



Social Work 3D06/3DD6 & 4D06/4DD6

Field Practice Manual

Course Objectives

Evaluations

**School of Social Work
2016-2017**

Table of Contents

CALENDAR OF IMPORTANT DATES	1
INTRODUCTION	2
PHILOSOPHY OF THE SCHOOL OF SOCIAL WORK	2
OBJECTIVES OF THE SCHOOL OF SOCIAL WORK	2
Objectives of the Undergraduate Program	3
FIELD PLACEMENT	3
Preparation	3
Placement Objectives	4
Purpose of Field Placement	4
Field Placement Settings	5
Field Instructor's Responsibilities	6
Student Responsibilities	6
Faculty Field Coordinator Responsibilities	7
Faculty (Seminar Leader) Responsibilities	7
THE CLASSROOM EXPERIENCE: SOCIAL WORK 3D06 AND 4D06	8
STRUCTURE AND CONTENT OF FIELD PLACEMENT	8
Choice of Placement.....	8
Concurrent Sequence	8
Block Sequence.....	8
Structure of Field Education	9
Orientation and Observation.....	9
Involvement Phase	9
Termination and Evaluation	10
GRADING/EVALUATION OF STUDENT IN PLACEMENT	11
SECURING AND TERMINATING FIELD PLACEMENTS	11
Field Policy	11
PRIVILEGES FOR FIELD INSTRUCTORS	12
FIELD INSTRUCTION RECOGNITION AWARDS	12
GUIDELINES FOR THE DISTRIBUTION OF STUDENTS AMONG PRACTICE COURSE SECTIONS	12
LEARNING PLANS	13
SAMPLE LEARNING PLAN	16

EVALUATIONS	18
SOCIAL WORK 3DD6 EVALUATION OF STUDENT IN PLACEMENT.....	19
SOCIAL WORK 4DD6 EVALUATION OF STUDENT IN PLACEMENT.....	29
REVIEW/ EVALUATION OF STUDENT IN COMMUNITY DEVELOPMENT PLACEMENT.....	41
STUDENT'S EVALUATION OF FIELD INSTRUCTION SETTING	47
 APPENDICES:	 52
 APPENDIX A: SOCIAL WORK CODE OF ETHICS	 53
 APPENDIX B: POLICIES	 54
1. PROFESSIONAL SUITABILITY	54
2. CONFIDENTIALITY POLICY: USE OF AGENCY MATERIAL FOR EDUCATIONAL PURPOSES.....	59
3. POLICY ON SOCIAL MEDIA & USE OF ELECTRONIC TECHNOLOGIES.....	62
4. WORKPLACE PLACEMENTS.....	64
5. OUT OF TOWN FIELD PLACEMENTS.....	65
6. SECURING AND TERMINATING FIELD PLACEMENTS.....	67
7. SEXUAL HARASSMENT/ANTI-DISCRIMINATION IN FIELD PLACEMENTS: POLICIES & PROCEDURES	69
8. POLICY ON INFECTIOUS DISEASES, IMMUNIZATIONS, POLICE CHECKS.....	73
9. POLICY STATEMENT ON STRIKES OR OTHER COLLECTIVE ACTION TAKEN AT FIELD PLACEMENT AGENCIES.....	75
 APPENDIX C: INFORMATION STATEMENTS	 76
1. HUMAN RIGHTS AND EQUITY SERVICES OFFICE.....	76
2. WORKER'S COMPENSATION INFORMATION STUDENTS IN FIELD PLACEMENTS	76
3. MCMASTER STUDENT FIELD PRACTICE RISKS AND LIABILITY INSURANCE COVERAGE	77
 APPENDIX D: LETTER TO PLACEMENT EMPLOYERS – PROCESS FOR WORKPLACE SAFETY AND INSURANCE BOARD	 79
APPENDIX E: STUDENT DECLARATION OF UNDERSTANDING WORKPLACE SAFETY AND INSURANCE BOARD OR PRIVATE INSURANCE COVERAGE FOR STUDENTS ON PROGRAM RELATED PLACEMENTS	81
APPENDIX F: SAFETY ORIENTATION CHECKLIST	83
APPENDIX G: PRE-PLACEMENT DUE DILEGENCE CHECKLIST	85
APPENDIX H: Social Work 3D06 Conc 2015 Course Outline	87
APPENDIX I: Social Work 4D Fall Block & 4D Concurrent Course Outlines	97
APPENDIX J: Sheila Sammon Award and Nomination Criteria	147
APPENDIX K: Adjunct Teaching Professor, School of Social Work	148
APPENDIX L: Confidentiality Agreement	150

CALENDAR OF IMPORTANT DATES

2016

Tuesday, September 6	Classes begin for fall term
Monday, September 12	Seminar Classes begin
Week of Tuesday, Sept 13	Field placements begin for fall term
2016/2017	Field Instructor Course - Level I
Friday, Sept 9 th , 9:30-12:30	Location: Downtown Centre, McMaster Campus, One James North (OJN)
Friday, Sept 23 rd , 9:30-12:30	Instructor – Jennie Vengris
Friday, October 28 th , 9:30-12:30	
Friday, Nov 18 th , 9:30-4:30	
2016/2017	Field Instruction Training for Community-Focused Placements
Thursday, Sept. 15 th 9 am-12 pm	Location: Downtown Centre, McMaster Campus, One James North (OJN)
Friday, Sept. 16 th 9 am - 4 pm.	Instructor – Jennie Vengris
2016/2017	Field Instructor Course – Level II
Friday's 9 a.m. – 12:00 p.m.	Location: The Arch, 1429 Main Street East, Hamilton
Oct 28, Dec 2, Jan 27, Mar 24,	Instructor – Janice Chaplin
Monday, October 10	Thanksgiving Day - No classes.
October 10 to 16	Mid-term Recess. No classes. No Field Placement
October 21	Fall Recognition Breakfast – McMaster University Faculty Club, Great Hall
Wednesday, December 7	Last day of classes for fall term
Week ending Friday, December 9	Field placements end for 3DD6 and 4DD6 Concurrent and Fall block

2017

Wednesday, January 4	Classes and field placements begin for winter term
February 20 to 26	Mid-term Recess. No classes. No Field Placement
March 3	Spring Field Forum - TBA
Thursday, April 6	Last day of classes for winter term
Week ending Friday, April 7	Field placements end for winter term
May 1 – July 28, 2017 inclusive	Summer Block 3D06/3DD6
Monday, May 1	Classes begin for summer block
Tuesday, May 2	Field placements begin for summer block
Monday, May 22	Victoria Day – no classes
Friday, July 28	Last day of classes for summer block

Seminar Classes 2016-2017			
3D06 Summer Block Class 2017 1 st Class: Mon. May 1st, 9:00 a.m. – 4:00 p.m. 2 nd Class: Fri, May 5 th , 9:00 a.m. - 4:00 p.m. Please note: classes Fri.'s 9:00 a.m. – 4:00 p.m. week 2-12		3D06 Concurrent Classes 2016-2017 Class: Monday @ 2:30 - 5:20 p.m. (Day) Class: Monday @ 7:00 - 10:00 p.m. (Evening)	
TBA	x	Sandra Preston	x 23781 (Day)
TBA	x	Janice Chaplin	x 23780 (Eve)
4D06 Concurrent Classes - 2016-2017 Class: Monday 2:30 - 5:20 p.m. (Day) Class: Monday 2:30 - 5:20 p.m. (Day) Class: Monday 7:00 – 10:00 p.m. (Eve)		4D06 Fall Block Class - 2016 Class: Friday 9:00 a.m. - 4:00 p.m.	
Jennifer Crowson	x 21587 (Day)	Jim Gladstone	X23786
Mirna Carranza	x 23789 (Day)		
Marlene Traficante	x 21587 (Evening)		

PLEASE READ THE FOLLOWING CAREFULLY

INTRODUCTION

The practicum, or field placement, is an essential part of undergraduate social work education at McMaster. It is a course in which students meet learning objectives and for which they receive academic credit. Students must complete two field placement courses: Social Work 3DD6 and Social Work 4DD6. Students attend an integration seminar at the university during the weeks when they are placed in their field settings. The seminar leader is the faculty person assigned to coordinate and liaise with the student’s placement.

This manual is designed to provide field instructors, students, and faculty with essential information and guidelines regarding field practice.

This manual serves as the agreement between the School of Social Work, field agencies and students regarding the placement of students for field instruction.

PHILOSOPHY OF THE SCHOOL OF SOCIAL WORK

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

OBJECTIVES OF THE SCHOOL OF SOCIAL WORK

The School of Social Work aims to provide the milieu and learning resources for students at the undergraduate level to prepare themselves for the general practice of social work. The MSW and PhD programs focus critically on social work’s potential contribution to progressive social change. Study at all levels is based on a search for the principles of social justice.

Objectives of the Undergraduate Program

The objectives of the program are to provide opportunities for students to develop:

- an understanding of human behaviour and how it is shaped by the social and cultural context;
- an understanding of how social structures benefit and disadvantage various segments of society;
- an understanding of social work interventions and how they are shaped by the personal, social, cultural, and institutional context;
- a critical analysis of social welfare institutions and their history, organization, uses, and limitations;
- a critical awareness of the role of social work in the development, maintenance, and resolution of social and personal troubles;
- intervention skills related to individuals, groups, families, community, and policy;
- interpersonal and organizational skills;
- analytic and research skills; and
- writing and communicative skills.

FIELD PLACEMENT

Preparation

In preparation for field practice, students are required to complete 2A06/Theory, Process and Communication Skills for Social Work; 2B03/Social Welfare I - General Introduction; 2BB3/Anti-Oppressive Policies & Practices in Social Work.

You may be wondering...

Why am I not paid for attending placement?

Social work education has a long history of students learning from social workers in community agencies. The Canadian Association for Social Work Education Accreditation Standards require that schools include field placements as part of the social work curriculum. Therefore, to graduate from an accredited program, students must complete placement hours. Additionally, field placements are a requirement for professional certification. Placement organizations volunteer their time to educate social work students. Similar to other professional programs (medicine - clerkships, nursing, teaching, physiotherapy, occupational therapy) social work has placement courses. These placement courses are for credit and require instruction from an experienced practitioner in the field. They are coordinated through the educational institution and students are graded (often pass/fail) on their performance. Please note that although medical internships and law articling positions are paid employment, they are post degree work experiences that are required before independent professional work can be undertaken.

A social work placement is educationally focussed. Tasks are designed to reflect learning objectives set out by the student and the school. Unlike a work situation, the student is there to learn and the learning objectives drive the learning, not only the needs of the agency. Of course, there is reciprocity...if it is consistent with the School's and the student's learning objectives, a student will be asked to complete a task that is useful to the agency. Different than an employee, the student is supervised and instructed. Please read on for more information on the purpose and objectives of field placements.

Why do I have to pay for my placement courses- SW 3DD6 and 4DD6?

SW 3DD6 and 4DD6 are courses that you are required to complete in order to graduate from a school of social work. You receive 6 units of credit for each of these so a total of 12 units overall. Although not a direct

transfer of the credit from tuition to the school, your tuition pays for the following: 40% of the Faculty Field Coordinator; 50 % of Field Administrative Assistant; part of the office Administrator's salary; eight seminar leaders who are paid for and receive the equivalent to one course (3 credits) for their liaison with the field placements; the School also offers two annual field instruction courses; two annual field forums; faculty transportation to field placements; other administrative expenses, and other University related fees.

Placement Objectives

The **third level field placement (SW 3DD6)** focuses on the beginning development of social work skills in interpersonal relationships, power analysis, problem identification and analysis, and problem solving. The student is expected to participate with the clients in the assessment process including data gathering, classification and analysis of data, and the planning and carrying out of interventions. In field and in the classroom students focus on the societal, professional and organizational context of social work practice. Classroom curriculum identifies and describes theoretical concepts basic to understanding at the interpersonal, community, organizational and policy levels. The student must complete **390 hours** in placement.

In the **fourth level field placement (SW 4DD6)**, the student is expected to participate more fully in processes of problem analysis and social work intervention. The student is expected to assume responsibility, in conjunction with clients, for defining and describing helping situations, assessing strengths, analyzing the social context and the presenting problems, identifying social structure that cause or contribute to personal difficulties, developing alternative strategies, carrying out interventions and evaluating outcomes. The development of both analytical and interactional skills is important. The student is expected to develop an awareness of the many intervention approaches utilized in individual, family, small group, community and policy practice. Although only a selected number of practice skills and tasks might be chosen for emphasis, students are expected to pursue a goal of continually adding to their repertoire of theory, knowledge, and skill. Fourth level students must complete **390 hours** in placement.

In third and fourth level, "clients" may be considered to be individuals, families, groups, communities and populations.

Purpose of Field Placement

1. To provide an opportunity for students to integrate theory with practice.
2. To provide students with a personal experience of social work practice in various settings; to offer an understanding of placement settings, their structure and functions in the community and to identify the inter-relationships of social workers, allied professionals and other staff.
3. To provide an opportunity for the consideration of social work principles and the development of skills under supervision and while receiving instruction.
4. To encourage the student in critical analysis and evaluation of existing practices and structures.

Field Placement Settings

McMaster University School of Social Work believes that there are mutual advantages to the School and the practicum settings. The educational needs of the students are met, the productivity of the agency is increased, and both School and agency make operational their mutual responsibilities in developing responsible and skillful social work practitioners.

It is the experience of the School that the goals of social work education can be reached in a variety of community settings, not only within social work organizations. Citizen participation organizations and community projects offer a range of possibilities for learning for those students who are comfortable functioning in a less structured setting.

Guidelines for approval of a field instruction agency

1. The setting shall have policies regarding discrimination and harassment on the basis of age, economic status, gender identity, national ancestry, ability, political affiliation, race, religion or sexual identity;
2. Relevant staff are interested in participating in social work education;
3. The setting has a philosophy of service that is compatible with the values and ethics of the social work profession, and with the philosophy and the educational objectives of the School of Social Work;
4. The organization offers students a range of learning experiences commensurate with the School's objectives for field evaluation;
5. The setting has an organizational structure which allows a range of social work functions to be performed by the student;
6. The management of the organization agrees that time allocated to the agency field instructor(s) for field education shall be sufficient for selection of assignments, student orientation, preparation for and at least weekly conferences with the student, meetings with the faculty seminar leader, and completion of evaluation of student performance;
7. The organization makes available suitable space and working facilities for students: consistent with the type of work and the context, these may include use of desk, privacy for interviewing, access to phones and equipment, office supplies, and transportation costs for out-of-office interviews, meetings, etc.; and,
8. The organization shall ensure that a qualified staff member serves as field instructor; normally, field instructors will have a B.S.W., M.S.W., OR M.A. (SWP), a minimum of two years post-degree practice experience and be a member or eligible to be a member of OCSWSSW. In settings where an experienced staff member who does not possess a professional social work degree is willing to act as a field instructor, the student is usually co-instructed by a "mentor" who holds a BSW, MSW or MA(SWP). Normally, field instructors are required to take a field instruction course within their first 2 years of instructing social work students.

Field Instructor's Responsibilities

Responsibilities of the field instructors include:

1. orienting the student to the community and the agency;
2. developing with the student and seminar leader a contract or agreement specifying the student's learning objectives, learning activities and evaluation criteria. The learning agreement should also identify the days and times of weekly supervision.
3. selecting, and making available to the student, practice experiences in the agency;
4. integrating the student's work with that of other agency personnel;
5. encouraging **independent, yet supervised**, practice;
6. holding regular, weekly discussions (normally one hour per ten hours of placement time) with the student regarding his/her learning and practice experience, based on direct observation of student's performance or written or taped material. The instruction may be shared with other workers and may be conducted in a group.
7. continuous evaluation of student performance in addition to formal evaluations held in conjunction with the seminar leader and student at the end of each semester; and,
8. conferring regularly with the seminar leader and participating in selected campus seminars and other meetings.

Normally, new field instructors are required to complete the Field Instructor's Training Course within the first two years of offering student placements. This course is offered in the Fall Term. Second and Third Level Field Instructor's Seminars are optional and offered when there is sufficient demand and available resources.

Student Responsibilities

1. Students are expected to carry assigned work on an increasingly self-directed but supervised basis and are expected to work within the framework of agency policy and administrative practices.
2. Students are expected to account for their work in the same manner as other workers in the agency.
3. Students are expected to actively participate in the field instruction process. This includes preparing for and participating in the field instruction sessions. Participation involves bringing service related material for discussion, identifying concerns about instruction and the agency, receiving and providing feedback and discussing other matters related to their learning.
4. Students are expected to attend placement the required number of hours per course. When unable to attend placement, the student should notify the field instructor and make arrangements to make up the missed hours.

Faculty Field Coordinator Responsibilities

1. recruit and review potential field placements
2. support and maintain established field placements
3. provide students with information, support and guidance regarding their choice and participation in field placements
4. consult with students, faculty and field instructors regarding issues related to field placements and practice education
5. contribute a community/field perspective to curriculum and program development
6. chair field instruction committee
7. liaise with provincial and national field educators
8. contribute to the knowledge and practice of field instruction

Faculty (Seminar Leader) Responsibilities

1. classroom teaching
2. support and liaise with the field placement
3. assisting and matching of student and field instructor and advising and interpreting to the student, field instructor and to the field instruction agency, the School policy regarding field instruction and field practice;
4. arranging meetings with field instructors and students;
5. evaluating student performance in the field in co-operation with the field instructor and the student concerned;
6. assign a grade
7. as with other university courses, developing the specific form and content of his/her particular seminar and implementing the field program with his/her group of agencies and students;
8. consulting with, monitoring and advising field instructors regarding their role and,
9. helping students and field instructors to problem solve issues or conflicts regarding teaching/learning and/or the student/field instructor relationship.

Meetings between seminar leader, student and field instructor take place on a regular basis. Evaluation of student performance shall be an integral part of each meeting. Formally, there shall be at least two such conferences focusing on evaluation during the academic year.

THE CLASSROOM EXPERIENCE: SOCIAL WORK 3D06 AND 4D06

The student will participate in a weekly seminar which shall be held at the University. A seminar group normally consists of 15-20 students facilitated by a faculty member, the seminar leader.

The seminar is seen as an essential vehicle through which theoretical material can be integrated with practice issues and skill development. Students are required to attend their seminar. Attendance of fewer than 80% of classes may result in a failure. The seminar provides a medium in which cognitive, affective and experiential learning in the field can be shared among group members and can be reflected on in a disciplined way. The seminar provides for coverage of conceptual and theoretical constructs and for relating current methods, skills and techniques of intervention to the student's practice. The format of the seminar can vary from a lecture or discussion, to peer consultation, to simulation and experiential exercises. The assignments and seminar discussions are designed to support and assess students' integration of theory and practice.

Course outlines and course assignments are available for field instructors.

STRUCTURE AND CONTENT OF FIELD PLACEMENT

Choice of Placement

Students participate in choosing their field placement through a process which involves considering their learning needs and reviewing the list of available placements. They may want to have discussions with faculty advisors, the faculty field co-coordinator, other students, seminar leaders and agency personnel. The decision for each assignment depends on the student's interest, his or her short-term learning objectives and longer term career goals, learning needs as assessed by student, faculty and former field instructors, the capacities of individual seminar leader, field instructor, and student to work together, and the agency assessment of the student's suitability. Student choices are limited by placement availability. Normally placements are limited to those offered by the school. They are located in the greater Hamilton area. Students are strongly discouraged from finding their own placement. Should a student wish to explore a specific placement not offered by the school, the student should contact the faculty field coordinator in writing.

Concurrent Sequence

Students in third and fourth year will spend the equivalent of 15 hours per week during two school terms assigned to a specific community program, project, social agency, hospital, clinic, institution, or other organization, in supervised social work practice. There may be an additional period of field practice for individual students where deemed appropriate by the faculty seminar leader, field instructor and student. Since students have individual timetables at the University, the days on which the student will be in attendance at the organization will be negotiated separately for each student. **Students and field instructors should ensure that placement hours do not interfere with the students' classes.**

Block Sequence

Normally, 3rd year students in the summer block placement sequence (13 weeks) will spend the minimum of 30 hours per week at the agency and one full day per week in seminar. There may be an additional period of

field practice for individual students where deemed appropriate by the faculty seminar leader, field instructor and student.

Normally, students in fourth year block placements will spend a minimum of 30 hours a week for 13 weeks in field placements. Students will spend the equivalent to one full day per week in seminar.

Students who choose the block sequence must make advance arrangements to concentrate on required courses during the previous terms in order to have the time required for field placement. Students are strongly advised to attempt no more than one additional course during the term of the block placement.

Students and field instructors should ensure that placement hours do not interfere with the students' classes.

Structure of Field Education

Field instruction should be structured in such a way as to provide the student with progressively more complex learning experiences.

The Field experience is divided into three phases:

- Orientation and Observation
- Involvement
- Termination and Evaluation

Orientation and Observation

The purpose of the orientation phase is to provide the student with knowledge and some understanding of the agency or placement setting, the community and the people the agency is attempting to serve. This can be done through:

- **observation of field instructor or other social workers**
- assigned readings
- agency policy manuals and reports
- attendance at conferences, meetings, lectures, etc.
- visits to relevant agencies and organizations
- discussions with field instructor and other agency workers
- interviews with agency administrators and managers

In community work placements, the students can become familiar with their community by touring the designated area to become familiar with the location of industry, schools, day care centres, public housing, etc. Socio-economic and demographic data will be useful. Discussion with key community people (local politicians, MPPs, school principals, local leaders, citizen's organizations, etc.) can give a sense of life and history to the student's beginning understanding of the community.

Though the focus of this phase is observation and orientation, the student should be assigned some tasks to perform. In third year, he or she can be encouraged to work alongside other workers, assisting them in their tasks with the goal of independent practice.

Involvement Phase

In both third and fourth years, the degree of involvement and amount of responsibility can be decided with each student according to their life, educational and work experience, degree of knowledge and individual resources and skills. Students are encouraged to take risks with independent practice and closely supervised work.

The field instructor, occasionally, with the assistance of the faculty seminar leader, is responsible for developing and selecting appropriate practice tasks which can provide a basis for student skill development. Field instructors are expected to hold regular weekly supervision sessions and to be available for **ad hoc** consultation and guidance. **Supervision is seen as having both educational and administrative components.**

Termination and Evaluation

Evaluation is an ongoing process. The student and the field instructor should be giving and receiving feedback throughout the course. A more formal evaluation process will occur at mid-term and year end. The school provides the field instructor and the student with evaluation forms to be completed jointly and placed in the student's file. **Evaluation of students should reflect their level of performance or competency, not level of growth.**

Termination consists of helping the student through the termination or transfer phases with clients and with the agency, field instructor and other colleagues. As with all terminations, it involves reviewing progress and experiences, acknowledging the unique feelings and reactions to termination and setting goals for the future. In third year placement, termination involves helping the student set learning objectives for her/his next placement.

GRADING/EVALUATION OF STUDENT IN PLACEMENT

The final grades for both field and academic courses are the responsibility of the seminar leader. Students receive either a grade of "Pass" or "Fail" for the field course. The performance level of the field courses will be negotiated between faculty instructor, field instructor and student.

Students must achieve a pass in field and a C⁺ in the seminar to remain in the school.

Normally, two evaluation conferences are held to review the student's progress in placement and to evaluate the student's level of competence. The student, field instructor and seminar leader attend these conferences. The mid-term evaluation is an essential part of the field/educational process. At this point, students receive a formal assessment of their performance in the field and have the opportunity to review and revise their learning objectives.

The final evaluation assesses the student's performance in order to establish a course grade and to establish further learning objectives. The final evaluation of 3DD6 provides direction to the student in her fourth year placement. The final evaluation in fourth year can serve as a guideline for continuing education, professional development and/or supervision when the student is employed. Final evaluations are kept in the student's file in the School of Social Work.

SECURING AND TERMINATING FIELD PLACEMENTS

The seminar leader is ultimately responsible for placements for his/her group of students. The seminar leader may do this in consultation with the faculty field coordinator.

It should be noted by all concerned parties that the placement of a student in a field setting should not be seen to imply or form a contract of intent that the student necessarily will successfully fulfill the field placement requirements of Social Work 3DD6 or Social Work 4DD6. Placements may be terminated at the request of the field instructor, the faculty of the School, or the student. There is no obligation on the part of

the School or its faculty to replace a student who is not successful in their field placement. See Appendix 6 for full policy on securing and terminating field placements.

Field Policy

The **Field Instruction Committee** will be responsible for the development of school-agency relationships and will make recommendations to the faculty committee regarding policies affecting field placements. The Field Instruction Committee shall be composed of faculty, field instructors, and students. Aside from utilizing the scheduled meetings and events arranged by the Field Instruction Committee, any field instructor is encouraged to use the Committee at any time for the consideration of school-agency issues.

The Committee welcomes participation from all field instructors. Interested persons should contact the Faculty Field Co-coordinator, Prof. Sheila Sammon.

The School of Social Work provides Field instructors with copies of this Field Practice Manual in which the objectives of the School of Social Work and responsibilities of field instructors, seminar leaders and students are outlined.

PRIVILEGES FOR FIELD INSTRUCTORS

All field instructors can receive temporary privileges giving them access to the McMaster libraries and e-resources by visiting the McMaster library. Field Forum Workshops and courses for Field Instructors are usually offered free of charge. Every three years we have a Recognition Night Wine & Cheese for field instructors and supervisors, managers or directors of the field organization.

FIELD INSTRUCTION RECOGNITION AWARDS

In order to recognize and thank field instructors and agencies, organizations and programs, who give freely of their time and energy to provide placements to social work students, the School of Social Work will hold an Appreciation Ceremony every three years. **Individual field instructors will be presented with an award for educating students two out of three years. Organizations will receive an award for placing students in each of three consecutive years.**

GUIDELINES FOR THE DISTRIBUTION OF STUDENTS AMONG PRACTICE COURSE SECTIONS

To effect maximum integration of learning, equity in section assignment for both students and faculty, and efficiency for the school,

1. enrolment in each section of 3D06 and 4D06 is limited to 15 to 20 students; in exceptional circumstances enrolment may be higher;
2. each class may be made up of four (4) sections;
3. School resources and enrolment determines the number of 3D06 & 4D06 sections offered per year;
4. 4D06 may have one (1) block section and three (3) concurrent sections (September to April);
5. 3D06 may have one summer block, two (2) concurrent sections (September to April) plus one additional section of either block or concurrent; and,
6. students in summer 3D06 will usually not be admitted to 4D06 Fall block in the same year, unless the latter is their final course.

Normally, in selecting students into the practice course sections the following criteria will be used:

1. **students' wishes** for block or concurrent sections;
2. for **summer 3D06**
 - i) B.S.W. students
 - ii) part-time B.A./B.S.W. students who have successfully completed 90 units
 - iii) B.A./B.S.W. students who have successfully completed 90 units
 - iv) B.A./B.S.W. students who have successfully completed less than 90 units
3. for **fall 4D06 (block)**
 - i) the student has only 4D06 to complete to qualify for graduation;
 - ii) B.S.W. students having successfully completed 48 units

4. **recommendations** of 3D06 instructors (faculty and field);
5. student's **wishes** concerning the type of placement (field of service) in which the student wants to find a field placement; special needs of students.
6. **availability** of placements in particular fields and geographic locations; and,
7. lottery by "drawing straws".

*** Students are reminded that summer 3D06 (Block) was implemented as part of the B.S.W. Second Degree curriculum. Students admitted to the B.A./B.S.W. program out of stream (i.e. beyond 2nd year) should not expect to complete the combined program within 3 years.

LEARNING PLANS

Why Have Learning Plans?

The learning plan (also referred to as 'learning contract' or 'learning agreement') is a guide that directs and monitors the student's learning and the field instructor's teaching.

It is used to define:

- what the student needs and wants to learn;
- what learning activities (strategies) will be used to achieve the learning objectives;
- how the student, field instructor and (sometimes) the seminar leader will monitor and evaluate the student's accomplishments;
- the roles and responsibilities of all the people, including the student, involved in the student's learning;
- the instructional/supervisory meeting times and process of instruction/supervision;
- a process to deal with renegotiation of the plan, conflicts and evaluations.

What Is A Learning Plan?

It is a negotiated agreement between the student and the field instructor and the seminar leader that sets out the process and content of student learning. It can include learning objectives, specific learning strategies/activities and methods of evaluation. It also can include roles and responsibilities of all people involved in the teaching and learning experience

How Do I Prepare?

Field instructors can prepare for negotiating a learning plan by:

- reviewing the course objectives for SW 3D06/3DD6 or SW 4D06 /4DD6;
 - reviewing the School of Social Work's expectations for field instructors and field settings;
 - considering what learning opportunities exist in the field setting;
 - considering and preparing colleagues who might be involved in the student's learning;
 - reviewing personal expectations of the student and yourself;
 - considering how to communicate your teaching style and expectations; and
 - arriving at a mindset that allows for negotiation
- Students can prepare for negotiating a learning plan by:
- reviewing the course objectives for SW 3D06/3DD6 or SW 4D06 /4DD6
 - reviewing the program's evaluation form to determine what criteria will be used to evaluate your

performance

- completing a self-assessment to consider what you need and want to learn and how you want to learn
- reflecting on learning style (do I learn best by observing? Doing? Reading and thinking?)
- considering your expectations for a field instructor and how to state them
- considering how you communicate, deal with authority, engage in self-directed learning, deal with feedback, cope with conflict
- consult with appropriate faculty, mentors and other students arriving at a mindset that allows for negotiation

What Is A Learning Objective?

A learning objective is a statement of what needs to be learned. It is helpful to develop it in specific terms so that the student and field instructor can identify when it has been met. For example, "I want to learn how policies affect service consumers" is a great goal but broad and non-specific.

It would be helpful to break the goal into at least two objectives:

"I want to learn the hospital's policy on Living Wills"

"I want to discuss a Living Will with one patient"

What Is a Learning Strategy?

A learning strategy (sometimes referred to as 'learning activities') is a plan to meet a specific learning objective. It must be based on what is realistic. This includes what learning opportunities are available at the setting, access to resources, and whether the strategy can be implemented within the time constraints of the placement. It is also negotiated around the skill level of the student and the field instructor. (For example, it may not be appropriate for the student in the above situation to discuss a living will with a patient but the student may have the opportunity to observe a staff member carrying out this task). Some people make the learning strategies very specific. Dates are assigned for task completion.

For example:

- a) I will read the hospital's policy on Living Wills by October 1.
I will review two journal articles regarding Living Wills by October 1
We will discuss my understanding of the policy and how staff members discuss it with patients at our supervisory session on October 5.
- b) I will observe a staff member discussing a Living Will by November 1.
- c) You (the field instructor) will assign me a patient that will be facing issues related to this policy and we will discuss how I will talk with this patient about the policy.
By the middle of December I will have interviewed a patient, discussed quality of life issues and the policy on Living Wills. I will discuss this interview with the field instructor.

An important consideration when negotiating learning strategies is to consider if this strategy is the most beneficial to the student and is relevant to their learning. To use an extreme example, one might be able to rationalize that making coffee is one strategy to meet the learning objective of developing positive work relationships with colleagues but it is not relevant to learning and not very beneficial to the student.

How Do We Evaluate the Learning?

A learning plan/contract usually will give the student and the field instructor a sense of accomplishment. If a student and a field instructor can identify specific behaviours that indicate that a learning objective has been met, both feel confident that the student has learned. Evaluation methods should contain how the student will be evaluated and who will be consulted. The amount of detail included varies.

Following the above example:

- a) (The field instructor) will ask questions about the policy and my understanding of its implementation on Oct. 5
- b) The field instructor will review with me what I observed the staff member doing when (s)he discussed the policy with the patient. I will discuss my understanding of the interview, the patient's needs and the policy.
- c) The field instructor will review the process of the discussion with the patient I interviewed and give me feedback on how well I communicated the policy.
The field instructor will ask staff if the patient has made any reference to Living Wills since the discussion and if so, how well they understand the policy.

How Do I Negotiate the Roles and Responsibilities?

It is important that everyone know what is expected of them. It helps to discuss what each person expects from themselves and the other. To facilitate this, it is helpful to review the School's definition of the respective roles and each person's expectation. This is where student and field instructor might discuss past experiences in learning situations, individual teaching & learning styles, strengths and challenges, and how to manage conflict.

It also helps to identify the dates and times of supervisory / instructional sessions, how long they will be and who prepares the agenda. It is important that the student negotiate what they are expected to bring to the conferences e.g. recordings, tapes, a demonstration of a specific procedure, a review of all cases, concerns, mistakes, observations etc.

On a practical note, it is important to discuss placement hours, who keeps a record of them, what to do when unable to attend the placement and other relevant agency procedures.

Things to Keep in Mind:

- The field instructor/student learning relationship is very meaningful to the student and central to her/his learning. The learning plan allows for clarity in the relationship;
- There is considerable anxiety associated with learning;
- The field instructor must be mindful of her/his power;
- Learning plans are negotiated;
- Learning plans are evolving. As the student and field instructor get to work, they will need to modify the plan based on greater clarity of objectives, a greater understanding of the student's needs and learning style, a greater understanding of the field instructor's teaching style and a deeper recognition of the field setting's constraints and opportunities;
- Learning plans can be used to resolve conflicts, assess role functioning and to evaluate progress;
- A learning plan can, perhaps should, and likely will, be renegotiated.

SAMPLE LEARNING PLAN

Student's name: J. M.
Faculty liaison: S.S.

Field instructor's name: M. G.
Field setting: Services to Older Adults

Placement days and hours: Mondays 9:00 - 5:00, Wednesday evenings 6:00-10:00
Thursday mornings 9:00 - 11:00 for Team Meetings

Field instruction meetings: Monday 1:30 - 2:30 J.M. to prepare weekly agenda and bring material for discussion.

LEARNING OBJECTIVES	LEARNING ACTIVITIES/ STRATEGIES	EVALUATION
---------------------	------------------------------------	------------

Normally there would be more objectives, strategies and evaluation methods. This is a sample.

<p>KNOWLEDGE: Understand the indicators of elder abuse</p>	<p>Read literature on elder abuse Contact the community task force on elder abuse</p>	<p>Present a 15 minute summary of the indicators of elder abuse and the current activities of the community task force. Ask field instructor and team members for feedback</p>
<p>SKILL: Run a caregivers' support group</p>	<p>Read literature on support groups and caregiver issues. Develop a plan for group member recruitment. Facilitate a 6 week group.</p>	<p>Present proposal to field instructor on October 10. Run group in early November to mid-December. Complete weekly group summaries. Field instructor will review and discuss. At end of group ask members to evaluate the group.</p>
<p>PROFESSIONAL/ PERSONAL Explore fears of working with older adults who are cognitively impaired.</p>	<p>Do a journal entry exploring the origin of the fears. What they are and how this relates to my life. I will consider how ageism affects my perception of older adults.</p> <p>Work with an older adult who is cognitively impaired.</p> <p>Journal my reactions. What I learned about myself and ways that I managed my fears.</p>	<p>Talk to field instructor about personal biases. Discuss my actual work with the client. Field instructor will help me examine how my social location, my biases and my feelings affected my work and whether I began to manage my fears in a way that was helpful to my client</p>

EXPECTATIONS:

Field Instructor:

- ▶ will orient me to placement
- ▶ will explain organizational structure and mission
- ▶ will provide learning opportunities
- ▶ will meet weekly for field education meetings
- ▶ will provide feedback, ask questions and give suggestions

- ▶ will identify any concerns as soon as possible

Student:

- ▶ will attend placement at agreed upon days and hours
- ▶ will notify field instructor of any absences
- ▶ will follow agency policies
- ▶ will participate in learning
- ▶ will come prepared to field conferences
- ▶ will identify concerns as soon as possible
- ▶ will provide feedback to field instructor

If a conflict arises, we agree to try to identify it as early as possible. We will meet to talk about it and try to respectfully listen to each other. If unresolved, we will ask the seminar leader or a mutually agreed upon staff member to try to help us resolve it.

We will discuss changes to this plan as they arise. We will formally review the plan at our mid-term evaluation conference on December 12.

Student Signature: _____

Field Instructor Signature: _____

DATE: _____

EVALUATIONS

Evaluations are available in Word or PDF format.

If you are unable to download the evaluations from the School of Social Work web page

<http://www.socialwork.mcmaster.ca/field-education/evaluation-forms>

Please contact the School of Social Work Office and a copy will be emailed to you.

SOCIAL WORK 3DD6 EVALUATION OF STUDENT IN PLACEMENT

STUDENT: _____ DATE: _____

FIELD INSTRUCTOR: _____

AGENCY: _____ CITY: _____

SEMINAR LEADER: _____

3DD6 - GUIDELINES FOR EVALUATION

This outline is provided to assist both student and field instructor in evaluating the field experience. It is to be used to identify the student's level of competency, their skill and knowledge development, and their learning needs and goals for the next field placement.

Initially, the form is to be filled out separately by the student and field instructor. After this, student and field instructor will meet to discuss their ratings. Differences can be resolved through discussion or recorded as differences.

Please write clarifying comments beneath each item. The student is responsible for listing examples of each aspect of learning. Usually the field instructor, student and seminar leader will then meet for an evaluation conference. The final evaluation form is retained in the student's permanent file for a period of five years after graduation.

The Statement of Philosophy of the School of Social Work guides the school's curriculum content. A student's evaluation should reflect that her or his practice is guided by principles of social justice.

Statement of Philosophy

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their lives.

All evaluations are available in Word or PDF format on the School of Social Work web site
or please email Lorna O'Connell oconnell@mcmaster.ca

Section I Methods of Assessing Student Performance

To be completed by the Field Instructor.

The following are some methods used to evaluate student performance. Indicate the method(s) you used to evaluate your student's performance.

1. Student's verbal self-assessment:

 based on student's description of what has transpired

2. Student's written work:

- a. process recording
- b. assessments
- c. summary reports
- d. case/project recording
- e. other _____

3. Field instructor observation:

- a. Field instructor directly observing student work
- b. Co-leading; student and instructor working together
- c. One-way mirror observation
- d. Listening to audio tapes
- e. Viewing videotapes

4. Feedback from others

- a. Solicited
- b. Unsolicited

5. Other _____

Section III Learning Objectives

To be completed by field instructor and student:

Please attach a copy of the Learning Contract for this term. Comment on:
What objectives were met? (Give examples)

What objectives were not met? (Give examples)

If objectives were not met, why?

Section IV Performance Evaluation

To be completed by field instructor and student. Please indicate discrepancies when there is a difference in rating following discussion.

In completing sections A and B, please circle one of the numbers on a **continuum** from one to four. When unable to rate a particular item, please indicate by placing N/R in the right hand margin beside the item you cannot rate.

PLEASE NOTE: Where we refer to “client” we mean service users and/or people who come in contact with the placement organization. “Client” may refer to an individual, group, family or community.

A. Practice Setting

WORKING WITHIN THE AGENCY				
Agency process and procedures	1	2	3	4
	Has difficulty adjusting to agency procedure		Usually abides by agency procedures	
Organizational analyses	1	2	3	4
	Disinterested in organizational issues		Recognizes strengths and limitations of the organization. Understands effect on clients	
Knowledge of agency services and related community resources	1	2	3	4
	Knows only some resources and uses only the most obvious ones		Has a good knowledge of resources	
Working relationships with co-workers, professionals, and others in the agency and community	1	2	3	4
	Has problematic working relationships (e.g. tends to be reticent and/or abrasive)		Communicates appropriately and sensitively	
COMMENTS AND EXAMPLES:				

B. PROFESSIONAL PERFORMANCE				
Social Work values, ethics and principles	1	2	3	4
	Has limited knowledge of social work values, ethics and seldom uses them to inform practice		Usually applies values, ethics and principles on a professional level with or on behalf of clients	
COMMENTS AND EXAMPLES				
DEVELOPMENT AND MAINTENANCE OF PROFESSIONAL RELATIONSHIPS WITH CLIENTS				
Engaging clients	1	2	3	4
	Has difficulty reaching out to engage clients		Able to reach out to engage clients in a helpful manner	
Professional relationships	1	2	3	4
	Has difficulty forming professional relationships with clients		Able to form professional relationships with clients	
Maintaining relationships	1	2	3	4
	Has difficulty maintaining relationships with clients		Able to maintain relationships with clients	
Terminating relationships	1	2	3	4
	Has difficulty terminating relationships with clients		Able to terminate relationships with clients in a helpful manner	
COMMENTS AND EXAMPLES				

INTERVIEWING AND COMMUNICATION SKILLS (consider both)				
Purposeful conduct of interview	1	2	3	4
	Unable to maintain focus. Not able to acquire an understanding of client's situation		Usually able to maintain focus in purposeful way	
Instrumental (factual) components of interview	1	2	3	4
	Difficulty eliciting and responding to client's stated needs and relating these to client's feelings.		Usually responds appropriately to client's stated needs and relates these to client's feelings.	
Affective (feeling) components of interviewing	1	2	3	4
	Difficulty eliciting and responding to client's feelings and relating feelings to client's social, cultural and interpersonal experience		Usually recognized and pursues affective communication, verbal and non-verbal, and where appropriate, relates feelings to clients' social, cultural and interpersonal experience.	
COMMENTS AND EXAMPLES				
ASSESSMENT				
Gathering data (client)	1	2	3	4
	Unable to gather appropriate information from the client to make assessment		Usually able to gather appropriate information from the client to make assessment	
Gathering data (others)	1	2	3	4
	Unable to utilize other sources of information to make assessment		Usually able to gather appropriate information from collaterals and other sources to make assessment	
Analysis	1	2	3	4
	Unable to identify patterns of behaviour and feelings. Unable to formulate an adequate assessment statement. Does not consider social context, issues of social justice and oppression.		Usually able to identify patterns of behaviour and feelings in order to formulate an assessment statement. Includes analysis of socio economic and cultural context in statement.	
COMMENTS AND EXAMPLES				

PLANNING				
Goals and Strategies	1	2	3	4
	Unable to set goals with clients and together plan strategies to attain them		Usually able to set goals with clients and together plan strategies to attain them	
Plan based on assessment	1	2	3	4
	Is unable to develop a plan of action with client based on the assessment statement		Usually able to develop a plan of action based on the assessment statement.	
Use of resources	1	2	3	4
	Neglects to utilize appropriate agency and/or community resources in developing plan of action		Usually utilizes appropriate agency and community resources in plan	
COMMENTS AND EXAMPLES				
IMPLEMENTATION				
Individual client	1	2	3	4
	Unable to implement a plan of action with individual client		Usually able to implement a plan of action with individual client	
Group	1	2	3	4
	Unable to implement a plan of action with client group		Usually able to implement a plan of action with client group	
Community	1	2	3	4
	Unable to implement a plan of action with community group		Usually able to implement a plan of action with community groups or organizations	
Family	1	2	3	4
	Unable to implement a plan of action with a family		Usually able to implement a plan of action with a family	
COMMENTS AND EXAMPLES				

SELF-AWARENESS	1	2	3	4
Self-awareness	Seldom recognizes own strengths and weaknesses and shows little motivation for change		Usually takes initiative in examining own performance; aware of own strengths and weaknesses, and when necessary, can initiate change	
Social Location	1	2	3	4
	Seldom recognizes the impact of own social location		Usually aware of impact of own social location	
Use of Authority	1	2	3	4
	Does not make appropriate use of authority inherent in the helping relationship		Usually makes appropriate use of the authority inherent in the helping relationship	
Initiative	1	2	3	4
	Rarely does things on own initiative		Actively seeks information and knowledge; has initiative and appropriate independence in carrying out tasks and raising issues	
COMMENTS AND EXAMPLES				
WRITING SKILLS	1	2	3	4
Writing skills	Written material often marked by factual and/or grammatical errors so that intent is unclear		Written work is usually grammatically correct and appropriately concise.	
Time Management	1	2	3	4
	Is often late; unable to organize time and complete tasks; difficulty meeting deadlines		Usually punctual; uses time appropriately; completes tasks, meets deadlines	
Use of Field Instruction	1	2	3	4
	Rarely seeks help; does not prepare for field instruction meetings; overly defensive when challenged		Usually takes an active role in own learning; takes responsibility for raising concerns with field instructor; able to use information from field instructor to improve performance.	
COMMENTS AND EXAMPLES				
SUMMARY STATEMENT (to be completed by field Instructor)				

**PRIMARY LEARNING NEEDS FOR NEXT PLACEMENT OR NEXT TERM OF TWO TERM COURSE
(to be done in collaboration by Student and Field Instructor)**

Signatures: _____ (Student) _____ (Field Instructor) _____ (Seminar Leader)

Field Placement Grade: PASS FAIL

SOCIAL WORK 4DD6 EVALUATION OF STUDENT IN PLACEMENT

STUDENT: _____ **DATE:** _____

FIELD INSTRUCTOR: _____

AGENCY: _____ **CITY:** _____

FACULTY INSTRUCTOR: _____

4DD6 - GUIDELINES FOR EVALUATION

This outline is provided to assist both student and field instructor in evaluating the field placement experience. It is to be used to identify present learning needs, the development of skills during placement, and projected goals for future learning.

In preparation for the evaluation, this form should be filled out in full by all students and field instructors. Clarifying comments or examples may be written in by both student and field instructor. The student is responsible for completing in full (list examples) the **Summary of Placement Experience**. Field instructor, student and seminar leader will then meet for an evaluation conference. The final evaluation form is retained in the student's file for five years.

EVALUATION STANDARDS

The evaluation of students in the fourth year is rooted in the concept of "beginning practice competence". When students graduate with a B.A./B.S.W. or B.S.W., it is reasonable to assume that they are ready to undertake the responsibilities and have the practice knowledge and skills necessary for beginning practitioners (e.g. basic skills, basic intervention/ strategy/planning skills, assessment skills, a knowledge of community resources and social policy). Students are **not** expected to have acquired advanced skills such as family therapy techniques, policy analysis, or complex program planning skills. Nor are students expected to be experts in a particular area of practice.

BOTH THE MID-TERM AND FINAL EVALUATION OF STUDENTS IN PLACEMENT ARE BASED ON THIS STANDARD. IT IS EXPECTED THAT STUDENTS WILL HAVE DEFICITS IN A NUMBER OF AREAS IN THE MID-TERM EVALUATION AND THAT A PASSING FINAL EVALUATION WILL DEMONSTRATE AT LEAST A BEGINNING LEVEL OF COMPETENCE IN THE REQUISITE KNOWLEDGE AND SKILLS.

The Statement of Philosophy of the School of Social Work guides the school's curriculum content. A student's evaluation should reflect that her or his practice is guided by principles of social justice.

Statement of Philosophy

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their lives.

Section I Methods of Assessing Student Performance

To be completed by the Field Instructor.

The following are some methods used to evaluate student performance. Indicate the method(s) you used to evaluate your student's performance.

1. Student's verbal self-assessment:
 based on student's description of what has transpired

2. Student's written work:
 - a. process recording
 - b. assessments
 - c. summary reports
 - d. case/project recording
 - e. other _____

3. Field instructor observation:
 - a. Field instructor directly observing student work
 - b. Co-leading; student and instructor working together
 - c. One-way mirror observation
 - d. Listening to audio tapes
 - e. Viewing videotapes

4. Feedback from others
 - a. Solicited
 - b. Unsolicited

5. Other _____

SECTION III

A: LEARNING OBJECTIVES

To be completed by field instructor and student:

Please attach a copy of the Learning Contract for this term.

Comment on:

What objectives were met? (Give examples)

What objectives were not met? (Give examples)

If objectives were not met, why?

In completing section B through E, please circle one of the numbers on the continuum from one to six. When unable to rate a particular item, please indicate by placing N/R in the right-hand margin beside the item which you cannot rate. Please elaborate on any point you wish, give examples or summarize other issues under the broad headings.

PLEASE NOTE: Where we refer to “client” we mean service users and/or people who come in contact with the placement organization. “Client” may refer to an individual, group, family or community.

B. PRACTICE SETTING

	1	2	3	4	5	6
Ability to work within agency	Defies agency standards, demands inappropriate changes. Apathetic about organizational issues		Abides usually by agency rules and occasionally recommends constructive changes		Accepts agency standards but is searching for improvements and makes constructive suggestions	
Ability to identify and use community resources	1	2	3	4	5	6
	Knows only some resources and uses only the most obvious ones. Makes very little effort to know the community better.		Has a fair knowledge of resources and uses them well. Interested in learning more		Has an excellent knowledge of resources and uses them imaginatively and effectively.	
Relationship with co-workers and other professionals in the agency and the community	1	2	3	4	5	6
	Sometimes has difficulty with other workers. Complaints by other professionals		Relationship fairly smooth		Promotes teamwork and is consistently professional and skillful in his/her relationship with other workers	
Ability to understand the organizational issues which shape the delivery of service to clients of this agency	1	2	3	4	5	6
	Shows little awareness. Does not raise organizational issues		Aware of the organization. Is often able to identify points at which organization and client needs collide		Uses organizational structure well in meeting client needs. Recognizes limitations and strengths of organization.	
COMMENTS AND EXAMPLES						

C. PROFESSIONAL PERFORMANCE						
Ability to develop and maintain professional relationship with a variety of clients and others	1	2	3	4	5	6
	Has some difficulty forming relationships and maintaining them		Usually forms constructive relationships but has difficulty in unfamiliar situations		Forms positive and helpful relationships in all kinds of situations. Has little difficulty with most clients.	
Affective aspects of interviewing and communication skills	1	2	3	4	5	6
	Difficulty eliciting and responding to client's feelings. Misses non-verbal clues.		Recognized non-verbal clues. Pursues affective indicators (verbal & non-verbal) appropriately.		Interviews on a high level of skills. Excellent listener. Accurate interpretation verbal & non-verbal messages. Skill in addressing and interpreting feelings.	
COMMENTS & EXAMPLES						
Planning, purpose and directions of interviews.	1	2	3	4	5	6
	Difficulty in carrying out tasks, interviews drift		Purposeful in carrying out plan for interview		Able to integrate practice theory in balance with client needs.	
Instrumental aspects of interviews.	1	2	3	4	5	6
	Has limited idea of what information is required. Limited skills at organizing and processing information		Questions organized and purposeful. Beginning ability to process information on the spot and/or to probe for information not immediately offered		Processes information quickly and accurately. Good use of probes for elaboration. Good balance between flexibility and structure.	
COMMENTS & EXAMPLES						

Ability to make assessments.	1	2	3	4	5	6
	Can assess straight forward situation where organizing of reported data is central feature.		Can make accurate assessment using reported data and observed evidence as support		Can make comprehensive assessment using a variety of evidence in a theoretical framework.	
Ability to conceptualize /formulate	1	2	3	4	5	6
	Can identify patterns of behaviour and feelings from assessment data		Can understand behaviour and feelings within some theoretical framework		Can use a theoretical framework to identify, organize, and understand behaviour & feelings	
COMMENTS & EXAMPLES						
Ability to develop plan of action	1	2	3	4	5	6
	Is able to develop a straightforward plan of action		Is able to develop a complex plan of action based on assessment		Is able to develop a complex plan of action in a conceptual framework which reflects both the assessment and the ability of client and worker to respond	
Ability to implement plan of action with individuals	1	2	3	4	5	6
	Is able to develop and implement straightforward plan of action		Is able to develop and implement straightforward plan of action within a framework or identified practice theory		Is creative and flexible in developing and implementing a plan of action within a framework of identified practice theory	
Ability to implement plan of action with families	1	2	3	4	5	6
	Focus on family members as individuals only. Does not demonstrate an understanding of individual in family context		Able to understand family but is unable to intervene		Able to intervene in family system using theories of family dynamics and intervention.	
Ability to implement plan of action with small groups	1	2	3	4	5	6
	Is able to develop and implement a straightforward plan of action		Is able to develop and implement a straightforward plan of action within a framework of identified practice theory		Is creative and flexible, and able to develop and implement flexible plan with small groups.	
Ability to implement plan of action with community groups or organizations	1	2	3	4	5	6
	Is able to develop a straightforward plan.		Is able to develop and implement some aspects of the plan of action		Is able to develop and implement complex plan.	

COMMENTS & EXAMPLES						
Ability to facilitate the work of task-oriented organizational or community groups	1	2	3	4	5	6
	Understands the stated agenda of groups. Can perform the requested functions with considerable guidance		Understands the stated and unstated agenda of the group and its members. Aware of group dynamics. Can function independently as group facilitator		Can identify and describe fully group dynamics and process within the framework of a practice theory. Is thorough and creative in facilitative tasks. Can function independently as a group facilitator. Opinions are sought by group members.	
Analysis of administrative or legislative policies	1	2	3	4	5	6
	Can describe and accurately interpret the meaning of a given policy		Can identify the political, social, economic and organizational principles influencing policy		Can employ an appropriate theoretical framework to explain the origin and/or dynamics of a given policy.	
Involvement in research and/or program evaluation	1	2	3	4	5	6
	Requires much assistance to define a research question. Relatively little knowledge about how to gather the required data		Can independently assess the complexity of a research problem. Requires limited assistance in identifying the research question. Some ideas about appropriate methodology and design.		Can independently define the research question, design the project, and identify appropriate methodology. Can implement and carry through a basic project.	
COMMENTS AND EXAMPLES						
Written communication skills, including the ability to record with clarity and promptness	1	2	3	4	5	6
	Written material is marked by errors; the student has difficulty meeting deadlines		Written work is acceptable and is submitted on time. The clarity of expression adequate.		Clear and concise work and always on time. Good command of the language.	

Recognition of limitations of the helping relationships.	1	2	3	4	5	6
	Demonstrates little understanding of limitations of helping relationship.		Demonstrates fair understanding of helping relationship.		Demonstrates good understanding of limitations of helping relationship.	
Recognition of limitations and potential of working in a particular setting	1	2	3	4	5	6
	Demonstrates little understanding of limitations of particular setting.		Demonstrates fair understanding of limitations of particular setting.		Demonstrates good understanding of limitations of particular setting.	
COMMENTS AND EXAMPLES						
D. PROFESSIONAL SELF						
Profession responsibility	1	2	3	4	5	6
	Is often unable to organize time and tasks. Unexplained absence or lateness		Usually fulfills responsibilities well and is seldom absent. Uses time quite well. Completes work in reasonable time.		Consistently responsible. Efficient use of time. Always interested in work.	
Demonstration/acceptance of social work values, ethics and principles	1	2	3	4	5	6
	Has a limited knowledge of social work values, ethics and principles.		Usually applies values, ethics and principles on acceptable professional level.		Consistent application of social work values, ethics and principles. Ready ability to recognize and work through an ethical dilemma.	
Development of professional self-awareness including the need for continued professional growth	1	2	3	4	5	6
	Seldom recognizes limitations and shows little motivation for improvement		Some evidence of commitment to continuing professional growth. Takes some but limited initiative in this respect.		Consistently seeks to extend knowledge and improve skills. Has a clear sense of professional responsibility for continued learning.	
Use of authority	1	2	3	4	5	6
	Does not accept authority inherent in social work position or over-uses authority.		Beginning comfort with the authority inherent in professional status.		Shows confidence in assuming and using authority.	

Insight into the interaction between service users and their socio/political/economic environments.	1	2	3	4	5	6
	Does not identify socio/political /economic issues as important in the lives of services users		Has some understanding of the interplay of socio/political/ economic factors with service users' lives.			Consistently communicates an understanding of the interplay of socio/political/economic factors in the lives of service users. Where appropriate bases interventions upon this understanding.
COMMENTS & EXAMPLES						
E. USE OF FIELD INSTRUCTION						
Ability to assume responsibility for own learning and work	1	2	3	4	5	6
	Very limited independence in work. Rarely performs work or study on own initiative.		Usually performs routine tasks independently.			Consistently performs independently. Actively seeks information and knowledge eagerly.
Use of field instruction	1	2	3	4	5	6
	Seldom seeks help. Becomes defensive when work challenged. Withholds work.		Usually seeks help appropriately. Is able to use information from field instruction to improve practice. Selectively shares work.			Seeks help appropriately. Stimulates discussion. Challenges ideas and disagrees in a professional manner.
COMMENTS & EXAMPLES						

PLEASE EXPLAIN/EVALUATE ITEMS WHICH ARE NOT RATED:

NARRATIVE SECTION: (To be completed by field instructor, in consultation with student. Use additional sheet if necessary).

1. Comment on the student's outstanding performances and special competence and skills:

2. Comment on the student's major areas for continued learning:

3. Student's comments:

PASS

FAIL

FIELD INSTRUCTOR:

DATE:

STUDENT:

DATE:

FACULTY INSTRUCTOR:

DATE:

Note: This page intentionally left blank for easy tear-out of 4DD6 evaluation form.

REVIEW/ EVALUATION OF STUDENT IN COMMUNITY DEVELOPMENT PLACEMENT

STUDENT: _____ DATE: _____

FIELD INSTRUCTOR: _____

AGENCY: _____ CITY: _____

SEMINAR LEADER: _____

GUIDELINES FOR REVIEW

This outline is provided to assist both student and field instructor in evaluating the field placement experience. It is to be used to identify present learning needs, development of skills during placement, and projected goals for future learning. Subject to the agreement of the field instructor and student, and with the approval of the Undergraduate Studies Committee, alternative review procedures may be introduced.

In preparation for the review, this form should be filled out in full by all students and field instructors. Clarifying comments or examples may be written in by both student and field instructor. The student is responsible for listing examples in the **Summary of Placement Experience**. Field instructor, student and faculty instructor will then meet for a review conference. The final review form is retained in the student's file.

REVIEW STANDARDS

When students graduate with a B.A./B.S.W. or B.S.W., it is reasonable to assume that they are ready to undertake the responsibilities and have the practice knowledge and skills necessary for beginning practitioners (e.g. basic skills, basic intervention/strategy/planning skills, analysis/assessment skills, a knowledge of community resources and social policy). Students are **not** expected to have acquired advanced skills such as family therapy techniques, policy analysis, or complex program planning skills.

BOTH THE MID-TERM AND FINAL REVIEW OF STUDENTS IN PLACEMENT ARE BASED ON THIS STANDARD. IT IS EXPECTED THAT STUDENTS WILL HAVE DEFICITS IN A NUMBER OF AREAS IN THE MID-TERM REVIEW AND THAT A PASSING FINAL REVIEW WILL DEMONSTRATE AT LEAST A BEGINNING LEVEL OF COMPETENCE IN THE REQUISITE KNOWLEDGE AND SKILLS.

The Statement of Philosophy of the School of Social Work guides the school's curriculum content. A student's evaluation should reflect that her or his practice is guided by principles of social justice.

Statement of Philosophy

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their lives.

SECTION II

SUMMARY OF PLACEMENT EXPERIENCE (to be completed by the student)

Use a separate page appended to this form. Please use the following outline.

- Description of placement focus.
- Tasks assigned.
- Practice Activities
- Visits to community organizations, data collection contacts, inter-agency conferences, external and internal committee meetings.
- Student presentations and reporting.

SECTION III

LEARNING OBJECTIVES

To be completed by field instructor and student:

Please attach a copy of the Learning Contract for this term.

Comment on:

What objectives were met? (Give examples)

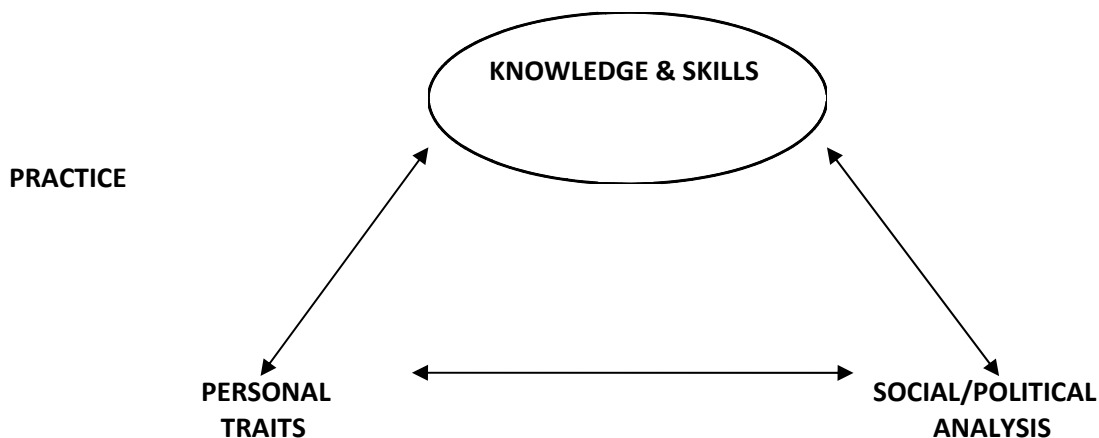
What objectives were not met? (Give examples)

If objectives were not met, why?

SECTION IV

INTRODUCTION

Social work practice is a complex synthesis of knowledge and skills. It is not only important for us to acquire relevant knowledge, but to be able to apply it in differing situations. As well social workers must be clear that the way we integrate skill and knowledge is part of, and act on, two important contexts. One is our own mixture of personal traits — self-awareness, initiative, confidence, sense of humor, clarity of values and openness to other positions, for example. The second is our analysis of the social/political institutions within which we live and practice. These two aspects in a sense frame the way in which we choose to utilize ourselves in dealing with people, organizations and policies. In turn, our experience of practice assists us in reflecting on who we are — our strengths and weaknesses — and the nature of our society.



In the following pages the student and supervisor are asked to reflect on a number of areas that relate to learning to be a social worker. While some of the questions are focused on quite specific skills, it is hoped that you will be able to think about (and comment where applicable) the personal and political underpinnings of practice. Please give examples that illustrate practice abilities.

COMMUNITY DEVELOPMENT EVALUATION

This page contains a summary of the headings used in the community development evaluation. The completed evaluation should contain a detailed description of the students' performance under each heading.

SOCIAL/POLITICAL FRAMEWORK

Please comment on the clarity of the student's understanding of how the public issues of class, gender, race, age etc. influence the people and problems with which he/she works in placement.

POLICY/SERVICE SYSTEM FRAMEWORK

Please comment on the student's understanding of the various policies (Federal, provincial or local) and the network of services relevant to the work undertaken for the placement.

NETWORKING

Please comment on the student's ability to network with people and systems related to the community's and an individual's interests. This may include the student's skills at identifying relevant individuals and groups, establishing relationships, working with others, and developing ongoing relationships with and between others.

PLACEMENT ORGANIZATION

Please comment on the student's knowledge and use of the placement organization - i.e., mandate, organizational structure, decision making, funding, target population, etc. Discuss how she/he access services of the organization with (on behalf of) consumers. Comment on the student's ability to identify and suggest positive change within the agency.

INTERPERSONAL SKILLS: INDIVIDUALS

Please comment on the student's knowledge of how background, family, life experiences and social context affect individual functioning. Note her/his awareness of and use of a variety of available skills when working with individuals. Comment on the student's ability to engage others, listen and respond to communications, focus, probe, confront, support, etc.

PROBLEM SOLVING: GROUPS AND INDIVIDUALS

Please discuss the student's ability to problem solve with groups and individuals. Comment on the ability to help define needs, desires, concerns; to gather relevant information; to analyse and/or assess the situation; to develop alternative strategies; to work with a group and/or individual to implement strategies; and to evaluate results.

GROUP WORK: GROUP DEVELOPMENT AND PROCESS

Please comment on the student's knowledge of the stages of group development and his/her awareness of group process. Mention skills related to stages of group growth and related to group dynamics. Note how the student responds to the relationship between individual and group processes.

GROUP WORK: SKILLS AND TECHNIQUES

Please comment on the student's knowledge of and ability to use the various skills and techniques necessary to work successfully with groups. Discuss the student's ability to facilitate a group. This may include setting an agenda, contributing adult education exercises, providing information and resources, encouraging discussion, and identifying and dealing with conflict. Also discuss the student's participation in a group, mention activities such as offering support, remaining silent, taking minutes, contributing to discussion and terminating.

INTEGRATION OF KNOWLEDGE AND THEORY

Please comment on the student's ability to integrate theory, knowledge and practice. This may include her/his ability to talk about and show that practice activities are guided by a socio-political analysis and by an understanding of individual, group and agency funding.

SUMMARY STATEMENT

Please discuss the student's STRENGTHS:

Please discuss the student's AREAS FOR CONTINUED GROWTH:

GRADING

PASS

FAIL

FIELD INSTRUCTOR:

DATE:

STUDENT:

DATE:

FACULTY:

DATE:

Note: This page intentionally left blank for easy tear-out of Review/ Evaluation of Student in Community Development Placement form.

STUDENT'S EVALUATION OF FIELD INSTRUCTION SETTING

To be completed after the student's final evaluation is completed. This evaluation will be filed in the School of Social Work office for students to read. Please ensure that all signatures are present on the last page before submitting it to the School of Social Work office.

PLACEMENT LEVEL: 3DD6 4DD6 AGENCY: _____

DEPARTMENT: (if applicable) _____

FIELD INSTRUCTOR: _____ YEAR/SESSION: _____

SEMINAR LEADER: _____ STUDENT: _____

RATING SCALE:	NOT AT ALL	SOMEWHAT	USUALLY	ALMOST ALWAYS	ALWAYS	
	1	2	3	4	5	
A. REACTION TO SETTING						
1.	Orientation activities facilitated my initial functioning in agency.					
2.	There was variety in my field work experience					
3.	I was made aware of policy formation process in agency.					
4.	Agency services attempt to meet the needs of the clients.					
5.	Does the agency encourage an advocacy role?					
6.	My learning is an important part of agency function.					
7.	I was invited to staff development activities.					
8.	I had opportunities to explore different facets of agency practice.					
9.	I felt a part of the agency.					
10.	I was helped to understand both the strengths and weaknesses of the agency as a service delivery system.					
11.	Experience in this agency was important in my professional development.					
12.	Learning experiences provided in this placement were appropriate for me.					
13.	Sexual Harassment/Anti-discrimination policies were followed in this placement.					
B. REACTION TO FIELD INSTRUCTOR AND HIS/HER TEACHING QUALITIES						
1.	Is knowledgeable about agency.					
2.	Is knowledgeable about social work in general.					
3.	Presents ideas clearly.					
4.	Challenges me to think conceptually and theoretically as well as practically and functionally					
5.	Helps to identify or develop:					
	a) my strengths					

RATING SCALE:	NOT AT ALL	SOMEWHAT	USUALLY	ALMOST ALWAYS	ALWAYS	
	1	2	3	4	5	
b) Areas of needed learning						
c) Awareness of professional self.						
6. Deals with my questions adequately.						
7. Creates an atmosphere which allows for mistakes and risk taking.						
8. Develops content in sufficient depth and scope appropriate for my needs.						
9. Creates atmosphere in which different viewpoints can emerge.						
10. Encourages my input into field work plans and assignments.						
11. Draws relationships between narrow subjects and broader practice considerations.						
12. Facilitates my learning from other staff members.						
13. Provides sufficient teaching time and peer learning						
14. Is enthusiastic about role as field instructor.						

B. NARRATIVE REACTIONS TO FIELD PLACEMENT (Please include additional comments on a separate page)

1. The features of this placement that contributed most to my learning were:

2. The features of this placement that contributed least to, or interfered with, my learning were:

3. Comment on the physical facilities for students as they affected your learning.

4. **My suggestions for enhanced field instruction in this agency are:**

5. **Students who are placed in this agency should be aware that:**

6. **Please describe the diversity of the population of consumers served by the agency, (ethno-specific, people with disabilities). Where applicable please identify the percentage of consumers from each group.**

7. **Does the placement allow time for reading related to placement activities?**

Signatures: **STUDENT** **FIELD INSTRUCTOR** **FACULTY SEMINAR LEADER**

IN SUMMARY MY FIELD EDUCATION WAS:		EXCELLENT
		BETTER THAN AVERAGE
		AVERAGE
		BELOW AVERAGE
		POOR

Note: This page intentionally left blank for easy tear-out of Student's Evaluation of Field Instruction Setting form.

APPENDICES

A CODE OF ETHICS OF CANADIAN ASSOCIATION OF SOCIAL WORKERS

B POLICIES

- PROFESSIONAL SUITABILITY
- CONFIDENTIALITY POLICY: USE OF AGENCY MATERIAL FOR EDUCATIONAL PURPOSES
- POLICY ON SOCIAL MEDIA & USE OF ELECTRONIC TECHNOLOGIES
- WORKPLACE PLACEMENTS
- OUT OF TOWN FIELD PLACEMENTS
- SECURING AND TERMINATING FIELD PLACEMENTS
- SEXUAL HARASSMENT/ANTI-DISCRIMINATION IN FIELD PLACEMENTS: POLICIES & PROCEDURES
- POLICY ON INFECTIOUS DISEASES, IMMUNIZATIONS, POLICE CHECKS
- POLICY STATEMENT ON STRIKES OR OTHER COLLECTIVE ACTION TAKEN AT FIELD PLACEMENT AGENCIES

C WORK/EDUCATION AGREEMENT FORM

(The student will bring you an original form. Please note that this form MUST be completed, signed and returned to the Seminar Leader prior to students beginning placement)

- HUMAN RIGHTS AND EQUITY SERVICES OFFICE
- WORKER'S COMPENSATION INFORMATION STUDENTS IN FIELD PLACEMENTS
- MCMASTER STUDENT FIELD PRACTICE RISKS AND LIABILITY INSURANCE COVERAGE

Note: This page intentionally left blank.

APPENDIX A: CODE OF ETHICS

SOCIAL WORK CODE OF ETHICS

Ethical behaviour is at the core of every profession. On the occasion of National Social Work Week 2005, the Canadian Association of Social Workers (CASW) adopted a new Code of Ethics and published Guidelines for Ethical Practice to serve as a companion document to the Code.

The Social Work Code of Ethics was last issued in 1994. In light of new developments and new forms of practice, it has now been revised following extensive consultation with key stakeholders and experts.

The purpose of the Code of Ethics is to set forth values and principles to guide social workers' professional conduct. While a code of ethics cannot guarantee ethical behaviour it guides social workers as they act in good faith and with a genuine desire to make sound decisions.

The Code of Ethics identifies core social work values, and the principles which underlie those values. The identified core values are:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

Accompanying the Code of Ethics is Guidelines for Ethical Practice which provides guidance on ethical practice by applying the values and principles in the Code to common areas of social work practice.

In Canada, each province and territory is responsible for regulating the professional conduct of social workers to ensure the protection of the public. Regulatory bodies may choose to adopt this Code of Ethics or use it as a basis for evaluating professional conduct.

Canadian Association of Social Workers, March 31, 2005

Link to full CASW Code of Ethics document

http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf

APPENDIX B: POLICIES

1. PROFESSIONAL SUITABILITY

School of Social Work, McMaster University

Rationale

The Canadian Association for Social Work Education (CASWE) Standards of Accreditation (2012) state that "The academic unit has a policy requiring that the performance of professional responsibilities of social work students be in accordance with the relevant social work code of ethics" (SB/M 2.4.4) and "The academic unit has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program on the basis of professional unsuitability" (SB/M 2.4.5)¹

CASWE's expectation of professional suitability derives from the wish to ensure that Schools not graduate social workers whose behavior is at odds with social work ethics and values and indicates they may do harm to service users and communities. In keeping with CASWE's intent and with the School's statement of philosophy, this policy is designed and will be implemented with scrupulous attention to understanding the context of behavior deemed unsuitable/ unethical and to ensuring that it not uncritically reproduce systemic exclusions.

Pursuant to the CASWE standards, the School of Social Work at McMaster University has developed the following document. Through this policy, the School of Social Work acknowledges its responsibility to protect the safety and well-being of students, staff, faculty members as well as the clients and staff of those agencies in which students carry out their field placements.

This policy shall be outlined in students' offers of admission to the School of Social Work. Students will be encouraged to become familiarized with the rights and responsibilities that are required of them in accordance with the Canadian Association of Social Workers (CASW) Code of Ethics², the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice³, the Charter of Rights and Freedoms⁴, the Ontario Human Rights Code⁵ and McMaster University Policies including but not limited to Student Code of Conduct⁶, Academic Integrity⁷, Research Ethics⁸, Sexual Harassment⁹, Anti-Discrimination¹⁰ and Accessibility.¹¹

¹ <http://www.caswe-acfts.ca/vm/newvisual/attachments/866/Media/CASWStandardsAccreditation2012.pdf>

² http://www.casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf

³ <http://www.ocswssw.org/docs/codeofethicsstandardsofpractice.pdf>

⁴ <http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf>

⁵ http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

⁶ <http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentCode.pdf>

⁷ <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

⁸ <http://www.mcmaster.ca/policy/faculty/Conduct/ResearchEthicsPolicy.pdf>

⁹ <http://www.mcmaster.ca/policy/General/HR/sexharassment.pdf>

¹⁰ <http://www.mcmaster.ca/policy/General/HR/Anti-Discrimination%20policy.pdf>

¹¹ <http://www.mcmaster.ca/policy/General/HR/Accessibility.pdf>

Criteria for Review of a Student's Suitability for the Practice of Social Work

Situations in which students will be assessed for unsuitability include, but are not limited to the following:

- a) Concealment or distortion of the truth on the Application for Admission to the School of Social Work or to McMaster University;
- b) Harassment or any threat, intimidation or attempt to harm another person;
- c) Persistent and /or serious unethical behaviour which interferes with the ability to function within a professional context (as defined in the current CASW Code of Ethics and the OCSWSSW Social Work Standards of Practice) including but not limited to:
 - evidence that a student cannot effectively exercise judgment or function in a professional context;
 - evidence of persistent and/or serious inability to form professional relationships;
 - evidence of discriminatory behavior and persistent lack of reflexivity about behavior or lack of effort to change behavior identified as discriminatory;
 - persistent abuse or misuse of substances that interferes with the ability to function within a professional context;
 - criminal behaviour (a charge and/or conviction for crimes such as physical assault, sexual assault, drug trafficking, for which a pardon has not been received) which would interfere with the ability to function within a professional context; and
 - persistent and/or serious conduct that contravenes the policies of the university or of a field placement setting which cannot be resolved through negotiation or reassignment.

Procedure for Review of a Student's Suitability for the Practice of Social Work

Most concerns are resolved through a discussion between the student and the faculty member or field instructor. However, occasionally it is necessary to have an additional discussion and review of the concerns. We have found that the earlier a situation is identified and reviewed, the more likely the situation can be resolved informally. In some instances a concern is resolved by a student withdrawing from a course (including a field placement) without penalty. There are time limitations related to course withdrawal.

It is important to note that when a concern arises in a field setting, the earlier the field instructor and/or the student contacts the School, the greater the likelihood of resolution.

This procedure outlines two levels of review, an informal review and a formal review. A student may be asked not to attend class, field placement and/or other school activities until the review process is complete. If a student is asked not to attend a class and remains registered in the class, arrangements will be made for course material to be covered.

Informal Review

When a faculty member or field instructor has concerns about a student's suitability for the practice of social work, the faculty member or field instructor shall request a meeting with the student to discuss the concerns. If, however, the concerns are considered to be of a serious nature, the faculty member or field instructor will initiate a formal review.

When the concerns are identified by a field instructor, the faculty member who is the student's integrative seminar leader will be involved in the informal review meeting. It is assumed that in most circumstances, the field instructor and student have had some conversation about the concerns.

When concerns are identified about a student by another student, the student who identifies the concerns

shall discuss her/his concerns with a faculty member, integrative seminar leader or field instructor who, depending upon her/his assessment of the complaint, shall request a meeting with the identified student.

The request for a meeting may be verbal or written. The faculty member, integrative seminar leader, field instructor or student may invite another person to be present for the meeting to act as an observer or support.

The review will seek to determine the student's suitability for the practice of social work and may result in:

- a fuller understanding of the situation and no need for further action;
- an agreed upon plan outlining actions the student will take to address the concerns and the establishment of a date to review the student's progress; and
- a decision to proceed to a formal review

The faculty member, field instructor and/or integrative seminar leader will summarize in writing the results of the informal review and will provide the student with a copy of the written summary.

Formal Review

A formal review of a student's suitability for the practice of social work will be requested in writing by a faculty member and/or a field instructor. The request will be addressed to the chairperson of the appropriate School program or her/his delegate (Chair of the Graduate Programs, Chair of the Undergraduate Programs or Chair of the Field Program). A copy of the request will be provided to the student. When a field instructor is requesting a formal review, the faculty member who is the student's integrative seminar leader¹² will be notified, consulted, and in most circumstances, will initiate the request. The concerns regarding the student's suitability for practice will be outlined in the request. The Program Chair or her/his delegate will decide if a formal review is necessary¹³. She/ he will provide, within one week of the request, written notification to the student and the faculty member and/or field instructor of this decision. If there is a decision to hold a formal review, the review will be scheduled for a mutually acceptable date normally within three weeks of the written original request.

The Formal Review will be chaired by the Program Chair or her/his delegate. The faculty member or field instructor who requested the review and the student will attend. At the discretion of the Program Chair or her/his delegate, additional people may be required to attend the review:

- a program chair other than the one chairing the Review.
- faculty members, field setting employees, students or any individuals who have relevant information or perspectives to contribute to the discussion
- the student may choose to have a person accompany them to act as an observer or support.

During the review, the information relating to the concerns about the student's suitability for practice will be presented by the faculty member and/or field instructor who requested the formal review. Any individuals in attendance who have relevant information or perspectives to contribute to the discussion will present their information. Relevant documentation, if available, will be reviewed. The student will have the opportunity to ask questions and present his or her position regarding the concerns. Suggestions regarding possible remedies

¹² Integrative seminar leaders are faculty members. When the concern relates to a student in a field placement, the term "faculty" includes the integrative seminar leader. Henceforth in this document, the term "faculty" refers to integrative seminar leaders and/or other School faculty members.

¹³ If another university office or body is investigating the student's situation and the issues of concern, the Program Chair should consult with them to determine how best to proceed in order to ensure that reviews/ investigations do not overlap or compromise each other and that the safety of the student and others is not compromised.

or sanctions will be considered. The student may request that only the Program Chair or her/his delegate hear information of a private nature. In this situation, the Program Chair or delegate may ask all other parties to leave.

Following the conclusion of the formal review, the Program Chair or her/his delegate will decide upon a course of action. A letter stating the decision, the reasons for the decision and a plan (when one has been developed) will be provided to the student within two weeks of the formal review. A copy of this letter and relevant documentation will be placed in the student's file.

All written communications will be delivered by post or email. It is the student's responsibility to ensure that the School has her/his most recent mailing addresses.

The formal review may result in a number of possible outcomes. These outcomes may include, but are not limited to, the following decisions:

1. The student will continue in the program with no conditions;
2. The student will be referred to appropriate campus resources. Depending on the nature of the concern, the student may be referred to the Human Rights and Equity Office, the Academic Integrity Office, the Wellness Centre, Student Accessibility Services or other resources established by university policies governing student conduct. The student may be referred to or seek out a community resource to help them address the concern;
3. The student will continue in the program with conditions. These conditions must be met in order for the student to remain in the program. The conditions will include establishing a plan with goals, a time line, a description of how progress will be monitored and how the student will be evaluated. The conditions may involve a referral and attendance at counseling, advising and/or medical services. They may include attendance at workshops or courses or volunteer work. The student will report, with documentation, to the Program Chair or her/his delegate, within an agreed upon period of time, how she/he met the conditions. The student may be required to temporarily withdraw from the program or from field placement; and
4. The student will be required to withdraw from the program. The student will be given a written letter explaining the reasons for the withdrawal and the conditions, if any, under which they may be readmitted.

Appeals

The student will be informed that she/he has the right to appeal and should consult the McMaster University Student Appeal Procedures.¹⁴

Confidentiality

The School's responsibility is to protect the public and future service users and matters of confidentiality are articulated in that context. The School is committed to meeting the highest standard of ethics with respect to maintaining the privacy and confidentiality of the personal student information that we collect, use and disclose. The School of Social Work strives to protect the privacy rights of our students even when that student has been subject to a review of professional suitability as defined by this policy. However the School will

¹⁴ <http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentAppeal.pdf>

balance the student's confidentiality against the School's duty to protect others. Therefore, information disclosed will not be kept confidential if the information raises concerns about a student's capability of assuming professional responsibilities related to social work practice. It should be noted that the School of Social Work reserves the right to share information with the University or a third party as required by law.

Approved: February, 2013

2. CONFIDENTIALITY POLICY: USE OF AGENCY MATERIAL FOR EDUCATIONAL PURPOSES

School of Social Work, McMaster University

The purpose of field education is to provide students with real life practice experience. Students will be in contact with service users and community groups. They will have access to agency records and possibly research data and they will be exposed to agency materials and processes. They will be bound by all agency policies related to confidentiality. Additionally, the Canadian Association of Social Workers (CASW) Guidelines for Ethical Practice (2005)¹ states that field instructors and faculty have:

3.5 Responsibilities to Students In addition to the general provisions of the *Code*, social worker educators and field instructors who supervise students are guided by the following specific ethical responsibilities.

3.5.3 Social workers foster in social work students' knowledge and understanding of the social work profession, the *Code of Ethics* and other appropriate sources of ethical practices.

3.5.4 Social workers instruct students to inform clients of their student status.

3.5.5 Social workers inform students of their ethical responsibilities to agencies, supervisors and clients.

3.5.6 Social workers adhere to the principles of privacy and confidentiality in the supervisory relationship, acknowledging with students any limitations early in the professional relationship.

The CASW Code of Ethics further states that social workers, including students are bound by the following:

1.3 Promote Client Self-Determination and Informed Consent

1.3.4 Social workers, at the earliest opportunity, discuss with clients their rights and responsibilities and provide them with honest and accurate information regarding the following:

- the recording of information and who will have access to such information; and
- the limitations on professional confidentiality (see section 1.5 regarding confidentiality).

1.3.6 Social workers obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.5 Protect Privacy and Confidentiality

Social workers respect clients' right to privacy. Social workers do not solicit private information from clients unless it is required to provide services or to conduct social work research. Once information is shared or observed in a professional context, standards of confidentiality apply. Social workers protect clients' identity and only disclose confidential information to other parties (including family members) with the informed consent of clients or the clients' legally authorized representatives, or when required by law or court order. This obligation continues indefinitely after the social worker has ceased contact with the client. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or

¹ http://casw-acts.ca/sites/default/files/attachements/CASW_Guidelines%20for%20Ethical%20Practice.pdf

others (see section 1.6 regarding protection of vulnerable members of society). In all instances, social workers disclose the least amount of confidential information necessary to achieve the desired purpose.

1.5.9 Social workers do not disclose identifying information when discussing clients for teaching or training purposes, unless the client has consented to such disclosure.

Therefore:

When students are using material from their placement (including, but not limited to, recordings (digital, video, taped), written (records, letters, email, blog etc.), or verbal descriptions of clients, staff and confidential organizational communications for educational purposes, they should take care to

1. Preserve confidentiality such as changing names and other identifying data.
2. Ensure that the client, community group, research participant or agency staff has been informed about the use of recorded or written material and has provided written consent.
3. Ensure that the field instructor or other agency personnel is informed about the use of recorded or written material for educational purposes
4. Ensure that the written and recorded material is viewed as the property of the agency and may not be retained by the student or the faculty
5. Abide by all agency policies and guidelines related to privacy and confidentiality

March, 2013

CONSENTS FOR RECODING, AUDIOTAPING OR VIDEOTAPING CLIENTS²

CLIENT CONSENT FOR RECORDING

Completed for and to be kept on the client's agency file.

_____ (name of agency) often finds it helpful to make recordings of sessions between its workers and clients. The tapes are used as valuable tools for education and supervision purposes. They are also helpful when played back to client(s).

_____ (name of agency) recognizes that clients have a right to decide whether or not they wish to have a session taped. The tapes are made only with client consent.

I hereby grant _____ (student) permission to make an audio tape _____ or video tape _____ recording of interview(s) held with myself and/or my family provided that such recording will be used solely for educational or therapeutic purposes.

I give my permission for this tape to be seen by: (check as desired).

_____ the social work student and student's supervisor (field instructor)

_____ other student(s) and staff associated with the agency

_____ the social work student's university instructor

_____ the social work student's class in the School of Social Work

This tape should be:

Erased by: _____ (date)

Kept for educational purpose: Yes _____ No _____

I understand that the need for confidentiality will be explained to the viewer(s) prior to use of this material.

Signature of Client Date

Signature of Student

Signature of Field Instructor

² The School of Social Work wishes to thank the University of Calgary for sharing their Consent Form. It provided the template for this form.

3. POLICY ON SOCIAL MEDIA & USE OF ELECTRONIC TECHNOLOGIES

School of Social Work, McMaster University

Rationale

The School of Social Work values and respects academic freedom, freedom of expression and critical debate. We are also well aware that social media have been used in ways that support social work education and social justice goals. At the same time, the expansion of the use of electronic communications including the use of social media generates unique challenges. We acknowledge that it is important to provide information and guidelines to students, faculty and staff regarding the use of social media and electronic communications in order to protect us and those with whom we work from negative consequences and to sustain respectful learning environments.

The Canadian Association for Social Work Education (CASWE) Accreditation Standards (2012)¹ state: `` The academic unit has a policy regarding ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field practicum community and demonstrates how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE- ACFTS, and with the mission of the academic unit concerned. `` (SB/M 2.4.6)

Members of the School of Social Work (faculty, staff, students) are encouraged to review policies that relate to communications including, but not limited to, the Canadian Association of Social Workers (CASW) Code of Ethics², the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice³, the Ontario Human Rights Code⁴ and McMaster University Policies including, but not limited to, Sexual Harassment⁵, Anti-Discrimination⁶. Students are also directed to policies established by their placement organizations and the Student Code of Conduct⁷,

Potential negative consequences salient to the use of social media are:

- Breaches of confidentiality
- Harassment
- Charges of libel

Guidelines for communication about the School, Placements, service users, placement and school personnel, students:

- All postings (blogs, Facebook, twitter, utube, wikis, etc.) should be treated as public documents and writers should refrain from disclosure of confidential information, inflammatory, libelous or disrespectful language
- Confidentiality must be maintained including identifying information about service users and confidential information about the School of Social Work, the placement organization, staff and students
- When referring to the School of Social Work, placement organizations, employees, students, community members and service users, the writer, unless authorized to do so, must identify that the views expressed are those of the writer and not those of the School or placement organization

¹ <http://www.caswe-acfts.ca/vm/newvisual/attachments/866/Media/CASWEStandardsAccreditation2012.pdf>

² http://www.casw-acts.ca/sites/default/files/attachments/CASW_Code%20of%20Ethics.pdf

³ <http://www.ocswssw.org/docs/codeofethicsstandardspractice.pdf>

⁴ http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

⁵ <http://www.mcmaster.ca/policy/General/HR/sexharassment.pdf>

⁶ <http://www.mcmaster.ca/policy/General/HR/Anti-Discrimination%20policy.pdf>

⁷ <http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentCode.pdf>

- Taking and sharing photographs without consent is a breach of privacy and possibly confidentiality

USE OF ELECTRONIC TECHNOLOGIES IN CLASSROOMS AND FIELD PLACEMENTS

Guidelines for the Use of Electronic Technologies in the School

- Non-course related use of laptop computers, tablets and hand-held devices during class is distracting, disrespectful, and at times, disruptive. Consequently, students must only use such devices for taking notes and other activities directly related to the lecture or class activity taking place
- Receipt and responses to text and voice communications during classes should be restricted to emergencies
- Use of audio or video recording devices in the classroom must be approved by the instructor

Guidelines for the Use of Electronic Technologies in a Field Placement

- Non-placement related use of electronic technologies can be distracting, disrespectful, disruptive and viewed as unprofessional.
- Receipt and responses to text and voice communications during placement should be restricted to emergencies and should be negotiated with relevant agency personnel (e.g. a field instructor)
- Students should discuss the use of electronic technologies for personal and placement reasons with their field instructor
- Students must make themselves aware of and follow agency policies regarding the use of electronic technologies.

Approved February, 2013

4. WORKPLACE PLACEMENTS

School of Social Work, McMaster University

Normally, students are not placed in the organization in which they are or have been recently employed; however, in **exceptional** circumstances, students may be assigned a placement in their current or recent workplace. Keeping in mind that placements are educationally focused, the student must be placed in a program, department or component of the organization that differs from their work program, department or component. This means that the assigned learning activities must differ from those that are associated with her/his job. The student must be assigned a social worker who is not or was not her/his work supervisor to provide the field instruction/supervision. Placements in one's workplace will normally be the third level placement (SW3DD6). Students may not have two placements in the same setting, nor a placement in a work setting that was used to provide documentation for an exemption based on work experience.

Students are advised to consider the following when requesting a placement in their current or recent workplace:

- Placements are educationally focused and designed to provide opportunities to gain new knowledge and skills
- Placement is a time to take risks; this might be difficult in one's workplace.
- For some people, it is difficult to adjust to the student status in a place of work
- Should there be any difficulties in the placement related to student performance or conflict with the field instructor, a student's employment could be affected.

Requests for a placement in one's workplace or recent workplace should be made in writing and addressed to the Faculty Field Coordinator. The student should identify the following:

- The name of the organization (including contact information)
- A list of her/his learning objectives for the placement
- A description of the current or recent job
- The name of the current or recent supervisor
- A description of the proposed field placement including the learning opportunities available
- The name of the social worker who will function as the field instructor. Please ensure that this person has a social work degree (BSW, MSW).
- Contact information for the field instructor

The Faculty Field Coordinator will review the request and will consult other faculty members as needed. (S)he may request a meeting with the student and/or the potential field instructor. The Faculty Field Coordinator will communicate with the placement and review whether the placement will meet the School's and the student's learning objectives.

March, 2013

5. OUT OF TOWN FIELD PLACEMENTS

School of Social Work, McMaster University

The School of Social Work arranges potential field placements for students. The placements are chosen because of their educational value, their congruence with the school's philosophy, and the field instructor's qualifications. The placements offered to students are known to the school and meet the School's educational requirements for a field placement setting. Usually these placements are located within the greater Hamilton area or within an hour's commute from Hamilton.

The school recognizes that there are times when accepting a placement that has been arranged by the school may cause undue hardship for a student. It also recognizes that there are times when a student's learning will be enhanced by locating her/himself in a new or different cultural context. Therefore, in exceptional circumstances, a student may request, in writing, an out of town placement.

Requests for out of town placements will fall into two categories: placements in settings within commuting distance to McMaster and placements in a country, province or in a community that is located beyond commuting distance to McMaster.

For any request to be considered, the placement must meet the School's educational standards, placement requirements and course objectives. Additionally, the school must have sufficient resources (faculty, administrative and financial) to approve, monitor and support the placement.

1. Placements in settings within commuting distance to McMaster.

Criteria for consideration:

- the placement meets the School's requirements for a field placement
- normally, the student will have successfully completed SW 3D06 / 3DD6
- the student is available for and committed to attending the integrative seminar
- the student must be experiencing exceptional circumstances that make it difficult to complete a placement provided by the school
- the seminar leader is in agreement with the placement and willing to arrange for mid-term, final and ad hoc conferences.

2. Placements in another country, province or in communities beyond a day's commute to McMaster.

Criteria for consideration:

- the placement meets the School's requirements for a field placement
- the student will have completed SW 3D06 / 3DD6
- the student has sufficient financial resources to cover costs
- the student and field instructor will have regular contact with a school of social work within the host country, province or community or with a faculty member from McMaster School of Social Work

- arrangements will be made to insure that the educational objectives of the integrative seminar (SW 4D06) will be met by a school of social work in the host country and/or McMaster
- normally, the placement will be a block placement

When applying for an out of town placement, a student should attend to the above criteria and submit a letter to the Field Coordinator including the following:

- their name and address
- the name, address and phone number of the agency
- the name of the contact person
- the name of the potential field instructor
- a brief description of the placement
- the reasons why the request is being made
- a copy of their learning objectives
- a copy of their third level evaluation.

Approved by Council April 23, 2001

6. SECURING AND TERMINATING FIELD PLACEMENTS

School of Social Work, McMaster University

Securing a Placement

The School of Social Work recruits and approves field placements. A procedure is established whereby the student identifies her/his learning objectives and selects placements of interest. The faculty field coordinator reviews placement requests and, in consultation with other faculty, the student and/or field instructors, assigns the student to a potential placement. The student is responsible for arranging and attending an interview with a field instructor from the placement. The purpose of the interview is to assess whether there is a match between the student's learning objectives, learning style and field instructor/agency learning opportunities and teaching style. Only after the student, field instructor and faculty field coordinator or seminar leader approves the match, is the placement considered secure. The student is expected to remain in the placement until the required 390 hours have been completed and identified learning needs have been met.

Students may not search for their own placement unless approved by the faculty field coordinator.

The School's obligation to students in relation to field placements is to make a reasonable attempt to secure a placement. Subsequent to two unsuccessful attempts to secure a field placement and informal discussions between the student and the seminar leader and/or the faculty field coordinator, the student and/or the seminar leader and/or the faculty field co-coordinator may request, in writing, to the Director, the formation of a "Consultation and Review Committee". The function of this committee is to provide advice to the student and seminar leader about what additional steps might be taken to resolve the placement difficulty for the student. Should these steps fail, the school is not obliged to find a placement for the student.

Problems during Placement

If the nature of the problem relates to sexual harassment of or discrimination against a student, please refer to the Sexual Harassment and Anti-Discrimination Policies in this manual.

If the problem relates to serious unprofessional behaviour, please refer to the Professional Suitability Policy in this manual

Problems during placement can often be resolved informally. It is very important to address concerns as soon as they arise. Should a problem not be resolved through conversations between the student and the field instructor, the faculty seminar leader must be consulted. The seminar leader is ultimately responsible for placements for his/her group of students. At times, the faculty field coordinator is also involved in attempts to resolve the problem. When problems occur during the field placement that cannot be solved informally, the seminar leader, faculty field coordinator, field instructor or the student may take the problem to the Chair of the Undergraduate Studies Committee and/or the agency Director of Social Work for a meeting of relevant parties. If no solution is forthcoming from the group, the Director of the School of Social Work is notified and requested to form an ad hoc Placement in Difficulty Committee. This committee composed of the student, the field instructor, the seminar leader, the faculty field coordinator and the Chair of the Undergraduate Program and/or the Director of the School and other relevant participants will attempt to resolve the concern. Possible outcomes are:

1. The problem is resolved
2. The student remains in the placement with a specific and agreed upon plan to address the concerns
3. The placement is terminated and the school agrees to attempt to find another placement for the student. Please see the paragraph below related to replacements
4. The placement is terminated and the student withdraws from SW3D06/3DD6 or SW4D06/4DD6.
5. The student fails the placement.

Replacement of a Student

In exceptional circumstances, a seminar leader, a student and/or a field instructor may request that a student be replaced.

- The seminar leader and student or seminar leader and field instructor or a seminar leader alone must provide a written request to the faculty field coordinator outlining the reason for requesting a replacement. The written request must include a description of the student's learning objectives, an evaluation / assessment of the student's performance to date and a statement of the student's learning needs based on conversations related to the original placement
- There is an expectation that a field instructor and a student will discuss any concerns related to the placement before a replacement is requested. Students may not request a replacement until they have attended placement for twelve full days i.e. six weeks of a concurrent placement or three weeks of a block placement (exceptions include incidents of sexual harassment and/or discrimination)
- Before a new placement is confirmed, the student, new field instructor and seminar leader will meet to discuss student learning objectives, learning activities and evaluation processes. It is important to assess if the new placement can provide the learning opportunities, support and instruction necessary for the student's learning needs.
- If another placement is secured, it is expected that the student will need to complete additional placement hours in order to be properly oriented to the new placement and to meet learning objectives.

There is no guarantee that the School will be able to find a replacement and the request may result in the student withdrawing from SW3D06/3DD6 or SW4D06/4DD6

Termination of a Placement

Occasionally, a placement will be terminated without accessing a Placement in Difficulty Committee or a Review of a Student's Suitability for the Practice of Social Work. It should be noted by all concerned parties that the placement of a student in a field setting should not be seen to imply or form a contract of intent that the student necessarily will successfully fulfill the field placement requirements of Social Work 3DD6 or Social Work 4DD6. Placements may be terminated at the request of the field instructor, the faculty of the School, or the student. There is no obligation on the part of the School or its faculty to replace a student who is not successful in their field placement or whose placement is terminated.

Revised March, 2013

7. SEXUAL HARASSMENT/ANTI-DISCRIMINATION IN FIELD PLACEMENTS: POLICIES & PROCEDURES

School of Social Work, McMaster University

McMaster University School of Social Work is opposed to any form of harassment or discrimination. Discrimination or harassment on the basis of age, economic status, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion, or sexual preference is unacceptable in the School and its field settings.

Students have a right to learn in an environment where they feel safe and to be protected from sexual harassment and discrimination. The School of Social Work recognizes its obligation to ensure these rights are respected.

Two university-wide policies are in place that seek to create an environment that is safe and non-discriminatory. The McMaster University Policy and Procedures on Sexual Harassment and the McMaster University Anti-Discrimination Policy (<http://www.mcmaster.ca/policy/General/HR/index.html>) apply to all members of the university community as well as to “students engaged in University-sanctioned academic activities on premises off campus” which includes social work field placements.

Assurance

The policies entitle students to an educational environment that is free from harassment and discrimination. Some key points from both policies are set out below. Read them carefully so that you are aware of this entitlement and, should you ever feel that it is compromised, are informed about the procedures available to you to raise your concerns. Copies of the full policy are available at the website above or at the office of Human Rights and Equity Services.

Sexual Harassment – Definition

Sexual Harassment is comment or conduct of a sexual nature directed at an individual or group by another individual or group of the same or opposite sex where it is known, or ought reasonably to be known, that this attention is unwanted. In this context, sexual harassment includes but is not limited to:

1. sexual assault;
2. any reward or promise of reward, whether explicit or implicit, for complying with a sexual solicitation or advance;
3. any reprisal or threat of reprisal, whether explicit or implicit, for refusing to comply with any sexual solicitation or advance;
4. any harassing behaviour of a sexual nature, verbal or non-verbal, directed at one or more individuals or groups, that creates an intimidating, hostile or offensive environment or interferes with academic or work performance, in a manner that exceeds the bounds of freedom of expression and academic freedom;
5. discriminatory action based on sexual stereotyping; and
6. other harassing behaviours of a sexual nature, whether verbal or non-verbal. Such other harassing behaviours may involve one incident or a series of incidents. The following list of examples, while not exhaustive, may constitute sexual harassment depending on the context in which the incident(s) take place, the frequency and severity of the incidents and whether it is known, or ought reasonably to have been known, that the conduct was unwanted:
 - an unwanted sexual solicitation or advance;
 - sexist jokes causing embarrassment or offence;
 - leering;
 - the display of sexually offensive material;

- sexually degrading words used to describe an individual;
- derogatory or degrading remarks directed towards members of one sex or of one sexual orientation;
- sexually suggestive comments or gestures;
- inquiries or comments about a person's sex life;
- repeated offensive sexual flirtations, advances, propositions;
- demands for sexual favours;
- unwanted touching or patting; and
- verbal abuse or threats of a sexual nature.

(Excerpts from **McMaster University Policy and Procedures on Sexual Harassment**)

Anti-discrimination - Definition

Discrimination means differential treatment of an individual or group of individuals which is based, in whole or in part, on one or more than one of the prohibited grounds of discrimination, and which thus has an adverse impact on the individual or group of individuals.

Harassment means engagement in a course of vexatious comments or conduct that is known or ought reasonably to be known, to be unwelcome. "Vexatious" comment or conduct is comment or conduct made without reasonable cause or excuse.

Prohibited grounds of discrimination include all of the following, as defined in the Ontario Human Rights Code, taking account of those exceptions listed in the Ontario Human Rights Code.

- Age
- Ancestry
- Citizenship
- Colour
- Creed
- Ethnic origin
- Family status
- Handicap
- Marital status
- Place of origin
- Race
- Receipt of public assistance
- Record of offenses (provincial offenses or pardoned federal offenses)
- Sex
- Sexual orientation

Prohibited grounds of discrimination also include such other types of discrimination as are prohibited in the Ontario Human Rights Code.

Prohibited grounds of discrimination also include language, accent, or dialect, except as language, accent, or dialect may interfere with legitimate requirements of education or employment.

Prohibited grounds of discrimination also include discrimination because of political belief; membership or non-membership in a political organization; or membership or non-membership in a trade union, or employee or employer organization.

(Excerpts from **McMaster University Anti-Discrimination Policy**)

Guidelines for Dealing with Harassment and Discrimination in the Field

Any student who feels harassed or discriminated against in field placements (by a field instructor or any person employed in the field agency) is encouraged to discuss the situation with someone they feel they can trust. This may be a friend, family member, student, faculty member, or someone in the **Human Rights and Equity Office**. **This office is located in the McMaster Student Centre (905)525-9140 ext. 27581.**

Students are encouraged to document circumstances and dates of incidents where they have been harassed or discriminated against, as well as the impact the harassment and/or discrimination has had on them. This will be helpful in the event that they later choose to lodge a complaint.

Students who feel they have been harassed or discriminated against in placement are encouraged to bring the situation to the attention of a faculty member of the School. Students may elect to bring another person (a trusted friend, family member, faculty member) to this meeting to act as a support and advocate.

Confidentiality

The School recognizes that because of the power imbalance that exists between students and field instructors, confidentiality is often a primary concern of students wishing to discuss their concerns about harassment and discrimination. The School feels strongly that the safety, confidentiality and self-determination of students who have been harassed or discriminated against must be its main priority. At the same time, the School recognizes its responsibility to ensure that alleged perpetrators are made aware of the accusations made against them. The faculty member must consult with the director before contacting agency personnel.

In developing its response to the problem, the School has also struggled in its attempts to balance the individual student's need for confidentiality with the School's obligation to protect future students who might otherwise be placed with a harassing field instructor.

i) Disclosures to Faculty: Wherever possible, faculty members will offer confidentiality to students. Students should, however, be aware that the above-mentioned considerations place limits on the faculty's ability to provide an absolute guarantee. For example, assurances of complete confidentiality might place other students at risk in that it constrains faculty members from confronting the alleged perpetrator or terminating his role as field instructor.

Faculty will offer confidentiality during the period of the field placement and until after final grades have been submitted. After the end of the academic year, particularly if the placement was terminated, the faculty member, after consultation with the director, may choose to approach the alleged perpetrator to initiate a discussion of the student's concerns. The exception will be when there is more than one student at risk in the same placement setting. In this situation, the faculty member may approach the alleged perpetrator at the time of the initial disclosure. During this process the student will not be involved in the discussion unless she so desires and only relevant information about her or his concerns would be included. The student has the right to know what information was disclosed during this meeting, if she chooses not to be present.

ii) Disclosures to staff at the Human Rights and Equity Office: Students who prefer to speak to someone who can assure complete confidentiality may prefer to go to the university Human Rights and Equity Office for advice and counseling.

Informal In-School Responses

The School's ability to respond to the student's concerns is limited in situations where no formal complaint is lodged. There is, however, a variety of informal responses which may be available in these situations. The list which follows describes some of these responses. It does not represent an exhaustive list; other options may be possible. The student has the right to reject any suggested informal arrangement.

i) confronting the alleged perpetrator: The student may wish to confront the field instructor/agency staff member without lodging a formal complaint or before lodging a formal complaint. In these circumstances, she may: (1) request a meeting with the field instructor/staff member, the seminar leader, and/or a third party; or (2) meet privately with the field instructor/staff member. If the alleged perpetrator is a staff member other than the field instructor, the student may wish to involve her/his field instructor.

ii) maintaining the placement: The student may choose to remain in her or his placement despite her or his concerns about harassment and discrimination. A meeting may be necessary to confront the field instructor/staff member to ensure the harassment and/or discrimination ceases and to develop a plan for monitoring the placement. The student may ask for the seminar leader, another faculty member, or an agency employee to help monitor the situation in the field setting.

iii) transferring placement setting/field instructor: The student may request a change in placement or field instructor without initially telling the field instructor of the details of her or his concerns. At the end of the academic year, however, the student and/or the seminar leader may meet with the field instructor to discuss the circumstances surrounding the transfer of placement.

Wherever possible, students will not be penalized as a result of having to change placements because of sexual harassment and or discrimination. Based on an assessment of the student's performance and her or his learning contract, the student, new field instructor, and faculty member may need to negotiate an extension in the number of hours/week or in the number of weeks the student will spend in the field. The student, new field instructor, and faculty member may informally agree that the student will extend the number of hours in placement or extend the placement beyond the end of the academic year without penalty in grade.

In some circumstances, it may be necessary to assign a course grade of "incomplete" in order to allow the student sufficient time and opportunity to complete learning objectives. As with any other "incomplete" grade, a final grade will be assigned when the course work is completed. The student can appeal a grade/evaluation to the Chair of the Undergraduate Studies Committee.

iv) requesting a meeting of the Placement in Difficulty Committee: The Committee may be requested to meet to discuss other options available to the student.

8. POLICY ON INFECTIOUS DISEASES, IMMUNIZATIONS, POLICE CHECKS

School of Social Work, McMaster University

In the course of day-to-day social work practice, workers and students may be exposed to a range of infectious diseases. With rare exception, there is no reason to believe that Social Workers are at any extraordinary risk of contracting infectious diseases.

Students in the School of Social Work should be made aware of any extraordinary risks which they may encounter in field placements. Both the faculty liaison and the field instructor share a responsibility ensuring that students are made aware of high risk situations and of any policies and procedures established within agencies to deal with high risk encounters. It is the obligation of the agency to identify high risk situations in its practice and the policies which agency staff and students are to follow in the event of exposure (e.g. to Hep B) as a condition of student placement in the agency.

It is the obligation of the student to inform the faculty liaison, who in turn must inform the Director of the School, of any special circumstances or considerations in selecting field placements which would increase the risk of infection to themselves or to others.

With regard to HIV infection, it remains the best medical opinion that HIV infection cannot be contracted through casual contact. Casual contact, in this situation would include all types of social work contact. The same factors are true for Hep B infection.

Should a student be in the extraordinary situation of contact with the bodily fluids of client (e.g. being bitten), the student must report the incident immediately to his/her field instructor and faculty liaison. Agency procedures for dealing with this type of encounter must be followed.

Students with concerns about infection exposure should consult their own family physicians or Student Health Service and should make their concerns known to the appropriate faculty instructor.

For further reference see: President's Executive Committee Policy on A.I.D.S. - McMaster University.

Immunizations; Police Checks:

Prior to entering third (SW3DD6) or fourth level (SW4DD6) field instruction courses, you need to be aware that:

- As in all human services, there is some increased risk of exposure to contagious diseases including tuberculosis, childhood diseases such as measles and mumps. You are advised to review your immunization record and, in consultation with a physician, ensure that you have been adequately protected. Normally, an up-to-date tetanus immunization is also recommended. McMaster Campus Health Centre, located in MUSC, B101, immunizes students and administers 2 step T.B. skin tests; call 525-9140 ext. 27700 for an appointment.

- The Ontario Government requires that individuals (professionals, volunteers and students) working with “vulnerable populations” undergo a police check. Therefore you may be required to obtain a current police check prior to beginning placement. Placement agencies make the decision to accept or deny a student placement based on the results of a police check.

9. POLICY STATEMENT ON STRIKES OR OTHER COLLECTIVE ACTION TAKEN AT FIELD PLACEMENT AGENCIES

School of Social Work, McMaster University

Social Work has, historically, sought to ally with social movements seeking to foster individual and collective welfare and to enhance social justice. Accordingly and in keeping with its philosophy, the School of Social Work takes the position that as social workers we stand in solidarity with unionized persons engaged in legal action to defend clearly-articulated rights and entitlements. Specifically, we as a social work school will respect the process of legal strikes or other forms of work stoppages which result from a breakdown of the collective bargaining process. We will also support and show solidarity with those engaged in legal protest against the loss of legitimate entitlements. However, the School will not compel or counsel students to take positions which are contrary to their own principles.

Strike Action at Field Placement Locations

If social workers employed by agencies which are serving the School as field placement sites enter into legal work stoppages, the placement will be suspended. If students choose to cross picket lines into placement the School will not acknowledge hours/days spent so engaged. An option will exist for students either to join picket lines or to engage in alternative activities related to their social work education. These activities must be discussed with and approved by their seminar leader. Wherever possible and appropriate, students and field instructors should review in writing the student's progress to date prior to the day of the strike. Since collective action through strikes is very much a part of our broader experience, mandate and process, students who join picket lines will be credited for time in placement. No make-up time will be required for those students who join in legal collective action. However, during strikes which continue for extended periods, alternative learning activities to meet course requirements will be provided by the School following consultation with the students involved.

In cases of illegal strikes, students in placement are advised to engage in alternative educational activities. Students should not be encouraged either to cross illegal picket lines, or to join illegal picket lines.

Risks

The student should be informed that there are risks to crossing a picket line and risks involved in engaging in any strike activities. Students should also be informed that the University and Field Placement settings may not be liable for any mishap or injury incurred while engaged in collective action.

Collective Action Through General Protests

From time to time, and increasingly during these times of welfare cutbacks, social groups will engage in protests against state/institutional action. For the most part, students will have a full appreciation of the issues involved. However, we at the School of Social Work should have two responsibilities. Firstly, we should include discussion and analysis of these events within the context of support for peaceful and legal collective action in defence of social entitlements. Secondly, we should encourage our students to respect legal collective action engaged as a means of advancing the social good.

January, 2013

APPENDIX C: INFORMATION STATEMENTS

1. HUMAN RIGHTS AND EQUITY SERVICES OFFICE

McMaster University, 1280 Main St. W., MUSC Room 212

Hamilton, Ontario L8S 4M4

Office Hours: Mon - Fri, 9 a.m. – 4:30 p.m.

Phone: (905) 525-9140, ext. 27581

Email: hres@mcmaster.ca

Human Rights and Equity Services (HRES) wants to make McMaster a university community where all students, staff and faculty can learn, work and live in equality and respect. To this end, HRES actively promotes an environment free from sexism, racism, heterosexism, discrimination against people with disabilities and all other forms of harassment and discrimination. In addition, our office receives enquires and complaints concerning any form of harassment or discrimination and attempts confidential resolution. Human Rights & Equity Services ensures that the Sexual Harassment Policy and the Anti-Discrimination Policy are administered efficiently, effectively and fairly.

2. WORKER'S COMPENSATION INFORMATION STUDENTS IN FIELD PLACEMENTS

Effective July 1, 1993, all students in unpaid field placements who are placed in agencies registered with Workplace Safety and Insurance Board are covered by the Worker's Compensation Act. This means that in the event of a placement related injury or illness; students are eligible for benefits from WSIB. These benefits might include; uninsured prescription drug cost, uninsured rehabilitation costs, and in certain situations, compensation for lost earnings. **The total cost of the WSIB coverage is paid by the Ministry of Education and Training. Student injuries or illnesses will not effect the Assessment Rating of agencies. Students placed with employers not covered by the WCA are provided with accident insurance by the Ontario Ministry of Education and Training at no cost to the student or agency.**

To take advantage of this cost protection to agencies, **placement agencies must** comply with the following procedures as outlined by the Ministry of Education and Training and WSIB.

- a) Agencies must provide appropriate safety training for students and orient them to the policies and procedures of the agency regarding personal safety and security.
- b) Students and employers (agencies) **MUST** complete and sign the *Work/Education Agreement Form*. See Sample attached.
- c) In the event of a placement-related injury or illness:
 - the student must **immediately** notify the agency supervisor and the university placement co-ordinator (Sheila Sammon) of the accident
 - the employer must **immediately** forward details of the accident to the university placement co-ordinator using the Safety/Incident Report (forms available from the School of Social Work)

- **the university placement coordinator will immediately (within one working day) notify the Department of Environmental and Occupational Health Support Services (EOHSS) at ext. 24352: contact Ryan Devers, Administrator, Gilmour Hall, Human Resources.**

Once this form is received by the University, the Accident Prevention Officer will complete all the necessary documentation, and submit to WSIB and to the Ministry of Education and Training. The registration number for the claim is provided by the university not the agency. **THE SAFETY/INCIDENT REPORT MUST BE SUBMITTED PROMPTLY SO THAT WSIB DEADLINES ARE MET.** The DEHS will co-ordinate an investigation of the accident and will report and liaise with the student, the OWC Board, the employer (agency), Ministry of Education and Training and the program co-ordinator to ensure proper claims management.

In addition, the agency must be prepared to sign a Letter of Authorization to Represent Placement Employer Form, which will be provided by the University when the Safety/Incident Report is received.

This form allows the university to act as the agency's representative and therefore protect the agency from any costs or penalties arising from the claim. **If you have further questions about this new coverage, please contact Ryan Devers at 905-525-9140 ext. 24352.**

3. MCMASTER STUDENT FIELD PRACTICE RISKS AND LIABILITY INSURANCE COVERAGE

There are four areas of risk to which students are exposed who have a field practice requirement as part of their approved curriculum. These are:

1. Risk of bodily injury related to travel to and from the field placement.
2. Risk of injury, physical or mental, which may occur in the performance of assigned and prescribed duties during the course of their field placement.
3. Risk of a suit for negligence in which students may be named by a client or clients with whom they are or have been engaged in their roles as 'care givers', teachers, counsellors, trainers, etc.
4. Risk of a suit for bodily injury or property damage if they have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged in their field practice responsibilities.

The University policy with respect to these four areas of risk is as follows:

1. Students Traveling To And From Field Placement

"They are at their own risk if they have provided their own transportation, either public or private. Students would have to provide their own coverage (O.H.I.P., Blue Cross, etc.), as they see fit."

2. Injury To Student

"In the event of personal physical or mental injury occurring to the student and the University is found responsible, then the University Liability Insurance Policy would respond, but only in the event that the University is found negligent as a result of the judicial process."

3. Suit For Negligence

"The University carries Third Party Liability Insurance which would respond to a suit against the University, its faculty, staff or students in the event of a claim against any of the above parties resulting from normal legal performance of duties and responsibilities associated with the academic activities of the University."

4. Students Transporting Other Students Or Clients In A Personally Owned Vehicle

"In the event of an accident, again the student could be considered responsible and their own insurance would be looked to. If the University was named in a suit, the University's Non-Owned Auto Insurance would become operative and protect the University's interests in such a case- not the students' interest."

APPENDIX D:

Student's Name: _____

Seminar Leader: _____



School of Social Work Kenneth Taylor Hall, 319
1280 Main Street West
Hamilton ON Canada
L8S 4M4

Date: _____
Phone 905.525.9140
Ext. 23795
Fax 905.577.4667
Email socwork@mcmaster.ca
<http://www.socialwork.mcmaster.ca/>

Letter to Placement Employers **Process for Workplace Safety and Insurance Board coverage**

PLEASE NOTE: *For the purposes of our field placements in the School of Social Work: “Placement Employer” means Placement Organization; and “Unpaid Work Placements” mean Unpaid Field Placements.*

The Ministry of Training, Colleges and Universities (MTCU) has implemented a new streamlined process for students enrolled in an approved Ontario university program that requires them to complete placements in a workplace as part of their program of study.

The Government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), pays the WSIB for the cost of benefits provided to Student Trainees enrolled in an approved program at McMaster University and participating in unpaid work placements with employers who are either compulsorily covered or have voluntarily applied to have Workplace Safety and Insurance Board (WSIB) coverage.

MTCU also covers the cost of private insurance with ACE-INA Insurance for Student Trainees enrolled in an approved program at McMaster University and participating in unpaid work placements with employers that are not required to have compulsory coverage under the Workplace Safety and Insurance Act.

The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form*. Placement Employers and Training Agencies (universities) are not required to complete and sign the online *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form* for each placement that is part of the student's program of study in order to be eligible for WSIB coverage. Instead, this form only needs to be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that universities will be required to enter their MTCU- issued Firm Number in order to complete the online claim form.

The new claim form is posted on the Ministry's public website at:

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWE&TIT=1352&NO=022-13-1352E> (English) or
<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWF&TIT=1352F&NO=022-13-1352F> (French)

Please note that all WSIB or ACE-INA Insurance procedures must be followed in the event of an injury/disease. Students must report all accidents sustained while participating in an unpaid work placement. **Students must immediately report the incident to: (1) The Placement Employer, (2) The Seminar Leader and (3) to Jennifer Nettleton, Administrator, School of Social Work (905) 525-9140 ext. 23793 or nettleje@mcmaster.ca.** Incident reports must be signed by the student and the placement employer and returned to Tammy Maikawa within **24 hours** of the incident/accident. Please complete an Incident Report found at the following link: http://www.mcmaster.ca/CEDTsafety/incident_report_form.pdf

Declaration

By signature of an authorized representative, the Placement Employer hereby agrees to the following:

That it will immediately report to the University any workplace injury or disease involving a student on an unpaid work placement. Where the Placement Employer is covered by the WSIB, the Placement Employer will comply with all WSIB reporting procedures. If the Placement Employer is not covered by the WSIB, then it will comply with the ACE-INA reporting procedures found in the MTCU “Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements”.

When the Placement Employer is covered under the Workplace Safety and Insurance Act, a Form 7 will be completed and submitted to the University within three days of learning of a work related accident. The Placement Employer agrees to complete a **Letter of Authorization to Represent the Placement Employer** and to provide it to the University along with the completed Form 7 (see link attached)

<http://www.wsib.on.ca/files/Content/Downloadable%20FileReport%20of%20Injury%20Form%207/Form7.pdf>

The Placement Employer agrees that it will provide the Student Trainee with health and safety training and take appropriate precautions to ensure that the Student Trainee is supervised in order to protect the Student Trainee from health and safety hazards that may be encountered at the placement organization.

The Placement Employer agrees to provide written confirmation that the Student Trainee’s restrictions and, where possible, modify the program as required in order to accommodate the Student Trainee to facilitate return to the program.

Student Name:	Student Signature:
Field Instructor/Supervisor Name:	Field Instructor’s/Supervisor Signature:
Field Instructor/Supervisor Email:	Co-Field Instructor’s Name: (if applicable) Co-Field Instructor’s Email:
Placement Employer/Agency Name: (Please Print)	Placement Address: (please include - unit #, ward, dept. etc.) _____ _____ _____
Is the agency/organization is covered under the Workplace Safety & Insurance Board? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Field Instructor’s Manager/Supervisor Name:	Please let us know your manager’s information, so that we may send a letter to acknowledge your commitment to field education. Manager’s Name: _____ Manger’s Email: _____

A signed copy of this document is to be returned to Lorna O’Connell, Field Placement Assistant in the School of Social Work, prior to the commencement of the placement. A copy is to be kept by the placement employer. Students should bring the completed form to their Seminar Leader prior to the second seminar class. The form can be emailed to occonnell@mcmaster.ca or fax: 905-577-4667. Please note: Students will not be permitted to attend placement without all required forms completed.

APPENDIX E:

Student's Name: _____

Seminar Leader: _____

Date: _____



School of Social Work Kenneth Taylor Hall, 319
1280 Main Street West
Hamilton ON Canada
L8S 4M4

Phone 905.525.9140
Ext. 23795
Fax 905.577.4667
Email socwork@mcmaster.ca
<http://www.socialwork.mcmaster.ca/>

Student Declaration of Understanding **Workplace Safety and Insurance Board or Private Insurance Coverage for** **Students on Program Related Placements**

PLEASE NOTE: *For the purposes of our field placements in the School of Social Work:*
*“Placement **Employer**” means Placement Organization; and*
“Unpaid Work Placements” mean Unpaid Field Placements.

Student coverage while on placement:

The government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), reimburses WSIB for the cost of benefits it pays to Student Trainees enrolled in an approved program at a Training Agency (university). Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements that are required by their program of study.

MTCU also provides private insurance through ACE-INA to students should their unpaid placement required by their program of study take place with an employer who is not covered under the *Workplace Safety and Insurance Act* and limited coverage where placements are arranged by their postsecondary institution to take place outside of Ontario (international and other Canadian jurisdictions). However, students are advised to maintain insurance for extended health care benefits through a McMaster University student insurance plan or other insurance plan.

Please be advised that McMaster University will be required to disclose personal information relating to the unpaid work placement and any WSIB claim or ACE-INA claim to MTCU.

This Agreement must be completed prior to the commencement of the work placement, signed to indicate the Student Trainee's acceptance of the unpaid work placement conditions and a copy provided to Lorna O'Connell, Field Placement Assistant, School of Social Work prior to commencement of the work placement.

Declaration:

I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, Colleges and Universities while I am on a placement as arranged by the university as a requirement of my program of study.

I agree that, over the course of my placement, I will participate in and implement all safety-related training and procedures obtained from the University and the Placement Employer. I will provide the University with written confirmation that I have received safety training.

I will promptly inform my Placement Employer of any safety concerns. If these concerns are not resolved, I will contact the University's Placement Coordinator with my faculty and notify them of any unresolved safety concerns.

I understand that all accidents sustained while participating in an unpaid work placement must be immediately reported to: (1) my Placement Employer, (2) my Seminar Leader and (3) to Jennifer Nettleton, Administrator, School of Social Work (905) 525-9140 ext. 23793 nettleje@mcmaster.ca Incident reports must be signed by the student and the placement employer and returned to Jennifer Nettleton within 24 hours of the incident/accident. Please complete an Incident Report found at the following link:
http://www.mcmaster.ca/CEDTsafety/incident_report_form.pdf

If, as a result of the incident/accident, you are submitting a WSIB Claim, you must complete the MTCU Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form found at the following link:
<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWE&TIT=1352&NO=022-13-1352E>

In the event of an injury, I also agree to maintain regular contact with the University and to provide the University with information relating to any restrictions and my ability to return to the placement.

I understand the implications and have had any questions answered to my satisfaction.

This form is to be completed by each student prior to starting placement. The form must be e returned to the seminar leader prior to the second seminar class. It can also be emailed to occonnell@mcmaster.ca or fax: 905-577-4667. Please not that you will not be permitted to attend placement without all required forms completed.

Students will not be permitted to attend placement without all required forms completed

Student Name: (Please print)	Student Signature:
Placement Field Instructor Name: (Please Print)	Placement Field Instructor Signature: (Please print)
Placement Organization/Agency: (Please print)	Field Instructor Email:
Co-Supervisor Name: (if applicable)	Co-Supervisor Email: (if applicable)
Parent/Legal Guardian's Name (for student less than 18 years of age) (please print) _____ Signature: _____	
Total Placement Hours: <u>390</u>	Visa Student? <input type="checkbox"/> Y <input type="checkbox"/> N

APPENDIX F:

Student's Name: _____

Seminar Leader: _____

Date: _____



School of Social Work Kenneth Taylor Hall, 319
1280 Main Street West
Hamilton ON Canada
L8S 4M4

Phone 905.525.9140
Ext. 23795
Fax 905.577.4667
Email socwork@mcmaster.ca
<http://www.socialwork.mcmaster.ca/>

SAFETY ORIENTATION CHECKLIST

This checklist must be used to document health and safety orientation provided to a student(s) prior to exposure to any hazards in your workplace. This checklist must be completed by the field instructor and the student and can be returned to Lorna O'Connell, Field Placement Assistant in the School of Social Work via email: oconnell@mcmaster.ca or fax: 905-577-4667 or handed in to the School of Social Work office KTH-319 prior to the second seminar class.

Student Name:		Student Signature:	_____
Field Instructor/ Supervisor's Name:		Field Instructor's /Supervisor Signature:	_____
Field Instructor's Email:		Co-Field Instructor's Name: (if applicable)	
Agency/Organization Name:		Co-Field Instructor's Email: (if applicable)	
COMPLETE DURING ORIENTATION			✓
Name of immediate supervisor and Joint Health and Safety Committee representative (JHSC) or Safety Representative			
Worker/supervisor rights and responsibilities			
Safe work procedures and operation of equipment			
Use of Personal Protective Equipment (PPE)			
Identification of restricted or prohibited areas, tools, equipment and machinery			
Hazards in the workplace that may affect the student, how they're controlled and how to deal with them			
What to do and who to see if the student has a safety concern			
What to do when there is a fire or other emergency (e.g., evacuation procedures)			

Location of fire exits and fire extinguishers	
Location of the first aid supplies, equipment, facilities: <ul style="list-style-type: none"> ▪ Names of staff responsible for first aid ▪ How to record first aid treatment 	
Procedures for reporting accidents and injuries	
Workplace Hazardous Materials Information System (WHMIS)	
Workplace policies and procedures on: <ul style="list-style-type: none"> ▪ Workplace Harassment ▪ Violence prevention ▪ Working in isolation ▪ Smoking/Drinking/Substance abuse 	
Location of other important information <ul style="list-style-type: none"> ▪ Materials Safety Data Sheet (MSDS) ▪ Joint Health & Safety Committee Minutes ▪ Instructions for safe operation of each piece of equipment (if applicable) ▪ Important telephone numbers ▪ Health & Safety bulletin board 	
<ul style="list-style-type: none"> ▪ <i>Other hazards covered during orientation should be documented and attached on an additional sheet.</i> ▪ <i>One checklist may be used to document group student orientation sessions, however an additional sign-in sheet including student names and signatures must be attached to the Checklist.</i> 	

Please note: This form must be completed by the Field Supervisor & Student and returned to the seminar leader at the beginning of the second seminar class. Students will not be permitted to attend placement without all required forms completed.

APPENDIX G:

Student Name: _____

Seminar Leader: _____

Date: _____



School of Social Work Kenneth Taylor Hall, 319
1280 Main Street West
Hamilton ON Canada
L8S 4M4

Phone 905.525.9140
Ext. 23795
Fax 905.577.4667
Email socwork@mcmaster.ca
<http://www.socialwork.mcmaster.ca/>

PRE-PLACEMENT DUE DILIGENCE CHECKLIST

This checklist must be used to identify unsafe exposures in facilities/locations where students may be required to work, study or perform research activities and also to document safety measures in place to protect students from exposure.

Student Name:			Student Signature:	_____
Field Instructor/ Supervisor's Name:			Field Instructor's /Supervisor Signature:	_____
Field Instructor's Email:			Co-Field Instructor's Name: (if applicable)	
Agency/Organization Name:			Co-Field Instructor's Email: (if applicable)	
Equipment			Y/N or N/A	If yes, please specify what protective measures are in place.
Hand tools and equipment	Will the student be working with hand tools or equipment? (e.g. hammer, screwdriver, blades)		N/A	
Portable power tools and equipment	Will the student be working with portable power tools or equipment? If yes, has hearing protection been provided? (e.g. drill, jig saw, rotary tools)		N/A	
Mobile equipment	Will the student be working with or near mobile equipment? If the student will be utilizing mobile equipment, will training be required and/or provided? (e.g. forklift, pallet truck)		N/A	
Stationary power machines	Will the student be operating stationary power machines? (e.g. drill press, band saw, table saw)		N/A	
Electrical	Will the student be exposed to any electrical hazards in the workplace? (e.g. electrical panels, lighting, electrical wiring)		N/A	
Compression	Will the student be working with anything under compression, such as compressed gases or gas cylinders?		N/A	
Pressure systems	Will the student be working in proximity to pressure pipes or steam boilers?		N/A	
Human Factors			Y/N or N/A	If yes, please specify what protective measures are in place
Harassment	Is there a policy on harassment that will be provided to the student?			
Violence	Are there situations where the student could be exposed to violence? Could the student become a subject of violence?			
Working alone	Will the student be working alone? (e.g. working alone in an office or building)			

Shift work	Will the student be working shifts? (e.g. working an irregular work schedule)		
Computer Use	Will the student be working at a computer for the majority of a typical work day?		
Work stress	Will there be a high level of stress in the student's work? (e.g. work requiring constant alertness for long periods of time, such as a security monitor, or work with high levels of emotional stress such as working in an Emergency Room)		
Musculoskeletal Disorders (e.g. Lifting, Repetitive Actions)	Will the student be using the same muscles over and over again or for a long time without taking time to rest, exerting high amounts of force and/or required to work in an awkward posture?		
General Housekeeping	Will the student work in uncluttered workspace with minimal distractions? (e.g. tidy work area)		
Entrances, exits and stairways	Will the student encounter passageways, entrances, exits (especially fire) or stairways that are not clearly marked or clear of obstructions?		
Working at Heights	Is the student going to be working at elevation that they may be susceptible to falling from? If so, is adequate fall protection equipment provided/required?		
Chemical substances	Will the student use or be exposed to flammable, corrosive, toxic or reactive chemicals? (e.g. acetone, nitric acid, toluene, mineral spirits)	N/A	
Biological substances	Will the student have contact with any harmful microorganisms?	N/A	
Radiation	Will the student be exposed to harmful radiation? (e.g. x-rays, lasers)	N/A	
Restricted spaces	Will the student be in proximity to or working in restricted space, trenches or confined spaces? (e.g. man hole, silo)	N/A	
Hot materials or surfaces	Will the student have contact with hot materials or surfaces? (e.g. stove, soldering iron, torch, forging materials, welding materials)	N/A	
Ultraviolet light (Sunlight)	Will the student spend any time working in the sun? If so, for what duration?		
Temperature	Will the student work in very cold or hot conditions? (e.g. outdoors, kilns, refrigerated areas)		
Noise	Will the student be exposed to excessive noise in the work environment of 85 decibels or greater?		
Air quality	Will the student be exposed to excessive dust, fumes or gases? (e.g. welding fumes, carbon monoxide)	N/A	
Other (attach additional sheet if necessary)			

This form must be completed by the Field Instructor and returned to seminar leader prior to the second seminar class. This form can be emailed to occonnell@mcmaster.ca or fax: 905-577-4667. Please note: students are not permitted to attend placement without completion of this form.

APPENDIX H: 3D Course Outlines



McMaster University School of Social Work

Social Work 3D06D: General Social Work Practice I

September 6 – April 6, 2016-2017, Mondays, 2:30 – 5:20 p.m.

Instructor: Sandy Preston

Office: KTH # 313

Office hours: by appointment

Email: prestosl@mcmaster.ca

Phone: 905-525-9140 ext. # 23781

Table of Contents

Course Overview	88
Course Objectives:	88
Course Format and Themes	88
Course Requirements/Assignments	89
Requirements Overview and Deadlines	89
Assignment Submission and Grading	92
Form and Style	92
Avenue to Learn	92
Submitting Assignments & Grading	92
Privacy Protection	93
Course Modification Policy	93
Student Responsibilities and University Policies	93
Attendance	94
Academic Integrity	94
Academic Accommodation of Students with Disabilities	94
E-mail Communication Policy	95
Course Weekly Topics and Readings	95
Week 1: September 12	95
Week 2: September 19	95
Week 3: September 26	95
Week 4: October 3	96
Week 5: October 17	96
Week 6: October 24	96
Week 7: October 31	96
Week 8: November 7	97
Week 9: November 14	97
Week 10: November 21	97
Week 11: November 28	97
Week 12: December 5	98
Week 13: January 9	98
Week 14: January 16	98
Week 15: January 23	98

Week 16: January 30	98
Week 17: February 6	99
Week 18: February 13	99
Week 19: February 27	99
Week 20: March 6	99
Week 21: March 13	100
Week 22: March 20	100
Week 23: March 27	100
Week 24: April 3	101

Course Overview

Course Objectives:

The purpose of the practice seminar is to assist in the development of skills for students in the following areas:

- 1) Ongoing individual development – self-awareness, self-care, boundaries, use of self, ethical practice.
- 2) Analysis of oppression and the use of power at the individual, organizational and societal levels with corresponding social change skills.
- 3) Engagement, Assessment, Planning and Implementation, Endings and Transitions.
- 4) Use of theory and research to inform, challenge and improve practice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy:**

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

Course Format and Themes

The class is experientially based and therefore in some ways non-traditional. The format will include group work, activities, the arts, as well as the more traditional formats of discussion, lecture and video. Students must take responsibility for bringing issues from their placement to the class for sharing in various formats. The readings are an integral piece of the learning experience and it is expected that students will complete them each week.

Themes to be covered will include:

- **Effective Use of the Learning Experience in Field Settings** supervision, learning objectives, professional conduct, ethics, evaluation processes.
- **Understanding and Working in, the Contexts of Social Work Practice**

- i) Social-Political Context: contextual forces and inequities that unfold in social service provision; working across differences structured by, for example, social class, race, gender, ability and age in practice settings.
- ii) Organizational Context: the immediate organizational environment in a social context, how it shapes workers' and clients' experiences and possibilities.
- iii) Professional and personal contexts: the ideas and values associated with a formal, professional status; what we each bring to practice in terms of our own assumptions, values etc.
- **Conceptualizing Social Work Practice**
 - i) Identify processes common to different practice settings and different approaches to achieving individual/ group/ community change.
 - ii) Review of conceptual frameworks and theories that underpin practice and give order and focus to our understandings of the origins of individual, community and social problems and of individual, community and social change.
- **Practice Processes**
 - i) Engagement: anticipating first contacts; the meanings of encounters between service users/communities and service providers/community workers.
 - ii) Assessment: information gathering; analyzing and interpreting information; formulating goals and strategies.
 - iii) Intervention: working toward goals, reflection and ongoing learning.
 - iv) Endings and Transitions: emotional work, tasks, evaluation.
- **Integration**
 - i) Linking the elements of the course with your field experience; 'putting together' your direct practice and sense of personal and professional self, underlying theory and the surrounding social context.

Course Requirements/Assignments

Requirements Overview and Deadlines

1) CLASS PARTICIPATION

ONGOING - Value: 20%

- Participation is essential to the success of this class and your participation mark will be assessed in three ways, attendance, participation and responses to the readings.
- First you must attend class to participate, attendance will be taken.
- Participation will be assessed by your contributions to our shared learning environment. Please come prepared to engage in thoughtful discussion about assigned readings, class content, placement experiences and personal experiences as dialogue and active reflection are important to learning. Preparation for class will ensure deeper learning for you and sharing with your classmates, as well as hearing and respecting your peer's experiences and perspectives creates a rich learning environment that reflects the best practice of social workers in the field.

- Participation also includes contributing to other students learning by creating a respectful space where people can openly explore, test, and challenge ideas. Thus, students are expected to contribute to the creation of a respectful and constructive

learning environment. This includes active participation in large and small group discussions, asking questions, sharing experiences, reflecting on links to practice, challenging your preconceptions and stereotypes, listening respectfully to others and generally communicating ideas and feelings. It is important to remember that constructive contributing does not mean dominating the discussion.

- Responses to the Readings will be expected each week. For most weeks there is only one reading so it is expected that you will keep up with the reading and contribute to discussions both in class and on-line. You will notice that there is a question related the reading each week. You will post a 2-3 line response to the questions before each class and another 2-3 line response after class. You will not receive marks for these responses but the thought and effort you put into them will impact your participation mark.

2) CRITICAL REFLECTION:

- This assignment will ask you to explore your idea of yourself as a social worker at the beginning of the course. It will ask you to reflect on your understanding of social work and yourself in relation to the profession. Your paper should be 4-5 pages in length and incorporate 3-4 academic references in your response.

Due: Oct. 3rd, 2016 Value: 10%

3) PLACEMENT LEARNING PLAN/CONTRACT

Due: Oct. 3rd, 2016 Value: Pass/Fail

4) CASE STUDY

- We will be using a case study to examine the processes of engagement, assessment, planning and implementation, as well as transitions and endings. For each process you will discuss issues in groups and then respond individually to the case study. Your response will include actions to take, issues to consider and a critical analysis of the process. It is expected that you will pay particular attention to the operations of oppression at each stage.

- | | |
|---|------------|
| ○ Engagement – Nov. 14 th 2016 | Value: 10% |
| ○ Assessment – Dec. 5 th 2016 | Value: 15% |
| ○ Planning/Implementation – January 23 rd | Value: 10% |
| ○ Endings/Transitions – January 30 th , 2017 | Value: 10% |

6) INTEGRATION PAPER

- This will be a paper 10-12 page paper analyzing a particular practice experience/ issue that has concerned or puzzled you this year. You will be expected to discuss it in light of the material covered in the course, as well as using other references. You are expected to go beyond material covered in this course.

Due: April 3rd, 2017 Value: 25%

7) JOURNALS

Students are strongly encouraged to maintain journals throughout the term. The purpose of the journal is to provide you with an opportunity to reflect on your experiences in placement and the class; to document your feelings, thoughts, questions, conflicts and insights. Your journals will not be graded and are strictly yours. However, you may want to share their themes and emphases in seminar discussions and, thus, contribute to and stimulate others reflection

Assignment Submission and Grading Form and Style

- Written assignments should be typed and double-spaced. Please include a title page with student's name and student number, the title of the paper and the date.
- Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
- Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

Submitting Assignments & Grading

All work is due on the date stated (unless otherwise arranged *in advance*) at the beginning of class. Late penalty - 5% each day after the due date (weekends included). It takes at least two weeks for work to be marked and returned. We will be using Avenue to Learn for all submissions and returns.

- | | |
|---|---|
| 1) CLASS PARTICIPATION
ONGOING | Value: 20% |
| 2) CRITICAL REFLECTION:
Due: Oct. 3rd, 2016 | Value: 10% |
| 3) PLACEMENT LEARNING PLAN/CONTRACT
Due: Oct. 3rd, 2016 | Value: Pass/Fail |
| 4) CASE STUDY ANALYSIS
Engagement – Nov. 14th 2016
Assessment – Dec. 5th 2016
Planning/Implementation – January 23rd | Value: 10%
Value: 15%
Value: 10% |

Endings/Transitions – January 30th, 2017

Value: 10%

5) INTEGRATION PAPER

Due: April 3rd, 2017

Value: 25%

PLEASE REMEMBER THAT STUDENTS MUST OBTAIN A GRADE OF C+ IN SW 3D06 AND A GRADE OF PASS IN SW 3DD6 TO CONTINUE IN THE PROGRAM

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of medication becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Student Responsibilities and University Policies

Student Responsibilities

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times

disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

- Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Attendance

Students are required to participate in class in order to pass. Students must attend a minimum of 80% of the classes to obtain a passing grade.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or 6 suspension or expulsion from the university. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

- a) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained;
- b) Improper collaboration in group work; or
- c) Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

Plagiarism is representing someone else's ideas or words as your own. This includes:

- Presenting someone else's ideas or conclusions as your own without acknowledging their work by referencing the source.
- Presenting someone else's words (writing) as if it were your own by not placing quotes around the borrowed wording and/or by not referencing the source.
- Presenting all or part of someone else's published work as if it were your own.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster

University's Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Weekly Topics and Readings

Week 1: September 12

Topics:

- Introduction

Week 2: September 19

Topics:

- Creating and Directing Your Learning Plan
 - *How do you think your field placement will be different from other learning experiences?*
 - *How will you change your approach to learning?*

Skill development:

- Creation of useful, effective plans, self-directed, lifelong learning.

Readings:

- **Berg-Weger, M. And Birkenmaier, J. (2000).** Getting Started on Your Social Work Practice Career. In *The Practicum Companion for Social Work: Integrating Class and Field Work*. Boston: Allyn and Bacon.

Week 3: September 26

Topics:

- Use of Supervision
 - *What are you going to do to make the most of the supervision you receive? For example, how will you prepare for supervision or what will you do if you get more or less supervision than you expect?*

Skills development:

- Effective use of supervision, assertiveness.

Readings:

- **Irwin, J. (2010).** Chapter 3: Making the most of supervision. In A. O'Hara, Z. Weber & K. Levine (Eds.), *Skills for Human Practice* (Canadian Edition), (pp. 30-43) Don Mills, ON: Oxford University Press.

Week 4: October 3

Topics:

- Reflection and Social Work Practice
 - *What does reflectivity/critical reflectivity mean to you? Why do you think it is important for social work practice?*

Skills development:

- Use of reflection to critique and improve practice.

Readings:

- **D’Cruz, H., Gillingham, F. and Melendez, S. (2007).** “Reflexivity: It’s Meaning and Relevance for Social Work: A Critical Review of the Literature”, *British Journal of Social Work*, 37: 73-90.

October 10 – Reading Week

Week 5: October 17

Topics:

- Use of Self
 - *Did any parts of the article raise questions or concerns for you? What are your worries about use of self?*

Skills development:

- **Use of personality, self-disclosure, boundaries**

Readings:

- **Dewane, Claudia (2006).** Use of Self: A Primer Revisited. *Clinical Social Work Journal*. 34(4), 543-558.

Week 6: October 24

Topics:

- Ethics
 - How will you make sure that your practice is ethical?

Skills development:

- **Analysis of ethical dilemmas, ethical decision making in practice.**

Readings:

- **Harber-Iles, Mary and Seibel, Duane, (2012)** Ethical and Legal Issues: Roles, Rights and Responsibilities. in Drolet, et al, ed. *Shifting Sites of Practice: Field Education in Canada*, (pp. 39-57) Toronto: Pearson Canada.

Week 7: October 31

Topics:

- Engagement

- *What do you think will be the most difficult part of engagement for you? How will you manage this difficulty?*

Skills development:

- Effective initiation of contact, initial relationship building, creation of authentic partnerships.

Readings:

- **Sheafor, B. W. and Horejsi, C. R., (2015).** Chapter 10: Intake and Engagement, in *Techniques and Guidelines for Social Work Practice* 10th ed., New Jersey: Pearson Education.

Week 8: November 7

Topics:

- Engagement
 - *Why do you think it is important to be ready to do single contact social work?*

Skills development:

Readings:

- **Gibbons, J. and Plath, D. (2005).** Everybody Puts a Lot into It!" Single Session Contacts in Hospital Social Work. *Social Work in Health Care*, vol. 42(1), 17-34.

Week 9: November 14

Topics:

- Assessment
 - *Which theory is your favorite? Why?*

Skills development:

- General knowledge of assessments, use of theory in assessment, critical analysis of the assessment process.

Readings:

- **Heinonen, T. and Spearman, L., (2010).** The Broad Knowledge Base of Social Work. in *Social Work Practice: Problem Solving and Beyond, 3rd ed.*, (pp. 167-202) Toronto: Nelson,

Week 10: November 21

Topics:

- Assessment
 - *How do you think social location affects assessment?*

Readings:

- **Weber, Z. (2010). Chapter 10:** Conducting Assessment: Some General Guidelines in *Skills for Human Service Practice: Working with Individuals, Groups and Communities*, (pp.145-159) Don Mills: Oxford University Press.

Week 11: November 28

Topics:

- Assessment
 - *What was the most important sentence in this article for you? Why?*

Readings:

- **Stephen M. Rose (2000).** Reflections on Empowerment-Based Practice. *Social Work* 45 (5): 403-412 doi:10.1093/sw/45.5.403

Week 12: December 5

Topics:

- Mid-term wrap-up

Week 13: January 9

Topics:

- Planning and Implementation
 - *What is the most important consideration in creating a plan for service?*

Skills development:

- Creation of an effective plan, general knowledge of possible interventions, knowledge of local resources, critique of Eurocentric social work interventions.

Readings:

- **Deweese, Marty, 2006.** Intervening in the Context: Initiating the Plan. *Contemporary Social Work Practice*, (pp.145-159) Toronto: McGraw-Hill.

Week 14: January 16

Topics:

- Planning and Implementation
 - *Why do you think it is important to have an indigenous perspective in social work?*

Skills development:

- Openness to, and acceptance of a variety of practice perspectives.

Readings:

- **Freeman, B.** Indigenous Pathways to Anti-Oppressive Practice in D. Baines (ed). *Doing Anti-Oppressive Practice: Social Justice Social Work, 2nd Ed.* Fernwood Publishing.

Week 15: January 23

Topics:

- Endings and Transitions
 - *Endings are often hard for social workers, why do you think that is true?*

Skills development:

- Effective endings and transitions, evaluation and critiques of evaluation.

Readings:

- **Shulman, L. (1999).** Endings and Transitions In *The Skills of Helping Individuals, Families, Groups and Communities*. 4th edition. Itasca: Peacock.

Week 16: January 30

Topics:

- Critical Analysis of Practice

Skills development:

- Knowledge of a variety of critiques of mainstream social work practice and education.

Readings:

- **Pon, Gordon (2009).** Cultural Competency as New Racism: An Ontology of Forgetting. *Journal of Progressive Human Services*, 20 (1), 59-71.
<http://www.tandfonline.com/doi/abs/10.1080/10428230902871173#.U81RaeNdXzF>
- **Hodge, David R., Limb, Gordon E. & Cross, Terry L. (2009).** Moving from Colonization toward Balance and Harmony: A Native American Perspective on Wellness, *Social Work*, 54 (3), 211-219 doi:10.1093/sw/54.3.211
- **Larson, Grant (2008).** Anti-Opressive Practice in Mental Health. *Journal of Progressive Human Services*, 19:1, 39-54.
- **Dentato, Michael et al, (2014).** Outness among LGBTQ Social Work Students in North America: The Contribution of Environmental Supports and Perceptions of Comfort. *Social Work Education*; Vol. 33 (4), 485-50.
- *Please choose two articles to read for this week and next. Be prepared to present and discuss the central arguments and points from your articles.*

Week 17: February 6

Topics:

- Critical Analysis of Practice, continued.

Week 18: February 13

Topics:

- Working in Teams
 - *What do you think are your strengths as a team member? Your challenges?*

Skills development:

- Analysis of interdisciplinary teams, being an effective team member.

Readings:

- **Bronstein, L.R., 2003,** "A Model for Interdisciplinary Collaboration", *Social Work*, 48(3), 297-306

February 20 – Reading Week

Week 19: February 27

Topics:

- Understanding Organizations
 - *In what ways does the organization you are at have an impact on the work you are able to do/not do? Identify one thing you would like to change within the organization. What ideas do you have about how you would go about working towards that change in your organization?*

Skills development:

- Mapping organizational power structures and possibilities for change.

Week 20: March 6

Topics:

- Advocacy *Discuss some examples of resistance you have seen in your placement?*
 - *How did you feel about them?*

Skills development:

- Beginning knowledge of when, where and how to advocate.

Readings:

- **Baines, Donna, (2007)**, “Bridging the Practice-Activism Divide in Mainstream Social Work: Advocacy, Organizing and Social Movements” in Donna Baines, ed., *Doing Anti-Oppressive Practice: Building Transformative Politicized Social Work*, (pp. 50-66) Halifax: Fernwood Publishing.
- **Strier, Roni and Breshtling, Orit, (2016)**, Professional Resistance in Social Work: Counterpractice Assemblages. *Social Work*, 61(2), 111-118.

Week 21: March 13

Topics:

- Understanding, Using and Working in the Community Context
 - *Why do you think that understanding how to work in the community is important to all social workers?*

Skills development:

- Understanding the importance of community to all social work practice, beginning analysis of communities.

Readings:

- **Lundy, Colleen, (2004)**, “Chapter 9: Community-based Social Work Practice” in *Social Work and Social Justice: A Structural Approach to Practice*, Peterborough, (pp.168-182), Ontario: Broadview Press.

Week 22: March 20

Topics:

- Social Policy and Practice
 - Please speak with your field supervisor about an important policy that impacts the work of your agency *or* find an article in your service area. Be prepared to share your information with the class.

Skills development:

- Understanding and analyzing the impact of social policy on front line practice, implementing social policy on the front line.

Week 23: March 27

Topics:

- Social Work Practice for Social Change
 - *Why so social justice and social change need to be central aspects of social work?*

Skills development:

- Maintaining hope, social justice perspectives, social change skills.

Readings:

- **Finn, Janet L. and Jacobson, Maxine (2003)**. Just Practice: Steps Toward a New Social Work Paradigm. *Journal of Social Work Education*, 39 (1), 57-78.

Week 24: April 3

Topics:

- End of term wrap-up



McMaster University School of Social Work

Social Work 3D06D: General Social Work Practice I

September 6 – April 6, 2016-2017, Mondays, 7:00 – 10:00 p.m.

Instructor: Janice Chaplin

Office: KTH # 310

Office hours: by appointment

Email: chaplijl@mcmaster.ca

Phone: 905-525-9140 ext. # 23780

Table of Contents

Course Overview	88
Course Objectives:	88
Course Format and Themes	88
Course Requirements/Assignments	89
Requirements Overview and Deadlines	89
Assignment Submission and Grading	92
Form and Style	92
Avenue to Learn	92
Submitting Assignments & Grading	92
Privacy Protection	93
Course Modification Policy	93
Student Responsibilities and University Policies	93
Attendance	94
Academic Integrity	94
Academic Accommodation of Students with Disabilities	94
E-mail Communication Policy	95
Course Weekly Topics and Readings	95
Week 1: September 12	95
Week 2: September 19	95
Week 3: September 26	95
Week 4: October 3	96
Week 5: October 17	96
Week 6: October 24	96
Week 7: October 31	96
Week 8: November 7	97
Week 9: November 14	97
Week 10: November 21	97
Week 11: November 28	97
Week 12: December 5	98

Week 13: January 9	98
Week 14: January 16	98
Week 15: January 23	98
Week 16: January 30	98
Week 17: February 6	99
Week 18: February 13	99
Week 19: February 27	99
Week 20: March 6	99
Week 21: March 13	100
Week 22: March 20	100
Week 23: March 27	100
Week 24: April 3	101

Course Overview

Course Objectives:

The purpose of the practice seminar is to assist in the development of skills for students in the following areas:

- 1) Ongoing individual development – self-awareness, self-care, boundaries, use of self, ethical practice.
- 2) Analysis of oppression and the use of power at the individual, organizational and societal levels with corresponding social change skills.
- 3) Engagement, Assessment, Planning and Implementation, Endings and Transitions.
- 4) Use of theory and research to inform, challenge and improve practice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

Course Format and Themes

The class is experientially based and therefore in some ways non-traditional. The format will include group work, activities, the arts, as well as the more traditional formats of discussion, lecture and video. Students must take responsibility for bringing issues from their placement to the class for sharing in various formats. The readings are an integral piece of the learning experience and it is expected that students will complete them each week.

Themes to be covered will include:

- **Effective Use of the Learning Experience in Field Settings** supervision, learning objectives, professional conduct, ethics, evaluation processes.

- **Understanding and Working in, the Contexts of Social Work Practice**
 - iv) Social-Political Context: contextual forces and inequities that unfold in social service provision; working across differences structured by, for example, social class, race, gender, ability and age in practice settings.
 - v) Organizational Context: the immediate organizational environment in a social context, how it shapes workers' and clients' experiences and possibilities.
 - vi) Professional and personal contexts: the ideas and values associated with a formal, professional status; what we each bring to practice in terms of our own assumptions, values etc.
- **Conceptualizing Social Work Practice**
 - iii) Identify processes common to different practice settings and different approaches to achieving individual/ group/ community change.
 - iv) Review of conceptual frameworks and theories that underpin practice and give order and focus to our understandings of the origins of individual, community and social problems and of individual, community and social change.
- **Practice Processes**
 - v) Engagement: anticipating first contacts; the meanings of encounters between service users/communities and service providers/community workers.
 - vi) Assessment: information gathering; analyzing and interpreting information; formulating goals and strategies.
 - vii) Intervention: working toward goals, reflection and ongoing learning.
 - viii) Endings and Transitions: emotional work, tasks, evaluation.
- **Integration**
 - ii) Linking the elements of the course with your field experience; 'putting together' your direct practice and sense of personal and professional self, underlying theory and the surrounding social context.

Course Requirements/Assignments

Requirements Overview and Deadlines

- 4) CLASS PARTICIPATION
ONGOING - Value: 20%
- Participation is essential to the success of this class and your participation mark will be assessed in three ways, attendance, participation and responses to the readings.
 - First you must attend class to participate, attendance will be taken.
 - Participation will be assessed by your contributions to our shared learning environment. Please come prepared to engage in thoughtful discussion about assigned readings, class content, placement experiences and personal experiences as dialogue and active reflection are important to learning. Preparation for class will ensure deeper learning for you and

sharing with your classmates, as well as hearing and respecting your peer's experiences and perspectives creates a rich learning environment that reflects the best practice of social workers in the field.

- Participation also includes contributing to other students learning by creating a respectful space where people can openly explore, test, and challenge ideas. Thus, students are expected to contribute to the creation of a respectful and constructive

learning environment. This includes active participation in large and small group discussions, asking questions, sharing experiences, reflecting on links to practice, challenging your preconceptions and stereotypes, listening respectfully to others and generally communicating ideas and feelings. It is important to remember that constructive contributing does not mean dominating the discussion.

- Responses to the Readings will be expected each week. For most weeks there is only one reading so it is expected that you will keep up with the reading and contribute to discussions both in class and on-line. You will notice that there is a question related the reading each week. You will post a 2-3 line response to the questions before each class and another 2-3 line response after class. You will not receive marks for these responses but the thought and effort you put into them will impact your participation mark.

5) CRITICAL REFLECTION:

- This assignment will ask you to explore your idea of yourself as a social worker at the beginning of the course. It will ask you to reflect on your understanding of social work and yourself in relation to the profession. Your paper should be 4-5 pages in length and incorporate 3-4 academic references in your response.

Due: Oct. 3rd, 2016 Value: 10%

6) PLACEMENT LEARNING PLAN/CONTRACT

Due: Oct. 3rd, 2016 Value: Pass/Fail

4) CASE STUDY

- We will be using a case study to examine the processes of engagement, assessment, planning and implementation, as well as transitions and endings. For each process you will discuss issues in groups and then respond individually to the case study. Your response will include actions to take, issues to consider and a critical analysis of the process. It is expected that you will pay particular attention to the operations of oppression at each stage.

- Engagement – Nov. 14th 2016 Value: 10%
- Assessment – Dec. 5th 2016 Value: 15%
- Planning/Implementation – January 23rd Value: 10%
- Endings/Transitions – January 30th, 2017 Value: 10%

6) INTEGRATION PAPER

- This will be a paper 10-12 page paper analyzing a particular practice experience/ issue that has concerned or puzzled you this year. You will be expected to discuss it in light of the material covered in the course, as well as using other references. You are expected to go beyond material covered in this course.

Due: April 3rd, 2017 Value: 25%

7) JOURNALS

Students are strongly encouraged to maintain journals throughout the term. The purpose of the journal is to provide you with an opportunity to reflect on your experiences in placement and the class; to document your feelings, thoughts, questions, conflicts and insights. Your journals will not be graded and are strictly yours. However, you may want to share their themes and emphases in seminar discussions and, thus, contribute to and stimulate others reflection

Assignment Submission and Grading

Form and Style

- Written assignments should be typed and double-spaced. Please include a title page with student's name and student number, the title of the paper and the date.
- Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
- Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

Submitting Assignments & Grading

All work is due on the date stated (unless otherwise arranged *in advance*) at the beginning of class. Late penalty - 5% each day after the due date (weekends included). It takes at least two weeks for work to be marked and returned. We will be using Avenue to Learn for all submissions and returns.

- 5) CLASS PARTICIPATION
ONGOING Value: 20%
- 6) CRITICAL REFLECTION:
Due: Oct. 3rd, 2016 Value: 10%
- 7) PLACEMENT LEARNING PLAN/CONTRACT
Due: Oct. 3rd, 2016 Value: Pass/Fail

- | | | |
|----|--|--|
| 8) | CASE STUDY ANALYSIS
Engagement – Nov. 14th 2016
Assessment – Dec. 5th 2016
Planning/Implementation – January 23rd
Endings/Transitions – January 30th, 2017 | Value: 10%
Value: 15%
Value: 10%
Value: 10% |
| 5) | INTEGRATION PAPER
Due: April 3rd, 2017 | Value: 25% |

PLEASE REMEMBER THAT STUDENTS MUST OBTAIN A GRADE OF C+ IN SW 3D06 AND A GRADE OF PASS IN SW 3DD6 TO CONTINUE IN THE PROGRAM

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

5. Direct return of materials to students in class;
6. Return of materials to students during office hours;
7. Students attach a stamped, self-addressed envelope with assignments for return by mail;
8. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of medication becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Student Responsibilities and University Policies

Student Responsibilities

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times

disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

- Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Attendance

Students are required to participate in class in order to pass. Students must attend a minimum of 80% of the classes to obtain a passing grade.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or 6 suspension or expulsion from the university. It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

- d) Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained;
- e) Improper collaboration in group work; or
- f) Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

Plagiarism is representing someone else’s ideas or words as your own. This includes:

- Presenting someone else’s ideas or conclusions as your own without acknowledging their work by referencing the source.
- Presenting someone else’s words (writing) as if it were your own by not placing quotes around the borrowed wording and/or by not referencing the source.
- Presenting all or part of someone else’s published work as if it were your own.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster

University's Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Weekly Topics and Readings

Week 1: September 12

Topics:

- Introduction

Week 2: September 19

Topics:

- Creating and Directing Your Learning Plan
 - *How do you think your field placement will be different from other learning experiences?*
 - *How will you change your approach to learning?*

Skill development:

- Creation of useful, effective plans, self-directed, lifelong learning.

Readings:

- **Berg-Weger, M. And Birkenmaier, J. (2000).** Getting Started on Your Social Work Practice Career. In *The Practicum Companion for Social Work: Integrating Class and Field Work*. Boston: Allyn and Bacon.

Week 3: September 26

Topics:

- Use of Supervision
 - *What are you going to do to make the most of the supervision you receive? For example, how will you prepare for supervision or what will you do if you get more or less supervision than you expect?*

Skills development:

- Effective use of supervision, assertiveness.

Readings:

- **Irwin, J. (2010).** Chapter 3: Making the most of supervision. In A. O'Hara, Z. Weber & K. Levine (Eds.), *Skills for Human Practice* (Canadian Edition), (pp. 30-43) Don Mills, ON: Oxford University Press.

Week 4: October 3

Topics:

- Reflection and Social Work Practice
 - *What does reflectivity/critical reflectivity mean to you? Why do you think it is important for social work practice?*

Skills development:

- Use of reflection to critique and improve practice.

Readings:

- **D’Cruz, H., Gillingham, F. and Melendez, S. (2007).** “Reflexivity: It’s Meaning and Relevance for Social Work: A Critical Review of the Literature”, *British Journal of Social Work*, 37: 73-90.

October 10 – Reading Week

Week 5: October 17

Topics:

- Use of Self
 - *Did any parts of the article raise questions or concerns for you? What are your worries about use of self?*

Skills development:

- **Use of personality, self-disclosure, boundaries**

Readings:

- **Dewane, Claudia (2006).** Use of Self: A Primer Revisited. *Clinical Social Work Journal*. 34(4), 543-558.

Week 6: October 24

Topics:

- Ethics
 - How will you make sure that your practice is ethical?

Skills development:

- **Analysis of ethical dilemmas, ethical decision making in practice.**

Readings:

- **Harber-Iles, Mary and Seibel, Duane, (2012)** Ethical and Legal Issues: Roles, Rights and Responsibilities. in Drolet, et al, ed. *Shifting Sites of Practice: Field Education in Canada*, (pp. 39-57) Toronto: Pearson Canada.

Week 7: October 31

Topics:

- Engagement

- *What do you think will be the most difficult part of engagement for you? How will you manage this difficulty?*

Skills development:

- Effective initiation of contact, initial relationship building, creation of authentic partnerships.

Readings:

- **Sheafor, B. W. and Horejsi, C. R., (2015).** Chapter 10: Intake and Engagement, in *Techniques and Guidelines for Social Work Practice* 10th ed., New Jersey: Pearson Education.

Week 8: November 7

Topics:

- Engagement
 - *Why do you think it is important to be ready to do single contact social work?*

Skills development:

Readings:

- **Gibbons, J. and Plath, D. (2005).** Everybody Puts a Lot into It!" Single Session Contacts in Hospital Social Work. *Social Work in Health Care*, vol. 42(1), 17-34.

Week 9: November 14

Topics:

- Assessment
 - *Which theory is your favorite? Why?*

Skills development:

- General knowledge of assessments, use of theory in assessment, critical analysis of the assessment process.

Readings:

- **Heinonen, T. and Spearman, L., (2010).** The Broad Knowledge Base of Social Work. in *Social Work Practice: Problem Solving and Beyond, 3rd ed.*, (pp. 167-202) Toronto: Nelson,

Week 10: November 21

Topics:

- Assessment
 - *How do you think social location affects assessment?*

Readings:

- **Weber, Z. (2010). Chapter 10:** Conducting Assessment: Some General Guidelines in *Skills for Human Service Practice: Working with Individuals, Groups and Communities*, (pp.145-159) Don Mills: Oxford University Press.

Week 11: November 28

Topics:

- Assessment
 - *What was the most important sentence in this article for you? Why?*

Readings:

- **Stephen M. Rose (2000).** Reflections on Empowerment-Based Practice. *Social Work* 45 (5): 403-412 doi:10.1093/sw/45.5.403

Week 12: December 5

Topics:

- Mid-term wrap-up

Week 13: January 9

Topics:

- Planning and Implementation
 - *What is the most important consideration in creating a plan for service?*

Skills development:

- Creation of an effective plan, general knowledge of possible interventions, knowledge of local resources, critique of Eurocentric social work interventions.

Readings:

- **Deweese, Marty, 2006.** Intervening in the Context: Initiating the Plan. *Contemporary Social Work Practice*, (pp.145-159) Toronto: McGraw-Hill.

Week 14: January 16

Topics:

- Planning and Implementation
 - *Why do you think it is important to have an indigenous perspective in social work?*

Skills development:

- Openness to, and acceptance of a variety of practice perspectives.

Readings:

- **Freeman, B.** Indigenous Pathways to Anti-Oppressive Practice in D. Baines (ed). *Doing Anti-Oppressive Practice: Social Justice Social Work, 2nd Ed.* Fernwood Publishing.

Week 15: January 23

Topics:

- Endings and Transitions
 - *Endings are often hard for social workers, why do you think that is true?*

Skills development:

- Effective endings and transitions, evaluation and critiques of evaluation.

Readings:

- **Shulman, L. (1999).** Endings and Transitions In *The Skills of Helping Individuals, Families, Groups and Communities*. 4th edition. Itasca: Peacock.

Week 16: January 30

Topics:

- Critical Analysis of Practice

Skills development:

- Knowledge of a variety of critiques of mainstream social work practice and education.

Readings:

- **Pon, Gordon (2009).** Cultural Competency as New Racism: An Ontology of Forgetting. *Journal of Progressive Human Services*, 20 (1), 59-71.
<http://www.tandfonline.com/doi/abs/10.1080/10428230902871173#.U81RaeNdXzF>
- **Hodge, David R., Limb, Gordon E. & Cross, Terry L. (2009).** Moving from Colonization toward Balance and Harmony: A Native American Perspective on Wellness, *Social Work*, 54 (3), 211-219 doi:10.1093/sw/54.3.211
- **Larson, Grant (2008).** Anti-Opressive Practice in Mental Health. *Journal of Progressive Human Services*, 19:1, 39-54.
- **Dentato, Michael et al, (2014).** Outness among LGBTQ Social Work Students in North America: The Contribution of Environmental Supports and Perceptions of Comfort. *Social Work Education*; Vol. 33 (4), 485-50.
- *Please choose two articles to read for this week and next. Be prepared to present and discuss the central arguments and points from your articles.*

Week 17: February 6

Topics:

- Critical Analysis of Practice, continued.

Week 18: February 13

Topics:

- Working in Teams
 - *What do you think are your strengths as a team member? Your challenges?*

Skills development:

- Analysis of interdisciplinary teams, being an effective team member.

Readings:

- **Bronstein, L.R., 2003,** "A Model for Interdisciplinary Collaboration", *Social Work*, 48(3), 297-306

February 20 – Reading Week

Week 19: February 27

Topics:

- Understanding Organizations
 - *In what ways does the organization you are at have an impact on the work you are able to do/not do? Identify one thing you would like to change within the organization. What ideas do you have about how you would go about working towards that change in your organization?*

Skills development:

- Mapping organizational power structures and possibilities for change.

Week 20: March 6

Topics:

- Advocacy *Discuss some examples of resistance you have seen in your placement?*
 - *How did you feel about them?*

Skills development:

- Beginning knowledge of when, where and how to advocate.

Readings:

- **Baines, Donna, (2007)**, “Bridging the Practice-Activism Divide in Mainstream Social Work: Advocacy, Organizing and Social Movements” in Donna Baines, ed., *Doing Anti-Oppressive Practice: Building Transformative Politicized Social Work*, (pp. 50-66) Halifax: Fernwood Publishing.
- **Strier, Roni and Breshtling, Orit, (2016)**, Professional Resistance in Social Work: Counterpractice Assemblages. *Social Work*, 61(2), 111-118.

Week 21: March 13

Topics:

- Understanding, Using and Working in the Community Context
 - *Why do you think that understanding how to work in the community is important to all social workers?*

Skills development:

- Understanding the importance of community to all social work practice, beginning analysis of communities.

Readings:

- **Lundy, Colleen, (2004)**, “Chapter 9: Community-based Social Work Practice” in *Social Work and Social Justice: A Structural Approach to Practice*, Peterborough, (pp.168-182), Ontario: Broadview Press.

Week 22: March 20

Topics:

- Social Policy and Practice
 - Please speak with your field supervisor about an important policy that impacts the work of your agency *or* find an article in your service area. Be prepared to share your information with the class.

Skills development:

- Understanding and analyzing the impact of social policy on front line practice, implementing social policy on the front line.

Week 23: March 27

Topics:

- Social Work Practice for Social Change
 - *Why so social justice and social change need to be central aspects of social work?*

Skills development:

- Maintaining hope, social justice perspectives, social change skills.

Readings:

- **Finn, Janet L. and Jacobson, Maxine (2003)**. Just Practice: Steps Toward a New Social Work Paradigm. *Journal of Social Work Education*, 39 (1), 57-78.

Week 24: April 3

Topics:

- End of term wrap-up

APPENDIX I:4D Course Outlines



McMaster University School of Social Work SW 4D06: General Social Work II Course Outline C01/C02/C03

September 6 – April 6, 2016-2017, Mondays, 2:30 –5:20 p.m.

C01 Instructor: Jennifer Crowson

Office: KTH # 302

Office hours: by appointment

Email: jencrowson2@gmail.com

Phone: 905-525-9140 ext. #23785

September 6 – April 6, 2016-2017, Mondays, 2:30 –5:20 p.m.

C02 Instructor: Mirna Carranza

Office: KTH # 309B

Office hours: by appointment

Email: carranz@mcmaster.ca

Phone: 905-525-9140 ext. #23789

September 6 – April 6, 2016-2017, Mondays, 7:00 –10:00 p.m.

C03 Instructor: Marlene Traficante

Office: KTH # 302

Office hours: by appointment

Email: traficmm@mcmaster.ca

Phone: 905-525-9140 ext. #23785

Table of Contents

Course Overview	116
Course Description:	116
Course Objectives:	116
Required Texts:	116
Additional Suggested Readings	116
Course Requirements/Assignments	117
Requirements Overview and Deadlines	117
Requirement/Assignment Details	117
Assignment Submission and Grading	123
Form and Style	123
Submitting Assignments & Grading	123
Privacy Protection	124
Course Modification Policy	124
Student Responsibilities and University Policies	124
Attendance	124
Academic Integrity	125
Academic Accommodation of Students with Disabilities	125

E-mail Communication Policy	125
Course Weekly Topics and Readings	126
Week 1: September 12	126
Week 2: September 19	126
Week 3: September 26	126
Week 4: October 3	127
Week 5: October 17	127
Week 6: October 24	127
Week 7: October 31	128
Week 8: November 7	128
Week 9: November 14	128
Week 10: November 21	129
Week 11: November 28	129
Week 12: December 5	129
Week 13: January 9	130
Week 14: January 16	130
Week 15: January 23	130
Week 16: January 30	131
Week 17: February 6	131
Week 18: February 20	132
Week 19: February 27	132
Week 20: March 6	132
Week 21: March 13	132
Week 22: March 20	132
Week 23: March 27	133
Week 24: April 3	133
Appendix A – Ethical Dilemma	134

Course Overview

Course Description:

This class is a series of seminars aimed to deepen understanding and further develop student practice skills. The course runs parallel and in conjunction with field placements in which students spend the equivalent of two days per week in social agencies, or with other organizations, in supervised practice.

Course Objectives:

The course is taught from a theoretical perspective compatible with the school's philosophical statement as follows:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

The course aims to help students to integrate their academic work and their practice experiences, and to think critically about social work, as they prepare for graduation into professional practice.

Required Texts:

The following text is required and is available through the university bookstore:

- SW 4D06 Concurrent Custom Courseware available in the Campus Store.

The following also comprise readings for this course:

- CASW (2005) Code of Ethics and Guidebook. Ottawa: Canadian Association of Social Workers.
- Lee, B., (2001) *Case Advocacy: A Principles and Practice Guide for Social Workers and Other Communities*. – On Reserve
- Solomon, R and L. Visser, (2005). *A Legal Guide for Social Workers*. Toronto: OASW – On Reserve

Additional Suggested Readings

In addition to the above, assignment 6 requires each student to select and distribute to the class at least two articles (one must be an academic article and the second can be a newspaper/magazine articles, news clip, YouTube video, or other media source) on a topic they wish to discuss. These articles form a major part of the class readings.

As well, it is anticipated that additional readings will be sought out and suggested by students and instructor as the course proceeds. In this class students are expected to be proactive learners who actively research and seek out material for use by the class in response to the placement practice issues that arise as the course proceeds (the ability of students to do this is directly related to the course objectives).

Course Requirements/Assignments

Requirements Overview and Deadlines

1	Attendance	Pass/Fail	Ongoing
2	Participation	10%	Ongoing
3	WSIB Forms	No grade	September 19/16
4	Learning Contract	No grade	September 26/16
5	Assessment	25%	November 14/16
6	Group Reading Assignment #1	5% (3 x for 15%)	November 7 /16
	Group Reading Assignment #2	5%	November 21 /16
	Group Reading Assignment #3	5%	December 5 /16
	Group Reading Assignment #4	5%	January 23 /17
	Group Reading Assignment #5	5%	February 6/17
7	Personal Reflection #1	5%	By November 28 /16
	Personal Reflection #2	5%	By April 3 /17
8	Group Supervision	20%	TBA
9	Process Recording	20%	March 27/17
	OR Community Development Skills		

***Grading will be undertaken in accordance with the School of Social Work grading scheme.**

Requirement/Assignment Details

1. Attendance (ongoing assessment)

Given the importance of integrating learning in the school and placement contexts, attendance at this class is compulsory. Students attending less than 80% of classes will receive an automatic F grade. In circumstances where attendance below 80% is entirely due to medical or other reasons approved by the Associate Dean's office, efforts will be made to arrange ways to make up the missed learning, or where that is not possible to consider allowing the student to repeat the course and placement.

2. Participation (ongoing assessment 10%)

Students are expected to participate in a way that promotes non-competitive, cooperative and collaborative learning. Students are expected to support each other through listening, encouragement and constructively challenging each other as the entire seminar group makes progress in integrating theory and practice. **Please note that this 10% participation grade is not automatic.** In this process the following will be graded:

- Completing assigned readings prior to class and actively participating in the seminar in such a way that demonstrates critical engagement with the assigned readings.
- Contributing to a seminar environment that promotes learning and growth (similar to the contribution professional social workers demonstrate in order to be constructive team members in the field).
- Offering and accepting constructive peer support (reading about, exploring and listening to other students and helping them develop and refine their ideas and practice).
- Particular attention will be given to students' participation – including their use of related readings – in discussions connected to the group supervision assignment.

3. Workplace safety form, ungraded (due September 19, 2016)

- This form, distributed in the first class or available in the school's office **must be fully completed, signed, and returned to the school office by September 19 for you to continue in your placement.** The completed form is necessary should you be injured while on placement.

4. Learning contract, ungraded (due September 26, 2016)

- Learning contracts are negotiated with the student's field instructor. They will take into consideration course objectives, student learning needs and interests, and the needs of the placement setting. Contracts spell out the initial agreement between students and field instructors; they will change and evolve over the year. They will be used to focus, monitor, and evaluate student field placements. Contracts are not graded. The outline for contracts can be found in the Field Instruction Manual. The learning contracts must be typed and signed by your field instructor.

5. Assessment (25%) (due November 14, 2016 in class)

- (10 pages plus references)
- Students will complete an assessment based on a clinical case from placement or prepare a report based on a policy/research or community project relevant to their placement. Students should ensure that cases, names or real individuals are fictionalized to **ensure confidentiality.** The purpose of this assignment is to give you the opportunity to complete a comprehensive assessment. In this assignment, imagine you are writing the assessment to be reviewed by a casework team or a judge. If you are reporting on a policy or community project imagine it is going to be reviewed by a government minister, regional council, or by an agency board of directors. The point of this imagining is to produce a report that is accurate, robust and defensible—the kind of report or assessment that you might be expected to complete if you were in full-time employment as a social worker.
 - A part of this assignment is to explore and decide on the best format and headings to use in your assessment or report. These will differ depending on the nature of the assessment you are doing and the focus of your analysis. Your assessment or report, however, should contain the following:
 - A brief description of the context/situation or practice/policy.
 - An analysis of the problem(s) or issue(s) your work is addressing. Describe what you understand the problem or issue to be, and why you have that understanding. What areas or concepts did you consider in your assessment? How do the different actors involved in this matter view the problem or issue?
 - A description of what you identify as both the immediate and the longer-term goals or objectives in relation to these problems or issues.
 - An articulation of what you understand to be the barriers to achieving these goals and the ways you would navigate these barriers.
 - A description of the ways your work on this case/policy will/would attempt to address these issues and an explanation of why you are approaching the work in this particular manner.
 - A description of a future plan for the case or policy—where will/could you be going with this work from here?
 - An evaluation of the extent to which this case's/policy's goals will be or are likely to be met if your recommended interventions, future plans, or policies are followed.

- Describe and address any ethical tensions that you identify in this case/situation.
- In completing the above be sure to identify a body of theory that helped guide your understanding of “the problem” and also a social worker’s/client’s/community’s choice of remedy. Note that “theory” does not necessarily have to refer to a formal theoretical framework. It can also refer to any readings in the literature that you feel are pertinent to the situation.
- The above assessment should comprise about 75% of your paper. In the remaining 25% reflect on your work in this case and in undertaking the assessment. What did you personally find enabling or constraining in your work and in the ways you conceptualized the work? How did your own social locations influence your work and understanding? What about the social locations of the clients affected by the issue/policy—do you think that that did/could have any impact on the process and outcomes? Finally, discuss how might you approach a similar type of assessment in the future in a different and perhaps more innovative way? Is there an alternate program, strategy, policy initiative, or alternative course of action that might address the situation? How might you view the situation differently? What might you do? What literature might you consult? How might it be organized?

6. Group Reading Assignments (5% each - total 15%)

- Students will break into four pre-assigned groups (two under A and two under B). Each group is assigned specific dates to prepare for the discussion of assigned readings and will present on 3 dates (see schedule groups 1 & 2 on A dates, groups 3 & 4 on B dates). All students are expected to complete the readings.
 - November 7 Group A & B AOP, Advocacy, Empowerment
 - November 21 Group A Community Development
 - December 5 Group B Immigration
 - January 23 Group A Mental Health
 - February 6 Group B Sexual Diversity
- The instructor will assign 1-2 questions and/or an activity pertaining to the assigned reading for that class. Students will prepare a presentation in light of these questions and then facilitate a discussion with the rest of the class. Each group will be graded on their critical reading of the articles, critical engagement with the questions provided by the course instructor, presentation of their ideas and questions developed for class discussion, and on their engagement of the larger class in a discussion and/or activity.

7. Personal Reflection Papers (5% each/ total 10%) Due December 5 & April 3, 2017 – in class

- (3 pages plus references)
- One personal reflection paper is to be submitted each semester. The reflection paper can be handed in at any time during the semester, but the first is due no later than November /16 and the second March /17.

- Personal journals facilitate the integration of theory and practice. Students often find recording their reactions at intellectual, emotional and/or spiritual levels helpful in their development as social workers. These reactions may be about placement, learning goals, class, readings, specific cases, policies, and/or life experiences. The intent is that, through writing, students can reflect on their experience and meaning-making processes hence uncovering emerging themes in their practice. This includes reflections on how sensitivities and specific issues related to upbringing may influence their work. In this assignment students need to submit a summary of the most significant theme that has emerged for them thus far. The reflection must be supported by references to the social work literature and address the following:
 - Why the emergent theme(s) is important for you.
 - The implications of this theme for your work.
 - How you intend to manage this theme and its implications for your professional career.
 - How social work or other literature has informed the way you conceptualize and address the theme(s) or related issues.

8. Group Supervision Assignment (20%)

- Presentation times as scheduled by instructor. In pairs or groups of 3-5 people based on common placements or common ethical/policy/case issues.
- Present to the class **a common type of case, policy, ethical dilemma, OR a community development initiative** you are working on at your placement. The presentation should be 45 minutes in total; allowing for 30 minutes to share material and 15 minutes of class discussion. Presentation to include the following:
 - A clear problem statement (What is the issue or problem you are addressing in your work? Whose problem is it and why? Why this conceptualization of the problem and not another?)
 - A statement about your assessment (What are the focus and methods of your work? What are you doing in this case, how you are trying to do it, and why?)
 - A statement about the dynamics of intervention (What is occurring in the casework relationship or in the relationship with the community or in the policy development process?)
 - Two or three questions for the class about the case that are designed to assist you in delivering service or in developing a deeper or more critical analysis of the case or interventions being used.
 - In all of the above ensure you address what the literature says about the type of issues you are addressing and the intervention you are undertaking. You are expected to have a broad understanding of what you are doing and why.
- **One week before your presentation**, distribute to the class two sources of information (approved by your instructor) that inform your thinking and practice in this case. The two sources must include at least one peer-reviewed article. Examples of alternative sources include policy papers, print media, and audio or video clips. The presenting student is responsible for distributing these articles to the class, along with incurring any copying and copyright costs. **Immediately following the presentation**, students need to submit their presentation outline and reference list to the course instructor.

- There will be three main areas of focus for group supervision – students will select one of these as their main focus, however each presentation should incorporate all three elements to some degree:
 - Ethical dilemma (See Appendix A for further instructions)
 - Theory application
 - Practice/Policy Development
- **The interactive nature of your presentation and full class discussion is a key component of this assignment.** Following your presentation (30 minute maximum) the class will support your work by addressing your questions and the articles you distributed. This discussion will be a critical and respectful exchange similar to the group supervision experience as a social work in the field. The purpose of such supervision is to ensure your case analysis and intervention methods are sound, to help you better achieve your intervention goals, and **to help you problem solve any issues** that are arising in the process.
- You will be graded on a-e above and on your ability to constructively engage in and constructively utilize the group supervision process. Other members of the class are expected to read the articles you distribute, and contribute to the group supervision process by providing respectful feedback that contributes to the class learning environment. Their ability to do so will form a substantial part of their participation grades.
- Students should ensure that when presenting cases, names or real individuals are fictionalized and that no details are shared outside the classroom. As well, although this exercise is viewed as “group supervision,” it is not intended to give case direction, which responsibility remains with the field instructor who will have a more comprehensive view of the case than the class develops. Students may, of course, share details of the class discussion with the field instructor for information purposes. As well, the class instructor may share information with the field instructor, placement agency or other faculty members for student evaluation or placement management purposes.

9. **Selection A - Process recording (20%) due March 27, 2017 – in class**

- This paper is to be completed by students who do therapeutic or research-based interviews in their placement setting.
- (10 pages plus references)
- Students are to prepare a 10-page process recording plus references based on an interview from their placement setting. The purpose of this assignment is to demonstrate and enhance your skills in working with individual clients, families, or research projects by examining, in-depth, a part of the process that occurred in that work. Approximately 25% of the process recording content should be a transcription of what you regard as key and defining conversations that took place in the interview or meeting. Where possible audio or video record an interview or meeting where you are a key participant. Listen to the recorded interview or meeting excerpt in its entirety, and transcribe what you regard as the defining sections regarding your own learning. Where it is not possible to obtain a recording you must work with the course instructor to come up with acceptable options for generating material for the process recording assignment.
- **Process recording format:**
 - Social Worker

- Report Social worker's words
- Detail your own thoughts, feelings and emotional reactions. Describe what evoked these for you. Explain how you might have responded
- Identify the social work/research interview skill used (if any)
- Identify the theory, theoretical framework or knowledge base that informed the social worker
- Client/research participant
 - Report client/research participant words
 - Describe what you think the client/research participant was thinking and/or feeling and why you think this
 - Identify the theory, theoretical framework that shaped your analysis of the client/research participant presentation
- Alongside the verbatim transcription or report, briefly describe what you and the think the client/participant was feeling and why you think this. Describe what evoked these reactions for you, and explain how you responded. In addition, describe in detail, your assessment of what was occurring in the interview and the reasoning behind your responses. In other words, describe what you were doing and why, as well as how and why the client responded in a particular way. Document the skills you used, as well as the theoretical framework or knowledge base that informed your engagement with the client/participant.
- In the narrative (75% of the paper) following the transcription be sure to address, and demonstrate by referencing your transcription, the following:
 - The extent to which you and the client/participant developed a shared understanding of the issues being addressed
 - What you were trying to achieve and why.
 - How your words, actions and responses were designed to achieve these objectives.
 - The way theory guided your understanding of what was occurring. Be sure to cite the literature in this section.
 - The future goals and direction that emerged from this interview
 - Your view of whether this interview was a "success" and why. Be sure to address "success" from the perspective of all involved, for your view, the agency view, and the client/participant view.
 - What you would do, say, ask or structure differently in future.
- In all of the above, be sure to draw on and cite literature. It is not enough to simply describe the process and what you were trying to achieve. You must articulate your analysis of this process with reference to social work theory and literature. You must show how your work, and your critique of the process, was purposeful and driven by social work knowledge.

9. Selection B - Community Development Skills (20%) due March 27, 2017 – in class

- This paper is to be completed by students who do not do therapeutic or research-based interviews in their placement setting.
- (10 pages plus references)
- Students will prepare a 10-page paper plus references based on the skills they have developed and have identified that they need to develop in doing future community development work. The student will use their placement setting to contextualize their analysis.
- The student will analyze the skills needed to do strong community development practice. The student will complete this skills analysis in two ways: First, will be an exploration of the skills

honed in the placement context. Students will examine which community development skills they have learned and practiced while working through their placement. Second, will be an exploration of the enhanced skills they identify as necessary to doing effective community development work – these are skills they may have witnessed within their field instructor or skills that were absent but would have been beneficial.

- All of the analysis around skills will be contextualized through their field experience and through a diversity of academic literature/theoretical perspectives on social work with communities.

ASSIGNMENT & COURSE REQUIREMENTS

Assignment Submission and Grading

Form and Style

Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, and the date. **Number all pages** (except title page).

Assignments should be stapled together. Paper format must be in accordance with the current edition of the American Psychological Association Publication Manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page). Papers not meeting these requirements will not be accepted for grading.

In completing assignments students are expected to make use of and cite (following APA) appropriate professional and social science literature and other bodies of knowledge. When submitting, students should keep a spare copy of assignments. When completing assignments please do not exceed the maximum space

allowed (by going over the page limit, reducing font size or line spacing). Papers will only be graded on the content that falls within the assignment space parameters.

Submitting Assignments & Grading

- Students must obtain a grade of C+ in SW4D06 and a pass in 4DD6 to graduate or remain in the program.
- Assignments are due at the beginning of class on the date specified. Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day). All assignments must be submitted before a final course grade will be issued.
- Do not use report covers or binders for assignments (such papers will not be accepted for grading because these covers create bulk that is difficult to manage).

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

9. Direct return of materials to students in class;
10. Return of materials to students during office hours;
11. Students attach a stamped, self-addressed envelope with assignments for return by mail;
12. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of medication becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Student Responsibilities and University Policies

Student Responsibilities

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
- Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Attendance

Given the importance of integrating learning in the school and placement contexts, attendance at this class is compulsory. Students attending less than 80% of classes will receive an automatic F grade. In circumstances where attendance below 80% is entirely due to medical or other reasons approved by the Associate Dean's office, efforts will be made to arrange ways to make up the missed learning, or where that is not possible to consider allowing the student to repeat the course and placement.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or 6 suspension or expulsion from the university. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

- g) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained;
- h) Improper collaboration in group work; or
- i) Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

In this course the instructor reserves the right to use a software package designed to reveal plagiarism. Students may be asked to submit their work electronically and in hard copy so that it can be checked for academic dishonesty. In addition, the instructor reserves the right to request a student undertake a viva examination of a paper in circumstances where the paper appears to be written by someone other than the student themselves (i.e. papers written by essay writing services).

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link
(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Weekly Topics and Readings

Week 1: September 12

Topics:

- Introduction to course:
 - Class outline, assignments & expectations; Placements; Safety; Sexual harassment; Anti-oppression; Supervision; Confidentiality; Professional behaviour.

Readings:

- Course Outline
- Field Placement Manual
- Due diligence checklist
- CASW Code of Ethics
- Confidentiality Agreement
- Course readings are in the 4D06 Concurrent course pack through the bookstore.

Week 2: September 19

Topics:

- Integration of Theory and Practice; Ethical Social Work Practice
- Return Due Diligence Checklist and WSIB forms

Readings:

- **Bogo, M., & Vayda, E. (1998).** Chapter 1 – The Integration of Theory and Practice: The ITP Loop. *The practice of field instruction in social work theory and process*. Toronto: University of Toronto Press.
- **Hardina, D. (2004).** Guidelines for ethical practice in community organization. *Social Work*. 49(4): 595-604.
- **Weinberg, M. (2010).** The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services*, 21(1): 32-44.

Week 3: September 26

Topics:

- Supervision & Professional Social Work Practice
 - In addition to readings review website
 - Learning contract due
 - Supervision to support your learning goals

Readings:

- OCSWSSW <http://www.ocswssw.org>
- **Adamson, C. (2011).** Supervision is not politically innocent. *Australian Social Work*, 1-12
- **Davys, M.D. & Beddoe, L. (2009).** The reflective learning model: Supervision of social work students. *Social Work Education*, 28(8): 919–933.
- **Sakamoto, I., & Pitner, R. O., (2005).** Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work*, 35: 435-452.

Week 4: October 3

Topics:

- Mindfulness, Social Worker Stress and Self-care
 - In addition to readings review websites

Readings:

- Compassion Fatigue
<http://www.compassionfatigue.ca>
- Self care starter kit
<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>
- **Wong, Y. R., (2004)** Knowing through discomfort: A mindfulness-based critical social work pedagogy. *Critical Social Work, 5(1)*.
- **Neff, K. D. (2012)**. The science of self-compassion. In C. Germer & R. Siegel (Eds.), *Compassion and Wisdom in Psychotherapy* (pp. 79-92). New York: Guilford Press.
- **Barlow, C. & Hall, B.L. (2007)**. 'What about feelings?': A study of emotion and tension in social work field education. *Social Work Education, 26 (4): 399–413*.

October 10 – Reading Week

Week 5: October 17

Topics:

- Social Work and Disability
 - Review of video “Sound and Fury”

Readings:

- Fudge Schormans, A. (2010). Epilogues and prefaces: Research and social work and people with intellectual disabilities. *Australian Social Work, 63(1):51-66*.
- French Gilson, S., & DePoy, E. (2002). Theoretical approaches to disability content in social work education. *Journal of Social Work Education, 38(1): 153-165*.
- Bach, M. (2002). Social Inclusion as Solidarity: Rethinking the Child Rights *Agenda, Working Papers Series: Perspectives on Social Inclusion*, Toronto: Laidlaw Foundation.

Week 6: October 24

Topics:

- The Social Work Assessment
 - What is it, How is it done?
 - Students are expected to come to class with information about, and a readiness to discuss, the approach(s) to assessment taken at their placement.

Readings:

- Dean, R. G., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society, 89(4)*, 596-604.
- Havighurst, S., & Downey, L. (2009). Clinical reasoning for child and adolescent mental health practitioners: The mindful formulation. *Clinical Child Psychology and Psychiatry, 14(2)*: 251-271.
- Sharpe, P.A., Greaney, M.L., Lee, P.R., & Royce, S. W. (2000) Assets-Oriented Community Assessment. *Public Health Reports. Focus on Healthy Communities, 115*: 205-211.

Week 7: October 31

Topics:

- Social Work Assessment - continued
 - In class role-play and group completion of an assessment following the assignment format.

Readings:

- **Saleebey, D. (2001).** The Diagnostic Strengths Manual. *Social Work, 45(1)*: 183-187.
- **Witkin, S. L., & Harrison, W. D. (2001).** Whose evidence and for what purpose? *Social Work, 46(4)*, 293–297.

Week 8: November 7

Topics:

- AOP, Advocacy, and Empowerment
 - Application in the field – role plays
 - Group reading assignment #1 (A & B)

Readings:

- **Hernández, P. Carranza, M. & Almeida, R. (2010).** Mental health professionals' adaptive responses to racial microaggressions: An exploratory study. *Professional Psychology: Research and Practice 41(3)*: 202–209.
- **Poole, J. M. (2010).** Progressive until graduation? Helping BSW students hold onto anti-oppressive and critical social work practices. *Critical Social Work, 11(2)*:
- **Larson, G. (2008).** Anti-oppressive practice in mental health. *Journal of Progressive Human Services, 19(1)*: 30-48.
- **Fines, M. & Teram, E. (2013).** Overt and Covert Ways of responding to Moral Injustices in Social Work Practice: Heroes and Mild-Mannered social work Bipeds. *British Journal of Social Work, 43(7)*:1312-1329

Supplemental (not mandatory) Reading:

- Lee, B. (2001). *Case Advocacy* (Available in Campus Bookstore).
- Green, D. (2007). Risk and social work

Week 9: November 14

Topics:

- Skill review I
 - Application to placement with role plays
 - In addition to readings review video: <https://vimeo.com/129321035>
 - Assessment Assignment Due

Readings:

- **O'Hare, T. (2009).** Chapter 5 – Supportive Skills. Essential skills of social work practice: Assessment, intervention and evaluation. Chicago: Lyceum Books.
- **Seebom, P. Gilchrist, A. & Morris, D. (2012)** Bold but balanced: how community development contributes to mental health and inclusion. *Community Development Journal*, 47(4): 473-490.

Supplemental (not mandatory) reading:

- **McKee Sellick, M., Delaney, R., & Brownlee, K. (2002).** The deconstruction of professional knowledge: Accountability without authority. *Families in Society: The Journal of Contemporary Human Services*, 83(5/6): 493-498.
- **Choules, K. (2012).** The shifting sands of social justice discourse: From situating the problem with “them,” to situating it with “us”. *Review of Education, Pedagogy, and Cultural Studies*, 29(5): 461-481.

Week 10: November 21

Topics:

- Community Social Work
 - Small Group Reading Assignment # 2 (A)

Readings:

- **van den Berk-Clark, C. & Pyles, L. (2012).** Deconstructing Neoliberal Community Development Approaches and a Case for the Solidarity Economy. *Journal of Progressive Human Services*, 23(1): 1-17.
- **Beck, D. (2012).** A Community of Strangers: Supporting Drug Recovery Through Community Development and Freirean Pedagogy. *Journal of Progressive Human Services*, 23(2): 110-126.
- **Forde, C. & Lynch, D. (2013).** Critical Practice for Challenging Times: Social Workers' Engagement with Community Work. *British Journal of Social Work*, 44(8): 2078-2094.

Week 11: November 28

Topics:

- Group Supervision Topics
 - Personal Reflection # 1 is due

Readings:

- Readings assigned by student

Week 12: December 5

Topics:

- Social Work & Immigration
 - Small Group Reading Assignment #3 (B)

Readings:

- **Healy, L. (2004).** Strengthening the link: Social work with Immigrants and refugees and international social work. *Journal of Immigrant & Refugee Services*, 2(1/2): 49-67.

- **Humphries, B. (2004).** An unacceptable role for social work: Implementing immigration policy. *British Journal of Social Work, 34:* 93-107.
- **Yee, J. Y. (2005).** Critical anti-racism praxis: The concept of whiteness implicated. In S. Hicks, J. Fook & R. Puzzoto (Eds,). *Social Work: A Critical Turn* (pp. 87-103). Toronto: Thompson Educational Publishing.
- **Carranza, M. E. (2008).** Salvadorian women speak: Coping in Canada with past trauma and loss. *Canadian Social Work Review, 25(1):* 23-36.

Supplemental (not mandatory) Reading:

- **Allen, R. I. (2004)** Whiteness and critical pedagogy. *Educational Philosophy and Theory, 36(2):* 21-137.
- **Dick, I., & Tigar McLaren, A. (2004).** Telling it like it is? Constructing accounts of settlement with immigrant and refugee women in Canada. *Gender, Place and Culture, 11(4):* 513-534.
- **Sakamoto, I. (2007).** A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. *British Journal of Social Work, 37:* 515-535

Week 13: January 9

Topics:

- Skill Review II – Validation and responding to Affect
 - In class role plays

Readings:

- **Koerner, K. (2012).** Chapter 4 - Validation Principles and Strategies. *Doing dialectical behaviour therapy: A practical guide.* New York: Guilford Press.
- **Ruch, G. (2005).** Relationship-based practice and reflective practice: holistic approaches to contemporary child care social work. *Child and Family Social Work, 10:* 111-123.

Week 14: January 16

Topics:

- Group Supervision Topics

Readings:

- Readings to be provided by students

Week 15: January 23

Topics:

- Topic 1 Social Work and Mental Health
 - Small Group Reading Assignment # 4 (A)

Readings:

- **Koehne, K., Hamilton, B., Sands, N. & Humphreys, C. (2013).** Working around a contested diagnosis: Borderline personality disorder in adolescence. *Health, 17(37):* 37-56.
- **Gharabaghi, K. & Stuart, C. (2010).** Voices from the periphery: Prospects and challenges for the homeless youth service sector. *Children and Youth Services Review, 32(12):* 1683-1689.

- **Wolframe, P. (2013).** The madwoman in the academy, or revealing the invisible straightjacket: Theorizing and teaching saneism and sane privilege. *Disability Studies Quarterly*, 33 (1).

Supplementary (not mandatory) Reading:

- **Freud, S. (1999).** The social construction of normality. *Families in Society*, 80: 333-339.
- **Costa, L., Voronka, J., Landry, D., Reid, J., McFarlane, B., Reville, D. & Church, K. (2012).** “Recovering our stories”: A small act of resistance. *Studies in Social Justice*, 6(1): 85-101.
- **Poole, J., Jivraj, T., Arslanian, A., Bellows, K., Chiasson, S., Hakimy, H., Pasini, J., & Reid, J. (2012).** Sanism, ‘mental health’, and social work/education: A review and call to action. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 1: 20- 36.
- **Kirmayer, L. C., Tait, C., & Simpson, C. (2009).** The mental health of Aboriginal Peoples in Canada: Transformations of identity and community. In L. J. Kirmayer & G. G. Valaskakis (Eds.), *Healing traditions of Aboriginal Peoples in Canada* (pp. 3- 35). Vancouver: UBC Press.
- **Kranke, D. Floersch, J., Townsend, L., & Munson, M. (2010).** Stigma experience among adolescents taking psychiatric medication. *Children and Youth Service Review*, 32: 496-505.

Week 16: January 30

Topics:

- Group supervision Topics

Readings:

- Readings to be provided by students

Week 17: February 6

Topics:

- Social Work and Sexual Diversity
 - Small Group Reading Assignment # 5 (B)
 - Review of video Trans+sport produced by 519 Church

Readings:

- **Markham, E.R. (2011).** Gender identity disorder, the gender binary, and transgender oppression: implications for ethical social work. *Smith College Studies in Social Work*, 81: 314–327.
- **Hayman, B., Wilkesm L., Jackson, D. & Halcom, E. (2013).** De novo lesbian families: Legitimizing the other mother. *Journal of GLBT Studies*, 9: 273 – 287.
- **Norwood, K. (2013).** Meaning matters: Framing trans identity in the context of family relations. *Journal of GLBT Studies*, 9: 152-178.

February 13 – Reading Week

Week 18: February 20

Topics:

- Group Supervision Topics

Readings:

- Readings to be provided by students

Week 19: February 27

Topics:

- Group Supervision Topics

Readings:

- Readings to be provided by students

Week 20: March 6

Topics:

- Social Work from Various Lenses

Readings:

- **Brydon, K. (2011).** Promoting diversity or confirming hegemony? In search for new insight for social work. *International Social Work, 55(2)*: 155-167.
- **Bennett, B. & Zubrycki, J. (2003).** Hearing the stories of Australian aboriginal and Torres Strait islander social workers: Challenging and educating the system. *Australian Social Work, 56(1)*: 61-70.
- **McCormick, R. (2009).** Aboriginal approaches to counselling. In L. J. Kirmayer & G. G. Valaskakis (Eds.), *Healing traditions of Aboriginal Peoples in Canada* (pp. 337-354). Vancouver: UBC Press.
- **Beresford, P. (2000).** Service users' knowledges and social work theory: conflict or collaboration? *British Journal of Social Work, 30*: 489-503.

Supplementary (not mandatory) Readings:

- **Razack, S. H. (2001).** Introduction - *Looking White in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms*. Toronto: University of Toronto Press.
- **Chau, R. C., Yu, S., & Tran, C. (2011).** The diversity based approach to culturally sensitive practices. *International Social Work, 54(1)*: 21-33

Week 21: March 13

Topics:

- Group Supervision Topics

Readings:

- Readings to be provided by students

Week 22: March 20

Topics:

- Make up week for outstanding:
 - Group Supervision Topicsor
 - Small Group Reading Assignment

Readings:

- Readings to be provided by students

Week 23: March 27Topics:

- Special Topic – to be decided
 - General job search strategies (informational interviewing, networking, hidden job market)
 - Guest speaker from McMaster Student Success Centre
 - Process recording due

Readings:

- Readings to be assigned depending on topic

Week 24: April 3Topics:

- Finishing Up
 - Personal Reflection #2 due
 - Final Class – Course review and Celebration

Appendix A – Ethical Dilemma

Ethical dilemmas are an inevitable part of social work practice, policy-making, community development work, and research. As one option for the group supervision assignment, working with an ethical dilemma is designed to help you and your classmates address, in depth, a complex ethical issue and to help you develop a framework for professional decision-making.

- To prepare for your group supervision presentation you will need to do the following:
 - Select an ethical dilemma that has developed or come to light in your practicum.
 - Describe the dilemma and the context as you see them (if helpful, identify your personal reactions to the dilemma and the struggle that you experienced).
 - Develop an outline to guide your decision-making. In so doing, consult at least two sources to help you develop a decision-making framework. You might use:
 - **Lowenberg & Dolgoff. (1992)** Ethical Decisions for Social Work Practice. Illinois: Peacock, chapter 3.
 - **Litke, R. (1982)** "Clarifying ethical conflicts through decision-making." In S. Yelaja (ed.), Ethical Issues in Social Work, Thomas, pp. 35-53.
 - **Manning, S. S. (1997)** The Social Worker as Moral Citizen. Ethics in Action. Social Work, 42(3), 223-230.
- Steps:
 - Apply the framework to your dilemma and outline the steps you took and the points you considered while examining the dilemma.
 - In outline form, summarize the analytic process, including readings, discussions with others, and your thinking.
 - Consult the CASW Code of Ethics and seek out literature regarding the specific ethical dilemma you confront, also consult with your field instructor and/or other social workers.
 - Write a statement about your decision: What decision did you make? How did you decide to resolve the dilemma? What would you do if you were confronted with the same situation again?
- As per the requirements of the group supervision assignment, for your presentation you will need to prepare two or three questions for the class about the ethical dilemma that are designed to assist you in resolving the dilemma or in developing a deeper or more critical analysis of it. In addition, make sure that in your presentation you address what the literature says about the type of issues you are addressing and the resolution/intervention you are undertaking (you are expected to have a broad understanding of what you are doing and why). Also, distribute to the class, one week before your presentation, two peer reviewed articles that inform your thinking and practice in this case.



McMaster University School of Social Work

Social Work 4D06 Fall Block

September 6 - December 7, 2016, Fridays, 9:00-4:00 p.m.

Instructor: Jim Gladstone

Office: KTH # 325

Office hours: by appointment

Email: jwgladstone@rogers.com

Phone: 905-525-9140 ext. # 23786

Table of Contents

Course Overview	136
Course Description:	136
Course Objectives:	136
Course Format	136
Required Texts:	136
Course Requirements/Assignments	137
Requirement/Assignment Details	137
Assignment Submission and Grading	141
Form and Style	141
Submitting Assignments & Grading	141
Student Responsibility and University Policies	142
Privacy Protection	142
Course Modification Policy	142
Student Responsibilities	142
Attendance	143
Academic Integrity	143
Academic Accommodation of Students with Disabilities	143
E-mail Communication Policy	143
Course Weekly Topics and Readings	144
Week 1: September 9	144
Week 2: September 16	144
Week 3: September 23	144
Week 4: September 30	145
Week 5: October 7	145
Week 6: October 14: Reading Week	145
Week 7: October 28	145
Week 8: November 4	145
Week 9: November 11	146
Week 10: November 18	146
Week 11: November 25	146
Week 12: December 2	146

Course Overview

Course Description:

This class is a series of seminars aimed to deepen understanding and further develop student practice skills. The course runs parallel and in conjunction with field placements in which students spend the equivalent of two days per week in social agencies, or with other organizations, in supervised practice.

Course Objectives:

The course is taught from a theoretical perspective compatible with the school's philosophical statement as follows:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

The course aims to help students to integrate their academic work and their practice experiences, and to think critically about social work, as they prepare for graduation into professional practice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy:**

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

Course Format

In the Block section of this course, class time will be organized in various ways. We will discuss and analyze:

- * concepts related to social work practice using the literature, case studies and film
- * issues emerging from field placements
- * practice skills and the way that self-awareness contributes to the development of these skills
- * steps related to conducting a qualitative research study based on a practice issue

Required Texts:

1. The following text is required and is available through the university bookstore:
SW 4D06 Custom Courseware available in Titles, the McMaster University Bookstore
2. The following also comprise suggested readings for this course:
CASW (2005) Code of Ethics and Guidebook. Ottawa: Canadian Association of Social Workers.

Course Requirements/Assignments

Requirements Overview and Deadlines

1. Attendance	Pass/Fail	Ongoing
2. Participation	10%	Ongoing
3. Workplace Safety Form	N/A	September 16
4. Learning Contract	N/A	September 16
5. Reflection Paper 1	5%	November 4
Reflection Paper 2	5%	November 4
Reflection Paper 3	5%	November 4
6. Assessment	25%	October 21 (in class)
7. Process Recording	20%	November 11 (in class)
8. Research Assignment	25%	November 25 (in class)
9. Poster Presentation	5%	December 2

Grading will be undertaken in accordance with the School of Social Work grading scheme.

Requirement/Assignment Details

- **Attendance (ongoing)**

Given the importance of integrating learning in the school and placement contexts, attendance at this class is compulsory. Students attending less than 80% of classes will receive an automatic F grade. In circumstances where attendance below 80% is entirely due medical or other reasons approved by the Associate Dean's office, efforts will be made to arrange ways to make up the missed learning, or where that is not possible to consider allowing the student to repeat the course and placement.

- **Participation (ongoing assessment 10%)**

Students are expected to participate in a way that promotes non-competitive, cooperative and collaborative learning. Students are expected to support each other through listening, encouragement and constructively challenging etc. as the entire seminar group makes progress in integrating theory and practice. In this process the following will be graded:

- Completing assigned readings prior to class and actively participating in the seminar.
- Contributing to a seminar environment that promotes learning and growth (similar to the contribution professional social workers demonstrate in order to be constructive team members in the field)
- Offering and accepting constructive peer support (reading about, exploring and listening to other student's and helping them develop and refine their ideas and practice)

- **Workplace safety form, ungraded (due September 16, 2016)**

This form, distributed in the first class or available in the school's office must be fully completed, signed, and returned to the school office by September 17 for you to continue in your placement. The completed form is necessary should you be injured while on placement.

- **Learning contract, ungraded (due September 16, 2016)**

Learning contracts are negotiated with the student's field instructor. They will take into consideration course objectives, student learning needs and interests, and the needs of the placement setting. Contracts spell out the initial agreement between students and field instructors; they will change and evolve over the year. They will be used to focus, monitor, and evaluate student field placements. *Contracts are not graded.* The outline for contracts can be found in the Field Instruction Manual. The learning contracts must be typed.

- **Reflection Papers 5% each (total 15%)**

Write 3 short (3-page plus references) reflection papers based on class readings. These papers can be submitted any time during the term up to November 4, 2016. NO reflection papers will be accepted after November 4, 2016. Also, please note that a MAXIMUM of 2 papers can be submitted at any one time.

Reflection Papers;

Each of these mini-assignments is to critically review, ascertain and articulate what, if anything, a particular reading contributes to your current and future practice. Each reflection paper should address the following:

- What were the key points made in the article?
- What are the author's assumptions, biases and theoretical frameworks?
- How might this article be related to your own work?
- What questions do these points raise for you and your practice and why?
(For example, having read this article, I am left wondering whether...I am wondering what...

- **Assessment 25% (Due October 21, 2016 beginning of class)**

Write a 12-page (plus references) assessment. The purpose of this assignment is to give you the opportunity to complete a comprehensive assessment of a case or prepare a report on a policy or community project, and to then critique your own work.

A part of this assignment is to explore and decide on the best format and headings to use in your assessment or report. These will differ depending on your placement and the nature of the work you are doing. Your assessment or report, however, should contain the following:

- A description of the practice/policy context/situation (Where do you work? What is the mandate of the agency?)

- An analysis of the “problem” or issue your work is addressing. What areas or concepts did you explore in your assessment? (Be sure to examine the ways different actors involved in this matter view the problem or issue)
- A description of your (and others) goals or objectives in relation to these problems or issues
- Barriers to achieving your goals and the ways you will navigate these
- A future plan for the case or policy—where are you going with this work from here?

In completing the above be sure to identify a body of theory that helped guide your understanding of “the problem” and also your or the client’s/community’s choice of remedy (note that “theory” does not necessarily have to refer to a formal theoretical framework, it can also refer to any readings in the literature that you feel are pertinent to the situation).

The above assessment should comprise about 80% of your paper. In the remaining 20% reflect on your work in this case and in undertaking the assessment. What did you personally find enabling or constraining in your work and in the ways you conceptualized the work. How did your own social locations²⁴ influence your work and understanding? What about the locations’ of the clients—did that have any impact on the process and outcomes?

- **Process recording 20% (Due November 11, 2016 beginning of class)**

Prepare a 10-page process recording (plus references) of an interview that you have conducted at your placement (if you are working with families or individuals), or if you are in a non-casework setting document a process that occurred in a team meeting, community meeting, policy making meeting etc. (verify that this is permitted by your placement before starting this assignment—if your placement has objections discuss with your class instructor).

The purpose of this assignment is to demonstrate and enhance your skills in working with individual clients, families, policy makers or communities by examining, in-depth, a part of the process that occurred in that work.

Approximately 25% of the process recording content should be a transcription of what you regard as key and defining conversations you had in the interview or meeting. Ideally, record this process (with the participants consent) and then listen to it in its entirety, and transcribe what you regard as the defining sections.

Alongside this verbatim report, briefly describe what you think your client or meeting members were feeling and why you think this. Also detail your own feelings and emotional reactions, describe what evoked these for you, and explain how you responded to these various feelings. In addition, describe in detail, your assessment of what was occurring in the interview or meeting and the reasoning behind both your assessment of the process and your responses. In other words, describe what you were doing and why you were doing it in this process. In these descriptions be sure to address and demonstrate by referencing your transcription:

1. The extent to which you and the client or others in the meeting developed a shared understanding of the issues being addressed
2. What you were trying to achieve and why
3. How your words, actions and responses were designed to achieve your objectives
4. The way theory guided your understanding of what was occurring and what you were doing (be especially sure to cite literature in this section)Your view of whether this interview was a “success” and why (be sure to address “success” from the perspective of all involved – your view, the agency view, the view of other participants etc.)
5. What you would do, say, ask or structure etc. differently if you could go through this process again (and why)

In all of the above, be sure to draw on and cite literature. It is not enough to simply describe the process and what you were trying to achieve, you must articulate your analysis and actions in this process with reference to social work theory and literature and show how your work was purposeful and driven by social work knowledge.

- **Research Assignment 25% (Due November 25, 2016 beginning of class)**

Students will be asked to conduct a research study based on a topic of their choice related to social work practice. This can be based on a clinical issue, policy, ethical dilemma or a community development initiative.

The purpose of this assignment is to provide students with an opportunity to develop basic qualitative research skills that will help them analyze an aspect of their social work practice.

Students will be given 2 options. Students can work individually. They will be asked to identify a research question, develop an interview guide, interview 2-3 persons, and analyze the data. Alternatively, students can choose to work in dyads where the dyad identifies a research question, each member of the dyad interviews 2 people, and each interview is shared with both members to create a small data set.

¹ **Students are expected to go beyond race, ethnicity, class, gender, ability, and sexual orientation. Students are expected to be able to identify how religious, socio-political, and historical aspects of their formative years (and their current situation) influenced their own development, the culture of their family and/or socialization groups. An underlying assumption in this course is that each person comes from a family or a social context that has its specific culture (norms, spoken and unspoken rules, etc.). Therefore, we are all shaped by, and look at life and our practices, through these specific lenses. The information gathered through writing your personal journals will be helpful here.**

The final research report should include: the research question, a literature review related to the question, the methodology used to collect the data, a presentation of the findings related to the research question, and a discussion of the findings using the literature. Each student will need to submit a one page proposal to the course instructor before beginning their research. This proposal should include the student's plan for recruiting participants in

her/his study. Students will also need to submit a copy of their interview guide before collecting data. The proposal will not be graded but students will not be able to proceed without it.

Students should also consult the McMaster Research Ethics Board (MREB) web site at <http://reo.mcmaster.ca> before collecting their data.

Each student will need to submit their own final research report (worth 25% of the final grade). This pertains to each student, regardless of whether they are working individually or in dyads.

9. Poster Presentation 5% (December 2, 2016)

Each student will be asked to present a summary of their research to the class and invited visitors (e.g. Students in other sections of 4D06, faculty)

Assignment Submission and Grading

Form and Style

Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, and the date. Number all pages (except title page). Assignments should be stapled together. Paper format must be in accordance with the current edition of the American Psychological Association Publication Manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) and papers not meeting these requirements will not be accepted for grading. In completing assignments students are expected to make use of and cite appropriate professional and social science literature and other bodies of knowledge. When submitting, students should keep a spare copy of assignments. When completing assignments please do not exceed the maximum space allowed (by going over the page limit, reducing font size or line spacing). Papers will only be graded on the content that falls within the assignment space parameters.

Submitting Assignments & Grading

Students must obtain a grade of C+ in SW4D06 and a pass in 4DD6 to graduate or remain in the program and to graduate.

Assignments are due at the beginning of class on the date specified. Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day). All assignments must be submitted before a final course grade will be issued.

All assignments must be submitted in hard copy. Electronic submissions will not be accepted. Do not use report covers or binders for assignments (such papers will not be accepted for grading because these covers create bulk that is difficult to manage).

Student Responsibility and University Policies

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

13. Direct return of materials to students in class;
14. Return of materials to students during office hours;
15. Students attach a stamped, self-addressed envelope with assignments for return by mail;
16. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of medication becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Student Responsibilities

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
- Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Attendance

Given the importance of integrating learning in the school and placement contexts, attendance at this class is compulsory. Students attending less than 80% of classes will receive an automatic F grade. In circumstances where attendance below 80% is entirely due to medical or other reasons approved by the Associate Dean's office, efforts will be made to arrange ways to make up the missed learning, or where that is not possible to consider allowing the student to repeat the course and placement.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or 6 suspension or expulsion from the university. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

- j) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained;
- k) Improper collaboration in group work; or
- l) Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link
(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Weekly Topics and Readings

Note: We may spend more than one week on a topic, depending on the needs of the class.

Week 1: September 9

Topics:

- Introduction to course: Class assignments & expectations; Placements; Safety; Sexual harassment; Anti-oppression; Supervision; Confidentiality; Professional behaviour; Social Work Ethics

Readings:

- Course handouts; Field Manual
- Course readings are available in a course pack at the University Bookstore.
- **Loewenberg & Dolgoff (1992)**. *Ethical Decisions for Social Work Practice* (chapter 3). Illinois: Peacock.
- **Manning, S.S. (1997)**. The social worker as moral citizen. Ethics in action. *Social Work*, 42, 223-230.

Week 2: September 16

Topics:

- The nature of social work theory
- **Learning Contract due**
- **Workplace Safety Form due**

Readings:

- **Coady, N.(2001)**. An overview of theory for direct practice and an artistic, intuitive-inductive approach to practice. In P. Lehmann & N. Coady (Eds). *Theoretical Perspectives for Direct Social Work Practice* (pp. 27-45). New York: Springer.
- **Robbins, S.P., Chatterjee, P., & Canda, E.R. (1999)**. Ideology, scientific theory, and social work practice. *Families in Society*, 80, 374-384.
- **Graybeal, C.T.**, Evidence for the art of social work. (2007). *Families in Society*, 88, 513-523.

Week 3: September 23

Topics:

- Anti-oppressive Practice

Readings:

- **Sakamoto, I., & Pitner, R.O. (2005)**. Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work*, 35, 435-452.
- **Gitterman, A. (1989)**. Testing professional authority and boundaries. *Social Casework*, March, 165-171.

Week 4: September 30

Topics:

- Assessments
- **Consult with field: What constitutes an assessment?**

Readings:

- No Readings

Week 5: October 7

Topics:

- Cultural Sensitivity

Readings:

- **Korin, E.C. (1994).** Social inequalities and therapeutic relationships: Applying Freire's ideas to clinical practice. *Journal of Feminist Family Therapy*, 5, 75-87.

Week 6: October 14: Reading Week

Week 7: October 21

Topics:

- Use of Power

Readings:

- **Parenti, M. (1978)** Power and the Powerless. New York: St. Martin's Press.
- **Gladstone, J., Fitzgerald, K-A, & Brown, R.A., (2012).** Social Workers' use of power in relationships with grandchildren in child welfare settings. *The British Journal of Social Work*, 1-19.

Week 7: October 28

Topics:

- Mental Health

Readings:

- **Freud, S. (1999).** The social construction of normality. *Families in Society*, 80, 333-339.

Week 8: November 4

Topics:

- Addictions

Readings:

- **Marlatt, G.A. (1998).** Basic principles and strategies of harm reduction. In G.A. Marlatt (Ed.). *Harm-Reduction-Pragmatic Strategies for Managing High-Risk Behaviors* (pp. 49-66). New York: Guilford.

Week 9: November 11

Topics:

- Social Work and Disability

Readings:

- **French Gilson, S. & DePoy, E. (2002).** Theoretical approaches to disability content in social work education. *Journal of Social Work Education*, 38, 153-165.

Week 10: November 18

Topics:

- Organizational Change

Readings:

- **Fine, M., Teram, E., (2012).** Overt and covert ways of responding to moral injustices in social work practice: Heroes and mild-mannered social work bipeds. *British Journal of Social Work*, (2012) doi: 10.1093/bjsw/bcs056

Week 11: November 25

Topics:

- TBA

Readings:

- No Readings

Week 12: December 2

Topics:

- Poster Presentations

Readings:

- No Readings

Appendix J: Sheila Sammon Award

SHEILA SAMMON AWARD FOR EXCELLENCE IN FIELD INSTRUCTION

The Award was established in 2016 in recognition of Professor Sheila Sammon's outstanding contributions to social work practice and field education over almost three decades: in the School of Social Work at McMaster, in the Hamilton community, and in her leadership in social work education provincially and nationally. With wisdom, skill and generosity, Sheila supported the development of generations of students, practitioners and educators striving, like her, toward the ethical and just practice of social work.

The Award is conferred annually on a Field Instructor who has made exceptional contributions to social work students' learning and professional development and to the School's field education program and who, in doing so, extends Sheila's commitment to skilled and just practice.

Nominations will be invited and drawn forward by the School's Field Coordinator and Director and be reviewed by a selection committee on the basis of the following criteria: service as a McMaster field instructor for at least 10 years; an ongoing commitment to field education; passion for supporting students' growth, development and readiness for the complexities of skilled and ethical practice; tenacity in challenging systemic barriers faced by service users, communities and students in their educational pathways.

To nominate a colleague/peer please send a 1 page letter highlighting the nominee's attributes and skills as a field instructor to:

Chris Sinding
Director
School of Social Work
sinding@mcmaster.ca

Janice Chaplin
Faculty Field Co-ordinator
School of Social Work
chaplin@mcmaster.ca

Nominations must be received by **4:00 pm Friday Sept. 30th**.

The award will be given at the Field Recognition Breakfast Friday October 21, 2016

Sincerely,

Janice

Janice Chaplin, MSW, RSW
Faculty Field Co-ordinator and Assistant Professor
School of Social Work, McMaster University
Kenneth Taylor Hall Room 310
905-525-9140 ext. 23780

Appendix K: Adjunct Assistant Teaching Professor

ADJUNCT ASSISTANT TEACHING PROFESSOR, School of Social Work

This adjunct appointment in the School of Social Work is reserved for individuals who have significant involvement in the School's field education activities. Field instructors who are appointed to this position will be distinguished by their skill and experience in social work field education and in their contribution to professional development.

Length of Appointment: 3 years

Responsibilities:

Appointees will contribute 50 hours per year to social work education at McMaster University School of Social Work.

They will provide field instruction for at least one social work student each academic year. Field instruction involves reviewing students' resumes and learning objectives prior to selecting the appropriate student(s) for the field setting. Field instructors provide orientation to the setting and to the community, negotiate a learning agreement, and assign learning activities to the students. A minimum of an hour of focused reflective instruction/ supervision plus ad hoc or group instruction is required on a weekly basis. Additionally field instructors provide on-going evaluation of the students.

In addition to being field instructors, Adjunct Assistant Teaching Professors will contribute to the School through one or more of the following activities:

- Act as a field instructor for a student who requires accommodation or additional support in their social work field placement.
- Accept a student on re-placement.
- Accept more than one social work student for a placement
- Act as a mentor for placements where there is no social work field instructor
- Provide group placements and/or rotational placements
- Function as placement coordinator in their workplace
- Participate on a committee of the School of Social Work
- Guest lecture in social work classes
- Participate in social work research
- Provide workshops or other educational presentations (e.g. Field forums)
- Participate in experiential education activities in the School of Social Work

Criteria:

- Social Work degree
- Minimum five years of practice experience
- Evidence of commitment to social work field education
- a minimum of three terms as field instructor for McMaster social work students
- completion of Field Instructor Courses Level I and Level II (or equivalent)
- Excellent evaluations from students and faculty

- Evidence of a commitment to the principles of social justice
- Evidence of a commitment to ongoing education (e.g. Attendance at field forums, professional development activities, courses)
- Evidence of commitment to the profession (e.g. social action; community coalitions; participation on school of social work committees; participation in the professional association &/or college; boards of directors, community committees)
- Evidence of the development and dissemination of social work knowledge (e.g. research, community workshops, courses taught, lectures, presentations, panels)

Application Process:

- Submit an up-to-date curriculum vitae to the School of Social Work. Please send it to the attention of Janice Chaplin, Faculty Field Co-ordinator.
- Include a 1 page letter that includes a description of why you are interested in the appointment. The letter should reflect interest in social work field instruction, education and/or research.
- Provide a list of references that include a faculty member, a co-worker, and a former student.

The application will be reviewed by a committee of the School of Social Work and recommendations made for appointment. The School's recommendations for appointment are subject to approval by the Faculty of Social Science Appointments Committee. Letters of appointment are prepared by the Provost and issued by the President. A list of appointments is provided by the Provost to Senate, for information, in September of each year.

Re-appointment:

A field instructor may apply for re-appointment every three years. Applications for reappointment will be reviewed based on evidence that the applicant has met the responsibilities of the role and upon the

Appendix L: Confidentiality Agreement



MCMASTER UNIVERSITY SCHOOL OF SOCIAL WORK

Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars

Overview: Confidentiality in Practice

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client's right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality.

This Agreement provides general guidance to students about confidentiality, which students will review with their seminar leaders in class prior to signing.

CONFIDENTIALITY AGREEMENT

Introduction:

As a member of the social work community, I understand that information that I disclose in social work classes or other settings can find its way back to the community, agencies and to service users. It is my responsibility as a social work student to maintain confidentiality in all areas of my practice as outlined below.

In the field and at the agency:

I will comply with the confidentiality policies and protocols at my placement organization, and sign a confidentiality agreement if required by the organization.²⁵

I will not discuss clients with personnel within the agency except for the purpose of providing client care or service. I will only disclose client information (after discussion with my field instructor) to other parties (including service users' family members) with informed consent from clients, clients' legally authorized representatives, or when required to by law or court order. This does not apply when disclosure is necessary to prevent serious, foreseeable and imminent harm to a client or others. In all instances, I will disclose the least amount of confidential information needed to achieve the desired purpose (CASW Code of Ethics, 2005).

In field placement, I may encounter people I know who are also service users. This could be a family friend, relative or student. If this situation arises I will immediately discuss it with my field instructor and/or seminar leader. I agree to follow field instructor/School/agency directives. It is

²⁵ This information should be provided or discussed as part of the placement orientation process provided by the field instructor or designate (e.g., Human Resources).

expected that directives in this regard will respond to service users' wishes (that is, if the service user does not want me to be involved in any aspect of service provision to them, I will not be involved). Regardless of the actions followed, I understand that I must protect the client's confidentiality by not sharing any information about them or their relationship with the agency in my own networks, and not sharing anything I know about them from other contexts, with the agency.

In the classroom and in the School of Social Work:

In seminar, I will maintain confidentiality of client information by changing clients' personal identifiers (e.g., names) and other details that could lead to clients being identified, consistent with the "Confidentiality Policy: Use of Agency Material for Educational Purposes" found in the School of Social Work's Field Practice Manual. I understand that seminar is a place to practice professional behaviours and I will ensure to be respectful at all times with my peers and seminar leader. This would include respectful use of language and limiting use of electronic devices in seminar. The specifics will be discussed and agreed upon in each seminar.

In seminar, my peers and I may also share confidential and personal information about ourselves, our placement organizations and field instructors. I understand that it is crucial that this information remain in the classroom to ensure the integrity of my fellow classmates, my seminar leader, the organizations and field instructors. This allows the seminar class to be a safe space for me and other students to explore our concerns and reflections as we continue to develop as social workers. I recognize that the peers in my seminar will eventually be my colleagues in the field and therefore will do my best to present myself and my peers in a respectful and collegial manner. I agree to respect the privileged and confidential nature of the communication between participants in seminar, including the reactions of my classmates and seminar leader.

I appreciate that other participants in class may be familiar with my placement community, agency or field instructor, and I will bear this in mind when discussing matters relating to the field or my personal experience. If I know field instructors or agency personnel where other students in the class are placed, I will disclose this information to the class in order that participants can make informed decisions about what they choose to share.

While those in seminar strive to maintain confidentiality, I appreciate that there is no absolute guarantee that the information I share in class will be kept confidential. I will take this into consideration to make informed decisions about what I choose to share in the classroom. If I am uncertain about whether to share information I will discuss the matter first with my seminar leader to determine if sharing the information in seminar is appropriate.

In the community:

I realize that, in the course of my interactions with others in the community, I may be asked about or have opportunity to speak about my experiences and observations as a student. Examples of these settings include professional training, conferences, community meetings, networking events, association meetings, etc. I agree to always be mindful of confidentiality concerns in my decisions about what to say in such settings.

In the general public:

I understand that any discussion I have in a public setting, including social media, has no guarantee of privacy. Consistent with the guidance provided above and with the "Professional Suitability Policy" and "Policy on Social Media and Use of Electronic Technologies" found in the School of Social Work's Field Practice Manual, I will not discuss any confidential matters relating to my

placement, service users, or seminar when I am in public (e.g., bus stops, restaurants, stores, bars, at home, on a mobile phone, etc.) or on electronic forums (e.g., Facebook groups, personal social media pages, blogs, online shared documents, etc).

I understand the importance of maintaining confidentiality in all aspects of my conduct, in relation to the people who are my clients, colleagues, and teachers. I understand that breaches of confidentiality can be viewed as serious ethical violations and can result in the termination of a field placement and my place in the integrative seminar. I understand that if my placement was terminated for a breach of confidentiality, this could lead to an F, which would make me ineligible to continue in the Social Work program.

* * *

I acknowledge that I have read, have had opportunities to discuss and clarify expectations in class and understand and agree to respect and protect the confidentiality in all areas as outlined above.

I acknowledge that I have read and understand the School’s “Professional Suitability Policy”, “Confidentiality Policy: Use of Agency Material for Educational Purposes”, “Policy on Social Media and Use of Electronic Technologies”, and the CASW Code of Ethics (2005).

1. [POLICY ON SOCIAL MEDIA & USE OF ELECTRONIC TECHNOLOGIES](#)
2. [PROFESSIONAL SUITABILITY](#)
3. [CODE OF ETHICS](#)
4. [CONFIDENTIALITY POLICY: USE OF AGENCY MATERIAL FOR EDUCATIONAL PURPOSES](#)

Signatures:

Student: _____ (please print)

_____ (please sign)

Seminar Leader: _____ (please print)

_____ (please sign)

Date: _____