

SOCIAL SERVICE WORKER PROGRAM

School of Community, Justice and Liberal Studies

As a result of the COVID-19 pandemic, Mohawk's Social Service Worker Program will offer their Spring/Summer 2020 Field Placement semester entirely online. All student contact with our community partners will be remote.

Mohawk College will continue to respond to the direction from public health, including possibly stopping the field placement or modifying dates. The health and well-being of our students, supervisors, and their agency clients remain our highest priority and is the key guiding factor in our decision-making process.

Refer to <https://www.mohawkcollege.ca/covid-19-coronavirus> for updates.

Social Service Worker students adhere to the profession's Code of Ethics regarding Confidentiality. This includes ensuring privacy is maintained during meeting with clients or supervisors on-line. Students will also be guided by their agency's policies regarding documentation and/or information gathered during engagements.

Please see page 53 of this Manual for specific addendums to our program for this semester.

Field Placement Manual



**FENNELL SOCIAL SERVICE WORKER PROGRAM
DEPARTMENT OF SOCIAL SERVICES AND JUSTICE STUDIES
SCHOOL OF COMMUNITY, JUSTICE AND LIBERAL STUDIES**

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ACKNOWLEDGEMENTS

Those of us who teach in the Social Services Worker (SSW) Program, School of Community, Justice and Liberal Studies, Mohawk College of Applied Arts & Technology, would like to take this opportunity to thank our community partners for the opportunities provided to our students in their professional development through their practicum. Practicum placements allow our students the opportunity to practice and apply the learning they receive in the classroom. Our students tell us that placements “bring the profession to life.” The SSW faculty acknowledge the very important role that our practicum placements play in training and preparing our future Social Service Workers. Therefore, we would like to recognize the commitment, energy and work that practicum placement supervisors demonstrate. Your contribution to the students is invaluable in their personal and professional journeys.

The Social Service Worker Program at Mohawk College provides support both to our students and agencies to ensure that students have the best learning opportunity and that agencies will also benefit from the experience. We challenge our students to use their practicum experience to stretch themselves and to learn as much as possible about themselves, their agency and those they serve.

“Practice and teaching go hand in hand. One cannot teach what is not practiced; one cannot practice what cannot be taught” (Horejsi, C. & Garthwait, C. 2002, p.15).

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Program Dates

- Summer Semester 2020

**MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SOCIAL SERVICE WORKER PROGRAM**

PROGRAM "DATES" FOR THE SUMMER 2020 SEMESTER

Classes begin for Summer Semester	Monday May 25, 2020
Victoria Day-College is Closed	Monday May 18, 2020
Summer Break	Monday June 22-Friday June 26, 2020
Canada Day-College Closed	Wednesday July 1, 2019
First Day Field Placement	Monday July 6, 2020
Confirmation Form Due	Monday July 6, 2020
Civic Holiday	Monday August 3, 2020
Evaluation Report Due	Thursday August 13, 2020
Last Day of Field Placement	Thursday August 20, 2020 (August 25 th – Accommodated Activity Completion)

General Program Information

- Introduction
- Relationship between Classroom and Practicum
- Areas of Demonstrated Competence Required
- Ministry of Education and Training Standards
- Program Curriculum

INTRODUCTION

(See Addendum Page 53)

The field practicum is a vital component of the Social Service Worker Program at Mohawk College. Mohawk College Social Service Worker Students are required to complete 2 different practicums. The first one takes place in the second semester of the first year for 200 hours. The second placement covers both third and fourth semesters of second year for a total of 400 hours.

Practicums in a human service organization provide an opportunity for students to integrate theory with practice. Through experiential teaching and learning, the Social Service Worker student develops the ability to apply knowledge to practice situations, to develop competence in practice skills, to consistently model Social Work values and ethics, to enhance their personal and professional strengths and capacities, and to work effectively within the community/social service system.

This manual is intended to provide basic information and guidance to practicum supervisors, and students. This information will be supplemented by Seminar Instructor with college faculty throughout the duration of the placement in the agency.

RELATIONSHIP BETWEEN CLASSROOM AND PRACTICUM

Mohawk College uses a concurrent practicum format which offers many advantages. One of these is an ongoing transfer of learning between the classroom and the field over a longer period of time. The student should apply knowledge acquired from the classroom to the practicum agency. For example, first year students complete both an interviewing course and a group work course and are expected to practice those skills right from the start of their placement. It is important that the student is able to demonstrate the ability to apply concepts and skills learned in the classroom to specific agency situations. The supervisor should encourage this learning and expect that the student will be able to put into practice those concepts taught in the classroom. The student should expect that in addition to putting concepts taught in the classroom into practice, they will be asked to discuss this learning both with their supervisor and in their Field Placement Seminar. A copy of the Program of Studies can be found in this manual (please see Table of Contents).

QUALIFYING FOR THE FIELD

In order for the School of Community, Justice and Liberal Studies, Mohawk College to proceed placing students in clinical/field placements, students must have been successful in passing all of the prerequisites required to enter their placements. In addition to this, students must demonstrate good physical, mental health and wellness in order to participate in the field component of the program, including compliance with Mohawk College's Student Behavior Policy. Subject to accommodation as required by law, any student who has an active drug addiction and/or discloses personal information about behaviors which pose a risk to the safety or well-being of the student or others will not be offered a field/clinical placement. Students must be free from substance abuse for a period of two years or until they can produce documentation that their health and wellness has improved for a period reasonable in the circumstances. The final decision to proceed in placing a student in field/clinical placements rests with the academic Associate Dean.

Academic prerequisites for field placement include Interviewing Skills (COMM SO226) and Field Placement Prep and Community Awareness (HMNS 10101).

Non-academic prerequisites include completion of all "required" categories as noted by HS Trax (such as WHMIS, AODA, specified Police Check, etc.).

AREAS OF DEMONSTRATED COMPETENCE REQUIRED

Students are expected to develop competency in the areas noted below. These goals represent minimum performance standards in order to graduate with a diploma from a Social Service Worker Program. It is anticipated that students will acquire knowledge and experience relevant to some of these goals while participating in field practicum. It is not expected that the student will be exposed to all areas of practice required during a single practicum, however classroom curriculum and field experience augment and support each other. As a result of the interaction between the two, it is anticipated that students will acquire this broad base of generic human service skills.

MINISTRY OF EDUCATION AND TRAINING PROGRAM STANDARDS

Vocational Learning Outcome #1

Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work

Year One Outcomes: Examples

- is familiar with and follows the OCSWSSW Code of Ethics
- able to set clear boundaries with support
- demonstrates basic documentation skills
- implements basic confidentiality protocol and seeks clarification when needed
- demonstrates the ability to initiate and maintain therapeutic rapport with clients

Year Two Outcomes: Examples

- understands and is sensitive to the impact of power within the therapeutic relationship
- is beginning to identify ethical dilemmas independently and seek supervision
- has a broader understanding of ethical dilemmas within SSW practice and is beginning to use a model to support them through these issues
- has a beginning understanding of relevant legal standards that apply to SSW practice

Vocational Learning Outcome #2

Identify strengths, resources, and challenges of individuals, families, groups and communities to assist them in achieving their goals

Year One Outcomes: Examples

- understand the impact of legislation, policy, etc. upon social issues
- can identify the progression of the helping interview and basic SSW interviewing skills
- understands the importance of identifying strengths and resources
- has foundational skills in goal setting

Year Two Outcomes: Examples

- can utilize an empowering approach to case management
- has applied some generalist assessment models to client cases (e.g. biopsychosocial, Strengths Based, etc.)
- is beginning to create empowering action plans with client populations

Vocational Learning Outcome #3

Recognize diverse needs and experiences of individuals, groups, families, and communities, to promote accessible and responsive programs and services

Year One Outcomes: Examples

- understands the need for an anti-oppressive approach with diverse populations
- knows of some community-based agencies that support diverse populations
- is beginning to understand the impact of availability of programs and services to specific client groups

Year Two Outcomes: Examples

- can identify the needs of certain diverse populations from a strengths-based model
- has fundamental knowledge of intervention strategies to consumers living with a variety of challenges

Vocational Learning Outcome # 4

Identify current social policy; relevant legislation; and political, social, and/or economic systems, and their impacts on service delivery

Year One Outcomes: Examples

- recognize the context of the social services delivery system in Ontario
- is starting to identify the values and structures underlying policies and social service delivery

Year Two Outcomes: Examples

- can identify how these systems impact upon client groups
- is beginning to work within these systems to empower clients

Vocational Learning Outcome # 5

Advocate for appropriate access to resources to assist individuals, families, groups, and the community

Year One Outcomes: Examples

- understands the role of a SSW as an advocate
- understands the importance of needing advocacy skills in the field of SSW in order to help clients become empowered

Year Two Outcomes: Examples

- understands the difference between case and cause advocacy
- can produce and implement basic strategy plans for individual or community-based advocacy
- can identify the impact of policy and legislation on advocacy work
- is beginning to analyze ethical dilemmas that impact advocacy work

Vocational Learning Outcome # 6

Develop and maintain positive working relationships with colleagues, supervisors, and community partners

Year One Outcomes: Examples

- follows agencies policies and procedures
- works well within the agency's team
- demonstrates professional behaviours (e.g. arriving on time, checking in with supervisor, following direction, etc.)
- prepares for supervision by requesting feedback, direction and clarification
- demonstrates a positive attitude towards staff and work (e.g. is engaged and interested)
- has a respectful demeanour when working with staff

Year Two Outcomes: Examples

- works as a team member
- seeks supervision when appropriate
- responds professionally to feedback and attempts to meet expectations
- assertively and appropriately asks for what they need
- is accountable and responsible for all assigned duties
- is self-initiating
- is beginning to develop a professional identity
- is acting as an entry level staff

Vocational Learning Outcome # 7

Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships

Year One Outcomes: Examples

- has been introduced to the concepts of self-care and burn-out
- has assessed personal styles of interacting with colleagues and is beginning to develop fundamental skills for relationship building
- understands the importance of engaging in professional behaviours

Year Two Outcomes: Examples

- can identify the issues of transitioning from student to employee
- can identify the patterns of adjustment for new employees
- can identify strategies to counteract burn out
- understands the need for lifelong learning in SSW
- is aware of the roles for professional associations

Vocational Learning Outcome # 8

Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities

Year One Outcomes: Examples

- is beginning to understand the importance of group work within the SSW profession
- has some foundational facilitation skills within groups
- has identified areas of personal challenge in working with others

Year Two Outcomes: Examples

- can work effectively within a co-operative working group
- can communicate assertively – gives and receives feedback respectfully
- is able to integrate group work theory and skills into the practice setting

Vocational Learning Outcome # 9

Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination

Year One Outcomes: Examples

- is beginning to identify groups within our communities that face oppression and the historical context of their experiences
- can define racism and is beginning to understand the systemic evolution of oppression and discrimination

Year Two Outcomes: Examples

- has a beginning understanding of how change takes place within communities
- has a beginning understanding of the concept of social justice

SOCIAL SERVICE WORKER PROGRAM PROGRAM OF STUDIES

Semester 1

CODE	COURSE NAME	HRS.
COMM SO226	Interviewing Skills	3.00
HIST 10015	History and Ethics of Social Work	2.00
HMNS 10101	Field Placement Prep and Community Awareness	3.00
HMNS 10100	Introduction to Social Service Worker	3.00
HMNS SO127	Introduction to Group Dynamics	3.00
SSCI 10047	Sociology for SSW	3.00
Options: <i>Select one</i>		
COMM 11040	Communication D	4.00
COMM LL041	Communication	3.00

Semester 2

CODE	COURSE NAME	HRS.
COMM 10260	Case Management and Documentation	3.00
CRED SO123	Professional Development	2.00
HMNS SO230	SSW Advanced Interviewing Skills	2.00
HMNS SO232	Privilege and Oppression	2.00
PSYC SS156	Introductory Psychology	3.00
WORK 10120	Seminar 1	1.00
WORK 10121	Field Placement 1	15.00
OPEL XXXXX	General Education (Elective)	2.00

Semester 3

CODE	COURSE NAME	HRS.
HMNS 10097	SSW Methods of Intervention	3.00
HMNS 10098	Advocacy for SSW	2.00
HMNS 10099	Working with Children and Adolescence	2.00
PSYC SS233	Psychology of Adjustment 2	3.00
WORK 10122	Seminar 2	1.00
WORK 10123	Field Placement 2	15.00
OPEL XXXXZ	General Education 2 (Elective)	3.00

Semester 4

CODE	COURSE NAME	HRS.
HMNS 10095	SSW Community Change	2.00
HMNS 10096	Issues Related to Family	2.00
HMNS SO231	Crisis Intervention	2.00
INDS 10029	Decolonizing Social Service Worker Practice	2.00
LAWS 10112	Social Policy and Law	2.00
WORK 10124	Seminar 3	1.00
WORK 10125	Field Placement 3	15.00

SSW Program Expectations

- Field Placement Objectives and Goals
- Promotional Policy
- Field Placement Goal Plan
- OCSWSSW Code of Ethics
- Student Code of Conduct

FIELD PLACEMENT OBJECTIVES AND GOALS

WORK 10121, FIELD PLACEMENT 1

1. The student is expected to gain knowledge and an understanding of the role, duties and responsibilities of full-time personnel.
2. The practicum should assist the student to recognize his/her suitability for this type of work (social services). This includes being comfortable with clients and interacting with agency staff and professionals from other disciplines.
3. The student is expected to show increasing self-awareness and a willingness to experience personal change. This should be observable in behaviour and attitudes.
4. The student is expected to demonstrate his/her ability to carry out Social Service Worker functions, as assigned.

WORK 10123, FIELD PLACEMENT 2

In addition to Field Placement 1 goals, the following objectives must be met:

1. The student is expected to demonstrate an increased level of knowledge, adaptability, professionalism, and interpersonal skills through interactions with clients and other workers.
2. The student is expected to develop the ability to apply theoretical knowledge in the work situation.
3. The student shall show attitudes and behaviour consistent with professional expectations.

WORK 10125, FIELD PLACEMENT 3

In addition to Field Placement 1 and Field Placement 2 goals, the following objectives must be met:

1. The student should be able to accept responsibility and carry out tasks approaching those of an entry-level social services worker.
2. The student is expected to maintain professional helping relationships which adhere to legal and ethical standards.
3. The student is expected to assess the needs and resources of individuals, families, groups and communities and assist them to achieve their goals and meet their needs.
4. The student is expected to implement effective plans of action.
5. The student is expected to provide appropriate access to resources in order to assist individuals, families, groups and the community.
6. The student is expected to maintain working relationships with colleagues, peers, and supervisors.

PROGRAM REQUIREMENTS FOR PROMOTION

AC700 - POLICY TITLE: Program Promotion and Graduation

Mohawk College is committed to a consistent, equitable and transparent process that facilitates students' progression through their chosen Program of Studies to graduation. College policies and procedures related to progression and promotion have been developed in accordance with the Mohawk commitment to excellence and the requirements of the Ministry of Training, Colleges and Universities.

Pass Level

Effective Fall 2009, a **minimum passing grade of 50%** applies for all courses offered at the College.

Advancement from One Semester to the Next

Promotion with Good Standing:

Students will be allowed to progress from one semester to the next with attainment of a minimum Weighted GPA greater than or equal to 60% (semester promotion grade) with no failures. Course registration is subject to course prerequisites.

Promotion with Advice:

This situation applies to students who achieve a Weighted GPA greater than or equal to 50%, with no more than one failure. Provided that prerequisites are met, students in this situation may continue into the next term, but are strongly encouraged to seek academic advice from a Program Coordinator, Student Success Advisor and/or Counselor to help them enhance their academic performance. Students need to recognize that one failure has the potential to compromise progression from one semester to the next, and successive occurrences may prohibit the student from achieving graduation status within the timelines prescribed by the POS.

Students in this category who have identified with Accessible Learning Services and have a Confidential Academic Accommodation Plan are strongly encouraged to meet with their Accessible Learning Services Case Manager.

Probation:

Students who achieve a Weighted GPA greater than or equal to 50% with more than one failure will not be promoted. These students may be allowed to progress to the next term with special authorization through the mandatory academic advisement process. Students in this category must meet with a Program Coordinator or Student Success Advisor to discuss their academic future. Referral to a Counselor may follow, if appropriate. Students in this category who have identified with Accessible Learning Services and have a Confidential Academic Accommodation Plan must meet with their Accessible Learning Services Case Manager.

Compulsory Withdrawal:

Students with a Weighted GPA less than 50 will be required to leave the program. It is strongly recommended that students in this situation seek advisement to explore opportunities for continuing study at the College.

Withdrawal due to Professional Misconduct

A student may be asked to withdraw under the following circumstances:

- Professional misconduct as outlined in the Ontario College of Social Workers and Social Service Workers code of ethics. (see website @ www.ocswww.org)
- A behavior that leads to the implementation of the Student Behaviour Policy – Mohawk College. It outlines a range of disciplinary sanctions that can be imposed depending on the severity and pattern of the behaviour in question

Requirements for Graduation

An overall minimum weighted GPA of 60% is required to graduate. Where courses have been repeated, the highest course mark will be used in the calculation. Exceptions to these graduation requirements require the approval of the Grading and Promotion Standards Committee.

GRADING SYSTEM

The passing grade is 50%. Course grades will be assigned by the faculty member. Final grades will be given to the student. It is the student's sole responsibility to obtain their results.

STUDENT RIGHTS & RESPONSIBILITIES

Students can appeal their final mark. Students cannot appeal an interim grade.

FIELD PLACEMENT GOAL PLAN

(See Addendum Page 53)

Students are expected to develop vocational competencies and complete the tasks assigned by the supervisor during their practicum. This process is supported by the development of a Field Placement Goal Plan based on the student's goals. Supervisors are asked to assist the student in setting specific tasks and activities appropriate to the practicum setting. Students design goals for their own learning in two (2) areas:

1. Direct Service Goal

2. Indirect Service Goal

Goals must be shaped to suit the features of the agency. All student goals should be: **observable, measurable and attainable**. The supervisor should obtain a copy of the student's goals at the time of the initial interview. By the second week of the semester, students will start to develop their Field Placement Goal Plans in their seminar class based on their initial goals (Please see Appendix) and this Field Placement Goal Plan will be brought to the Supervisor for completion during supervision (e.g. supporting activities, assessment, etc.). The Field Placement Goal Plan becomes the contract between supervisor and student and provides shape and direction to the work the student is to accomplish while at the field placement. Each term students are expected to develop goals that are reflective of their learning needs and vocational outcomes. Both the supervisor and student should refer regularly to this document to ensure that both are fulfilling the terms of the contract. This document can change throughout the year as required (e.g. a goal is achieved) and should be a part of the evaluative process.

Needs to reflect that the learning from this Spring/Summer will create the goals for Field 2 and 3 and that students should pay particular attention to and plan to consolidate rubrics, evaluations and FPS feedback into these upcoming goals in the pursuit of furthering their professional development.

OR did we decide they would have small goals for their non-contact placement OMG!! I can't remember

**ONTARIO COLLEGE OF SOCIAL WORKERS AND SOCIAL SERVICE WORKERS
CODE OF ETHICS**

1. A social worker or social service worker shall maintain the best interest of the client as the primary professional obligation;
2. A social worker or social service worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them;
3. A social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity;
4. A social worker or social service worker shall have and maintain competence in the provision of a social work or social service work service to a client;
5. A social worker or social service worker shall not exploit the relationship with a client for personal benefit, gain or gratification;
6. A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure.
7. A social worker or social service worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work or social service work relationship with the client;
8. A social worker or social service worker shall not provide social work or social service work services in a manner that discredits the profession of social work or social service work or diminishes the public's trust in either profession;
9. A social worker or social service worker shall advocate for workplace conditions and policies that are consistent with this Code of Ethics and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers;
10. A social worker or social service worker shall promote excellence in his or her respective profession;
11. A social worker or social service worker shall advocate change in the best interest of the client, and for the overall benefit of society, the environment and the global community.

MOHAWK COLLEGE
School of Community, Justice and Liberal Studies
Social Service Worker Program

STUDENT CODE OF CONDUCT

PREAMBLE

Mohawk College has several policies, which are made available to all new and returning students in the “On Track” handbook. In addition to this, the Social Service Worker Program requires all students to adhere to the following Student Code of Conduct specifically relating to the Social Service Work profession.

As students in this program you are preparing to work in the human service industry. This means that you will be expected to participate in practicum in a variety of settings and agencies with individuals who are in need of assistance, and many are in a vulnerable position in society. In some cases, you will be seen as a role model interacting with clients, consumers, agency staff and the community. Faculty and staff have the right to expect sound ethical behaviour that complies with standards of the college, practicum agency, and the social work profession.

STUDENT CODE OF CONDUCT

1) Positive and Effective Interpersonal Skills:

- a) Using self-disclosure appropriately
- b) Actively listening and showing interest in others
- c) Demonstrating a positive regard for others
- d) Demonstrating empathy
- e) Constructively attempting to resolve conflicts with others
- f) Demonstrating consistency in verbal and nonverbal communication
- g) Demonstrating the ability to work with others
- h) Respecting the rights of others
- i) Remaining confidential at all times (See Addendum Page 53)
- j) Demonstrating sensitivity and consideration of others

2) Commitment, Reliability and Integrity as A Social Service Worker Student:

- a) Attending required classes and other scheduled learning activities
- b) Being punctual
- c) Meeting stated and expected deadlines
- d) Maintaining confidentiality
- e) Demonstrating honesty in academics and in dealing with faculty and students
- f) Seeking assistance when necessary
- g) Attending appointments designated by faculty
- h) Following College’s policies and procedures

3) Socially Expected Behaviour:

- a) Engaging in behaviour that would increase confidence in one’s ability to care for others or be an effective change agent
- b) Accepting feedback from others and being willing to change behaviour if required
- c) Maintaining an appropriate standard of dress and personal hygiene
- d) Demonstrating respect and professionalism for all faculty, staff and students by not engaging in any aggressive, threatening and/or aversion behaviour (swearing, yelling, physical and verbal outbursts, etc.)
- e) Being drug and/or alcohol free while engaging in classroom and/or any program related activities

Roles and Responsibilities

- The Student
- The Agency
- The Supervisor
- The Field Placement Specialist

STUDENT ROLES AND RESPONSIBILITIES

(See Addendum Page 53)

In the practicum setting, the student must take responsibility for his/her own learning in order to ensure that the objectives for their practicum are met.

The student is expected to:

1. Report to the agency at times specified by the agency and practicum supervisor (see 'Absences' under *Additional Policies and Procedures* for more information).
2. Complete the required number of practicum hours to the mutual satisfaction of the agency Supervisor and Field Placement Coordinator **by the end of each semester**.
3. Advise the agency Practicum Supervisor and Field Placement Specialist of illness, tardiness or material change in circumstances that may affect performance at placement.
4. Act responsibly as a representative of the practicum organization and abide by all agency policies and procedures.
5. Ensure that all agency requirements are met, and the appropriate clearances have been obtained prior to the date practicum is to start. This includes completing the pre-placement Health Tracker requirements.
6. Act in accordance with the OCSWSSW's Code of Ethics.
7. Act in accordance with the Student Code of Conduct, Social Service Worker Program and observe all other Mohawk College and Program policies.
8. Develop, in consultation with the Practicum Supervisor and the College Faculty Seminar Instructor, a detailed Field Placement Goal Plan for each semester that addresses the student's personal learning objectives, the requirements of the Social Service Worker Program for the specified practicum course as well as the expectations of the practicum agency.
9. Invite feedback from the Supervisor and others regarding his/her performance and to be open to learning by considering and acting on feedback.
10. Be prepared to discuss personal values, feelings and attitudes which relate to development as a helping professional with your supervisor, your Seminar Instructor, in seminar and on your Reflections assignments.
11. Participate in regular meetings with the Supervisor for the duration of the placement. It is expected that the student will prepare thoughtfully for this supervision session in order to utilize the consultation time effectively.
12. Review progress with the Faculty Seminar Instructor and Field Placement Supervisor as well as attend discretionary practicum visits arranged and attended by the Field Placement Specialist and Supervisor.
13. Complete the Goals section of page 3 in their Field Placement Evaluation. Email this to their Field Placement Supervisor and arrange a time to review the completed Evaluation before the end of each semester.
14. Inform the Practicum Supervisor and the Field Placement Specialist, in a timely manner, of any difficulties or concerns about the practicum and work collaboratively towards a resolution.
15. Regularly attend and participate fully in weekly Practicum Seminar classes at Mohawk College and on-line facilitated discussions.
16. Complete a Weekly Attendance Form which documents learning activities, hours completed, and absences. This electronic web form must be completed and submitted every Sunday.
17. Attend the agreed upon practicum and not contact other practicum for the purpose of developing a new practicum without the prior approval of the Field Placement Coordinator.
18. No photography or electronic recording is permitted in the placement setting unless expressly permitted or agreed to in writing by the placement supervisor. Any student found in violation of this agreement may be removed from placement and will be sanctioned under the Mohawk College "Student Behaviour Policy," up to and including termination.

AGENCY ROLES AND RESPONSIBILITIES

The Field Placement Agency is expected to:

1. Develop a detailed description of the proposed student practicum that can be utilized by the Social Service Worker Program to inform and match students appropriately.
2. Clearly inform potential students of agency requirements such as health and/or police clearances.
3. Select and designate a qualified Field Placement Supervisor for the duration of the placement (a minimum of one year experience in the current position and a SSW diploma or equivalent diploma or degree).
4. Provide an atmosphere which will be optimally supportive of the supervisor-student relationship and compatible with other responsibilities of the agency supervisor. This includes planning for a **regular supervision time** between the supervisor and the student.
5. Provide facilities for the student to carry out practicum tasks and responsibilities as appropriate (i.e. desk, phone, access to computer, clerical assistance and privacy).
6. Reimburse the student for approved expenses incurred in the course of placement duties according to agency policy (e.g. mileage, parking, supplies, etc).
7. Integrate the student as a learning member of the staff team and to permit access to case files, documents, board meetings, minutes etc. that can substantially enhance the student field experience.
8. Permit the student to share non-identifying information from the organization with the Seminar Instructor, Faculty and other Social Service Worker students for learning purposes only. The student is required to ensure and maintain confidentiality and to confine discussion to the classroom.
9. Agree that in no circumstances shall students dispense over the counter medications, prescription medications, drugs, or alcohol regardless of the training provided by the agency. Failure to comply with these requirements may result in damages for which you agree to be legally liable. (See *'Personal Safety' under Supports for more information*).
10. Provide the student with the appropriate training to complete their assigned duties safely (e.g. attendant care, transferring of clients, etc.). **Students should never be asked to complete duties that may put them at risk without first providing them with the appropriate training.**

SUPERVISOR ROLES AND RESPONSIBILITIES

(See Addendum Page 53)

The Field Placement Supervisor is expected to:

1. **Participate in the selection of the practicum student by interviewing and determining suitability.**
2. Provide the student with an **orientation** to the agency, including the agency's historical development, mission, range of services, operating procedures, policies, eligibility requirements, administrative structure and linkages to other services.
3. Review the expectations of **attendance** and procedure for reporting absences (*see 'Absences' under Additional Policies and Procedures for more information*).
4. Establish with the student, in conjunction with the college, a detailed **Field Placement Goal Plan** with specified objectives, enabling tasks, activities and timeframes for each semester at the beginning of placement.
5. Provide a variety of **meaningful direct service tasks** that give the student an opportunity to apply and integrate theoretical knowledge from the generalist Social Service Worker Program perspective.
6. Provide a **regular supervision time** to the student and **continuous feedback** as to the student's performance, strengths, areas needing improvement, human service values, etc. Some examples of regular supervision are scheduled meetings each week or two, or a meeting at the end of each shift, ongoing supervision as student and supervisor work side by side throughout the day or phone access to the supervisor as needed throughout the day.
7. Review the weekly **Attendance Form** email, completed by the student, for accuracy of shift days, time accrued, along with tasks and activities performed. Contact the student's Field Placement Specialist with concerns or questions regarding this weekly form.
8. **Have support available** for students at all times and clearly outline to the student the procedure for a student to follow if they feel unsafe in any way. Support may be provided by actually being present with the student or by the supervisor or another responsible person from the agency being within ear shot or easily available by phone. This may require that an agency cell phone be given to the student if the student is doing out of office visits. In all cases, the student should not knowingly be placed in a high risk situation.
9. **Facilitate linkages** for the student with other staff members, programs and services as appropriate.
10. **Participate in one agency visitation per 200 hours** with the Field Placement Specialist. A visit with the Field Placement Specialist in semester 4 is at the discretion of the College.
11. Complete a written **Evaluation** using the Evaluation Report format provided by the student, before the end of each semester. The Evaluation should be reviewed **jointly with the student** to maximize the learning potential of this feedback tool. Evaluation forms are semester specific and located on our website. This Evaluation is to be completed and submitted on line after the student has finished 200 hours or is close to completing these hours.
12. Ensure that the person completing the Evaluation has had **direct contact** with the student throughout the practicum period. If there is a change in supervision, please inform the Field Placement Specialist as soon as possible.
13. Complete a written Evaluation **if a student is terminated** from a placement before completion. A Student Practicum Feedback Sheet and/or an exit interview must also be completed so that the student can learn from this experience and so that the college can support the student in their further learning.
14. Have a minimum of one year's experience in the social service field.

FIELD PLACEMENT SPECIALIST ROLES AND RESPONSIBILITIES

(See Addendum Page 53)

1. The Field Placement Specialists are the first contact for both the Student and the Supervisor. Supervisors should feel free to contact the Field Placement Specialists, should they have any questions about practicum requirements, protocols, learning outcomes, evaluations, etc.
2. **Field** Placement Specialists contact the Agency with an invitation to host Students, as well as contact Supervisors at the beginning of student practicums to arrange Student-Supervisor visits. Filed Placement Specialists are the consistent contact for Supervisors and Agencies.
3. Field Placement Specialists provide administrative support, such as: arrange practicum placements between Agencies and Students; retain, maintain, and update all documentation and paperwork; provide accurate information to all parties regarding program policies and procedures. Field Placement Specialists will be available to respond promptly to inquiries and address problems or concerns. When necessary, the Field Placement Specialist will direct Students and/or Supervisors to the appropriate Faculty in a prompt and effective manner.
4. Field Placement Specialists will monitor student completion of the pre-placement requirements through H.S. Trax, including but not limited to: Police Clearance, T.B. testing, immunizations to date.
5. Field Placement Specialists will arrange and attend one agency visit in WORK 10121 and WORK 10123. A visit in WORK 10125 will be discretionary.
6. Field Placement Specialists will monitor all student practicum hours and absences via student submissions of Attendance Form and/or contact with the Supervisor/Agency.
7. Field Placement Specialists will assign Requirements Met/Requirements Not Met for the courses WORK 10121/10123/10125 as directed by the Agency in the Field Placement Evaluation.
8. Field Placement Specialists will create and implement a Success Contract for any student who is absent two (2) days from practicum or is otherwise struggling to meet professional conduct at practicum, including but not limited to punctuality, dress code, appropriate engagement with staff and client.

PLACEMENT VISITS (See Addendum Page 53)

1. Field Placement Specialists will arrange and attend one agency visit per in WORK 10121 and WORK 10123. A visit in WORK 10125 will be discretionary.
2. Field Placement Specialists will be ready to provide up to date information for the supervisor, which includes program policy and process updates, as well as contact information. The Field Placement Specialists will be prepared to answer questions or concerns related to the student's progress and provide direction for appropriate resolutions, working with the supervisor, agency, and faculty to increase the student's potential for success.

Evaluation

- Grading
- Incomplete Grades
- Recognition of Learning and Prior Learning Assessment

EVALUATION

GRADING

The grade the student receives is determined by the Field Placement Supervisor but is the responsibility of the College. The following Evaluation instruments are used to determine the grade:

1. Reports and Evaluations completed by the Field Placement Supervisor
2. Reports and Evaluations completed by the Field Placement Specialist
3. Informal feedback by agency staff
4. Student Attendance Form.
5. Student consultation with faculty, as appropriate

Field Placement Supervisors are required to complete an **Evaluation** at the end of each semester. This report is to be completed by the supervisor with the student in order to enhance the student's learning. The grading scheme for WORK 10121/10123/10125 is Requirements Met/Not Met as opposed to a percentage grade scheme.

If the student is asked to leave the practicum and is assigned Requirements Not Met, the Field Placement Specialist will request that the Field Placement Supervisor complete the appropriate Student Practicum Feedback Sheet and Evaluation Report, clearly outlining the student's performance and reason for termination. This allows College faculty to work in partnership with the student to identify and analyse specific concerns. If a student is not successful in either WORK 10121/10120, 10123/10122 or 10125/10124 both courses must be taken again at the next offering.

INCOMPLETE GRADES (See Addendum Page 53)

An Incomplete Grade is given to any student who is unable to complete their 200 hours per semester in their practicum or when the College does not receive the final Evaluation in time to submit a final grade. Once the hours are completed or the Evaluation has been received, the Incomplete is changed to Requirements Met.

Incomplete grades given for hours not completed by the end of the semester will be granted only under special circumstances (e.g. Accommodation Plans, agency strikes, etc.) that have been approved in advance by the Practicum Co-ordinator. Please be aware that **students could receive a failing grade** in their practicum if they do not complete their hours on time.

RECOGNITION OF LEARNING AND PRIOR LEARNING ASSESSMENT

Mohawk College recognizes that the learning, which some people achieve from their experiences, can be equivalent to the content of the courses offered by the college. However, **only the first year practicum Field Placement 1 (WORK 10121) and Seminar 1 (WORK 10120) can be challenged through Recognition of Learning/Prior Learning Assessment (PLAR)**. Applicants will only receive credit for paid or volunteer work experience completed under the supervision of a trained Human Service Professional as is required in the Social Service Worker Program. In order to be considered for PLAR, applicants must have completed a minimum of 200 hours that can be substantiated by their supervisor in the social services field.

All students must successfully complete Field Placement 2 (WORK 10123) and Seminar 2 (WORK10122) and Field Placement 3 (WORK 10125) and Seminar 3 (WORK10124) in order to complete the Social Service Worker Program of Studies.

The prior learning assessment process cannot be utilized to challenge a previously failed course. All terms of the Prior Learning Assessment for Field Placement must be met in order for the student to receive credit. A grade of CR (Credit) will be assigned in the event that a student is successful in meeting the Prior Learning Assessment criteria for Field Placement 1 (WORK 10121) and Seminar 1 (WORK 10120).

Students considering Prior Learning credit are advised to consult with the Field Placement Coordinator. For further information, contact the Prior Learning Assessment Office at (905) 575-2395.

Setting up the Practicum

- The Student
- The Agency

SETTING UP THE PRACTICUM

THE STUDENT

All students will be asked to arrange interviews with practicum agencies after approval by the Field Placement Coordinator. Before approval is given, the first year student must demonstrate their readiness for the field by completing tasks as assigned in the Field Preparation and Community Awareness class (HMNS 10101). Second year students will be given information about setting up placements through a mandatory meeting with the Field Placement Coordinator and Field Placement Specialist. In all cases it is the student's responsibility to demonstrate their readiness.

Students will be expected to research each agency before attending an interview there. The agency must be contacted in a professional and timely manner in order to set up the interview. It is the student's responsibility to demonstrate professionalism and readiness for the field during the interview. The student is expected to come to the interview with an up to date **resume**, **references**, and a copy of their initial goals for this potential placement. The student must also ensure that they know what requirements must be met before the practicum can start (i.e. medical, police clearance) and that these are met before actually starting the practicum.

After completing an interview, if the student is not accepted by the agency, the student will meet with the Field Placement Specialist to determine a plan of action. If the student was not accepted at any agency because of their lack of professionalism or readiness (e.g. misses an interview with an agency supervisor, does not follow directions, is unprepared or unprofessional, does not submit goal sheets, resume, etc.), the College is under no obligation to arrange or allow any further placement opportunities for that student in that semester. In this case, the Field Placement Coordinator may determine that additional work is required before the student will be allowed to continue into the field, which may mean that the student will not be entering the field until the next time the practicum (WORK 10120/10121, 10122/10122, 10124/10125) is offered.

In all circumstances it is the student's responsibility to demonstrate their readiness. Students are to sign off on a withdrawal form if they do so choose to withdraw from their practicum. This form will be kept in the student's file at the college.

SETTING UP THE PRACTICUM

THE AGENCY

The Mohawk College Social Service Worker selection process is designed so that both the agency and the student take responsibility for creating the best match. Once an agreed upon selection has been made, the student is not permitted to negotiate any alternate placements unless approved by the Field Placement Coordinator. Students are expected to attend and remain with the agency, organization or institution agreed upon for the duration of the placement.

Your agency will be contacted by the Field Placement Specialist several months before practicum start to ask you if you are in a position to host SSW students, how many students you will be able to offer a placement to as well as a description of your agency and the practicum position. Please expect contact by email or phone.

Students are expected to call or email the contact person to set up an interview once their practicum has been assigned to them. It is their responsibility to come to the interview well prepared bringing a resume, references, and a goal sheet with them. Agencies are asked to interview the students as if they were applying for a job to ascertain their suitability to the practicum. Agencies personnel are encouraged to provide inquiry and feedback with the student regarding their learning goals and motivation for engaging in the work of the agency. The agency is always at liberty to not offer a practicum position to any of the students interviewed. The College may ask for feedback about any student who is not chosen so that the student can use this as a learning opportunity during future situations.

All students are asked to prepare themselves by reviewing and reflecting on their goals for learning and researching appropriate agencies. In first year the student is asked to look at not only his/her interests but also areas requiring improvement in terms of professional development or experience. Thus, a student who is unsure about working with the elderly, for example, may well be matched to a placement at a geriatric facility. The focus of the first year placement is to introduce students to demographics, trends, and issues in social service settings.

Second year students are placed in a separate practicum setting which is distinctly varied from that experienced in year one. It is encouraged that second year students have insight into their areas of strength as well as challenges from first year to help direct their learning needs for second year. Second year students complete two terms in the same practicum setting to facilitate their learning as it relates to program development, case management, and organizational development.

Mohawk College provides Field Placement Specialists as the first point of contact to assist with the collaborative support and development of the practicum setting as it relates to meeting agency needs and student learning outcomes.

Supports Available

- Seminar Instructors
- Seminar
- Procedure for Progressive Discipline
- Students with Disabilities

SUPPORTS AVAILABLE

SEMINAR INSTRUCTORS

Every student in a practicum has a Faculty Seminar Instructor from the college. This person provides academic supervision during the student's weekly seminar class. They integrate theory into clinical practice by leading the class in applying concepts and skills learned in specific agency situations.

The Mohawk College Social Service Worker program prides itself on the support it offers in regards to their student practicums. We recognize the importance of a practicum and also the many different issues that can surface when students are in the field.

The Seminar Instructor Will:

1. Facilitate a weekly seminar class to enhance the students' learning in the practicum. Attendance is mandatory for all students (*see 'Seminar' under Supports for more information*).
2. Inform students how best to contact them and to make themselves available during normal practicum hours (i.e. by email and/or phone).
3. Ensure that all documentation pertaining to the practicum is completed and returned to the Field Placement Coordinator or Field Placement Specialist.
4. Provide additional support as needed for both student and supervisor. This support may take the form of phone calls or email, but may also include visits to the agency.
5. Discuss with students the policies and procedures of Mohawk College that pertain to Practicums and ensure that these are followed. The Seminar Instructor will put students on a Success Contract if they are not adhering to policies and/or procedures and forward a copy of this contract to the Field Placement Coordinator or Field Placement Specialist.
6. Assign the final mark to the student based on work done in the seminar.
7. Ensure that students, in conjunction with their supervisors, have completed an appropriate Field Placement Goal Plan to direct their learning.

SEMINAR

To supplement the learning that students do in the field, every student meets in a small group weekly for one hour with their Seminar Instructor. This provides support and affirmation as well as challenging the student. Names and details of consumers are not used but rather specific details of what the student is learning/observing and thinking are discussed.

The Field Placement Seminar is an essential component of the practicum experience. Faculty Seminar Instructors facilitate these groups and support students in their learning experiences. **Students who miss more than two seminar class in a given semester will meet with their Seminar Instructor and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this and the student may be required to withdraw from their practicum if more absences occur.**

Students are expected to actively participate within the seminar group discussions.

Monthly learning reflections are to be recorded in keeping with confidentiality. Names and details of consumers are not to be used, but rather details of the student's own learning are presented. The student is also asked to identify and reflect upon the most important learning experience of the day.

PROCEDURE FOR PROGRESSIVE DISCIPLINE

Placements offer many learning opportunities and many challenges to students. Whenever there are concerns about the student's performance (e.g. absences, lateness, not completing duties as assigned, etc), the following protocol should be followed:

Level One:

Throughout the practicum experience, the Field Placement Supervisor and/or Faculty Seminar Instructor should provide ongoing, constructive feedback as to a student's performance when they have concerns (e.g. absences, lateness, not completing duties as assigned, etc). The College feels that students have the right to be informed of practicum-related concerns and be provided with the chance to improve and succeed within a practicum setting. This is to be an informal process where the student and supervisor meet to discuss current issues and plan to support growth and success **during weekly supervision**. The College encourages Field Placement Supervisors to keep notes in order to monitor the student's performance.

Level Two:

If a concern(s) persists after it has been identified and the student has been provided with the opportunity and support required to progress and/or develop new skills, the supervisor is encouraged to contact and set a meeting with the **Faculty Seminar Instructor, Field Placement Specialist and student** as soon as possible. The student must be involved in all meetings pertaining to their performance in the practicum. The Faculty Seminar Instructor may at this point suggest that the student be placed on a Success Contract. The areas for improvement will be defined behaviourally, in a positive manner (e.g. the student will arrive on time each morning by 9 am, instead of, the student will not be late), and a meeting for review/ongoing Evaluation Report will be established. The Faculty Seminar Instructor can provide a format for the Contract.

The Success Contract will be signed by the student and the Faculty Seminar Instructor and a copy will be given to each person.

Level Three:

If the student does not execute the learning as outlined in the Contract, then he/she may be asked to leave the practicum and assigned an unsuccessful grade for the field (WORK 10121, 10123 or 10125). In this case, the Faculty Seminar Instructor will request that the Field Placement Supervisor complete the appropriate Student Practicum Feedback Sheet and Evaluation Report, clearly outlining the student's performance.

Please note that at any time during a practicum experience, if a student engages in unethical behaviour as outlined in the Code of Ethics from the Ontario College of Social Workers and Social Service Workers (OCSWSWW) or the Student Code of Conduct (Mohawk College), they may be asked to leave their practicum immediately and assigned an unsuccessful grade for the field.

SUPPORTING STUDENTS WITH DISABILITIES IN THEIR PRACTICUM

Mohawk College is committed to equal opportunity for students with disabilities. The College provides fair and equal access to educational services, programs and facilities and acknowledges the unique requirements of individuals with disabilities. Field placement is the experiential extension of the academic curriculum of the Social Service Worker Program.

Students are expected to meet program requirements with the assistance of accommodations if necessary. Accommodations are “special arrangements made so that persons with disabilities can fully participate” (Ontario Human Rights Code). They are put in place to support optimum learning opportunities for students with disabilities.

Accommodations are provided to minimize the impact of the student’s disability and include the following three principles:

- (1) **Respect for Dignity** – Accommodations in the learning environment/workplace should respect the dignity of each student and embrace qualities of physical and psychological integrity and empowerment.
- (2) **Individualized Accommodation** – Each student’s needs are unique and accommodations will be based on the individual student’s needs.
- (3) **Inclusion and Full Participation** – Each student has a right to accommodations that promote their inclusion and full-participation within the practicum experience.

Practicum agencies and supervisors can expect the College to take an active role in ensuring that accommodations are developed and implemented to support the transition to the placement setting.

The student has a responsibility to advise the College and the practicum when there is a need for accommodation. Accommodations may be requested in order to carry out practicum responsibilities safely and effectively. It is expected that students participate in discussing and implementing agreed upon accommodations in consultation with the practicum supervisor, Co-ordinator, Faculty Seminar Instructor and Accessible Learning Services staff.

The student has the right **not to disclose** a disability, but under these circumstances loses the right to special accommodation.

Together, the College and the field placement setting can facilitate opportunities for students with disabilities within the Social Service Worker Program.

Safety

- Police Clearance
- Medical Clearance
- Personal Safety
- Insurance
- Accident Reporting Procedure
- Protocol for Exposure to Blood Borne Diseases
- Bed Bug Protocol for Field Practicum Settings

POLICE CLEARANCE

Most agencies require police clearance prior to acceptance to a practicum. It is the agency's responsibility to ensure that the student knows what is required. It is the student's responsibility to ensure that they meet these requirements.

A student who has been convicted of an offence under the Criminal Code, for which they have not been pardoned, cannot be guaranteed a practicum and/or graduation. However, the Field Placement Specialist will attempt to work with the student to find an appropriate placement. Any student who has a concern about this is asked to discuss this with the Field Placement Specialist and Field Placement Coordinator. Any costs associated with the police clearance process are the responsibility of the student. A police clearance may take from 4-6 weeks to secure and in many cases students will not be allowed to start their practicum prior to receiving it.

MEDICAL CLEARANCE

Many agencies require Medical Clearances and/or have specific medical requirements. It is the agency's responsibility to ensure that the student knows what is required. It is the student's responsibility to ensure that these requirements are met. Prior to qualifying for their first field placement students will be required to complete the requirements of H.S. Trax.

Students are also encouraged to assess their own personal risk in deciding what immunizations to get, whether or not these are required by the agency.

PERSONAL SAFETY

This document is designed to inform you of the potential risks associated with the practicums, which are required for graduation. It is the College's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1. An important aspect of professional practice is having awareness of the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your agency supervisor, Field Placement Specialist or Field Placement Coordinator.
2. **Client Office Visits.** Sometimes you may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum to be informed of agency policy and recommended courses of action should such an event occur.
3. **Agency Settings.** Some agencies serve a client population whose behaviour may be unpredictable. It is important that you learn strategies for handling clients whose behaviour becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.
4. **Home Visits.** It is not uncommon for social service workers, in a variety of social service settings, to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency supervisor--time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor. **Do not take risks.** Know who to call or what steps to take if you should experience a vehicle breakdown.
5. **Meetings After Hours.** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighbourhood where such activities take place, note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your supervisor or someone else when going to your car after dark. **Do not take risks.**
6. **Hepatitis B Vaccine.** It is recommended that you get this vaccination. This involves a series of three injections over a six-month period. The second injection is given one month following the first, with the third injection coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection by the time you enter the field. This series of immunizations can be administered by the College Health Centre. (Please refer to appendix).

7. ***Students Using Their Own Vehicles*** for agency business while on practicum placement – including transportation of client(s). In order for students to use their own vehicles for agency business while on practicum placement it is recommended that students should:

- a) have minimum one million dollars liability car insurance coverage that includes “occasional transportation of passengers” in the policy;
- b) have a letter from their insurance company confirming the insurance coverage and that the insurance is still in force and will be throughout the practicum, that may be shown to interested parties;
- c) **If a student is to drive an agency vehicle they must ensure that they are covered and named on the agency’s insurance policy as a designated driver of that agency’s vehicles.**

8. ***Activities of Personal Care & Physical Restraints.*** We recommend strongly that students in the field do not complete activities of personal care (e.g. toileting, transfers, etc.) or physically restrain a client without prior training and certification from the current placement agency. Check with your Field Placement Seminar Instructor if you have questions.

9. ***Students shall not dispense over the counter, prescription medications or alcohol.***

INSURANCE COVERAGE

Policies are in place between the Ministry of Education and Training and the Workplace Safety Insurance Board to provide insurance coverage to all learners on unpaid practicum with an Employer who is covered under the Workers' Compensation Act, at no cost to the agency. The Ministry of Education and training also provides accident insurance coverage under a private policy, to learners on unpaid practicum with employers not covered by the Workers' Compensation Act.

Each student has electronically signed a **Field Placement Agreement** form acknowledging their understanding and agreement with the Ministry of Education insurance coverage while they are on unpaid practicum. This agreement is kept at the College (*see Appendices for more information and example forms*).

ACCIDENT REPORTING PROCEDURE

The following procedure is to be followed should a student sustain an injury or occupational exposure while in practicum that requires the following:

- a) The student requires medical attention
- b) Involves an injury that may lead to further complications, and/or
- c) Involves lost time from practicum that must be made up at a later date

The Student has a responsibility to:

1. Contact their Supervisor and Field Placement Specialist as soon as possible
2. Ensure the practicum site has been given pertinent information regarding the accident/incident and support the completion of any applicable documentation.

The Agency has a responsibility to:

- 1) Complete an agency accident/incident report and submits this to the college within 3 business days of the accident
- 2) College will send the agency 3 forms to be filled out and returned to the college ASAP:
 - Post-Secondary Student Unpaid Work Workplace Insurance Claim Form
 - Form 7- Report of Accident/Injury
 - Letter of Authorization to Represent Employer

The Field Placement Specialist has a responsibility to:

- 1) Submit completed documentation to WSIB within required timeline

The Accident/Incident report should also include the following additional information:

- Student's address, phone number, date of birth, student number
- College campus
- Placement name, address, phone number and agency contact (eg. Supervisor)
- Please also indicate if you work at a part time job

**MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PROTOCOL FOR EXPOSURE TO BLOOD BORNE DISEASES**

PROCEDURE FOR NOTIFICATION FOR STUDENT AND INSTRUCTOR
(Please carry with you on all field placements)

DEFINITION: Where staff or students have been exposed to the blood or body fluids of patients through injury from a contaminated needle or other sharp objects, or from a splash onto a mucous membrane or non-intact skin, or from a human bite or scratch that breaks the skin.

It is important to follow this procedure on the day of exposure. You may need to receive Hepatitis B Immune Globulin within 48 to 72 hours.

STUDENT MUST:

2. Allow any wound to bleed freely, and then wash with soap and water.
3. Notify supervisor in area of placement.
4. Notify Field Placement Specialist.
5. Complete an accident/incident report and report to the Occupational/Employee Health Nurse or Emergency Room.
6. Follow up on blood screening results as directed by the Occupational/Employee Health Nurse or Emergency Room.

MOHAWK COLLEGE FIELD PLACEMENT SPECIALIST MUST ENSURE:

1. The Field Placement Supervisor has been notified.
2. The student has reported to the Occupational/Employee Health Nurse.
3. A copy of the accident report is sent to the Mohawk College Medical Services Nurse.

IF AN OCCUPATIONAL OR EMPLOYEE HEALTH NURSE IS NOT AVAILABLE:

Go to the Emergency Room of the hospital involved or alternative ER if the service does not exist at the practicum location.

BED BUG PROTOCOL FOR FIELD PRACTICUM SETTINGS:

Bed bugs are a fact of life in our community and therefore, in the agencies and institutions that we frequent. The Public Health Department of the City of Hamilton recommends the Integrated Pest Management model developed by the Bed Bug Action Group, of which they are a part. It is a strategic plan that includes education, prevention, identification and treatment. There is no model that guarantees the elimination of bed bugs, or that students won't come in to contact with them, but the use of this model will be helpful to reduce the spread of bed bugs.

There is a strong possibility that practicum agencies have developed a bed bug protocol, and it is the student's responsibility to familiarize themselves with the agency protocol on bed bugs. While bed bugs are a nuisance, their presence at an agency does not constitute a reason for terminating a placement at that agency. If a student is committed to working in the Social Service Worker field, they will very likely be exposed to bed bugs.

It is recognized by the Social Service Worker Program that the treatment of bed bugs carried home by students, poses financial risk given students are not assessed for this kind of contingency in their student assistance assessments. For agencies that do not have a bed bug protocol, and to assist students in minimizing their risk, the Social Service Worker Program has selected and adapted relevant sections of the "Integrated Pest Management" protocol pertaining to bed bugs. [n.d., Public Health Service, City of Hamilton]. Informing themselves about bed bugs, and following these recommendations will help to minimize risk for both students and the clients they serve in practicum settings.

For information on identifying, searching for and treating bed bugs, please consult the following website: <http://bedbugsinfo.ca>.

Quick Facts on Bed Bugs:

- They are a nuisance but have not transmitted diseases to humans
- They can run quickly, but do not jump or fly
- They may be seen unaided by magnification
- They can travel through a building
- They can be transported through bags or luggage
- They tend to come out at night but may be visible during the day if infestation is in a non-residential setting.
- They like to hide in dark places such as behind headboards, baseboards, in mattress seams, and between mattresses and box springs. They have been found in electrical outlets, television remote controllers, tears in wallpaper, cracks in plaster...

Students participating in practicum placements should use the following recommended practices:

- 1.0** Review the protocol of both the agency setting and Mohawk College's Social Service Worker Program at the beginning of placement.
- 2.0** Report any sightings, disclosures of sightings of bed bugs at the agency as well as sightings of bed bugs at the student's home. All communication about bed bugs should be respectful, done in a manner that upholds the dignity of all involved, and should be done only with the goal of managing an outbreak. All communication should be done in a non-blaming manner.
- 3.0** When entering any client's home, take the following precautions:
 - 3.1** Avoid sitting on sofas, beds or any item that is upholstered.
 - 3.2** If sitting in client's home, sit on a plastic or metal chair. Wooden furniture is fine, but plastic or metal are more difficult for bed bugs to navigate.
 - 3.3** Stand in the middle of a room such as a living room, or kitchen.
 - 3.4** Avoid leaning against walls, doors or appliances.

- 3.5 Take items that you only need for the home visit (ie. Not your whole briefcase). Everything else should stay at the office or in your vehicle.
- 3.6 Avoid putting belongings on upholstered furniture or carpeted floors.
- 3.7 If you cannot avoid taking your coat in to the home, keep it with you and avoid placing it on upholstered furniture.
- 3.8 Avoid wearing clothing that may drag on the floor (ie. Long skirts) or pants with cuffs.
- 3.9 Tuck pant bottoms into socks.
- 3.10 If the home visit is expected to be long, have a change of clothes in a sealed bag to change into once back at the office. Put the clothing worn to the visit in the sealed bag and wash it in hot water immediately upon arriving home.
- 3.11 Conduct a “self-inspection” [see below]
- 4.0 When leaving any client home, or area known to be infested with bed bugs, conduct the following elements of “self-assessment” (Note: complete self-inspection prior to entering vehicle if there is a known infestation):
 - 4.1 Look at all clothing and belongings paying special attention to the inside and outside of shoes, lace holes, socks, the legs of pants and sleeves of shirts, as well as legs and arms.
 - 4.2 Remove clothing in an uncluttered area that can be easily cleaned. Remove the clothing by turning it inside out, to trap any potential bugs.
 - 4.3 After removing possibly infested clothing, place it in a dissolvable laundry bag (if possible) and wash the clothing in the hottest possible setting for a full cycle. If it is not washable in a machine, put it in a dryer using the highest heating for 45 minutes to an hour. Check the lint trap after use.
 - 4.4 Take a shower.
 - 4.5 If a bed bug is found during self-inspection, kill it, collect it to confirm its identity and notify your supervisor.
- 5.0 When entering a home where bed bugs are found or known to be infested:
 - 5.1 In addition to the above recommendations, the student will be supplied with such personal protective clothing as surgical shoe covers, and disposable gloves. *It is not recommended for students to conduct bed bug searches at agencies without proper training, and training in use of PPE. Students should not be involved in the use of pesticides.*
 - 5.2 Leave the premises immediately upon sighting a bed bug. Put any PPE in a sealable bag and discard in an outside garbage.

Adapted from: Bed Bug Action Group(n.d.). Integrated Pest Management (IPM) in the Workplace – Bed Bugs. Hamilton, ON.

Additional Policies and Procedures

- Absences
- College Closure
- Hours and Duration of Practicum
- Conflict of Interest

STUDENT ABSENCES FROM PRACTICUM

(See Addendum Page 53)

Regular attendance and punctuality at the student's practicum is expected. Any hours missed from practicum due to illness and/or any other reasons, must be made up as soon as possible.

If the student misses **two or more days in a semester**, the student will be required to meet with their Field Placement Specialist to discuss this issue and be placed on a Success Contract. Continued absences may result in the student being withdrawn from the practicum.

If the student is absent from practicum the following steps **must** be taken:

1. The student is expected to **directly contact his/her supervisor** or a designate and **report the absence**. This must be done **prior to or immediately at the start of the normal start time of the placement**. Students are advised to discuss agency policy regarding absences/illnesses with their supervisor at the beginning of their placement to clarify expectations.
2. The student is also required to **account for an absence on their Attendance Form**.

Note: Failure to follow this procedure will result in the student being placed on a Success Contract. If the Success Contract is not adhered to, the student will be removed from the practicum and may receive a failing grade in WORK (10121, 10123, or 10125).

Accommodation Plans from Accessible Learning Services at Mohawk College will be taken into careful consideration and the student should meet in advance with the Field Placement Co-ordinator to discuss and plan for any challenges they may experience in attending their practicum on a regular basis.

Attendance demonstrates the student's commitment to the profession of Social Service Work and the consumers we serve.

STUDENT ABSENCES FROM SEMINAR

The Field Placement Seminar is an essential component of a practicum experience. Students who miss **two or more seminar classes in a given semester will meet with their Seminar Instructor and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this, and the student may be required to withdraw from the Practicum if more absences occur** (unless a student has an Accommodation Plan that specifically highlights absences).

STUDENT ABSENCE INFORMATION FOR AGENCY/SUPERVISOR

Students are expected to be at placement on all regularly scheduled and agreed upon times. Students are expected to follow the agency policy re notifying the agency if they are unable to attend placement. Please review with the student as soon as possible what the agency policies are and ensure that the student has the name, number etc. of the person to call if they are unexpectedly unable to attend the practicum.

Please notify the Field Placement Specialist if you have concerns about a student's absences or if a student has continual (more than two days) absences.

COLLEGE CLOSURES

If the college and/or agency is closed due to unforeseen circumstances (inclement weather, outbreak, disaster, etc.), students are not required to attend placement and may claim their regular shift hours. Extended closures will be reviewed at the College's discretion to best support each student's field placement success.

HOURS AND DURATION OF FIELD PLACEMENT

(See Addendum Page 53)

First year Fast Track students will begin their placement in the summer (July and August) and will complete 200 hours before the end of the summer semester. First year Regular Stream students will begin their placement in the winter semester (starting in January) and will complete 200 hours before the end of the winter semester (April). Second year students will complete 200 hours in each of the two semesters (Fall and Winter) for a total of 400 hours.

Practicum days for Fast Track students are Mondays through Thursdays. Second year students are in placement on Mondays and Tuesdays. First year Regular Stream students are in placement on Thursdays and Fridays. Students may be required to work shifts (e.g. 8 - 4 pm, 4 - 12 am, 12 - 8 am), depending on the needs of the placement. It is expected that students will be flexible to **shift work hours** as most social service agencies operate on a twenty-four-hour basis. Occasionally agencies request that the student attend on alternate days of the week. Students who wish to complete practicum activities at periods outside the regular practicum days must negotiate this in advance with their Agency Supervisor and Field Placement Specialist.

Students are expected to be at placement during all regularly scheduled hours and only receive credit for actual hours on placement. Students are governed in principle by the Employment Standard Act (ESA) with regards to placement hours on a **Statutory Holiday**. For the Summer 2019 semesters, the following day will affect placement students:

Canada Day-Wednesday July 1, 2020

Civic Holiday-Monday August 3, 2020

If an agency is closed on a **Statutory Holiday** and that day is a regular field placement day, the student will accrue the hours normally collected (e.g. 7.5 hours) and will be required to itemize the accrual in their Attendance Form.

If the agency is open on a **Statutory Holiday**, the student should attend placement as requested by the placement supervisor, understanding that some agencies still provide client care. However, the student has now earned time and a half for all hours worked. They need to indicate this on their Attendance Form.

Students follow the agency's direction regarding the taking of a lunch. If staff at the agency are considered working during the lunch break and are paid for this time, students who are also considered working during the lunch break can accrue this time. Direction should be taken from the supervisor. Documentation in the Attendance Form should reflect this. If staff at the agency are not paid for their lunch, students will also take their lunch and will not accrue this time.

Any student requiring a modification of placement shift hours or duties due to a disability is required to discuss success strategies with Accessible Learning Services (see *'Students with Disabilities'* under Supports for more information).

Students are expected to be at the agreed upon practicum for the duration of the semester. If a student completes their hours early, they are still expected to continue at their practicum. However, a student may complete their placement **one week** early if all their hours are completed and their supervisor agrees to this. Seminar attendance is still mandatory.

INCOMPLETES

Incompletes are only provided to students at the end of term with the authorization of the Field Placement Co-ordinator. It is expected that students will complete their two hundred hours within the academic deadlines of the College. If a student does not reach that goal due to illness it is expected that the student will make the hours as soon as possible under the guidance of the placement Supervisor and the Field Placement Specialist.

Students that are Incomplete in hours at the end of the semester without previous authorization from the Field Placement Co-ordinator face possible failure.

CONFLICT OF INTEREST

Conflict of interest arises when an employee with a formal responsibility in an organization also has a relationship with a student which may jeopardize his or her professional judgement and objectivity due to personal interests.

A student cannot receive, either directly or indirectly, supervision from a family member if that family member has formal responsibilities in the organization. A student can only be placed in an organization employing a student's relative if the relative of the student is not contributing to the evaluation of the student, either directly or indirectly, and specific permission was given by the Field Placement Co-ordinator.

A student will not be permitted to do their practicum at an agency if that student has been a consumer of services of the organization within the past year (12 months)

Employment at the Practicum Agency: Generally, students may not complete a practicum at an agency from which they have been employed or volunteered; either full time or part time during the past year. This includes working or volunteering at a future placement agency prior to placement. Exceptions may be made to this if a student can demonstrate a good reason. The agency will also need to demonstrate that supervision will be given by a different person and that there will be additional learning at the placement. Any exception must be approved by the Placement Coordinator.


Students also **may not work** at their field placement agency while completing the field placement course (including holidays, weekends, etc.). If an agency wishes to hire a student for employment during this time period, it must be at an alternative site/location and the supervisor cannot be the student's field placement supervisor.

Appendices

- Employer Declaration of Understanding Form
- Student Declarations Form
- Field Placement Goal Plan
- Attendance Form Student Example
- Attendance Form Supervisor Example

EMPLOYER DECLARATION OF UNDERSTANDING

Go to <https://www.mohawkcollege.ca/form/employer-declaration>

Programs Continuing Education Future Students Current Students Campus Life International About

» CareerReady Employer Declaration of Understanding

CareerReady Employer Declaration of Understanding

Agency Information

This form must be completed by the Agency Supervisor or the Student's Mentor in collaboration with the student.

If you are uncomfortable completing an on-line form, you can request a PDF copy of the form from the Field Placement Specialist at Mohawk.

Field Placement Site/Agency *
Including program name if applicable

Address (#, Street, City) *
Location where student will be placed

Student Information

First Name * **Last Name *** **Student's Email ***

Mohawk Program
 Brain Disorders Management
 Career Pathways
 Child & Youth Care

STUDENT DECLARATIONS

Go to: Career Ready, upload your Supervisor's Declaration of Understanding and complete the Student Declaration Form:

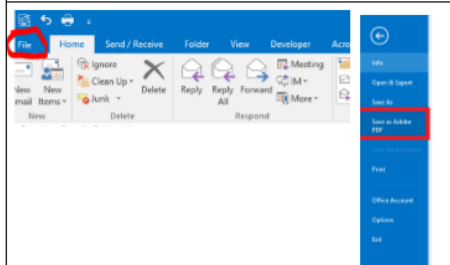

3. Student Declarations



This form must be completed **after** your Supervisor/Mentor has completed the "Employer Declaration of Understanding". Both forms should be completed either during your Orientation or your 1st week at field placement. You may be pulled from your placement if this form is not

completed in a timely manner. If your Supervisor/Mentor cannot find the link to the form, it is <https://www.mohawkcollege.ca/form/employer-declaration>.

You will receive an email from your Supervisor/Mentor with the information that they completed on the form. You will need to save a copy of this email as a PDF and have it available to upload when you complete the "Student Declarations" form.

In Outlook click on File→Save as Adobe PDF	In Gmail you would choose Print and then for Destination choose "Save as PDF"
	

FIELD PLACEMENT GOAL PLAN

Social Service Worker Goal Plan
Mohawk College of Applied Arts & Technology

Direct Service Goal –see assignment sheet for instructions

<i>Learning Goal - Broad</i>	<i>SMART Learning Objective</i>	<i>Learning Activities</i>	<i>Evidence of Accomplishment & Timeline</i>

Indirect Service Goal – see assignment sheet for instructions

<i>Learning Goal - Broad</i>	<i>SMART Learning Objective</i>	<i>Learning Activities</i>	<i>Evidence of Accomplishment & Timeline</i>

ATTENDANCE FORM STUDENT

5. Placement Hour Tracking

Each week you will be required to submit an attendance report. The 1st week you will click on "Submit Track Hours" and complete the form & submit.



Placement Hour Tracking
Please complete this form by Sunday evening each week. Your hours will be verified by your Supervisor/Mentor.
[Submit Track Hours](#)



Hour Tracking Record for Ms Brittany Beaud (202736192)
W0229-16121 - S0271 (Spring 2022/23)

Client	W0229-16121 - S0271 (Spring 2022/23)
Program Type	Student of Leadership, Justice & Social Studies - Paid Placement
Start Location	March 16, 2022 09:00 AM (St. Anne Beaud)
End Location	March 16, 2022 09:00 AM (St. Anne Beaud)

Students are to fill the required number of hours in this area in their respective of the category. The Hour Tracking form is a detailed report where students are required to complete it in order to be approved on the Paid Placement. When working on this form you can contact your supervisor or your mentor. Record is the record of the work.

The Student is responsible to complete the Hour Tracking form and the supervisor/mentor. This is going to be shared with the supervisor/mentor and the student.

Students are required to fill up on this record during the Paid Placement experience after it is completed the student should submit the record to the supervisor/mentor of Paid Placement (during work). Students must complete all the information on the Hour Tracking form and the supervisor/mentor of the Paid Placement (supervisor/mentor of the student).

The hour tracking form is available to all the student and supervisor/mentor on the Hour Tracking form and the supervisor/mentor of the Paid Placement.

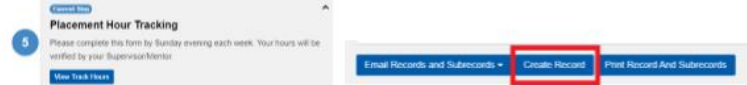
Do you agree with the conditions above?
 Yes No

What week is this attendance for?

What time did you track on (week)?

How many hours did you work including breaks per week?

For subsequent weeks you will be clicking on "View Track Hours" → Create Record



Placement Hour Tracking
Please complete this form by Sunday evening each week. Your hours will be verified by your Supervisor/Mentor.
[View Track Hours](#) [Email Records and Subrecords](#) [Create Record](#) [Print Record And Subrecords](#)

Choose "Hour Tracking" & complete the form
Create Subrecords



Select the records you would like to add below
Hour Tracking

Students must complete an attendance form at the end of each week and follow instructions in Career Ready to email this form to their supervisor. Supervisors will review hours and activities, but will not be asked to approve this form.

ATTENDANCE FORM SUPERVISOR



Mohawk Website | Webb, vicky
Field Placement Attendance Confirmation

12:26 PM

Action Items

+ Get more apps

Hello vicky

Please review the below weekly summary of shift hours and activities for Megan Robinson. If you have concerns, comments, or questions, contact the student's Field Placement Specialist.

Submitted on Tue, 05/07/2019 - 12:26

Week of: May 6 - May 12/2019

Monday		
8 hours	12:00 - 8:00	There was a situation in the morning with a client requiring an incident report to be written. At shift change I was able to see how a quick debriefing is completed. I followed with reading the incident report and later observed how staff interacted with this client throughout the shift based on what happened this morning. Went on outing with staff and clients. No lunch was taken today as we had a meal while supporting clients at the outing.
Tuesday		
7.5 hours	12:00 - 8:00	Attended scheduled monthly staff meeting. The supervisor led the team in a proper debriefing of yesterday's event. It was really interesting to hear the different ideas from all the staff about how to move forward and reduce the chance of a similar incident in the future. Staff were ethical and professional, just shared some very different opinions.
Wednesday		
7.5 hours	12:00 - 8:00	In the evening I supported a client who wished to attend a visitation for their friend's father who died two days ago. It was not as difficult as I thought it would be because I was there for the client and not myself.
Thursday		
5 hours	12:00 - 5:00	In the afternoon I read through the case notes and played cards with clients. I left early because I wasn't feeling well. My supervisor was notified as per agency guidelines.
Friday		
hours		
Saturday		
hours		
Sunday		
hours		

Total Hours: 28

Absent reason and makeup time: I attended half my shift Thursday but was encouraged to leave early by staff as I was very pale and not feeling well. I have arranged with my supervisor to stay until 9:00 pm every shift next week. That will make up the 4 hours I lost.

Mohawk College
Social Service Worker Program

Students will email supervisors their hours and activities weekly. Supervisors do not need to respond by approving the form. If there are concerns regarding hours spent, or activities completed, supervisors should consult with their student. If no understanding is reached, supervisors should contact their student's Field Placement Specialist for a resolution.

Addendum to Field Placement Manual Fast Track 2020

The following Addendums change how WORK 10121 will be delivered this semester:

Page 17 FIELD PLACEMENT GOAL PLAN: Students will not develop a Field Placement Goal Plan for their field placement this semester. Supervisors are not asked to monitor growth in skills or comment on progress toward achieving these goals in the final Evaluation.

Page 19 STUDENT CODE OF CONDUCT: Students will pay particular attention to the challenges of protecting client confidentiality while working from a home environment. Students must take responsibility for educating themselves on best practices in these circumstances and create an environment that provides privacy when meeting on-line with clients. They also are expected to maintain good practices with all relevant documentation required by an agency. For additional information see:

https://www.ccpa-accp.ca/wp-content/uploads/2019/04/TISCGuidelines_Mar2019_EN.pdf

<https://www.parallelwellness.ca/preparing-for-virtual-counselling/>

<https://www.socialworker.com/feature-articles/practice/catching-our-breath-to-evaluate-telehealth-best-practices/>

<https://www.crpo.ca/wp-content/uploads/2019/03/FINAL-Security-Practices-Checklist-for-Electronic-Practice-Guideline-approved-01MAR2019.pdf/>

Page 21 STUDENT ROLES AND RESPONSIBILITIES: (2) (13) Students are not required to complete a set number of hours by the end of the semester. Online activities along with research, documentation and other activities associated with their agency will be noted in Career Ready but account for only a small percentage of the WORK 10121 agenda.

Page 23 SUPERVISOR ROLES AND RESPONSIBILITIES: (4) (10) Supervisors will not be required to establish tasks, activities and measurements pertaining to a Field Placement Goal Plan. There will be no agency visit arranged with the Field Placement Specialist.

Page 24 FIELD PLACEMENT SPECIALIST ROLES AND RESPONSIBILITIES: (5) This semester, Field Placement Specialists will not arrange an agency visit for WORK 10121 students. They are available at any point in the semester to answer questions or resolve concerns through email.

Page 27 INCOMPLETE GRADES: An incomplete grade will not be given to a student based on hours accrued over this semester in their agency.

Page 44 STUDENT ABSENCES FROM PRACTICUM: Regular non-contact attendance and punctuality remains an expectation this semester. Hours missed or absences from scheduled shifts must be communicated to the Supervisor and Field Placement Specialist prior to the normal start time of that shift. Communication must follow agency policies discussed at the beginning of placement.

Page 46 HOURS AND DURATION OF FIELD PLACEMENT: Practicum days for Fast Track students remain Monday through Thursday however students and supervisors should establish in advance the non-contact times. In addition to agency placements, students will follow a robust schedule of on-line tasks, group work learning, and virtual case studies. **Certain online synchronous learning will be scheduled in real time. Students will know their schedule in advance and will need to arrange their field placement hours around these virtual classroom times.**