possible time of any serious deficiency noted in student performance;
- 3.7 The Facility will allow students reasonable access to library and cafeteria facilities if available and advise the School of other available benefits to students;
- 3.8 The Facility will make all reasonable effort to provide a secure area for personal belongings, such as lockers, changing room space and suitable space, and facilities for group instruction;
- 3.9 The Facility will have authority in the day-to-day management of this Agreement within the Facility.

#### **4.0 INSURANCE AND INDEMNIFICATION**

- 4.1 Dalhousie University agrees to indemnify and save harmless the Facility from all loss, cost, expense, judgment or damage on account of injury or damage to persons or property, including death, in any way caused by the negligence or willful act of Dalhousie University, its servants, agents, students or employees related to or arising from the programs or other matters to which this Agreement pertains, together with all legal costs and expenses incurred by the Facility in defending any legal action pertaining to the above.
- 4.2 The Facility agrees to indemnify and save harmless Dalhousie University from all loss, cost, expense, judgment or damage on account of injury or damage to persons or property, including death, in any way caused by the negligence or willful act of the Facility, its servants, agents or employees related to or arising from the programs or other matters to which this Agreement pertains, together with all legal costs and expenses incurred by Dalhousie University in defending any legal action pertaining to the above.
- 4.3 Each Party shall, at its own expense, be responsible for obtaining and maintaining in force at all times during the term of this Agreement comprehensive general liability insurance and professional liability insurance in the amount of \$5,000,000 per occurrence for the purposes of this Agreement and shall provide evidence of coverage to the other party on request.
- 4.4 Except where expressly required by law, the School's students shall not be considered employees of the Facility in relation to the clinical/fieldwork placement which is the subject

of this Agreement, and as such shall not be afforded benefits provided to Facility employees. Nothing in this section shall be construed as affecting any employment relationship between a student of the School and the Facility which exists independently of the clinical/fieldwork education placement and this Agreement.

**5.0 TERM AND TERMINATION**

- 5.1 This Agreement shall be in effect commencing on the date first written above and continue from year to year thereafter unless terminated by one of the parties;
- 5.2 This Agreement may be executed in counterparts (each of which shall be deemed to be an original but all of which taken together shall constitute one and the same agreement) and shall become effective when one or more counterparts have been signed by each of the parties and delivered to the other party.
- 5.3 The terms of the Agreement may be amended by written Agreement signed by both parties;
- 5.4 Appendices will be reviewed annually;
- 5.5 Either party may terminate this Agreement upon 30 days' notice in writing. Such termination will come into effect at the end of the notice period unless students are in placement, or have been scheduled for placement, in which case, it will follow the completion of student placements;
- 5.6 Any notice or other communication by any party to the other must be in writing and must be given, and be deemed to have been given, if either faxed, personally delivered or mailed, addressed as follows:

Office of the Director  
School of Social Work  
Dalhousie University  
1459 LeMarchant Street, Suite 3201  
PO Box 15000  
Halifax, NS B3H 4R2

President and CEO or Director  
Name and Address of Facility

The Parties hereto have executed this Agreement as attested by the hands of their duly authorized signing officers.

Dalhousie University

Facility

\_\_\_\_\_  
William G. Webster, Dean  
Faculty of Health Professions

\_\_\_\_\_  
Legal Signing Authority  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

## Appendix A

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(Name of Student)

with respect to a placement at

(the “Facility”)

through

**Dalhousie University on behalf of the  
[insert name of School or College]**

### *STUDENT ACKNOWLEDGEMENT*

The Facility and the University have signed an Agreement about the placement programs in which you wish to participate. Prior to starting a placement in the Facility you are required to read and sign this Acknowledgement. This document describes your responsibilities during your placement and other important information you should know.

By signing this Acknowledgement, the undersigned agrees to the following:

1. Placement programs cannot compromise the client/patient care or client service objectives of the Facility. Facility staff are the final authority for all aspects of client/patient care or client service and for the integration of the placement programs into the Facility.
2. The Facility has the right to require me to leave their facilities or programs because of my performance or conduct. This right will not be exercised without prior discussion with the appropriate School or College except in extraordinary circumstances.
3. I am aware of my responsibility to maintain appropriate behaviour while in the Facility’s facilities and programs, particularly concerning patients’/clients’ privacy and confidentiality of patients’/clients’ records and all other Facility related information and matters. All such information is confidential and cannot be communicated except as outlined in the Facility policy. I will not disclose what I see or hear, or pass on information from written records concerning any client/patient, except for the purposes of client/patient care or service. I will not discuss patients/clients publicly, either within or outside the Facility. If confidentiality is breached, the penalty may include termination of my placement.
4. I acknowledge that a client/patient has the right to refuse to be a participant in placement programs.

5. I will be assigned client/patient care or service responsibilities only to the degree commensurate with my level of ability, and optimum learning will be provided without diminishing the quality of client/patient care or service.
6. I am subject to the policies, procedures, and regulations of the Facility while I am participating in the placement program within the Facility.
7. The Facility does not accept any responsibility for the risk of accidental injury not caused by the Facility, its agents, or employees that I may suffer during this placement. Specifically, the Facility does not carry health insurance or disability insurance that provides coverage for students. Students must have DSU health insurance, or equivalent, while on placement. The University purchases accident and disability insurance or workers' compensation coverage, depending on the location of the placement, for students while they are on placement.
8. The University carries malpractice insurance in the event that a client is injured through negligence on my part in the course of my placement.
9. I acknowledge that I am solely responsible for the financial costs I incur during the term of my placement, including, but not limited to travel to the location of my placement, local travel, accommodation, meals and emergency care.
10. I acknowledge that due to circumstances beyond the control of the Facility and the University there may be a last minute change to the location of my placement and that I am responsible for any costs I may incur as a result of such a change.

Signed by:

\_\_\_\_\_  
Student  
B00 \_\_\_\_\_

\_\_\_\_\_  
Witness (School Administrator/Faculty Member)  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

\_\_\_\_\_  
Date

## **Ethical Considerations in Student Learning Activities**

Congruence with ethical standards as articulated in the Tri-Council Policy Statement 2010 ([www.pre-ethics.gc.ca](http://www.pre-ethics.gc.ca)) is required for all activities undertaken at the Dalhousie School of Social Work. Faculty and students must be familiar with this document. The most common ethical concerns are:

**Respect:** People have a right to be treated with respect and dignity, even if you disagree with what they are saying or the life choices they have made. Respect also means that we do not make undue demands on people or organizations. For example, student activities often include interviews with service providers, or visits to service organizations. While this is sometimes possible, the workload demands of providers and organizations sometimes prohibit them taking time from service delivery to engage in such educational activities. Faculty and students must be conscious of this factor as activities are planned.

**Free and Informed Consent:** Participants in activities must have sufficient information about the assignment in order to weigh all alternatives and decide whether to participate. If you ask someone to be interviewed, or to share information with you in some fashion, clearly describe:

- the purpose of the assignment
- what information you are looking for
- what will happen to the information
- that participation is completely voluntary; there should be no subtle or overt pressure to participate
- that they can decide not to participate at any time or withdraw even after meeting with you
- the process for the level of consent you require

**Reducing harm:** People can sometimes experience harm and vulnerability by participating in learning activities. Faculty and students must think broadly about what these conditions might include, for all people with whom we seek to engage.

**Confidentiality:** Any information gathered must be treated with utmost care so that the privacy of participants is not compromised. Keep all information in a secure location and be clear about who will see the information.

**Anonymity:** Use no identifying information unless participants explicitly request that you do so.

**Concerns:** Give participants the contact information for course instructors in case they have any questions or concerns about the assignment.

**Dual Role Relationship:** Students need to consider pre-existing relationships with potential participants and make clear there is no loss or disadvantage if participants decline the invitation.

**Risks & Benefits:** Students and faculty must carefully consider the potential and perceived risks and benefits to the invitation to participate in the learning activity.

**Cooperation by Coercion:** Students and faculty must carefully consider the degrees of subtle to overt pressure that may be interpreted by those invited to participate in the learning activity.

## Dalhousie University Faculty of Health Professions

# Guidelines for the Student Use of Social Media and Electronic Communication in Practice Education Settings

### Overview

The following guidelines provide a general overview of the professional responsibilities of Faculty of Health Professions students during practice education experiences. Although these guidelines are specific to social media and electronic communication, the general guidance applies to all forms of communication about practice education experiences, whether electronic or not.

In Nova Scotia, the collection, use, disclosure, retention, disposal and destruction of personal health information is governed by the [Personal Health Information Act \(PHIA\)](#). This Act is foundational for all health professionals and it is a requirement for all Faculty of Health Professions students to read and understand the Act.

These guidelines are intended to complement the PHIA as well as the [Dalhousie Student Code of Conduct](#), [Dalhousie's Social Media Guidelines](#), applicable School/College directives for professional behaviour while on placement and individual practice education employer policies on privacy, harassment, media relations and social media use. Students are expected to familiarize themselves with applicable legislation, rules, regulations and guidelines. Failure to do so will not be an acceptable excuse for inappropriate behaviour during practice education experiences. Students must be aware that behaviour contrary to the requirements of those documents could lead to disciplinary action by Dalhousie, termination and failure of your placement or even legal action (in the case of breaching health information legislation).

### Definitions

For the purposes of these guidelines:

*Electronic Communication and Social Media* includes interaction between students and preceptors/clinical instructors, students and patients/clients, students and other health professionals, students in public or semi-public fora and between students before, during or after practice education experiences.

*Practice Education* includes all instances where Faculty of Health Professions students are employed or engaged to undertake work for an employer as part of their degree. This includes both direct patient/client care and observational experiences.

*Practice Education Employer* refers to any organization in which a student of the Faculty of Health Professions completes an internship, clinical or co-operative education experience as part of their educational program with Dalhousie University.

# Dalhousie University Faculty of Health Professions

*Social Media* is defined as any web-based fora where users interact online and share information. Social media sites include, but are not limited to, Facebook, twitter, Instagram, Google+, blogs, Youtube, LinkedIn etc.

*Electronic Communication* refers to the use of any personal electronic communication mediums (such as email) and personal mobile devices (such as cell phones, smart phones, tablets) for sending and receiving messages, texts, emails or other information.

## Guidelines for Responsible Student Use of Social Media and Electronic Communication in Practice Education Settings<sup>1</sup>

### General Guidelines

1. Consider the privacy of patients first. Everything that is written and spoken about a patient is confidential.
2. Be respectful. When communicating electronically, conduct yourself as you would in a professional face-to-face environment: with a respectful demeanor and attention to proper etiquette and language.
3. No social media. Students are prohibited from posting photos or discussing any aspect of their practical education experience on social media (students should check with their School regarding posting practice education sites on their LinkedIn resume).
4. Not at work. During work hours, ensure that any personal mobile devices are put away and on silent mode. Do not engage in personal business during work hours – this includes taking or making phone calls, texting and using social media.
5. Think before you send. Before engaging in online communication or posting photos, ask yourself if it would reflect poorly upon you, Dalhousie or your profession. If so, refrain from doing so.
6. Once something is public, you can't take it back. All information sent or posted electronically is permanent and may be accessible to the public even after it is deleted. Also, consider that it is always possible to find the author of information posted in electronic interactions and fora.
7. Protect your privacy. Ensure that all privacy settings in your accounts are set at a high level. This is for your own privacy, but also to protect others.

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<sup>1</sup> These guidelines have been informed by those in place in other health professions' education programs across Canada, including the [British Columbia Institute of Technology \(BCIT\) School of Nursing](#), the [University of Saskatchewan School of Physical Therapy](#), and the [University of Manitoba Medical School](#).

# **Dalhousie University Faculty of Health Professions**

## **Guidelines for Interacting with Patients/Clients**

1. Always maintain professional boundaries in all workplace relationships. Do not contact patients/clients on a personal mobile device or via social media. While a Faculty of Health Professions' student, developing non-professional relationships on social media sites with patients/clients or their families is prohibited.
2. Do not post photos or information or discuss specific details about patients/clients or patient/client-based learning experiences, even if unnamed or seemingly anecdotal.
3. Do not comment upon or criticize patients/clients (even if unnamed) in online fora.
4. Do not exchange private emails (nor email addresses), text messages or photos with or about patients/clients. All electronic correspondence with patients/clients should be done from a work or school email (as determined by your employer).

## **Guidelines for Interacting with Preceptors, Colleagues and Employers**

1. Do not post content or otherwise speak on behalf of your practice education employer unless you are authorized to do so.
2. Maintain professional boundaries in all workplace relationships. You should not exchange private emails, text messages or photos with or about preceptors, colleagues or employers. For the duration of your practice education program you are a representative of Dalhousie University and your profession and all interactions with preceptors, colleagues and employers should be respectful and professional.
3. Do not criticize fellow health care professionals, preceptors/clinical instructors or fellow classmates – even if unnamed – in online fora. If you have concerns, these can be addressed through official university or employer channels.
4. Do not post photos or information or discuss confidential details about colleagues, employers or workplace practices online, even if unnamed or seemingly anecdotal.

## **Guidelines for Using Electronic Devices for Learning Purposes**

1. It is your responsibility to familiarize yourself with your practice education employer's policy for the use of personal electronic devices for learning purposes. Some employers do not allow the use of personal electronic devices even for learning purposes such as accessing web enabled reference texts and library resources. Always ask your preceptor before using personal devices.
2. You should never collect patient/client information on a personal mobile device. Only employer-provided mobile devices should be used for the collection of patient/client information (such as updated electronic health records or conducting intake assessments, etc).