



SCHOOL OF SOCIAL WORK

SCWK5083 Field Instruction I
Social Action Handbook
April 9 – June 27, 2018

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OVERVIEW OF THE PDBSW PROGRAM AT ST. THOMAS UNIVERSITY

The main objective of the Post-Degree Bachelor of Social Work (PD BSW) degree is to provide graduates with a generic practice framework so that they are prepared to deliver services to various client constituencies at a level of competence suitable for beginning practice. The PD BSW at St. Thomas places major emphasis on understanding the structural roots of social problems in Canadian society. The cause of much of the suffering and inequality in society appears to be rooted in our social and economic order, and not in the individual, the family, or the subculture. All interventions are seen within the context of this understanding and, although much of social work practice is concerned with the immediate needs of individuals, the resolution of social problems is seen as necessarily involving interventions in our major social institutions.

Post-Degree Bachelor of Social Work Program

The PD BSW is designed for university graduates whose undergraduate programs include a substantial liberal arts component, and who are familiar with, and committed to, a career in social work. Limited in enrolment, the PD BSW is an intensive, 60-credit hour, 15-month program. It builds on previous undergraduate education and leads to the professional PD BSW credential. The PD BSW is limited in enrolment to 52 students. Admission is highly competitive and possession of minimum requirements does not guarantee admission. Candidates are assessed on the basis of academic preparation and professional suitability. The PD BSW program is designed to provide students with 60 credit hours in social work courses over a period of four semesters. The following is a description of the program design, and orientation. Prior to acceptance, applicants will have completed an empirical research methods course, which provides familiarity with a broad range of qualitative and quantitative research methods as well as research ethics. This course will be reviewed by the admission committee.

STU Progressive (Social Action) Field Education Model

The pursuit of social justice is a core value of both social work education and social work practice. Our approach to social justice is based on a structural social work perspective. Structural social work derives from critical social theory. “Critical theory seeks to change a society whose institutions, practices, and processes are exploitative and discriminatory to one that is emancipatory and free from domination” (Mullaly, 2007, p.108).

We seek to apply the following components of critical theory in our classroom teaching and in field education:

- the ability to see and analyze sources of domination in actual social practices in existing economic, political, and social institutions, including social services.
- the ability to articulate dimensions of an alternative social vision based on progressive social work values i.e. what constitutes “the good life” for those excluded from it.
- the ability to assist people who are marginalized and oppressed to engage in social analysis and to effect political change.

(Leonard, 1990, cited in Mullaly, 2007, p.215)

In other words, a structural approach to social work includes, but goes beyond, critical analysis to develop alternatives and involve people in the social change required to create more just and healthy conditions for life to flourish. Rubin and Rubin (1992) suggest that there are five goals of social change: improvement of the quality of life through the resolution of shared problems; reduction of the level of

social inequalities caused by poverty, racism, and sexism; the exercise and preservation of democratic values as part of the process of organizing; enabling people to achieve their potential as individuals; and the creation of a sense of community (cited in Shragge, 2003, p.43).

From a teaching and learning perspective, “these principles, applied to practice, are insufficient if social work practitioners do not identify themselves with progressive social work as a form of political practice” (Withorn, 1984, cited in Bombyk, 1995, p.1937). Progressive social work practitioners act in solidarity with service users as citizens to challenge and propose alternatives to institutionalized domination and oppression. Advocacy, activism, and organizing for social justice must be part of “larger collective strategies rather than random, individual acts that expose smaller policies or practices of injustice but leave the larger systems untouched (Baines, 2007, p.51). As a political practice, social action to effect social justice can operate at both micro and macro levels of social work provision, through discovering ways of expanding existing practice to create linkages and build bridges for social change activities (Bombyk, 1995, p.1934). For example, a number of our social action placements are geared to helping conventional agencies think more strategically about their education, research and outreach kinds of activities, in order that they have more direct impact in the public domain and influence policy-makers and politicians more effectively.

From the standpoint of professional responsibility, social work is the only profession with a mandate to bring about social justice. Social Work codes of ethics in Canada and the United States explicitly identify this pursuit as a primary objective. Thus, social workers can, and should, be held publically accountable for our ability or failure to do so. According to the IFSW and the IASSW (2004), social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work; this includes challenging negative discrimination, recognizing diversity, distributing resources equitably, challenging unjust policies and practices, and working in solidarity. A code of ethics relevant to progressive social work practice has been developed by Fraser and Briskman (2004). See Appendix A for the full text.

“Many progressive social workers believe that the success of social work in the 21st century depends on further legitimizing progressive social work, improving social work education, preparing practitioners with improved methods, becoming more deeply involved in political practice in the public domain, and asserting a greater progressive presence within and outside the profession” (Bombyk, 1995, p.1940). In our classroom teaching and field education, social action in pursuit of social justice is a critical component of our progressive social work vision.

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- Mullaly, B. (2007). *The new structural social work (3rd edition)*. Don Mills, ON: Oxford University Press.
- Shragge, E. (2003). *Activism and social change: Lessons for community and local organizing*. Toronto, ON: Broadview.

DESCRIPTION OF SOCIAL ACTION FIELD PLACEMENTS

Description and Key Elements

Progressive field education provides experiences and knowledge that will enable social work students to integrate a social justice orientation into their practice framework and develop an understanding of the links between private troubles and public issues. Some of the **key elements** of progressive field education are: **social justice, human rights, inclusion, empowerment, and advocacy.**

St. Thomas University's School of Social Work supports progressive field education in all student placements. Specifically, SCWK5083 Field Instruction I: **Social Action field placement** has been developed to provide an opportunity to learn about community-based practices that promote social change. The focus of the placement is usually an initiative or project related to a social issue such as poverty, homelessness, violence against women, bullying in the workplace and schools, racism, homophobia, discrimination, or inequality. As Martin (2007) explains, social action or activism is "action on behalf of a cause, action that goes beyond what is conventional or routine. The action might be door-to-door canvassing, alternative radio, public meetings, rallies or fasting. The cause might be women's rights, opposition to a factory, or a gap in services." It can also include "working behind the scenes" to secure support for an initiative through research, consensus building, grant applications, and public engagement. However, in all social action placements, there is a **clear political goal for change and a public face to the social action.**

One of the ways a social action field placement differs from our direct practice field placement is that its focus on social issues is broader, targeting community level interventions, rather than individual and family interventions. Another difference is the **team-work focus** where we match 2-4 students with each social action placement. Students are expected to practice the skills of team work with each other and agency staff in carrying out the initiative or project. We have an expectation that this project experience will allow them to learn more about sharing leadership skills and work responsibilities in a respectful and collaborative manner.

Preparation of students to engage in social action field placements

It has been our experience that when social work students are confronted with the possibility of doing a social action field placement, many will express reservations and concerns and some will be excited about this opportunity. Students who enter a social work and human service program with a strong social justice-related background and value base are often keen to engage in social action field placements.

Students may make assumptions about social action field placements that reflect society's stereotypes about social activists being the 'rebel type' who may engage in burning placards or in activities that lead to getting arrested. This view would obviously conflict with most students' goal of getting a job with an established organization, or provincial or territorial government. The Field Education Coordinator's job is to demystify the social action field education and clarify misconceptions that get in the way of students' ability to fully engage in their placement. All PD BSW students are prepared for the social action field placement through their course work, such as the SCWK5013: *Group Work Theory and Design* and SCWK5223: *Organizing for Action with Diverse Groups* where they learn the historical context, fundamental concepts and the direct skills necessary for organizing and enacting social change efforts within diverse contexts and with diverse groups.

References:

Martin, B. (2007). Activism, social and political. In G. L. Anderson and K.G. Herr (eds.), *Encyclopedia of Activism and Social Justice*. Thousand Oaks, CA: Sage. 19-27.

Project Expectations

Media Engagement

Each social action project should provide opportunities for students to engage the media as a means of advancing the goals of the social action project. Media can be used for a variety of purposes: to help make an issue “social”, to advocate for a course of action, to critique existing policy or programs, or to increase the public profile and credibility of organizations or groups. Media can also be used at different stages in a social change process. For example, at the beginning, organizations often create events to draw public attention to an issue that has been ignored. Public activities can be designed to demonstrate positive or negative effects of a proposed policy to influence political decision-making, in the midst of a campaign or debate.

Examples of media activity include press releases, press conferences, media advisories, letters to editors, and “op-ed” or opinion pieces in editorial sections of mainstream print or online media. Students should also be aware of key websites and blogs related to the issue they are working on.

Political Engagement

Each social action team of students should have an opportunity to design an activity to engage the formal political system at the relevant municipal, provincial and/or federal government level in order to advance the goals of the project in your placement. The design should focus on meeting with appropriate politicians or presenting before a relevant public or government committee. It is important for the students to consider the agency’s history of political advocacy, and any relationships they have with various political actors, when designing this activity. It is also necessary to understand the positions and actions undertaken by other organizations working on the issue in order to design an effective strategy.

In making a presentation to the agency supervisor or staff, the team of students should explain: what activity they designed to engage politicians; the purpose of the activity in relation to the project and the issue they are working on; and, what the students and the agency learned from designing this activity. **The decision about whether or not to implement the political strategy rests with the agency.**

Examples of strategies and actions for social action field placements

(This list can provide some ideas to consider for action steps in developing a proposal to meet your project goal). **Strategy** refers to a plan of action designed to achieve a particular goal. In the context of social action field placements, a strategy could involve:

- an overall design for building power to influence social change;
- an approach for making a government or other body do something in the public interest that they would not otherwise wish to do;
- an overall plan for researching and introducing, or revising, a service to a marginalized group.

Examples of strategies that could be included in your proposal

- a strategy for influencing the government
- a strategy for influencing public opinion to change attitudes
- Open Space Technology
- research and social planning
- writing grant applications in support of social action planning new services
- community consensus building

- general, sympathy, and wildcat strikes
- development of or support for existing coalitions
- public education activities
- building mass movements and organizations
- collective bargaining
- parliamentary political action – supporting political parties position on issues
- participation in electoral politics
- extra-parliamentary political action such as public protest
- lobbying
- resistance and protests
- boycotts of products
- building culture and identity
- internet advocacy
- changing legislation and policies
- training to address gaps in knowledge and skill
- media work
- campaigns of collective claims that consist of a series of organized planned action
- direct action
- consciousness-raising
- creating social space and building collective identity
- building international ties

Actions

Actions are the steps used in carrying out a strategy; the specific things that students could do to influence those in positions of power to bring about change; or activities to help community groups more effectively achieve project goals.

Examples of actions

- lobby day, i.e., to support the passing of a piece of legislation
- media events
- publicity
- picketing
- sandwich boards
- mass demonstrations
- marches
- photo voice exhibitions
- picketing an MLA or MP's office
- public hearings
- postcard campaign
- pressure campaign
- leaflets, pamphlets
- letter-writing campaign
- petition drive
- debates
- art
- testimonies and first person stories
- rallies
- people chaining themselves to chairs in the House of Commons
- picnics
- fundraisers
- symbols and songs
- prayer and worship
- meetings
- turnout events
- meetings with public officials and politicians
- direct action, i.e., people chaining themselves to trees or Parliament, occupying buildings
- educational teach-ins and sessions
- civil disobedience and non-violent resistance
- boycotts
- blockades
- speak out
- hunger strikes
- sit-ins, die-ins, kiss-ins, pray-ins, wade-ins, stand-ins
- voter registration
- public statements and manifestos
- popular education
- community action
- street theatre
- celebrations
- memorials and vigils

PLACEMENT HOURS AND ATTENDANCE

According to the [accreditation standards](#) set by the Canadian Association of Social Work Education (CASWE), students enrolled in an accredited Bachelor of Social Work program must complete a minimum of 700 practice hours in the field of social work, not including time spent in integrative activities (e.g. Field Integration Seminars). At St. Thomas, we divide these hours between a minimum 250-hour Social Action placement, completed in the third semester, and a minimum 450-hour Direct Practice placement, completed in the fourth and final semester. While 250 hours is the minimum requirement for the Social Action placement, students must complete their 250 hours within the dates listed above. Students are not permitted to complete their placements prior to June 27, 2018. A passing grade cannot be assigned until this requirement is met.

Students work according to their host agency's hours. For example, if the agency's hours of operation are Monday-Friday, 8:30 AM – 4:30 PM, then students will begin at 8:30 AM and end at 4:30 PM. If the agency's hours of operation include evenings and weekends, students, Field Instructors, and Faculty Liaisons should work out a schedule that works best for everyone, while aiming to keep work hours within the typical workday from Monday-Wednesday. Some placements may involve after-hours work on occasion. Agencies should include their hours of operation and if any after-hours work will be required in their proposals. **Students should count an 8-hour workday as 7.25 placement hours to account for breaks where they are not engaged in placement activities.**

If a student is going to be absent from their placement, they will inform both their Faculty Liaison and their Field Instructor/Supervisor at their earliest availability.

Beginning and End Dates

The first day of placement is **Monday, April 9th** and the last day is **Wednesday, June 27, 2018**. Social Action field placements are three days per week, Monday-Wednesday, for 12 weeks (7.25 hours per day).

MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE

Assignment/Requirement	Date/Time	Location	Details on Page (#)
First Day of Placement – On-site Orientation	April 9, 2018	Agency	P. 12-13
The Learning Contract Meeting	<p>Contract components to be completed within first 2-3 weeks of placement.</p> <p>Students & Field Instructor/Supervisor complete the Learning Contract (and Team Building Guide) prior to meeting with the Faculty Liaison.</p> <p>Meeting date to be set by the Faculty Liaison and Field Instructor/Supervisor.</p>	The host agency (unless otherwise specified).	P. 13-17
Mid-Term Review	<p>TBD by Faculty Liaison (Roughly around Weeks 7-9)</p> <p>Students & Field Instructor/Supervisor complete the Mid-Term Evaluation Form and “Qualities of a Well-Functioning Group” Rating Scale prior to Meeting & Review of Learning Contract</p>	The host agency (unless otherwise specified).	P. 18
Final Group Evaluation	<p>Evaluation Write-Up to be completed before Evaluation Meeting (final weeks of placement).</p> <p>Meeting date to be set by the Faculty Liaison and Field Instructor/Supervisor.</p>	The host agency (unless otherwise specified).	P. 19-20
Social Action Fair (part of the SCWK 5223 Course)	June 21, 2018, 1:30 – 4:30 pm	STU Campus; Great Hall (GMH)	P. 21
Last Day of Placement	June 27, 2018	Agency	

SECTION I: ASSIGNMENTS AND EXPECTATIONS

Beginning Phase: Overview of Assignments and Requirements

During the Beginning Phase of the Social Action Placement, students and Field Instructors/ Supervisors are expected to engage in the following activities:

- a) [Agency-based orientation](#) to the agency staff, policies and services (see “Orientation to the Placement Organization” below);
- b) Engagement in a team building process utilizing the [Team Building Guide](#) (p. 13) and development of the team’s [group guidelines](#): *This activity should be completed prior to the first meeting with the Faculty Liaison (the Learning Contract meeting)*; and,
- c) Development of a team [Learning Contract](#) by coming to a consensus on team-based learning objectives, and identifying objectives to be included on an individual basis. Group Guidelines and responses to the Team Building Guide should be attached to the Learning Contract. **Complete details on developing a Learning Contract can be found starting on p.14**
- d) [Learning Contract Meeting](#)—meeting date to be arranged between Field Instructor/Supervisor, students and Faculty Liaison. Full description can be found on p.17.

Orientation to the Placement Organization

As part of the orientation process, students should familiarize themselves with the following information about the agency or community group they are placed with, within the first two weeks of the field placement:

1. History *When did it begin and why?*
2. Mandate *Under what auspices did it begin?
What legislation affects its operation?*
3. Funding *What are the sources and size of its budget?*
4. Organizational Goals *What are its purposes and objectives?*
5. Organizational Structure *What is the power structure?
What are the different levels of decision making?*
6. Personnel *How many staff- paid? Volunteer?
What positions do they hold? What tasks do they perform?
What training is required, or what other criteria are used in their appointment?
What is the (approximate) social composition of the various groups at different levels? (e.g. social class, income, sex, age, etc.).*
8. Operational Policies *What services does the organization operate?
Where does the organization activity take place? (E.g. institution, community centre, private homes, etc.)
What policies govern the employees?
What policies govern the service to consumers?*
9. Values *What values are **stated** and what values are **implicit** in organizational policies?*

10. Consumers or Participants *Who participates in or uses this organization?
How did they come in contact with the organization?
What are their benefits from and rights in relation to the organization?
What access, if any, do they have to agency decision making and policy formulation?
What (typically) is their length of contact with the organization?*
11. Relation to the community *What is its special contribution?
What links does it have with other organizations?
What other key organizations are concerned with the same social issues, or are offering similar services?*

Team Building Guide

As a first step in the Team Building Guide, students should discuss the questions below as a group and come to an agreement on how they want to work together in achieving the social action project objectives. As a second step, students should discuss their responses to the questions below with the Field Instructor/Supervisor. *This activity should be completed prior to the first meeting with the Faculty Liaison (the Learning Contract meeting).*

- a. What resources (knowledge, skills, experience, abilities, personal qualities, access to relevant resources) do you bring that may help this team to complete the social action project?
- b. What resources do you **not** bring that will need to be obtained from other team members in order to accomplish the tasks of the social action project?
- c. What is your worst fear about working together in this team? Worst fear about completing this social action project?
- d. What are your hopes for your team, and about accomplishing the social action project?
- e. Discuss your project goals: what steps have to be taken to reach your goals?
- f. How will you proceed together? How will you make decisions? Who will have leadership responsibilities and functions (be specific) for the team? Does the team need a chairperson?
- g. How does the team want to deal with conflict when it arises?
- h. As a result of completing this team-building discussion, identify the **group guidelines** that will guide your work with respect to communication patterns, decision-making and dealing with conflict.
- i. Attach the team's **group guidelines** and your responses to the questions above to your [Learning Contract](#).

The Learning Contract

This section contains information on the Learning Contract and provides guidance on how to write effective learning objectives. The Learning Contract Form (completed by the Faculty Liaison during the Learning Contract Meeting) can be found in [Appendix B](#).

The main purpose of the Learning Contract is summarized in the following objectives:

1. To further clarify and specify the responsibilities of the students and the Field Instructor/Supervisor in the field placement.
2. To design and implement a group educational plan for students.
3. To provide a means by which students can influence how and what they learn.
4. To learn skills in identifying individual and group professional needs and how to meet them.
5. To assist the Field Instructor/Supervisor's role in supervision by providing a practical tool for supervision.
6. To guide on-going evaluation of the students' learning.

Once the Learning Contract has been developed, students will:

- Submit a copy of the completed and agreed upon Learning Contract to the Faculty Liaison **in advance of the Learning Contract Meeting at a time to be determined by the Faculty Liaison.**
- Present the Learning Contract for discussion and approval at the Learning Contract Meeting.
- Engage in carrying out the tasks associated with the social action project.
- Review the Learning Contract at each subsequent meeting between the students, Field Instructor/Supervisor, and Faculty Liaison, to determine student progress toward the achievement of the Learning Objectives and to check in regarding other components of the Contract, including: supervision, evaluation, and the Team Building Guide/ Group Guidelines.

Components of the Learning Contract

A. Supervision Arrangements: Students and Field Instructors/Supervisors will determine the frequency with which they will meet, and the format of meetings (e.g. how many individual, group, etc.)

B. Expectations of the Students: Students and Field Instructors/Supervisors will determine what type of documentation of learning is expected of students in order to assess the work/learning (e.g. journals, task logs, direct observation, correspondence, summaries, etc.)

C. Learning Opportunities: This refers to all the activities, experiences and assignments available through the social action project and in the agency, which would help the students to learn the identified skills. Brainstorming of activities can be a useful exercise to assist you with this component of the learning contract.

D. Learning Objectives: Learning objectives outline in writing what students want to learn in their field placement, and allow them to focus some attention on their particular areas of interest or learning needs.

Writing Learning Objectives

The following two pages will help students in the development of their learning objectives for the Social Action field placement. Field Instructors/Supervisors can assist students in the development of these objectives where appropriate; however, the majority of the work should be the students' responsibility.

There are **four levels of objectives**:

1. Knowledge (content)
 - A learning objective specific to the project content or topic area
2. Skill (ability/integration of knowledge into action)
 - A learning objective about media work related to the project
 - A learning objective about political action related to the project
 - Other relevant skills
3. Personal Development (self-awareness, ability)
 - A personal development learning objective
4. Team work (group engagement and process)
 - A learning objective about team-work

Reflection to Assist in the Development of Learning Objectives

When identifying learning objectives the students are encouraged to draw on the following criteria as a guide:

- A personal assessment of their own and the group's strengths and opportunities for growth in relation to the social action project.
- An identification of their own areas of interest and learning needs.

For Students—consider the following questions:

Knowledge: What knowledge would you like to be more aware of in relation to your social issue?

Skills: What skills would you like to be able to develop or improve before beginning your first job, considering that social workers frequently engage in Advocacy and Social Action? What would you be doing differently in the agency, community, with clients, colleagues or supervisors if you achieve this skill development? What would you like to learn to be more effective in doing media work or in developing a political action strategy?

Personal Development: What areas of personal growth and development would you like to strengthen during your field placement? What would this growth look like in your attitude and behavior?

Team work /Group Process: What skills would improve your effectiveness as a team member? What do you need to work on to be more effective in dealing with group conflict?

Learning Objectives should include three parts:

- A goal statement (to....verb...) related to knowledge acquisition, skill or personal development
- An action statement, which describes how the goal will be achieved, i.e., activities and tasks to be carried out in helping you to achieve the objective
- Evidence of accomplishment: what it would look like if you achieved the objective

Example:

To (goal) improve by (action, means to accomplish goal).

increase	identify
acquire	develop
practice	distinguish
review	research
network	promote
carry out	explore

Example Goals:

KNOWLEDGE

agency mandate
policies/procedures
action strategies
social problems
community resources

SKILLS

media skills
work habits
organizing activities
group work
use of supervision

PERSONAL

assertiveness
self-appraisal
self-care/coping strategies
self-awareness
integration of values

TEAMWORK

developing group guidelines
problem-solving with team members
clarifying roles
sharing responsibilities

Evidence of Accomplishments

The purpose of this part of the learning objective is to inform the Field Instructor/Supervisor and Faculty Liaison in descriptive terms what the students are actually trying to attain. In naming the evidence of accomplishment, the students further **clarify the degree of knowledge, skill development, personal development and team work development that they are intending to achieve.** This ensures a clearer picture of what the students are trying to achieve for everyone involved. This is entirely in the students' control as long as the learning objective is relevant to the field placement and also addresses increased competence for practice.

Each student is unique and has varying levels of knowledge and skill development when beginning their field placement. Therefore, the same learning objective may have a different meaning and intended outcome for each student. Group goals, however, should reflect possibilities of learning for **all of the students in the group.**

Examples:

1. At the end of my field placement, I will be able to understand and to use the internet and alternative media to publicize an issue or advocate a position.
2. At the end of my field placement, I will be able to articulate, and be persuasive, concise and flexible when discussing issues with public officials.
3. At the end of the field placement, I will be familiar with a variety of approaches to evaluating policies and programs.

Learning Contract Meeting

The purpose of the Learning Contract Meeting is to establish the goals and expectations of each person involved in the placement. The date for the Learning Contract Meeting will be established by the Faculty Liaison, in conjunction with the Field Instructor/Supervisor and the students. The Learning Contract Meeting normally occurs within the first two weeks of the placement start date. In advance of this meeting, a draft of the Learning Objectives, Team-Building Guide responses, and the Group Guidelines should be sent to the Faculty Liaison by the date they request it. Field Instructors/Supervisors and students should be in agreement on the content of these documents and should be mutually aware of them prior to the meeting time. The meeting will take roughly 1-1.5 hours, and will involve a review of all components outlined in [Appendix B](#) (The Learning Contract Form).

Middle Phase: Overview of Assignments and Requirements

- a) *Continue to work* on the project in consultation with the Field Instructor/Supervisor.
- b) Prepare for the *Mid-Term Review* by completing Part 1 and Part 2 of the Mid-Term Evaluation instructions (see below) in advance of the Mid-Term Evaluation Meeting.
- c) Participate in the *Mid-Term Evaluation Meeting* which occurs between the students, Field Instructors/ Supervisors, and the Faculty Liaison (see below).

The Mid-Term Review

The purpose of the mid-term review is:

- To *review the students' Learning Contract* to assess progress and identify opportunities for growth during the remainder of the placement.
- To collaborate with students in *reviewing appropriate sections of the skills review form*, with the goal of providing feedback to the students.
- To assess as a group the level of functionality and empowerment of each group member by the wider group.

Process:

The Faculty Liaison will schedule the Mid-Term Evaluation Meeting around the mid-way point of the placement; both in terms of calendar weeks and in terms of progress to-date. Mid-term reviews typically occur around Weeks 7-9, but may occur earlier or later, depending on the work plan of the individual placement.

Part 1 of the Mid-Term Review process is for students, along with their Field Instructor/Supervisor, to complete the [Mid-Term Review Evaluation Tool](#) found in Appendix C of this Handbook. It is likely that some entire sections or certain skills in some sections may not apply to your specific project. These should simply be acknowledged as non-applicable (N/A). **It is very important that this activity be completed in advance of the Mid-Term Evaluation Meeting, and that a draft be sent to the Faculty Liaison by a date of their choosing in advance of this meeting.**

Part 2 of the Mid-Term Review process is for students to complete the [Qualities of a Well-Functioning Group Rating Scale](#) (found on p. 65 of this Handbook). The Rating Scale assessment should be attached to the Mid-Term Evaluation Tool, and sent to the Faculty Liaison and Field Instructor/ Supervisor **in advance of the Mid-Term Evaluation Meeting.**

Part 3 of the Mid-Term Review process is to attend and participate in the **Mid-Term Evaluation Meeting**. Students and Field Instructors/Supervisors should be prepared to summarize students' progress, and revisit the Learning Contract to assess progress against the Learning Objectives. During this meeting, any issues and/or concerns should be discussed, with the Faculty Liaison acting as a facilitator of open dialogue.

Final Phase: Overview of Assignments and Requirements

- a) Continue to *work on the project* in consultation with the Field Instructor/Supervisor.
- b) Students will prepare a *final evaluation report* in collaboration with the Field Instructor/Supervisor using the guidelines in this handbook on “*Writing a Final Group Evaluation*” (below).

Writing a Final Group Evaluation

This guideline is to be used as an aid by Field Instructors/Supervisors and students in writing the final evaluation report. This final evaluation can serve a number of purposes for the students: as a tool for reflection on the varied experiences of the placement; as a basis for assessing future educational goals, and as a letter of recommendation for employment. The questions under each heading need not be responded to item by item but are included to illustrate areas the supervisor and students may want to think about and address in the evaluation. **The students are responsible for completing sections 2, 9 and contributing towards section 10 of this guideline; however they can assist with the other sections as requested by the supervisor.**

1. Identifying Data

Project title, students’ names, the period of time covered by the evaluation, the date of the evaluation, the name of the agency, the unit or section in which the students trained, the name and title of supervisor(s), the name and title of the Faculty Liaison.

2. Experiences/Assignments

Describe the kinds of learning experiences made available to the students: What kinds of projects did they work on? Did they have a chance to deeply explore their social action issue? Were they able to meet with government officials, stakeholders, policy makers? Did the students attend any training programs, staff meetings, participate in community or research projects, or have contact with other agencies?

Any special or extenuating circumstances that interrupted or affected the students experience in placement should be described, i.e. was there a change in supervisor or agency in the middle of placement, did a departmental reorganization occur?

3. Supervision

Comment on the frequency and length of supervision provided: How did the students relate to the supervision process? Who initiated most supervision meetings? Were the students prepared or did they depend on the Field Instructor to lead the discussion? Was learning hindered or enhanced by the student’s ability to make constructive use of supervision? How did they respond to constructive criticism? If there were difficulties, what efforts were made by the supervisor and the students to resolve the problem, and what was the outcome? Was there anything unusual or unique about your supervisory relationship or approach to the students?

4. Relationships with others/Group Process

Considering all the various people the students have interacted with during the field placement, comment on their abilities to form relationships with comfort and ease. Were there any areas of difficulty? What skills allowed the students to be unusually effective or less effective in relating to others? Were they able to organize meetings and/or mobilize participation from stakeholders? How did the students work with others in group situations? Did they support or encourage other team members? Did the students plan for or lead a group? What kinds of issues did they work on? Were there any difficulties they experienced in working with others in the group process? What strengths did they bring to the group situation?

5. Community/ Social Action

Political Issues: Were the students able to articulate and/or advocate the agency's position to decision makers (e.g. politicians, local officials, agency directors or boards)? Were they able to use a variety of information sources to publicize issues or understand positions (e.g. press releases, letters to the editor, etc.)? Were the students able to use organizing skills to empower themselves and others to take action on social issues? Did the students appear to understand their strengths and limitations regarding using power to effect social change?

Analytical Skills: Were the students able to understand and interpret agency programs/ services in terms of social justice and did they see the connections with social, economic and political barriers to social change? Were they able to assess the political climate and interests of stakeholders as they related to the issue and if so were they able to develop strategies directed toward change? Were they able to gather and synthesize research information accurately and use the information to further the agency's goals? Do they understand participatory research approaches and the ethics involved in using these methods?

6. Professionalism

Did the students behave professionally? Consider such things as dress, attendance, use of time, behaviour and attitude. Did the students abide by the principles of the Social Work Code of Ethics, or the codes of your agency, such as, showing respect for clients, and using a non-judgmental approach?

7. Communication Skills

Comment on students written communication skills. E.g.) Were documents written concisely and clearly? How much time was taken to produce acceptable work? Were messages, memos, summaries and reports written in accordance with agency guidelines and your expectations?

8. Summary of Group's Strengths and Areas for further Development

What were this group's primary strengths as you see them now? Which areas need improvement?

9. Students Learning Objectives

Please refer to the learning contract and discuss key learning acquired in the process of working on attaining your learning objectives. What factors facilitated or hindered this work?

10. Overall Assessment and Recommendation

Overall, how did the students understand and respond to the challenge of social action? Based on your observations, identify whether you recommend a pass or fail grade.

Adjourning the Placement

The successful completion of the Social Action project is cause for celebration. Students, Field Instructors/Supervisors, and Faculty Liaisons have all worked hard to ensure the process has gone as smoothly as possible. Even if every goal originally set out in the Beginning Phase was not accomplished, the Adjournment stage of group development can offer a time for reflection on what has been learned throughout the process. This year, as part of a mandatory course that accompanies the Social Action field placement, SCWK 5223: Organizing for Action with Diverse Groups, students will be displaying their accomplishments for the general public, including host agencies, at a Social Action Fair that will be held on June 21st, from 1:30 - 4:00 pm, in the Great Hall (2nd floor, George Martin Hall) on the St. Thomas University campus.

SECTION II: DESCRIPTION OF ROLES

The Field Education Coordinator

The Field Education Coordinator provides leadership and is responsible for the development, coordination, administration and management of field education. The role also includes consultation and teaching regarding field education for faculty, field instructors, agencies and students.

Responsibilities include:

1. Ongoing development of field placements by:
 - initiating and creating linkages with community agencies;
 - reviewing agency policies and programs to ensure that students are provided with learning opportunities that are compatible with the values and principles of the social work profession;
 - working cooperatively with agencies to develop, enlarge and improve existing field placement opportunities;
 - engaging students and field instructors to participate in a review and assessment of the field placement.
2. Development and administration of field education policies and procedures by:
 - establishing clearly written policies on roles, attendance, practicum requirements, sexual harassment, discrimination, competency credit, confidentiality, appeal processes, etc.;
 - developing guidelines and tools for the evaluation of students and the on-going evaluation of field instructors and field placements;
 - consulting with students, faculty, and agency staff whenever disputes occur regarding policy violation or misconduct;
 - providing mediation in situations where disputes are unresolved.
3. Development and implementation of educational events for faculty, field instructors and students pertaining to field education by:
 - conducting orientation sessions for all students and field instructors before field placements begin;
 - planning seminars and workshops for field instructors;
 - distributing of updated field education information.
4. Development and implementation of the field placement selection process by:
 - carrying out an orientation meeting for all students on the field instruction program
 - providing information on available field placement options
 - making matches in collaboration with agencies
 - consulting with students and field instructors and faculty liaison when issues arise that raise questions about the suitability of the match.
5. Chair of the Field Education Advisory Committee (FEAC)
 - convene meetings a minimum of 3 meetings per year
 - responsible for note taking and conducting meetings

- circulate minutes and agenda
 - consult with chair and faculty of the School of Social Work
6. Liaising with university administration in the development of field curricula, grading practices, workload credit and budget requirements for the field program.
 7. Participation as a member of the field education network that meets annually at the CASWE meetings. The Field Education Coordinator would be active in any education or research projects initiated by this network.
 8. Establishment of a comprehensive field education program evaluation that would occur whenever the school is completing the self-study for accreditation purposes.

Field Instructor/Supervisor and the Agency

The **Field Instructor** is usually a social worker employed by the host agency who meets the criteria as set out by the program, and has primary responsibility for the students' field educational experience; that is, field assignments, supervision and student evaluation.

The **Field Supervisor** is an employee (often not a social worker) of a field placement setting who has been designated by the agency in collaboration with the Faculty Liaison to assist with the field education process.

Expectations of the Field Instructor/Supervisor

The Field Instructor/Supervisor is someone who:

1. Provides pre-placement interviews with students when requested.
2. Provides the students with an [orientation to the agency](#) and staff, its policies, programs and practices (hours, dress code, absence due to illness); and to the project goals and strategies.
3. Assigns learning opportunities to the students such as research, project related tasks, and attendance at staff meetings or training appropriate to meet the learning needs of the students.
4. Participates in educational or field instruction preparation workshops and meetings with the Faculty Liaison.
5. Provides day to day supervision, feedback and support.
6. Participates in the students' Learning Contract, Mid-Term and Final Evaluation meetings.
7. Prepares a written final evaluation in collaboration with the students to be shared at the final meeting.
8. Engages in consultation with the Faculty Liaison during the field placement.
9. Notifies and consults with the Faculty Liaison whenever concerns arise with respect to the student(s) performance.

Expectations of the Host Agency

1. Submit the completed social action proposal form in consultation with Field Education Coordinator **by the stated deadline**. The proposal should include action steps that flow from the description and definition of social action strategies and actions. The proposal should give a sense of the organizational and/or community context of the social action project.
2. Participate in the matching process by interviewing interested students and assessing if they would be a good fit with the project.
3. Ensure the availability of the agency's professional staff to provide guidance and weekly supervision to the students. One person from the agency is usually assigned as the agency supervisor for the project.
4. Provide resources for the students that will be required for them to carry out the required work. If certain resources are not available at the agency, negotiate for resources to be provided through St. Thomas. Resources include a space or place to work, phone, desk, internet, and printer.
5. The Field Instructor/Supervisor is expected to work collaboratively with the Faculty Liaison over the entire placement and, in particular, participate in the three formal meetings:
 - a) Review and approval of the students' Learning Contract;
 - b) Provide feedback to the students at the Mid-Term Review and
 - c) Collaboration with the students' in writing a final evaluation based on the guideline for Writing a Final Group Evaluation, and participate in the final evaluation.
6. Inform the Faculty Liaison as soon as possible if there are any serious concerns or problems impacting the social action project, and collaborate in problem-solving to find acceptable solutions.

The Faculty Liaison

The Faculty Liaison is responsible for liaising with students and their Field Instructor/Supervisor, for providing the link between a field placement setting, and the faculty, and ensuring effective three-way communication. The role includes coordination, collaboration, enrichment and quality assurance responsibilities with the Field Instructor/Supervisor and students.

Expectations of the Faculty Liaison

1. Attend educational workshops provided by the school on field instruction.
2. Become familiar with the policies and practices as outlined in the Field Instruction Handbook.
3. Schedule a time for at least one initial meeting to ensure that each student placement has established a Learning Contract. It is imperative to meet with each student individually at the beginning of the placement and again around mid-term in addition to meeting with the students as a group. This meeting will provide openings for students to identify opportunities and/or challenges that are creating concern.
4. Clarify the School's expectations about students' learning, workload and evaluation requirements.
5. Assist the students to make links between field experiences and program curriculum, and provide support to the students in their professional growth and development.
6. Assist and support Field Instructor/Supervisors in developing a teaching role that empowers students as learners.
7. Mediate disputes and/or challenges that arise between students and their Field Instructor/Supervisor by attending or arranging meetings that may be necessary to resolve problems. These meetings should be held at the earliest sign of difficulty.
8. Facilitate the Mid-Term Review meeting by reviewing progress on the students' learning objectives and by discussing feedback based on the skills form, which is completed by the field instructor and students. Explore if there are any concerns that need to be addressed in order for the student to pass the field placement.
9. Attend student presentations in SCWK 5223: Organizing for Action with Diverse Groups where appropriate.
10. Ensure that written notification is given to a student when it appears that they may be asked to withdraw because of inadequate performance.
11. Facilitate the final evaluation meeting, which includes a discussion of the final evaluation report completed by the Field Instructor/Supervisor.
12. Establish a final grade of pass or fail for the field placement in consultation with the Field Instructor/Supervisor and students.
13. Write the students' final evaluation in instances where the field placement requires faculty based field instruction.

The Student

Student practitioners (learners) engage in many activities and experiences which result in considerable personal and professional growth and add value to the work of an agency. The role of the students is defined more specifically through responsibilities that they are expected to assume in preparation for, and during, their field placement.

Expectations of the Student

1. Identify three field placement preferences and clarify learning needs;
2. Attend a pre-placement visit if requested to do so;
3. Attend any orientation sessions scheduled prior to beginning the field placement and become familiar with the Field Instruction Handbook;
4. Attend agency orientation activities, training sessions, and/or staff meetings as requested by the Field Instructor/Supervisor;
5. Identify learning objectives and participate in establishing a [Learning Contract](#) with the agency Field Instructor/Supervisor and the Faculty Liaison;
6. Students are required to engage in the social action project as a **member of a small team** by sharing power, knowledge and decision-making through a collaborative, team-work approach to the project work as outlined in the [Team Building Guide](#).
7. Apply social work values and abide by the NBASW Code of Ethics at all times and act in a professional manner as a representative of the agency, and sign the [Confidentiality Agreement](#);
8. Work within the established policies and guidelines of the agency;
9. Actively participate with the Field Instructor/Supervisor and Faculty Liaison to review and analyse learning experiences;
10. Promptly notify the Field Instructor/Supervisor and Faculty Liaison in case of unavoidable absence;
11. Contact the Faculty Liaison regarding any problems with the field setting; it is imperative that the students seek assistance at the onset of any problem;
12. Recognize the fact that failure to meet the requirements of the field placement, as set forth in this handbook, may result in his/her withdrawal from the field placement. A letter requesting a student to withdraw from the field placement constitutes a failure in the SCWK5083 course;
13. Be prepared for the three formal meetings with the Faculty Liaison: [Learning Contract meeting](#), [Mid-Term Review](#) and [Final Evaluation](#).

SECTION III: POLICIES

Criminal Records Check

Social Service Agencies that host students for field placements require a criminal records check document (CPIC) most of the time. The School of Social Work requires students to obtain a criminal record check document from the police, and to give it to Becky Soffee, Administrative Coordinator, for filing until it is requested by the agency. **This must be completed by the beginning of your first semester in September and a copy given to Becky Soffee.** Cost for this process is the responsibility of the student. If you have any questions regarding this requirement, please contact Becky Soffee at beckys@stu.ca.

Insurance

Liability Insurance Policy

All BSW students who are engaged in any activity related to their field placements are covered by the University's liability Insurance. The University's Errors and Omissions Liability Policy, among other coverage, covers students in accordance with the following clause:

"any person while registered as a student, undergraduate or otherwise, at the Named Insured, in respect of any activity related to the discipline in which so registered, in the furtherance of his or her education or training in such discipline, whether conducted on or off campus".

Field placement host agencies are also expected to maintain, at their own expense, Comprehensive General Liability insurance and/or Professional Liability insurance for their own personnel.

Worker's Compensation Insurance

BSW students completing a field placement must be provided with additional coverage in the event of accidental injury incurred during the placement. According to the *New Brunswick Worker's Compensation Act* RSNB 1973, c W-13, students are defined as Learners on Page 9 (see definition below). As per WorkSafeNB Policy 21-010, WorkSafeNB Directive 21-010.01, and WorkSafe NB Policy 21-300 (all found below), Learners are normally assumed under the Accident Employer's (i.e. host agency's) WorkSafeNB account. However, if the host agency is unable to assume the student under their WorkSafeNB or other provincial workplace insurance coverage (in the event of an out-of-province placement), then it must be expressly stated in writing. In the event that the host agency cannot assume the student under their coverage, then St. Thomas University will assume the student under its coverage. The Field Education Coordinator will contact host agencies prior to the commencement of placement to determine whether the host agency will assume the student(s) under its WorkSafeNB coverage. If the host agency cannot assume the student(s), the names and social insurance numbers of students needing coverage by the University must be submitted to WorkSafeNB by the University prior to the commencement of the placement.

Relevant WorkSafeNB Policies and Directives:

In the *Worker's Compensation Act*, placement students are defined as learners:

"Learner means any person who, although not under contract of service or apprenticeship, becomes subject to the hazards of an industry within the scope of this Act, for the purpose of undergoing training or probationary work supplied or stipulated by the employer as a preliminary to

employment and includes a student attending an educational institution in the Province while participating in an approved work experience program at the place of business of an employer to whom this Act applies (p. 9).

WorkSafeNB Policy 21-010 (Definition of Worker), Section 2.2. on Learners states:

“Learners are individuals who do not receive remuneration for work being performed, but who are subject to the risks of an industry because of a training program supplied or required by an employer as a prerequisite to employment. This includes an individual who is required by employment to participate in an educational institution’s approved program, or a government-approved work experience program.”

WorkSafeNB Directive 21-010.01 (Learners) states:

“Examples of learners are as follows:

- Students undergoing work experience requirements of their course;*
- A challenged individual undergoing on-the job training as a preliminary to employment; or*
- A person doing job testing in order to obtain employment.*

If the above stated criteria is met, then learners are considered workers under the WC Act.”

According to WorkSafe NB Policy 21-300 (Allocation of Claim Costs), Section 2.1 on Learners:

“Normally WorkSafeNB charges claim costs for learners to the accident employer’s account.”

Sexual Harassment Policy

St Thomas University states in its mission statement that:

"We are a university primarily concerned with people, ideas and values. We are an institution with a social conscience. We are united in the belief that women and men of divergent backgrounds and abilities should have an opportunity to learn and practice critical thought and to realize their intellectual potential in an academic setting..."

As part of its mandate to provide such an environment, St Thomas is committed to instituting policies aimed at the prevention and resolution of problems of sexual harassment. The policy is based on the belief that sexual harassment is an issue of concern to the entire university community.

The intention of the policy is two-fold:

1. to provide a means to resolve specific incidences of sexual harassment, and
2. to provide an educational tool for increasing awareness of, and sensitivity to, the negative impact of sexual harassment.

Definitions:

The policy states that sexual harassment occurs when:

- a. attention which is sexually oriented and is of a persistent or abusive nature is made by a person who knows, or ought reasonably to know, that such attention is unwanted;
- b. there is an implied or expressed promise of reward for complying with a sexual advance or a request for sexual favour, such as employment, academic status or accreditation;
- c. there is an implied or expressed threat of reprisal in the form of denial of academic status or accreditation or opportunity in employment for refusal to comply with a sexual advance or sexual favour or for making a complaint of sexual harassment; or
- d. persistent, degrading or abusive verbal or physical conduct of a sexual nature which interferes with an individual's or group's work or academic performance or creates an intimidating, hostile or offensive working, learning or living environment.

The policy includes guidelines and procedures to protect students, staff and faculty from sexual harassment. Students, Field Instructors and social work faculty should familiarize themselves with the University's policy and procedures to proceed effectively if a person believes that harassment has occurred. The right to information about and protection from harassment extends to students in their field placement, to Field Instructors and to faculty.

Most agencies and institutions have developed harassment policies to protect their employees. Students may wish to access the services available under the agency sexual harassment policy as it may be a more practical means of resolving problems which involve agency staff.

Policy on Social and Electronic Media and the Use of Electronic Devices in the School of Social Work

June 2014 (Revised January 2017)

1.0 Preamble

The Canadian Association for Social Work Education (CASWE) Standards for Accreditation, SB/M, 2.4.6, requires that the School of Social Work have a policy that covers the “ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field placement community” and that demonstrates “how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE, and with the mission of the academic unit concerned.”

The *Policy on Social and Electronic Media and the Use of Electronic Devices in the School of Social Work* is consistent with the *CASW Code of Ethics* (2005), which outlines the core social work values as:

- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Service to humanity
- Integrity of professional practice
- Confidentiality of professional practice
- Competence of professional practice

The School of Social Work recognizes that the use of social media and electronic devices can enhance learning and knowledge sharing, and support social justice goals. However, the widespread integration of social media into personal and professional life poses unique challenges and risks to professionals and service users. All social work students are responsible and accountable for their actions and statements. Students are expected to use social media, and electronic devices, in a manner that upholds the standards and ethics of the social work profession.

This policy applies to all St. Thomas University social work students in all aspects of their studies, including participation in field practicums and research. This policy does not preclude using social media to undertake research or recruit research participants, subject to approval by a research ethics board.

Students are encouraged to familiarize themselves with policies related to ethical standards of communication including, but not limited to, the New Brunswick Association of Social Workers (NBASW) *Code of Ethics* (2007) and the NBASW *Standards for the use of Technology in Social Work Practice* (2010), the *New Brunswick Human Rights Act*, and the St. Thomas University *Policy on Non-Academic Misconduct* (2015) and the St. Thomas University *Harassment and Discrimination Policy (Students)* (2012).

2.0 Definitions

2.1 Social Media: “Social media” refers to socially interactive networked information and communication technologies by which information, opinions, and discussions are presented for public consumption on the internet. This includes, but is not limited to, Facebook, LinkedIn, Twitter, Texting, Email, Blogs, YouTube, Wikipedia, etc.

2.2 Post: “Post” refers to any user-generated information shared on a social media site. This includes, but is not limited to, Facebook status updates, tweets, blog updates, etc.

2.3 *Electronic Device*: “Electronic device” refers to any computer or wireless device that provides communication by e-mail, telephone, text messaging, internet browsing, or is used for recording purposes. This includes, but is not limited to, cellphones, smartphones, tablets, smart pens, laptops, etc.

3.0 Social and Electronic Media Policy Statement

The School of Social Work recognizes the importance of the internet and is committed to supporting the rights of students to interact respectfully and knowledgeably through social media. The School strives to provide students with an environment of free inquiry and expression, wherein freedom of expression and academic freedom in electronic format has the same latitude as in printed or oral communication. The School requires students to demonstrate professionalism in all interactions; written, electronic and oral forms. Despite disclaimers, internet interactions and postings can result in the public forming opinions about the profession of social work, the School of Social Work, and St. Thomas University.

The use of any information without permission; confidential information; or unfounded, derogatory, or misrepresentative statements about the School of Social Work or its members (including students, staff, faculty, and guests), field practice, or field agencies or their members (including staff, volunteers, service users, and participants) on the internet may result in a review of the student’s status under the *Policy Governing Deferred, Denied, or Unsuccessful Field Placements in the School of Social Work* (2014; rev. 2017) and/or the *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017).

4.0 General Guidelines for Appropriate Use of Social and Electronic Media

These guidelines are intended to provide guidance for social work students to:

- interact respectfully and knowledgeably with people on the internet
- respect copyright and intellectual property rights
- make appropriate decisions about any online exchanges related to the School of Social Work and field agencies within the scope of the *CASW Guidelines for Ethical Practice* (2005) and the *NBASW Standards for the use of Technology in Social Work Practice* (2010), the *St. Thomas University Policy on Non-Academic Misconduct* (2015), and the *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017); and
- protect the privacy, confidentiality, and interests of the School of Social Work and its members and field agencies and their members.

If students are developing websites, social networking groups, or writing blogs that will mention the School of Social work or its members of field agencies or their members, students shall:

- Identify that they are students and that the views expressed are their own and do not represent the views of the School of Social Work and/or field agencies.
- Not speak on behalf of either the School of field agencies, unless given permission in writing by the School of Social Work or field instructor.
- Inform the School of Social Work and/or field instructor that they are doing so. Students need to clearly state their goals and what the social media site intends to say or reflect.

Confidential Information

Students shall not share any confidential information about the School of Social Work or its staff, faculty, field agencies or their members.

If students have any questions or are unsure about whether information is confidential or public, it is important to speak with a field instructor, the Field Education Coordinator, and/or a faculty member before releasing information that may reflect negatively on the social work profession, the School of Social Work; its staff, faculty, field agencies or their members, or students in the social work program. **Students should always seek permission before they post information about a third party on public social media.**

Respect and Privacy Rights

Students are expected to speak respectfully about the School of Social Work and its members, their field practicum, and field agencies and their members. Students shall not engage in behaviours that reflect negatively on the social work profession, the School of Social Work or its members, or field agencies or their members.

Students shall respect the privacy of their classmates. Defamatory, harassing, or insulting comments and postings to produce a hostile work and/or learning environment constitute unprofessional behavior and will result in a suitability review under the *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017), and /or the St. Thomas University *Policy on Non-Academic Misconduct* (2015).

Photographs and Audio/Video Recordings

Taking and sharing photographs or audio/video recordings without consent is a breach of privacy and confidentiality. As agencies increasingly use photography and other forms of audio/video recording for professional consultation, research, and education purposes, it is crucial for students to know the field agency's policy regarding photographs and audio/video recordings, including any limitations of their use.

Professional Suitability

Nothing published on the internet is confidential. The *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017) outlines behaviours and situations that may result in a suitability review. In particular, students should note that their behavior outside of the university and social work practice environments, including certain aspects of their personal lives, may have an impact on their suitability for practice.

Use of Electronic Devices in the Classroom

Students are required to approach the classroom environment with the same level of professionalism that applies to field placements and other professional work settings. It is important that the classroom is a place of focused attention to the material under review. In an effort to maintain educational integrity, respect for the rights of others, and a positive learning environment, the School of Social Work has developed the following guidelines for the use of electronic devices in the class room:

- The use of handheld electronic devices during class time can be distracting, disrespectful, and viewed as unprofessional behavior. Therefore, the use of such devices is limited to scheduled breaks;
- Electronic cigarettes, or e-cigarettes, are treated in the same way that regular cigarettes are treated and may only be used in designated smoking areas;
- Laptops may be used only in consultation with the course instructor;
- All handheld electronic devices, including cellphones, must be stored out of sight and switched off during class. No electronic devices should be on the desk/table or a student's lap. Texting messages during class is prohibited;
- Receipt and response to electronic messages or phone calls during class or field placement will be restricted to emergencies. When such a call or message is expected, the student should consult the instructor or field supervisor in advance;

- It is prohibited to record classroom lectures and/or interactions through photography, audio-recording or video-recoding unless authorized by the instructor and all participating parties.

Interactions with Past and/or Present Field Agency Service Users and Participants

Students shall:

- Not approach field instructors, faculty, staff, service users, or their family members to connect on social media sites.
- Not connect with their clients (current or past), nor allow their clients to connect with them using social media: e.g., they shall not “friend” them on Facebook or “follow” them on Twitter. They shall use only their professional (work/field placement) email address to communicate with clients.
- Possess a working knowledge of the privacy controls on the social media networks they use.
- Use only their professional (field agency) email address when communicating electronically with service users and participants.
- Ensure that all email communication with service users and participants is of a professional nature and does not involve personal discussions or disclosures.

If students choose to communicate with service users or participants via email, they need to be aware that all emails are retained in the logs of the Internet Service Providers. While it is unlikely that anyone will examine them, these logs are available to be read by the Internet Service Providers’ system administrators. Thus, privacy and confidentiality cannot be guaranteed.

Tips for Responding to Social Media Requests from Service Users and Participants

Here is an example of what students can say to service users or participants who request or attempt to contact them through any form of social media. Students need to familiarize themselves with field agency policies related to the use of social media when they commence their field placements.

Friending:

“I do not accept friend requests from current or former service users or participants on any social networking sites, including Twitter, Facebook, and LinkedIn. I believe that adding service users or participants as friends can compromise confidentiality and blur the boundaries of our working relationship. If you have questions or concerns about this, I will be happy to talk more about this when we next meet.”

Consequences:

Information shared on the internet is public and may be shared with unintended recipients. Such information may be used for pre-field practicum screening, pre-employment screening, evidence for disciplinary action, and grounds for legal action.

Complaints about BSW students using social media in an unsuitable, unethical, or inappropriate manner will be addressed by the Director using the University’s *Policy on Non-Academic Misconduct* (2015), and/or the Schools’ *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017).

(Adapted with permission from the Memorial University Newfoundland (MUN) School of Social Work, *Social Media Policy and Guidelines*, 2016)

Policy Governing Professional Suitability in the School Of Social Work

June 2014 (Revised January 2017)

The Canadian Association of Social Work Education (CASWE) requires the School of Social Work to have in place procedures for assessing the suitability of their students for professional practice. St. Thomas University has developed the following policy to be invoked when there are concerns related to a student's professional suitability.

1. Scope and Purpose

1.1 All students in the Bachelor of Social Work program are expected to demonstrate attitudes, values, and conduct that are consistent with the Canadian Association of Social Workers' (CASW) and the New Brunswick Association of Social Workers' (NBASW) Codes of Ethics during classroom participation, through written assignments, in presentations, and in field contexts.

1.2 The purpose of this policy is to:

- Increase student and faculty awareness of the attitudes, values, and conduct that are suitable for a professional social worker;
- Comply with the requirements of professional regulatory bodies;
- Assist faculty in evaluating student suitability for social work practice; and
- Seek to ensure students are made aware of any concerns through a fair and transparent process.

1.3 All students at St. Thomas University are required to comply with Course Regulations, the Code of Student Conduct, the Policy on Harassment and Discrimination, academic appeal and dismissal procedures, and any other University policies. Students enrolled in our professional programs have additional responsibilities regarding personal and professional suitability through compliance with specific School of Social Work policies included in the University *Calendar* and in the PDBSW and MMBSW *Student Handbooks*.

2. Behaviour that May Result in a Suitability Review

2.1 Students must be aware that their behavior outside the University and social work practice environments, including certain aspects of their personal lives, may have an impact on their suitability for practice.

2.2 This policy is to be applied when it appears that a student is failing to maintain suitability for professional social work practice. The following is a non-exhaustive list of circumstances that may raise concerns about professional suitability and trigger a review process:

- Evidence of a violation of the Professional Code of Ethics of the New Brunswick Association of Social Workers (NBASW) and/or the Canadian Association of Social Workers (CASW); or of the New Brunswick Human Rights Act;
- Attempts to gain advantage or deceive, through falsification, forgery, or misuse of any record or document, or through false statements or representations;
- Harassment, or any threat, intimidation, or attempt to harm another person;
- Persistent substance use that interferes with the student's ability to function within a professional context;

- A physical or mental condition which impairs essential social work performance, recognizing that reasonable accommodation for the special needs of individuals is required by the New Brunswick Human Rights Act;
- Prevention or intent to prevent any person from exercising or intending to exercise his or her right to freedom of speech or freedom of belief;
- An acquired conviction due to a violation of the criminal code of Canada, which demonstrates lack of judgment and integrity, including, but not limited to, physical assault, sexual assault, or drug trafficking; and
- Failure to disclose pending criminal charges or convictions (except where convictions have been pardoned).
- A student is denied a field placement and is not able to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement, within the time frame specified by the faculty of the School of Social Work.

3. The Review Process

3.1 This process is designed to assist students in dealing with identified concerns that have an impact on their performance in the BSW program.

3.1 The following procedures will be followed should a breach of any of the School's, Practicum Agency's or University's policies, or Codes of Ethics occur. Depending on the nature of the infraction, the School of Social Work reserves the right to proceed with a review at any point that is deemed to be appropriate. Anonymous allegations will not be investigated; however, they will be kept in a confidential file in the office of the Director.

3.2 Records of any incidents that are subject to the review process will be placed in the student's confidential file in the Registrar's Office.

3.3 All parties, at all stages, will respect the confidentiality of information that may be disclosed during the review process.

Stage One Review

Classroom Instructor and Student: When a classroom instructor has concerns about a student's professional behavior, he or she should:

- a) Discuss those concerns directly with the student and seek to work with the student to resolve them;
- b) Involve the student's faculty advisor to assist in supporting the student to resolve the concerns;
- c) Document dates and content of all meetings with the student; and, if warranted,
- d) Notify the Director that Stage One of the review process is being undertaken.

Field Instructor and Student: When a Field Instructor has concerns about a student's professional behavior, he or she should:

- a) Discuss those concerns directly with the student and seek to work with the student to resolve them;
- b) Document dates and content of all meetings with the student;
- c) Notify the Faculty Field Liaison that Stage One of the review process is being undertaken; and, if warranted,
- d) Discuss the concerns with the Field Education Coordinator, who will, if warranted,
- e) Notify the Director that Stage One of the review process is being undertaken.

In many instances, meetings between the parties will resolve the concerns and will not lead to further reviews. The Field Education Coordinator shall record in writing the discussions at the meetings and the resolution of the matter at this time. If, after two weeks, the concerns are not resolved at this stage, the parties will proceed to the next stage.

Stage Two Review

Classroom Instructor and Student. When a Stage Two review is deemed necessary:

- a) The Instructor will notify the Director that the next stage of review is being requested;
- b) The Instructor and the Director will meet with the student to discuss the concerns. The student may elect to bring someone to the meeting. If the student plans to attend the meeting with someone, he or she must notify the Director in advance.

Field Instructor and Student. When a Stage Two review is deemed necessary:

- a) The Field Education Coordinator will inform the Faculty Field Liaison, the Director, and the student that the next stage of review is being requested relating to the field placement concerns; and
- b) The Director will meet with the student, the Field Instructor, the Field Education Coordinator and the Faculty Field Liaison to discuss the concerns. The student may elect to bring someone to the meeting. If the student plans to attend the meeting with someone, he/she must notify the Director in advance.

Either the Director (in the case of concerns arising from the classroom) or the Field Education Coordinator (in the case of concerns arising from the field placement) will determine the nature of the concerns and gather sufficient information to develop a written plan to address the concerns, if one is needed. No further action may be required, or the student may be asked in writing to modify his or her behavior and/or seek appropriate help. If, after two weeks, the concerns are not resolved at this stage, the parties will proceed to the next stage.

Stage Three Review

Intervention at Stage Three will require the following:

- a) Referral for formal disciplinary action, if appropriate, under the St. Thomas University Student Code of Conduct, the Policy on Harassment and Discrimination, or other relevant University policy;
- b) A meeting of faculty in the School of Social Work to determine if a recommendation should be made to the Vice-President (Academic & Research) that a student be dismissed from a course or field placement, or be required to withdraw from the BSW program.

4. Right of Appeal

Students who wish to appeal their dismissal from a course or Field Placement, or the requirement to withdraw from the BSW program, may do so by submitting a written appeal, care of the Registrar, to the Senate Admissions and Academic Standing Committee. Appeals should be based on substantial reasons with supporting documentation. For more detailed information about the appeal procedure, students may contact the Registrar's Office.

Parts of this policy have been adapted from the University of Manitoba Faculty of Social Work's Professional Unsuitability By-Law and the Algoma University School of Social Work's Specific Behaviour Policy.

Field Placement Selection Policy

All students in the Post-Degree (PD) BSW programme will complete two field placements. Considering the requirements of a generalist program, students will be required to have one field placement in a direct practice setting in order to integrate the skills for practice.

Past experience has shown that several factors can negatively impact field placements that are carried out in the place of employment, therefore, **PD BSW students will be required to complete a field placement(s) in an agency outside their place of employment.**

For the Social Action Field Placement, students will be provided with a listing of project proposals developed by agencies in the Fredericton and surrounding areas (within a 1-hour driving distance to campus). Students will have a set amount of time to inform the Field Education Coordinator of their top-three project selections. The Field Education Coordinator, in conjunction with the Faculty of the School of Social Work, will place students taking students' interests into consideration. Students will be asked to confirm the placement via email.

Field Placement Priority Guidelines

The Field Education Coordinator will make every attempt to match students based on their learning needs and interests; however, the ultimate decision regarding where students will do their placements rests with agencies.

Policy on Terminating or Changing a Field Placement (Student)

Occasionally students face difficult circumstances in their lives or in their field placement, which require them to address the question of prematurely terminating the field placement or making a request for another field placement match. This policy is aimed at clarifying the steps to be followed in dealing with a request for change and to assist students with some guidelines on their role and professional responsibilities in this process.

The principles guiding this policy are those of accountability to the agency and clients, as well as respect and concern for the student's learning needs and for their professional development. With these in mind, the following steps are recommended in carrying out a request for change or termination.

1. Identification of Issues

In instances where the student is concerned about the appropriateness of the field placement match, he or she should identify learning gaps or other concerns associated with the match. In cases where the student needs to terminate a field placement for personal reasons, these should also be clearly identified.

2. Communication of Concerns/Needs

The student should communicate his or her concerns and needs to the designated Field Instructor/ Supervisor. This step is important in ensuring that the student has attempted to make their needs known and to negotiate desired changes. Professional development includes the ability to identify learning needs and to be assertive in taking steps to meet those needs. In cases where a student lacks confidence in carrying out this step, he or she may request the assistance of their Faculty Liaison to prepare themselves for this action.

3. Negotiation

Students are encouraged to make attempts to negotiate appropriate changes in their field placement arrangements with or without the assistance of the Faculty Liaison. When efforts to negotiate changes have been attempted without desired results, the student should consult with their Faculty Liaison to review the process and discuss the next step.

4. Requesting a Change

A decision to change a field placement should only be implemented after the following steps have been taken:

- a. student and Faculty Liaison review the student's unmet needs with the agency supervisor and attempt to further negotiate for changes or clarify reasons for ending the field placement.
- b. the student's caseload and/or commitments are reviewed with the goal of identifying which responsibilities need to be completed by the student before leaving the agency, establishing a plan for ending tasks and making appropriate referrals.
- c. the student makes a request to the Field Coordinator for a field placement change and begins a new selection process.

A decision to terminate a field placement and prematurely withdraw from the course should include completion of step (b); sending a written letter to the Field Education Coordinator requesting termination of the field placement; and notifying the Registrar's Office of his or her withdrawal from the course.

Policy Governing Deferred, Denied, Or Unsuccessful Field Placements in the School Of Social Work

June 2014

To ensure that the interests of Social Services users are a first priority, and to provide the best professional training possible, the following procedures will be followed in the case of a deferred, denied, or unsuccessful field placement.

1. Deferred Field Placement

A field placement may be deferred if the student submits a written request to the Director of the School of Social Work citing mental or physical health or other extenuating circumstances.

Should the field placement be deferred, the School of Social Work will negotiate a placement at the earliest possible time, consistent with the student's academic program and the availability of an appropriate field placement setting. Field placements are normally offered twice a year: from April until the end of June, and from September until early December. Alternative arrangements may be considered by the Field Education Coordinator at the request of the student and in consultation with faculty of the School of Social Work.

2. Denied Field Placement

The School of Social Work may deny a field placement for any of the following reasons:

- 2.1 The prospective student has not successfully completed required courses and/or course assignments;
- 2.2 There is confirmed evidence that the student has violated the Professional Codes of Ethics of the New Brunswick Association of Social Workers, the Canadian Association of Social Workers, or the New Brunswick Human Rights Act;
- 2.3 The student's health renders him or her incapable of carrying out the basic tasks and professional requirements of social work practice in a designated field placement;
- 2.4 The student has not provided a current adequate vulnerable sector/criminal record check, or disclosed pending criminal charges.

When a student is deemed not ready to begin a direct practice or social action field placement, the onus is on the student to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement. In the case of a postponement, the student may be required to pay a pro-rated tuition fee.

The University is obliged to arrange a placement for each student accepted into the program, unless the student has been denied a field placement based on the above reasons.

If, for some reason, no suitable placement can be identified, or a student is denied a placement due to circumstances beyond his or her control, arrangements will be made for a suitable placement at a later date at no additional cost to the student.

3. Withdrawal from a Field Placement

A student who chooses to withdraw from a field placement for a reason not deemed valid by the School of Social Work is not guaranteed a subsequent field placement. However, if a student withdraws from a field placement for valid reasons (on medical or compassionate grounds), arrangements will be made for a suitable placement at a later date at no additional cost to the student. (Please refer to [Policy on Terminating or Changing a Field Placement](#) (Student) p. 49.

4. Dismissal from a Field Placement

The Field Education Coordinator and Faculty Field Liaison will support all students in resolving issues that arise in their field placements. When these efforts have not been successful, the School of Social Work and/or host agency (after consultation with the Director of the School of Social Work) may recommend to the Vice-President (Academic & Research) that a student be dismissed from a field placement when there is evidence of the following:

- 4.1 The student has failed to adhere to the attendance policy (see Appendix), and has failed to negotiate an acceptable alternative arrangement;
- 4.2 The student has violated the Professional Codes of Ethics of the New Brunswick Association of Social Workers, the Canadian Association of Social Workers, or the New Brunswick Human Rights Act;
- 4.3 The student has chosen to discontinue the field placement for any reason not deemed valid by the School of Social Work;
- 4.4 The School of Social Work has determined that the student is not suitable for social work practice as per the Professional Suitability Policy;
- 4.5 The student's behaviour or attitude has interfered with his or her ability to work with agency staff and/or service users;
- 4.6 The student has not followed through in meeting learning objectives;
- 4.7 The student has been charged with harassment or violations of ethical codes.

5. Procedure

When there is evidence that a student is not meeting the requirements for successful completion of a field placement, the Review Process outlined in Section 3 of the Policy Governing Professional Suitability will be followed.

Immunization Policy

Social work students may come into contact with communicable diseases throughout the duration of their field placements. This policy outlines immunization requirement for health care workers, as recommended by the *Canadian Immunization Guide*¹.

All social work field students in healthcare institutions and/or settings governed by local health authorities are required to provide immunization records or documentation confirming immunity of infectious diseases. Completed immunization forms are to be submitted to the field placement coordinator no later than thirty (30) days prior to entering the field placement.

Records of immunity of the following communicable diseases are required by the Horizon Health Network: **Tetanus Diphtheria & Pertussis; Measles/Mumps/ Rubella; Varicella; Tuberculosis; Hepatitis B; Influenza is highly recommended but not required.**

Students may choose to receive their vaccinations with their family physician, the Campus Student Health Centre, or the Victorian Order of Nurses. Any costs associated with vaccines or immunizations are the responsibility of the student.

Failure to comply with this policy may delay entrance to the field placement and/or the student may not be permitted to practice in the placement setting.

Additional Information

- Campus Student Health Centre (453-4837) provides vaccinations and TB testing for all the vaccinations required by Horizon. They can also do blood tests to screen for immunity, and provide an immunization record/documentation. No appointment required for vaccinations, however an appointment for blood work is necessary. Students responsible for the costs associated with the vaccines and screening.
- Fredericton Downtown Community Health Centre (452-5900) will not see students that have access to the Campus Student Health Centre.
- Fredericton Public Health Clinic (453-5200), the immunization clinic can only be accessed by children and youth under the age of 16.

¹ Public Health Agency of Canada. (2007). *Canadian Immunization Guide: Part 3 Recommended Immunization*. <http://www.phac-aspc.gc.ca/publicat/cig-gci/p03-02-eng.php>

Policy on Confidentiality

It is understood that all St. Thomas University BSW students are expected to abide by the field placement agency's policy on confidentiality and to abide by the Canadian Association of Social Workers (CASW) Social Work Code of Ethics.

I, _____, have read the field placement agency's policy on confidentiality and understand its intent and limitations.

I hereby agree to protect all confidential information acquired in the course of my involvement with this field placement. I will disclose confidential information only when authorized to do so by the agency policy and procedure. I understand that a breach of this agreement could result in the termination of my field placement with this agency.

BSW Student's Signature

Date

Field Instructor/Supervisor's Signature

Date

Horizon Health Network Policy & Procedure Manual: Dress Code

POLICY

1. Horizon Health Network (Horizon) *employees* and *non-employee personnel* maintain standards of dress, conduct, appearance, and hygiene, reflective of a health care work environment and job activities.
2. Horizon requires its employees and non-employee personnel to maintain professional standards of dress to:
 - Comply with health, safety, and infection prevention and control standards.
 - Promote a professional and respectful work environment.
 - Reflect Horizon's public image while in the *workplace* or while attending Horizon sanctioned events off site.
3. Employee and non-employee personnel providing services to Horizon patients and clients internally or externally will:
 - Dress professionally, neatly and conservatively.
 - Be well groomed, following high standards of personal hygiene and cleanliness.
 - Take into consideration the health, safety, and infection prevention needs of others.
 - Wear clothing and footwear appropriate to their job duties and area.
 - Avoid personal practices or preferences that are offensive to others.
 - Wear Horizon issued photo identification in accordance with the *Identification and Security Access Cards* policy (HHN-SA-008).
 - Comply with:
 - Applicable safety and infection prevention and control policies.
 - Departmental addendums to this policy.
 - Dress code standards.
4. Recognizing diversity of cultures and religions, Horizon takes a respectful approach when this affects dress and uniform requirements considering: clinical, health, safety, security, and infection control.
5. Failure to comply with this policy and the required corrective actions in accordance with the *Progressive Discipline* policy (HHN-OD-019) may result in formal disciplinary proceedings, up to, and including, termination.
6. Horizon reserves the right to prohibit any mode of dress or attire that:
 - Fails to promote a professional and respectful work environment thus reflecting poorly on Horizon's public image.
 - Is disruptive to the working environment.
 - Fails to comply with health, safety, and infection prevention and control standards.

DIRECTLY AFFECTED

Employee and Non-Employee Personnel

PROCEDURE

1. Managers/delegate are responsible to ensure the Dress Code policy as well as department and *specialty area* dress standards are adhered to by employees and non-employee personnel.
2. Department and specialty areas are responsible to develop dress code addendums specific to their area when required. Required addendums are to be forwarded to Corporate Director of Organizational Development for inclusion in the Dress Code policy.

3. Employee and non-employee personnel will comply with the Dress Code policy and dress standards applicable within their specific department or specialty area. If unsure of any requirements, discuss with the department manager.
4. If special occasion costumes are approved to be worn by departmental managers (e.g. Halloween, Santa Claus) they will conform to dress code standards.
5. **General Guidelines**
 - Horizon issued name and photo identification badges are to be worn at all times, at chest level, left side, visible to all patients and public [*Identification and Security Access Cards* policy (HHN-SA-008)].
 - Clothing is moderate in style (non-revealing), professional, neat, clean, well maintained and wrinkle-free.
 - Undergarments are not visible.
 - Accessories and jewelry are moderate in style where permitted by safety and infection prevention and control guidelines [*Hand Hygiene* policy (HHN-IC-005)].
 - Head coverings are permitted to be worn when required by infection control, safety policies, and religious affiliation.
 - Garments with words, pictures, or logos that advertise products and/or which may be offensive, demeaning, or discriminatory to others are not worn.
 - Nails are sufficiently short to ensure safe patient contact and good hand hygiene. Nail polish, artificial nails and nail enhancements are subject to [*Hand Hygiene* policy (HHN-IC-005)].
 - False eyelashes are not permitted in the clinical environment.
6. **Uniforms**
 - 6.1 Uniforms are clean, in good repair and fit properly. Staff ensure access to a spare uniform in case one becomes soiled during the shift.
 - 6.2 The type and colour of uniforms are the responsibility of the department to determine. Managers provide direction regarding specific uniform requirements.
 - 6.3 Where uniform color or color combinations are approved by the Executive Leadership Team to identify a department or profession; that color or color combination is reserved for the sole use of that department or profession.
7. **Individuals Not Required to Wear a Uniform**

Examples of appropriate standards of dress can be found in the chart below and include: acceptable business/professional attire of dresses, slacks, capri dress pants, dress pants, dress shirts (long or short sleeved), jacket/vest coordinated suits, ties and dress shoes.
8. **Scent-Free Workplace**

Scented products (i.e. hair products, deodorant, perfume/colognes/aftershave, lotions, cosmetics, etc.) may cause adverse physical effects that threaten the ongoing health and safety of staff, clients, visitors, and the public at large. All Horizon employees and non- employee personnel are required to avoid using and wearing scented products.
9. **Personal Protective Equipment and Clothing (PPE)**
 - The provision of required PPE is the responsibility of the manager of the particular department or unit.
 - Each manager ensures that PPE is available to the employee, if identified as necessary to conduct the duties of the job.
 - Individuals in roles that require PPE are required to wear the PPE while carrying out their duties in accordance with health and safety requirements. If unsure about the requirements, discuss with manager.
 - PPE safety cannot be compromised to increase the level of personal comfort.

10. Footwear

The minimum standards for footwear worn by individuals who work in areas where safety, biological, chemical, and other hazards exist (i.e. inpatient/outpatient areas, Laboratory Services, Operating Room, Food Service, etc.) are footwear that:

- Offers protection from safety, biological, chemical and any other hazards.
- Is made of a material that can be cleaned.
- Is safe, sensible, in good repair, clean, and meets safety and infection prevention and control standards.
- Fully covers the front section of the foot, with no perforations or holes.

Sandals, and stiletto heels, are **not permitted** in the above areas.

10.1 Safety Footwear

Certain roles require individuals to wear protective footwear. These staff must wear the proper footwear for undertaking their work. Where required, the protective footwear, appropriate to the hazard, conforms to CSA Standard CAN/CSA Z195-M1984, or equivalent. If uncertain about the requirements, discuss with manager.

11. Casual/Dress Down Days

Casual or dress down days are not permitted in any Horizon facility.

DEFINITIONS

Employee – A person, including a salaried physician, who is hired by Horizon Health Network for a wage, salary, fee, or payment to perform work but does not include an independent contractor and its representatives.

Medical Staff – Those medical practitioners appointed to Horizon Health Network who are granted privileges by the Board of Directors, and shall include all members of the dental profession who have been granted privileges at Horizon Health Network. (Some physicians may also be employees of the RHA based on the contract they have with the organization.)

Non-Employee Personnel – A term which collectively refers to all individuals, other than employees, who provide services to Horizon (paid or unpaid) and/or require access to Horizon facilities or other infrastructure (e.g. network access). This includes, but is not limited to, independent contractors and their representatives, *Medical Staff*, and *students*. Volunteers comply with the Volunteer Dress Code Policy.

Specialty Area – Areas and departments (e.g. Laboratory Services, Operating Room, Food Service, etc.) where there are safety, biological and chemical hazards which may cause injury.

Students – Individuals who attend an accredited educational institution and are involved in practicums and placements within Horizon Facilities.

Workplace – Horizon facilities, offices, community and other locations where services to clients are provided or when representing Horizon Health Network on committees, conferences, seminars, job fairs, social events, etc.

RELATED DOCUMENTS

Code of Conduct (HHN-0020)

Hand Hygiene (HHN-IC-005)

Identification and Security Access Cards (HHN-SA-008)

Progressive Discipline (HHN-OD-019)

REFERENCES

Capital Health. Administrative Policy and Procedure Manual: Dress Standards (CH 08-095). Halifax, NS. March 2011.

HR Downloads – Dress Code

Stanford Hospital and Clinics – Dress Code Guidelines

Sheffield Teaching Hospitals – Dress Code Policy

Southlake Regional Health Centre. Administrative Policy Manual: Dress Code (A D020). Newmarket, ON. March 2013.

Dress Code Standard Examples		
Attire / Appearance	Appropriate	Inappropriate
Pants / Skirts	Business pants/slacks; dress pants; business capri pants; business dresses/skirts*. *Dresses and Skirts must be 10 cm above the knee or longer.	Sweat pants, exercise pants / yoga wear, leggings, overalls, shorts, form fitting spandex, clothing that resembles denim jeans or any item made of denim.
Shirts / Blouses	Blouses; sweaters; turtlenecks; men's shirts; dress or sport shirts where appropriate with collars. *Blouses, sweaters, and dresses must be of a style that is non-revealing.	Sweatshirts; hoodies, tank tops; halter tops; spandex; any top that does not cover to top of pant or skirt, exposes the midriff, or is visibly revealing.
Fit and Appearance	Clothing that is neat, clean, hemmed so as to not pose a health and safety risk, fits properly, and allows for ease of movement.	Clothing that is; stained, frayed, dirty, too tight to restrict movement, unhemmed, too loose as to catch on items or appear ill-fitting, wrinkled. Clothing you would wear to the gym, beach, for yard work, for a nightclub or cocktail party.
Footwear	<ul style="list-style-type: none"> • Comfortable footwear in good repair loafers, dress shoes, walking shoes, and sneakers. • Heels of a reasonable height 3" or under, not posing a health and safety hazard. • Depending on the work area, this includes a variety of types of shoes; dress sandals may be worn only if there are no safety concerns – consult your manager as to if these are appropriate in your area. 	<ul style="list-style-type: none"> • Flip flops • Slippers • Any footwear that may present a danger with respect to health and safety or infection control standards (i.e. Crocs with a perforated covering)
Miscellaneous : Hats; other head coverings	Department issued headwear as part of a uniform or worn for medical or religious purposes.	Headwear such as baseball caps or hats.
Tattoos	Tattoos if visible must be small and non-offensive.	Offensive or large tattoos are to be appropriately covered, i.e. depicting violence, pornography, or racial messages.

Dress Code Standard Examples		
Attire / Appearance	Appropriate	Inappropriate
Jewellery and Piercing	Clinical employees, employees and non-employee personnel working in areas where safety hazards exist must ensure jewellery is kept to a minimum, is discrete and provides no safety or infection prevention and control risk to the wearer or patient.	<p>Dangling necklaces, earrings, bracelets, or any other jewellery that may impede patient care or safety of the employee.</p> <p>Visible facial, head, body piercing (includes tongue studs) is not permitted and must be removed before reporting to duty.</p> <p>For staff with piercings for religious or cultural reasons, these must be covered and must not present a quantifiable health and safety or infection prevention and control risk.</p>
Hair	<ul style="list-style-type: none"> • Neat and tidy • In a clinical or service environment or when operating machinery, long hair must be tied back. • Headscarves worn for religious purposes are permitted in most areas. 	Headscarves cannot be worn in areas such as operating rooms where they could present a health and safety and infection risk.
Facial Hair	Beards must be clean, short and neatly trimmed, unless this reflects the individual's religion in which case it should be clean and tidy.	Uncovered beards when undertaking aseptic procedures or where covered beards are required by departmental addendums to this policy.

APPENDIX A: A CODE OF PRACTICE FOR RADICAL/PROGRESSIVE SOCIAL WORKERS

Source:

Fraser, H. and L. Briskman (2004) 'Through the Eye of a Needle: the Challenge of Getting Justice in Australia if You're Indigenous or Seeking Asylum', in I. Ferguson, M. Lavalette and B. Whitmore (eds) *Globalisation, Global Justice and Social Work*, pp. 109-124. London: Taylor and Francis.

"As we have suggested, Langan and Lee's (1989, p. 15) question, "How should radical social work respond to the now worsening problems of poverty and state repression?" continues to be very relevant. To social workers who are interested in social transformation and looking for some "ways forward," we modify ideas from a range of 'old' radical texts to offer this draft code of practice (see Galper, 1975, 1980; Leonard, 1975, 1984; Ragg, 1977, Simpkin, 1979, Throssell, 1975). We do this not as a final declaration but to open up discussion with progressive social workers across the world.

1. We regard our primary obligation as the welfare of all human kind, across the globe, not just to those in our immediate vicinity.
2. We understand the contradictions inherent in delivering social work services in a capitalist society. We know that the state can be both oppressive and supportive.
3. We never claim to be 'apolitical' or 'neutral' and we define social justice in political, material and global terms, not just psychological terms.
4. We respect the need for resources and decision-making processes to be fairly shared, and we realize that this will be hard to achieve given the current social order.
5. We recognize the importance of language and try to show sensitivity through the words that we use. However, we realize that we might 'get it wrong.'
6. We value processes as much as 'products' or 'outcomes,' and we are – at the very least – skeptical of using violence to deal with conflict.
7. We define power in possessive and relational ways. This means that while we are wary of calling anyone 'powerless,' we are also aware of the way dominant groups can exercise power over people who are oppressed on the basis of race, gender, class, ability, age, sexual orientation and geographical location.
8. Because we strive to live in a society where people are able to exercise their human rights, we try to democratize our professional relationships as well as our personal ones.
9. We do not see financial profit as the primary motive in life. Thus, we do not uphold the tenets of global capitalism, nor do we value paid work over that which is unpaid.

10. While we appreciate the importance of group bonds, we are wary of the way nationalism can be used to deride and exclude others. In so doing, we seek to work with people from diverse backgrounds in equitable – and culturally sensitive – ways.
11. We value education for the ways it can be used to develop critical consciousness.
12. We respect the need for oppressed groups to sometimes “go it alone”. Yet, we do not presume this will always be their preference. Instead, we are open to providing support/resources to oppressed groups in a manner that they suggest will be used.
13. While developing knowledge that will be useful to social transformation, we speak up whenever we can about unfair acts that we see, using all sorts of media to broadcast our observations and ideas.
14. We recognize the potentially conservative nature of all methods of social work and strive to radicalize all forms of work that we undertake. As we do this, we avoid individual acts of heroism or martyrdom, preferring instead to work in collaboration with others.
15. We do not see ourselves sitting outside society, nor as liberators of ‘the needy’ or ‘the downtrodden’. Rather, we try to use the benefits derived from our professional status to work against the exploitation of individuals and groups.
16. We try to do all this in everyday, reflexive ways, without posturing as self-appointed experts.
17. Given the obstacles that confront us, we realize that fatalism, cynicism and despair may set in. To prevent this we try to keep our sense of humor, have fun with others and incorporate self-care activities into our lives.”

APPENDIX B: LEARNING CONTRACT FORM



St. Thomas University

School of Social Work, Fredericton, NB CANADA E3B 5G3

**SCWK5083 Field Instruction II
Learning Contract**

PD BSW Students:

(1) _____ (2) _____ (3) _____
(4) _____ (5) _____

Faculty Liaison

Name of Field instructor/supervisor Agency

Mailing address (*Street, City, Province and Postal Code*)

Telephone Email

The main purpose of this contract is to facilitate teaching and learning in the field placement and to clarify supervision arrangements for students. It will be developed at the beginning of the placement when assessing the student’s needs and setting up an educational plan. It will be negotiated and signed by all parties at the first meeting held with the liaison faculty.

A. Supervision Arrangements: When/frequency of meetings? How many individual meetings, how many group meetings, etc.?

B. Expectations of the Students: What type of documentation of learning is expected of students in order to assess the work/learning? (e.g. journals, task logs, direct observation, correspondence, summaries, etc.)

C. Learning Opportunities at, and related to, the placement.

D. List of Learning Objectives that relate to the four levels of knowledge, skill, personal development and teamwork. (Please attach your learning objectives to the *Learning Contract*) Each learning objective will include the following:

- A learning objective statement.
- The relevant **activities and tasks** that provide opportunities to achieve the learning objective.
- A statement that addresses evidence of accomplishment and **specifies the degree** to which the students must perform or achieve the learning objective, thus, establishing a **standard for evaluation**

For guidelines, see “Writing Learning Objectives” and “Evidence of Accomplishments” which can be found in this handbook (see Appendix)

E. Attach Team Building Guide responses and Group Guidelines to the Learning Contract

(Please sign and date next page)

	Print Your Name	Sign Your Name	Date
PD BSW Student(s)			
1.			
2.			
3.			
4.			
5.			
Faculty Liaison			
Field instructor/supervisor			

APPENDIX C: MID-TERM EVALUATION FORM & SUMMARY FORM



St. Thomas University

School of Social Work, Fredericton, NB CANADA E3B 5G3

SCWK5083 Field Instruction II - Mid-Term Evaluation

Mid-Term Evaluation Part 1

This list of skills is designed to assist in providing feedback at the mid-term review.

Instructions: *The agency project supervisor and each student should complete the review of each section together, and write applicable comments at the end of each section prior to the mid-term meeting with the Faculty Liaison. The sharing of these comments will be facilitated by the Faculty Liaison. It's likely that some entire sections or certain skills in some sections may not apply to your specific project. These should simply be acknowledged as non-applicable (NA).*

A. Generalist Practice

Professional Values and Characteristics:

1. Is able to articulate social work values, ethics and principles.
2. Is able to recognize and show respect for the range of cultural norms, values and ethics espoused by clients of different races, classes and gender.
3. Is committed to the dignity and rights of clients to privacy and confidentiality.
4. Is able to identify his or her strengths and limitations in relation to the professional role.
5. Is able to assume responsibility to identify and meet his or her professional learning needs.
6. Is open to being challenged on the values and beliefs that guide his or her practice.
7. Is able to be assertive in carrying out his or her professional role.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Effectiveness within the agency and as a member of the project team:

1. Is able to understand and explain the purpose of the agency.
2. Is able to work cooperatively with agency staff.
3. Is able to work cooperatively as a member of the social action project team and negotiate mutually acceptable guidelines for team work.
4. Is able to contribute one's own ideas as a member of the agency staff and as a member of the project team.
5. Is able to organize one's time effectively.
6. Is able to establish priorities with respect to the project workload.
7. Is able to write reports and relevant project documentation that meet agency standards.
8. Is able to meet activity and writing deadlines with respect to the social action project.
9. Is flexible in adapting to work interruptions, frustrations and changes.
10. Is able to constructively address and resolve conflicts that emerge in the social action project team.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Students Use of Supervision

1. Is able to take initiative in identifying when he or she needs help.
2. Is able to raise questions about the project, the identified problem and/or about his or her role in the work.
3. Is able to accept and utilize feedback constructively.
4. Is able to disagree with the supervisor in a constructive manner.
5. Is able to establish a healthy balance between dependence and independence in the learning process.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

B. Professional Effectiveness

Skills Related to Research and or Project Activities

1. Is able to identify clear goals and objectives related to the assigned project.
2. Is able to define the parameters of the tasks involved.
3. Is able to identify all the relevant factors and/or restrictions related to the work.
4. Is able to gather relevant data.
5. Is able to formulate questions relevant to clarifying a particular problem or issue.
6. Is able to apply logical reasoning to determine the relationships of variables.
7. Is able to identify the implications of policy statements related to the project or research.
8. Is able to test assumptions and utilize feedback in making revisions and corrections.
9. Is able to coordinate resources toward the fulfilment of the desired objectives.
10. Is able to negotiate changes in the direction or the development of the project.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Group Work Skills - Formation of the Group

1. Is able to identify and assess a need for the establishment of a group.
2. Is able to identify the various types of formal and informal group structures.
3. Is able to negotiate with the client group, the type of group structure (roles, style of leadership) best suited to meet its needs.
4. Is able to plan or design a group meeting based on the identified needs of the group.
5. Is able to work cooperatively as a member of a planning team or committee.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Presentation of Information Sessions

1. Is able to organize the content of the presentation in an effective manner.
2. Is able to present the information clearly and effectively.
3. Is able to adapt the presentations to various groups, taking into account the group size, needs and interest.
4. Is able to deal effectively with difficult situations when responding to audience questions or concerns.

Summarize key observations about your own or the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Facilitation of Group Process

1. Is able to design activities that help a group get started in building trust.
2. Is aware of, and able to plan for, different stages of group development.
3. Is able to encourage group members to use their own, and each other's, resources.
4. Is able to use self-disclosure appropriately.
5. Is able to observe group dynamics by noting member’s verbal and non-verbal reactions.
6. Is able to facilitate the identification of goals and objectives.
7. Is able to assist the group in identifying a decision-making process best suited to their needs.
8. Is able to encourage the expression of ideas and opinions.
9. Is able to summarize discussions.
10. Is able to clarify issues or statements made in vague terms.
11. Is able to face and deal effectively with difficult emotional situations.
12. Is comfortable in dealing with silence in the group.
13. Is able to uphold the rights of individuals in the face of group pressure.
14. Is able to facilitate the group process of reaching agreement or consensus on issues.
15. Is able to plan for, and effectively terminate, a group.

Summarize key observations about your own or the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

C. Community-Based Work: Networking Skills

1. Is able to identify and initiate contact with relevant agencies.
2. Is able to search out informal resources and opportunities in the community, and local leadership.
3. Is able to liaise and maintain on-going relationships with agencies and partners.
4. Is able to link individuals and groups to resources in the community.
5. Is able to expand the network of resources available to communities.
6. Seeks opportunities for bridging with other communities.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Issue Identification

1. Is able to assist the community in identifying unmet or inadequately met needs.
2. Is able to develop a chronology of the development of the issue.
3. Is able to develop a profile of all the stakeholders involved in the issue.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Needs Assessment/Asset Building

1. Is able to engage the community in all aspects of the assessment process.
2. Is able to identify the individuals, groups and population affected by the issue.
3. Is able to work with the community to develop a methodology for assessing their capacities.
4. Is able to carry out formal and informal interviews with stakeholders and those affected, using qualitative research methods.
5. Is able to develop and conduct a survey of individuals and groups affected by the issue, using quantitative research methods.

6. Is able to analyse and interpret the data.
7. Is able to synthesize findings in written and verbal formats that are in tune with community needs.
8. Is able to communicate findings to stakeholder and client groups through appropriate means (meetings, newsletters, posters, local radio and newspapers, etc.).

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Constituency Building (forming new groups, organizations or coalitions)

1. Is able to involve participants from various social sectors in a community.
2. Is able to build relationships among individuals from different social classes and ethnicities.
3. Is able to identify common interests among divergent members of a community and support interest-based partnerships.
4. Is able to facilitate group building through various kinds of strategies (kitchen meetings, public forums, social events).
5. Is able to foster democratic and inclusive processes of discussion and decision-making.
6. Is able to identify and support the development of local informal leaders.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Program/Project Development Knowledge

1. Is able to facilitate setting goals and objectives with community members.
2. Is able to develop and assess different options and strategies with community members and help the community to select effective strategies for community action.
3. Is able to facilitate the selection of one particular option for project or program development with a clearly articulated rationale.
4. Is able to facilitate the development of a plan of action, which includes tasks, resources required, time frames and participant involvement.

5. Is able to support participants and encourage effective collaboration in relation to tasks and group cohesion during implementation.
6. Is able to facilitate on-going analysis and reflection with participants during implementation.
7. Is able to facilitate an understanding of program/project outcomes through evaluation with participants, community members and stakeholders.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

D. Policy Practice

Policy Development - Public Awareness

1. Is able to plan and hold public meetings or forums.
2. Is able to publicize issues by means of press releases, PSAs, letters to editors, opinion pieces, etc.
3. Is able to produce attractive and accurate flyers, hand-outs or leaflets that are appropriate for various constituencies and groups.
4. Is able to use computer technology to publicize issues (list-serves, web sites, etc.).

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Issue/Problem Assessment

1. Is able to understand the "public interest" in the issues.
2. Is able to identify all the relevant stakeholder groups.
3. Is able to carry out research using methods appropriate to each constituency (e.g. solicit studies and literature from academics, expert documents from professionals or citizen views via public forums, etc.).
4. Is able to synthesize information gathered from stakeholders, from multiple sources, and from prior work done on the issues, into the format of a briefing note or background fact sheet.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Policy Analysis

1. Is able to articulate core issues and formulate policy goals based on the issues.
2. Is able to identify viable policy options and provide a rationale for those options.
3. Is able to apply value-based criteria to analyse potential policy options.
4. Is able to apply specific criteria related to gender, race, orientation, age and other forms
5. Is able to develop alternative measures to achieve the same goals.
6. Is able to develop alternative policy options to address the same issues.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Policy Implementation - Organizational Knowledge

1. Understands the nature and culture of the organization (its particular characteristics).
2. Understands how different groups may be affected by a policy/program.
3. Understands the values, backgrounds, practice skills and interventions related to services being carried out to meet policy goals.
4. Demonstrates a working knowledge of the structures and politics of the organization.
5. Demonstrates a working knowledge of the government bureaucracies, agencies and constituencies to whom the organization is accountable.
6. Is able to assess power dynamics in an organization and its relationship to the outer world.
7. Demonstrates an understanding of negotiation and mediation in an organizational environment.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Lobbying/Advocacy

1. Is able to identify key persons in elected or influential positions.
2. Is able to establish contact with key persons through written and oral means of communication.
3. Is able to provide decision-makers with technical information and assessments of adopting positions on issues.
4. Is able to be articulate, persuasive, concise and flexible when discussing issues with public officials.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Policy Evaluation

2. Is familiar with a variety of approaches to evaluating policies and programs.
3. Is able to determine the formal and informal goals of a policy/program.
4. Is able to assess the consistency between a policy's goals and the means for achieving the goals.
5. Is able to assess the difference between intended and unintended consequences of a policy/program.
6. Is able to examine the way in which services are being carried out (process evaluation).
7. Knows the difference between adequacy, effectiveness and efficiency and is able to develop criteria for evaluating them.
8. Is able to determine the impact of a policy in terms of social justice (for example, on the human rights and self-determination of the group or population affected).
- 9.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

E. Social Action Practice

Political Competencies

1. Is able to advocate a position with a decision maker (e.g. politicians, local officials, agency directors or boards).
2. Is able to use conventional media to publicize an issue or advocate a position (e.g. press releases, letters to editor, opinion pieces, etc.).
3. Understands and is able to use internet and alternative media to publicize an issue or advocate a position.
4. Is able to empower others by organizing client/staff/citizen involvement in taking action on an issue.
5. Is able to identify common interests among divergent groups and promote interest-based partnerships.
6. Demonstrates an ability to reflect on, and to assess, personal strengths and limitations regarding the use of power to effect social change.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Analytical Competencies

1. Is able to understand and interpret agency programs/services in terms of social justice.
2. Is able to diagnose social, economic, political barriers to advancing social justice on a social issue.
3. Is able to assess the political climate and the interests of various stakeholders in bringing about change on an issue.
4. Is able to develop a strategy or an action plan based on agency programs/services to enhance the social goals of an agency, where none exists.
5. Is able to gather and synthesize information accurately, from institutional and community-based stakeholders.
6. Is able to carry out research using methods appropriate to each constituency (e.g. studies and literature from academics, expert documents from professionals or views of citizens from public meetings).
7. Demonstrates an understanding of participatory research approaches and the social ethics underlying such approaches.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Organizational Competencies

1. Is able to establish contact with key persons/groups through effective written and oral communication.
2. Is able to mobilize participation from various social sectors and stakeholders.
3. Is able to plan and organize public meetings or presentations.
4. Is able to be articulate, persuasive, concise and flexible when discussing issues with authorities, stakeholders or the public.
5. Is able to support participants and encourage effective collaboration in relation to tasks and group cohesion.
6. Is able to deal with conflict within groups, among groups and between individuals.
7. Is able to work effectively as part of a team or independently.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Qualities of a Well-Functioning Group (Mid-Term Evaluation Part 2)

Instruction: Students should read the following page, complete the scale on the next page, and attach it to their Mid-Term Review.

What qualities have you noticed in groups that do empower their members? The following list is from my observations about what makes a difference.

1. Belonging and Valuing

Let people know they do belong and that their contributions are valued. One aspect of this is welcoming and fully orienting new members. Create a positive atmosphere in which people feel affirmed, in which positive strokes are given easily and often. Affirmation is a powerful motivator – yet the more common practice is not to give feedback to each other or to mention only negative things.

2. Being Clear About the Task

When consistent attention is given to planning, policies, procedures and roles, it is clear what needs to be done, why, by whom and when. Lack of clarity in this area is a major source of disempowerment in small community groups.

3. Creating Safety

It helps if members think about each other and give each other encouragement to keep developing inner resources, build confident, overcome limitations and express feelings. In this environment feelings are not swept aside as irrelevant, irrespective of whether they are about the issue or about other people in the group.

4. Listening and Consulting

Groups in which people are listened to and consulted about things that affect them, share power and foster participation. Though at times it may be appropriate to have strong and directive leadership, this does not exclude proper listening and consultation and it does include paying attention to integrity in decision-making processes.

5. Respecting Diversity and Uniqueness

In voluntary community based groups especially, it is recognized as appropriate to have different rhythms, time commitments and working styles. As far as possible, people are encouraged to find the thing they love to do and can uniquely offer. Different cultural, racial, age or class backgrounds and life perspectives are valued and respected.

6. Being Aware of Oppression

Recognize that we are rooted in the structures that we seek to change and therefore the same problems are likely to surface in the microcosm of the group. Sexism, racism, classism, and ageism will be ever present in the group, reflecting the values of society. This can shift when members are both confronted and supported to change oppressive attitudes and patterns. Policies of affirmative action help counteract structural bias.

7. Being Committed to Conflict Resolution

Groups that see conflict as an opportunity to develop rather than as something that is bad and to be avoided, are more likely to flourish. Maintaining this attitude means being prepared to give feedback and stay with difficulties till they are resolved. Making this commitment enables far deeper levels of cohesion and satisfaction to be reached than in groups that gloss over conflict.

8. Encouraging and Supporting Leadership

Each person in the group is treated as a potential leader and the role of leadership is shared and demystified.

9. Training and Developing Skills

People are encouraged to identify areas for development to enable them to improve what they do. This could include preparation for nonviolent action, typing, book-keeping, conflict resolution, meeting facilitation or burnout prevention strategies.

10. Sharing Visions and Encouraging Each Other's Dreams

Taking the time to look together at common visions will enhance creativity and motivation.

11. Making Room for Fun and Humour

How great it is to be with people for whom working does not exclude playing! Often the best work happens when people are also having a good time!"

(Shields, K. (1991) *In the Tiger's Mouth: An Empowerment Guide for Social Action*, p. 164-165. Blacktown: Millennium Books.)

Rating Scale – How well does your group empower its members?

1. VALUING INDIVIDUALS Are positive feelings expressed and encouragement given to members?

_____	_____	_____	_____
<i>Nothing positive expressed.</i>		<i>High degree of positive feedback.</i>	

2. CLARIFYING THE TASKS How clear is what needs to be done, and by whom?

_____	_____	_____	_____
<i>Very vague and confusing.</i>		<i>Very clear.</i>	

3. EXPRESSION OF FEELINGS How safe would you feel generally expressing feelings directly, either about the issue or about people in the group?

_____	_____	_____	_____
<i>No support, very unsafe.</i>		<i>Strong, support & safety.</i>	

4. LISTENING AND CONSULTING Are people consulted about things which affect them? Are they listened to?

_____	_____	_____	_____
<i>No consultation, poor listening.</i>		<i>Consulted and listened to.</i>	

5. RESPECT FOR DIVERSITY Are different perspectives e.g. Age, ethnic, cultural, and class respected and included?

_____	_____	_____	_____
<i>No respect for diversity.</i>		<i>High degree of diversity integrated.</i>	

6. AWARE OF OPPRESSION In general, is there awareness of issues of sexism, ageism, and racism?

_____	_____	_____	_____
<i>No awareness.</i>		<i>High degree of awareness.</i>	

7. COMMITTED TO CONFLICT RESOLUTION Are conflicts acknowledged and resolved?

_____	_____	_____	_____
<i>Conflict handled ineffectively.</i>		<i>Conflict handled effectively.</i>	

8. TRAINING Is attention given to training and skill development?

_____	_____	_____	_____
<i>No attention.</i>		<i>High quality opportunities.</i>	

9. VISIONS Does your group create visions together?

_____	_____	_____	_____
<i>No sharing.</i>		<i>Often share and encourage.</i>	

10. FUN AND HUMOUR Overall does your group have fun together?

_____	_____	_____	_____
<i>Very serious, fun discouraged.</i>		<i>Lots of permission for fun and humour.</i>	

APPENDIX E: CONFIDENTIALITY AGREEMENT FORM



St. Thomas University

School of Social Work, Fredericton, NB CANADA E3B 5G3

Confidentiality Agreement

It is understood that all St Thomas University Post-Degree Bachelor of Social Work (PD BSW) students are expected to abide by the field placement agency's policy on confidentiality and to abide by the Canadian Association of Social Work Code of Ethics.

I, _____, have read the field placement agency's policy on confidentiality and understand its intent and limitations.

I hereby agree to protect all confidential information acquired in the course of my involvement with this field placement. I will disclose confidential information only when authorized to do so by the agency policy and procedure. I understand that a breach of this agreement could result in the termination of my field placement with this agency.

PD BSW Student: _____

Signature: _____ Date: _____

Field Instructor/Supervisor: _____

Signature: _____ Date: _____