
Toronto Metropolitan University School of Social Work

anti-oppression | social transformation | social justice

BSW Field Education Manual 2023/2024

**BSW Field Education Manual 2023/2024
September 2023**

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The School of Social Work is governed by the mission, policies and requirements of the University as stated in Toronto Metropolitan University's [Undergraduate Calendar](#). This manual supplements Toronto Metropolitan University's Undergraduate Calendar and Student Guide.

The timelines listed in this manual are subject to change. For the most current information about important dates, refer to the [School of Social Work's website](#).

Students are advised to be aware of and abide by Toronto Metropolitan University's [Student Code of Non-Academic Conduct](#), and [Experiential Learning Policy](#). Students should also be aware of and abide by the Code of Ethics of the Canadian Association of Social Workers (2005). Violation of this Code may lead to suspension from the program on grounds of professional unsuitability.

The complete Code of Ethics and Guidelines of Ethical Practice (2005) are available on the [Canadian Association of Social Workers website](#).

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Section 1: Glossary of Terms

- [Academic Year](#)
- [Education Coordinator](#)
- [Faculty Consultant](#)
- [Field Education Coordinator](#)
- [Field Education Manager](#)
- [Field Education Program Administrator](#)
- [Field Education Credits](#)
- [Field Instructor](#)
- [Placement Setting](#)
- [School](#)
- [Student](#)

1.1 Academic Year

The academic year is the period of time when the university holds classes. An academic year begins in September and ends in August. During an academic year, students enrolled in the BSW program at Toronto Metropolitan University undertake a placement from September to April or May to July/August.

1.2 Education Coordinator

The Education Coordinator is an employee of an agency/organization who coordinates student placements within the placement setting. Some Education Coordinators assume the role of Field Instructor as well. Not all agencies/organizations have one employee designated as the Education Coordinator to coordinate all student placements; in some agencies/organizations, each Field Instructor is responsible for all aspects of coordinating placements.

1.3 Faculty Consultant

The Faculty Consultant is a member of the faculty (full-time or part-time) in the school and provides guidance and support to the student and the Field Instructor regarding the placement design, development and process. The Faculty Consultant is responsible for the assignment of grades for the placement; however, it is expected that the student, Field Instructor and Faculty Consultant will involve themselves in a mutual, ongoing evaluative process which will culminate with the assignment of a pass/fail grade at the end of each term. Additional information about roles and responsibilities is available in [Appendix A: Responsibilities of All Parties Involved](#).

1.4 Field Education Coordinator

Field Education Coordinators are a part of the school's administration and are primarily responsible for all aspects of the placement process as it relates to the matching and placing of BSW students. This includes participating in the outreach and recruitment, as well as assessment and evaluation of placement settings. Field Education Coordinators organize information sessions, and individual meetings when requested, with students to help prepare them for field placement. They provide students with individual problem-solving support and accommodation(s) as required. Field Education Coordinators act as a liaison and facilitate relationships with and amongst students, community partners, faculty members, and Toronto Metropolitan University. Additional information about roles and responsibilities is available in [Appendix A: Responsibilities of All Parties Involved](#).

1.5 Field Education Manager

The Field Education Manager is a part of the school's administration and is responsible for overseeing the overall operations of the Field Education Office to ensure efficiency and effectiveness.

The Field Education Manager is responsible for oversight and supporting the Field Office Team in all aspects of the placement process for all students in the program, including the process as it pertains to MSW and Toronto Metropolitan-FNTI students, although at times this role may be assumed by a Field Education Coordinator. This includes providing students with individual problem-solving support and accommodation(s) as required. The Field Education Manager also takes leadership on the outreach and recruitment of new placement settings for the BSW and MSW programs. In doing so, the Manager acts as a liaison and facilitates relationships with and amongst students, community partners, faculty members, and Toronto Metropolitan University. Additional information about roles and responsibilities is available in [Appendix A: Responsibilities of All Parties Involved](#).

1.6 Field Education Program Administrator

The Field Education Program Administrator is a part of the school's administration and is responsible for a number of administrative activities related to the field education component of the social work program at Toronto Metropolitan University. This includes maintaining a placement system, training and supporting those who use the application, communicating with community partners, and facilitating Field Instructor library access. Additional information about roles and responsibilities is available in [Appendix A: Responsibilities of All Parties Involved](#).

1.7 Field Education Credits

There are five field education credits that students must complete as part of their BSW degree program. Three of these credits are offered through on-campus classes and the other two are offered as two-semester field practicums.

The 3rd year and 4th year social work practice courses (SWP 301 and SWP 50A/B) are courses where students learn social work knowledge, skills and values for practice. Students are required to complete both social work practice courses in the BSW program and are required to undertake the co-requisite field practicum while taking these courses.

The field practicum (SWP 36A/B and SWP 51A/B) are experiential learning opportunities offered in the field whereby students demonstrate the relevant knowledge, skills and values based on prior and concurrent courses. While most students complete their field practicum through placements at an agency/organization, a few students may be eligible for other options (e.g., work study/volunteer study placement or challenge exam for SWP 36A/B Field Practicum).

1.8 Field Instructor

The Field Instructor is an employee of an agency/organization who has contracted with the school and with the placement setting to provide a learning experience and instruction to a student for a period set out by the school.

As per the Canadian Association for Social Work Education (CASWE), Field Instructors for BSW students usually hold, at a minimum, a BSW degree, have two years of social work practice experience post-graduation, are interested in social work education, and have support from their employer, by way of adequate resources, to assume the responsibilities of providing field instruction.

The Field Instructor guides the daily activities of the student to clarify and meet their learning needs, and provides consultation to the student as required by the school. As well, the Field Instructor engages in a process of evaluation with the student to assess student performance in the context of the school expectations and placement setting requirements. The Field Instructor makes a recommendation to the Faculty Consultant about the student's final grade in the final evaluation. Additional information about roles and responsibilities is available in [Appendix A: Responsibilities of All Parties Involved](#).

1.9 Placement Setting

The placement setting is an agency/organization/program that has contracted with the school to provide a learning environment where a student will undertake a placement and a Field Instructor who will supervise a student for a period set out by the school. These settings are vetted and reviewed by the Field Education Office to ensure their alignment with program learning objectives and accreditation standards that enable students the opportunity to develop and apply critical practices skills that demonstrate their readiness for the field. The Field Education Office works closely with stakeholders to curate impactful learning experience that benefit learners in meeting key learning goals while working in solidarity on community led initiatives. The placement setting assures that the Field Instructor(s) have the time and resources within their work schedule to plan learning opportunities for students, provide adequate supervision, attend workshops on field instruction provided by the school, and complete student learning plans and evaluations.

1.10 School

The School of Social Work is responsible for all decisions regarding the selection of placement settings and the placing of students in accordance with the curriculum, the student's learning needs, and the needs of the placement setting. With the support of the Field Education Office, Administrators serve diverse needs of all our partners - students, faculty, field instructors and community partners. We are committed to cultivating a culture of dialogue, respect and ongoing learning. Respect for different ways of knowing and being by promoting accountability from all stakeholders, which includes the creation of welcoming and safe spaces and relationships centered on dignity.

1.11 Student

The student is an individual registered in the Bachelor of Social Work (BSW) degree program at Toronto Metropolitan University. The Bachelor of Social Work Program has a diverse student body and they enter and complete the program in different ways.

On-campus students are students who complete their degree through attending classes at Toronto Metropolitan University's campus in Toronto. On-campus students enter the BSW program in either the first, second or third year of the curriculum. Throughout this manual, **full-time students** refers to students who complete all four years of the curriculum. **Full-time advanced standing** refers to students who enter into the second year of the curriculum directly from completion of a college diploma. **Part-time advanced standing** refers to students who enter in the third year of curriculum and come to the program with a previous diploma or degree and a minimum of two year's work experience in the social services sector.

Off-campus students are students who complete their degree in the First Nations Technical Institute (FNTI)-Toronto Metropolitan University Collaborative Program outside of Toronto.

All students are accountable to respect and adhere to Program, Institutional policies and professional standards of conduct. Students as a key stakeholder and member of the community at large have a responsibility to contribute to the safety, well-being and inclusion for all members whether in the community or within the institution.

Additional information about roles and responsibilities is available in [Appendix A: Responsibilities of All Parties Involved](#).

Section 2: School of Social Work

- [About](#)
- [Contact Information](#)
- [Vision, Mission, Values](#)
- [Accreditation Standards](#)

2.1 About

The School of Social Work, located within the Faculty of Community Services of Toronto Metropolitan University, is widely known and respected for its leadership in progressive education for social work practice.

At the undergraduate level, the school offers an applied four year program of study leading to the Bachelor of Social Work (BSW) degree. A core component of the curriculum is the field practicum in third and fourth years. The program is accredited by the Canadian Association for Social Work Education (CASWE).

2.2 Contact Information

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Faculty of Community Services
Toronto Metropolitan University
350 Victoria Street
Toronto, ON M5B 2K3
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Information about the school, including the names and coordinates of staff and faculty, is available on the School of Social Work website's [contact page](#).

2.3 [Mission, Vision and Values](#)

Vision

The School of Social Work's mission is to prepare graduates for critically engaged social work practice with marginalized populations and communities; and to develop leadership and innovation in social work education, at the undergraduate and graduate level, through teaching, scholarship, research and community service. (Under Review)

Core Values

- We support the struggles of Indigenous populations, nationally and globally, for Indigenous sovereignty and their collective rights.
- We affirm human dignity and human rights and value equity among all people.
- We are committed to the implementation of social work values in our curriculum and in the delivery of our programs.
- We are committed to learning about communities that foster respect for social diversity, and critical reflexivity in our students and faculty.
- We educate about the intersectionality and interlocking of oppressions and seek to address their causes.
- Our program reflects ongoing attention to the rigor and relevance of our undergraduate and graduate degree programs which prepares our graduates with the requisite knowledge, skills and values to work with marginalized populations in a constantly evolving global context.
- We foster student-centered learning environments that engage and challenge students, and which are responsive to life circumstances and societal forces that create barriers to the student experience.
- We build relationships with communities, expressed in our collaborative community-based research, community service and in educational relationships with field placement settings.
- We stand with communities and populations that experience oppression and marginalization, including poverty, exploitation and domination, and seek to work with all those committed to the advancement of anti-oppression/anti-racism, anti-Black racism, anti-colonialism/decolonization, Aboriginal reconciliation, feminism, anti-capitalism, queer and trans liberation struggles, issues in disability and Madness, among other social justice struggles.

Our program reflects ongoing attention to the rigor and relevance of our undergraduate and graduate degree programs which prepares our graduates with the requisite knowledge, skills and values to work with marginalized populations in a constantly evolving global context.

2.4 Accreditation Standards

As an accredited program of the Canadian Association for Social Work Education (CASWE) (1982, 1989, 1996, 2003, 2010, 2017), the school operates according to the standards and requirements of the Association. Core values of respecting the dignity and worth of all people, pursuing social justice, providing service to humanity, practicing with integrity, confidentiality and competence are at the center of social work practice and promoted through these standards.

These standards are foundational to the field education program offered through the school and inform the development of our field education curriculum, the learning objectives of social work students, the types of placement opportunities offered to students, and the teaching expectations of Faculty Consultants and Field Instructors.

Field education is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards.

(CASWE, Standards for Accreditation, August, 2014 & EPAS update 2021)

More information is available at [Canadian Association of Social Workers website](#).

Section 3: Significant Dates

- [Field Placements in 2023/2024](#)
 - [Mandatory Online Modules](#)
 - [Placement Start/End Dates](#)
 - [Placement Assignments](#)
 - [Study Weeks and Mid-Year Winter Break](#)
 - [Examination Start/End Dates](#)
- [Field Placements in 2024/2025](#)
 - [Pre-third Year Placement Workshops](#)
 - [Placement Process](#)

3.1 Field Placements in 2023/2024

Mandatory Online Modules

Dates	Events/Activities
Tuesday, September 5, 2023 to Monday, September 25, 2023	Students doing a placement during the 2023/2024 academic year complete a mandatory online health and safety module on D2L: EHS Awareness for Students in an External Placement

Placement Start/End Dates

Dates	Events/Activities
Tuesday, September 12, 2023	Students doing a third year field education credit (SWP 36A/B Field Practicum) during the Fall/Winter term begin placement.
Wednesday, September 13, 2023	Students doing a fourth year field education credit (SWP 51A/B Field Practicum) during the Fall/Winter term begin placement.
Thursday, April 11, 2024	Students doing a placement during the Fall/Winter term complete placement hours.

Dates	Events/Activities
Tuesday, April 30, 2024	Students doing a placement during the Spring/Summer 2024 term begin placement.
Friday, May 10, 2024	Deadline for Spring/Summer 2024 placement process. The school reserves the right to require that students who have not secured a placement by this deadline pursue their placement in a subsequent term (Fall 2024/Winter 2025).
Friday, August 16, 2024	Students doing a placement during the Spring/Summer 2024 term complete placement hours.

Study Weeks and Mid-Year Winter Break

Dates	Events/Activities
Tuesday, October 10, 2023 to Friday, October 13, 2023	Toronto Metropolitan University's Fall study week for undergraduate students. Students are not required to be in placement during this time.
Tuesday, December 5, 2023	Toronto Metropolitan University's Fall study day for undergraduate students. Students are not required to be in placement during this time.
Saturday, December 23, 2023 to Friday, January 5, 2024	<p>Toronto Metropolitan University's mid-year winter break.</p> <p>4th year students are expected to complete a minimum of five days of placement (35 hours) at any point from the beginning of the mid-year break until Friday, January 5, 2024.</p> <p>These hours are to be arranged prior to the start of the Fall term undergraduate exam period and are to be mutually agreed upon by the student, the Field Instructor, and the Faculty Consultant.</p> <p>NOTE:</p> <p>Toronto Metropolitan University is officially closed from Friday December 22, 2023 at 4:30 PM and will reopen on Monday, January 8, 2024. Faculty and staff members will not be reachable during these two weeks. In the event of a placement-related injury or accident during this period, the school will appoint an on-call Faculty Consultant to be available regarding any placement-related injury or</p>

Dates	Events/Activities
	accident. Students and Field Instructors will be provided the contact information for this individual closer to the Winter break.
Tuesday, January 9, 2024	Students doing a third year BSW placement (SWP 36A/B Field Practicum) during the Fall/Winter term return to placement.
Wednesday, January 10, 2024	Students doing a fourth year BSW placement (SWP 51A/B Field Practicum) during the Fall/Winter term return to placement.
Saturday, February 17, 2024 to Friday, February 23, 2024	Toronto Metropolitan University's study week. Students are not required to be in placement during this time.
Friday, March 29, 2024	Good Friday. Students are not required to be in placement on this day.

Examination Start/End Dates

Dates	Events/Activities
Wednesday, December 6, 2023 to Sunday, December 17, 2023	Toronto Metropolitan University's Fall term undergraduate examination period. Students are not required to be in placement during this time.
Monday, April 15, 2024 to Saturday, April 27, 2024	Toronto Metropolitan University's Winter term undergraduate examination period. Students are not required to be in placement during this time.

3.2 Field Placements in 2024/2025

Pre-third Year Placement Workshops

Dates	Events/Activities
October 2023 Exact dates will be communicated to eligible students via email	Mandatory pre-third year placement workshop #1: Resume Writing for the Field of Social Work This is a mandatory workshop for full-time students who plan to do their third year field education credit (SWP

Dates	Events/Activities
	<p>36A/B Field Practicum) during the 2024/2025 academic year and who have not applied for an exemption.</p> <p>This virtual workshop is designed to help students construct a resume for their field placement application. Students will learn how to identify and describe transferable skills from employment experiences that are not in the field of social services (e.g., retail work) and make them relevant to placement.</p>
<p>October 2023</p> <p>Exact dates will be communicated to eligible students via email</p>	<p>Mandatory pre-third year placement workshop #2:</p> <p>Preparing for Third Year Placement</p> <p>This is a mandatory workshop for full-time students who plan to do their third year field education credit (SWP 36A/B Field Practicum) during the 2024/2025 academic year.</p> <p>This virtual workshop is designed to provide an overview of what students can expect from third year placement in order to equip them with an understanding of the social service field and their place in it as new practicum students.</p>
<p>October 2023</p> <p>Exact dates will be communicated to eligible students via email</p>	<p>Mandatory pre-third year placement workshop #3:</p> <p>Interview Preparation for the Field of Social Work</p> <p>This is a mandatory workshop for full-time students who plan to do their third year field education credit (SWP 36A/B Field Practicum) during the 2024/2025 academic year.</p> <p>This virtual workshop is designed to help students identify and talk about transferable skills during an interview. It is also designed to help students prepare for the placement interview.</p>

Placement Process

Dates	Events/Activities
<p>Wednesday, November 1, 2023</p>	<p>Students receive information about PlacePro via their university email.</p>

Dates	Events/Activities
	On-campus students indicate their intention to complete their field education credit during the 2024/2025 academic year by entering information in PlacePro.
Wednesday, November 1, 2023 to Thursday, November 30, 2023	<p>On-campus students who are eligible to complete their field education credit during the 2024/2025 academic year have access to PlacePro.</p> <p>Such students are required to indicate their intention to complete a field education credit during the 2024/2025 academic year by entering information in PlacePro by Thursday, November 30, 2023.</p>
Friday, December 1, 2023 to Monday, September 9, 2024	On-campus students who entered information in PlacePro, indicating their intention to complete their field education credit during the Fall 2024/Winter 2025 term, can expect to actively work with Field Education Office staff at any point during this time.
Friday, March 1, 2024	<p>Final deadline for students to have completed the 2024/2025 pre-placement process requirements, which include:</p> <ul style="list-style-type: none"> • 3 mandatory <u>BSW pre-placement workshops</u> (3rd year only) • Approved resume (3rd year only) • Complete PlacePro application (all BSW students) <p>In the event that on-campus students have not engaged in the process to apply for a placement by this deadline, the school reserves the right to deem the student ineligible to register for the field practicum (SWP 36A/B or SWP 51A/B) and the co-requisite social work practice courses (SWP 301 or SWP 50A/B). This means that students who do not participate in the placement process within the designated timeframe may delay completing their field practicum and co-requisite social work practice seminar for one full academic year.</p> <p>Students who wish to enter the placement process past the March 1 deadline will be required to participate in the reinstatement process.</p>
Friday, June 28, 2024	If an incomplete (INC) or in process (INP) grade in any social work course is not cleared by June 28, the

Dates	Events/Activities
	<p>placement matching process will cease until all INC and/or INP grades have been cleared.</p> <p>The school reserves the right to require that students who have not cleared INC and/or INP grades by this deadline pursue their placement in a subsequent term (Spring/Summer 2025 or Fall 2025/Winter 2026).</p>
Thursday, August 15, 2024	<p>Deadline for Fall 2024/Winter 2025 placement process.</p> <p>The school reserves the right to require that students who have not secured a placement by this deadline pursue their placement in a subsequent term (Spring/Summer 2025 or Fall 2025/Winter 2026).</p>

Section 4: Field Education Curriculum

- [Field Education Values, Goals and Objectives](#)
- [Specific Knowledge and Skills Objectives](#)
- [Curriculum and Pre-requisite Requirements](#)
- [Eligibility](#)
- [Grades for Field Practicum](#)
- [Course Descriptions](#)
- [Information Sessions](#)

4.1 Field Education Values, Goals and Objectives

Overview

The values, goals and objectives of the field practicum evolve from the school's vision, mission and core values and from the curriculum standards approved by the Commission on Accreditation of the Canadian Association for Social Work Education (CASWE).

Values

In the field practicum, the student will be required to demonstrate the following values within an anti-oppression framework:

- a commitment to the dignity and worth of people, particularly those socially marginalized;
- a commitment to social change that promotes equity and social justice for all people;
- the inclusion and participation of those most directly affected by social marginalization in social change strategies;
- advocacy for and with people who experience marginalization and/or exclusion in accessing resources;
- a commitment to people and communities as the primary concern;
- confidentiality in the use of information gained through social work practice;
- respect for mutuality in working relationships with people;
- critical self-reflection and personal learning as an attribute of social work practice.

Students will have the opportunity to demonstrate these values while undertaking the field practicum and in relation to the following goals and objectives. The depth to which students are able to demonstrate and engage with these values, goals and objectives is dependent on whether they are fulfilling the SWP 36A/B or SWP 51A/B Field Practicum. The depth is also based on the experience, initiative, and openness to learning each student brings to the placement.

In third year, students are expected to demonstrate an introductory level of capability. In fourth year, students deepen their capabilities in the following areas.

The SWP 36A/B Field Practicum focuses on gaining an introduction to a social service environment, including the client base, structure, staff roles and mandate of the organization. Students can also expect to learn basic social work skills (e.g., basic engagement, active listening, relationship building) through observation, shadowing, intervention and other experiences.

In the SWP 51A/B Field Practicum, students can expect to build upon the skills learned in their previous placement experience(s). Students can also expect to take on greater responsibility in providing services to individuals, families, groups and communities. As this group of students prepare to practice as qualified social workers, one of the dominant tasks in SWP 51A/B Field Practicum is that of developing a professional identity and approach to practice.

Overall, whether a student is fulfilling SWP 36A/B or SWP 51A/B Field Practicum, the most rewarding experiences are those in which students demonstrate the willingness and enthusiasm of a learning and reflective team member and a beginning social work professional.

Students are responsible for demonstrating the following field education goals within their practice:

- [Practice Goal 1: Learning about the social context](#)
- [Practice Goal 2: Learning about the agency](#)
- [Practice Goal 3: Learning about social work practices](#)
- [Practice Goal 4: Learning about the self](#)

4.2 Specific Knowledge and Skills Objectives

The student will demonstrate an ability to engage in practice through the following four goals.

Practice Goal 1: Learning about the social context

The student will apply critical understanding of existing social, economic and political forces and their implications for policy and practice from an Indigenous lens. Particular emphasis will be given to issues of diversity, power, privilege, oppression, violence, individualism, globalization, the history of colonization and its current impacts, transformative change, and self-determination/self-governance. Some examples include: social policies impacting on the populations(s) served at the agency; social policies impacting on the agency itself; levels and forms of oppression impacting on those who interact with the agency; external coalitions, networks and advocacy groups with which the agency is connected.

This goal will be operationalized by the following objectives.

Knowledge Objectives:

- Understand different ideological and theoretical perspectives and their views of social problems and social services.
- Critically understand social policy and legislation, including eligibility requirements and procedures, in relation to the placement setting and the impact on the people served.
- Recognize the negative impact (e.g., prejudice, exclusion, violence) of the systemic imbalance of power and of institutions (e.g., heterosexism) that reproduce oppression.
- Recognize the social processes and social relations and their negative impact on people who experience oppression.
- Develop awareness of contradictions, possibilities, and implications of different ideological and theoretical perspectives and approaches.
- Develop knowledge of a transformative change process, including building on resistance.
- Identify and be aware of the role of social movements/advocacy groups/community networks that respond to social policy development relevant to the placement setting.

The student will develop skills which demonstrate:

- The application of tools of systemic analysis to understand the people who experience marginalization/lack of access/exclusion served by the placement setting.
- The ability to connect the personal problems of people who experience marginalization/lack of access/exclusion with structural factors and social processes.
- Share knowledge of resources/benefits which exist under current policies with people who experience marginalization/lack of access/exclusion and assist them in accessing these resources/benefits.
- The capacity to collect information about the general allocation of funds/resources to the program and the people served by the placement setting and to other related programs.
- Develop competence in the use of social policies to benefit/defend people who experience marginalization/lack of access/exclusion.
- Participation in community/grass roots/agency initiatives and strategies that respond to the processes of marginalization and oppression of people.
- Contribute to initiatives/strategies/research that promote social policy change and the well-being of people who experience marginalization/lack of access/exclusion.

Practice Goal 2: Learning about the agency

The student will gain critical understanding of the placement setting's response to manifestations of colonization and oppression from an anti-colonial, anti-oppression and decolonization frameworks and their implications for a (w)holistic practice. Some examples include: agency history, mission, mandate; organizational structure; perspective on social

problems; practice perspective; agency policies/procedures; agency programs/services; roles and responsibilities of those involved with the agency; policies/procedures regarding access, equity, and anti-oppression.

This goal will be operationalized by the following objectives.

Knowledge Objectives:

- Understand the legal mandate, including the mission and history, of the placement setting.
- Understand the governance and accountability (administrative structure, including funding) within the placement setting.
- Understand the placement setting's view of social problems and the practice perspective(s) to address them.
- Critically understand agency policies, programs, and services and the constraints in which they operate.
- Identify and understand the roles and responsibilities of differential personnel and staff within the setting.
- Critically understand the impact of the practices of the placement setting with reference to access, equity, and the felt needs of people.
- Understand the role of the agency and its constraints in change strategies that address the constraints and structural barriers that impede the well-being of people.
- Understand the placement setting's policies on safety, health, and harassment prevention.

The student will develop skills which demonstrate:

- The use of self within an anti-oppression framework.
- A capacity to work within the context of the placement setting.
- Competence and responsibility in dealing with documents, files, and communications (telephone, email) of the placement setting.
- Active participation within the setting, including
 - taking risks,
 - giving and receiving feedback,
 - working with/as a member of the team,
 - negotiating power and authority dynamics.

Practice Goal 3: Learning about social work practices

Building on understanding of self, identity/social location, social policy, placement setting, and the purpose of helping/social work, the student will gain and apply knowledge and skills necessary to facilitate personal and collective change processes with people, families and communities experiencing barriers in social living. Some examples include: engaging in various kinds of social work practices such as: assessment; intake; co-facilitation of groups; supportive counselling, program planning; outreach; alliance-building; power-sharing; consciousness-raising; confidentiality; ethics; documentation.

This goal will be operationalized by the following objectives.

Knowledge Objective:

- Define and understand anti-oppression perspectives and how these relate to work with people.
- Critique helping approaches from anti-oppression perspectives, recognizing their implications for social work practice.
- Understand the roles, activities and potentialities of social work within anti-oppression change processes.
- Develop an understanding of communication skills and processes for practice within anti-oppression perspectives.

The student will develop skills which demonstrate:

- Respect and genuineness
- Support
- Tuning-in
- Offering social empathy
- Giving, receiving, and reaching for feedback
- Questioning
- Formulating mutually defined goals
- A shared clarity of the working agreement with others
- Ongoing shared assessments
- Alliance-building
- Emotional, social, and political supports with people who experience marginalization/lack of access/exclusion
- Challenging of others
- Negotiating resources and advocacy

- Linking with resources and social networks, including social movements
- Power-sharing
- Reframing
- Converting personal problems into public issues
- Consciousness-raising about causation of problems and social justice
- Mobilizing
- Developing dialogical relationships
- Disputing of myths
- Confronting
- The promotion of critical self-reflection with people served
- Validating
- Reaching for and working with the strengths of people
- Facilitating change processes
- Shared participation in evaluation processes
- Capacity to work with groups
- Capacity to work with communities
- Competency at beginning research activities
- Participation in policy development

Practice Goal 4: Learning about the self

The student will apply critical self-reflective knowledge about their identity/social location and that of their families and communities, as well as their implications for a (w)holistic practice. Some examples include: social location and its impact on practice; use of self in practice; critical reflection; personal capacities, strengths, areas of growth; recognizing and challenging internalized oppression.

This goal will be operationalized by the following objectives.

Knowledge Objectives:

The student will apply understanding and deepen awareness of:

- Processes of internalized oppression
- Processes of internalized privilege
- Multiple identities of self
- The multiple identities of others, particularly those who experience marginalization, and the impact on self

- Personal capacities, strengths and limitations
- Power differences

The student will develop skills which demonstrate:

- Openness to risk-taking
- Responsibility for personal learning
- Willingness to engage in a change process
- Active participation in the field instruction process
- Negotiation of power differences (e.g., between student and Field Instructor)
- Ability to challenge self

4.3 Curriculum and Pre-Requisite Requirements

For information about the curriculum and pre-requisite requirements for the social work practice course (SWP 201, SWP 301, and SWP 50 A/B) and field practicum (SWP 36A/B and SWP 51A/B), refer to the [Undergraduate Calendar](#) course descriptions.

4.4 Eligibility

If an incomplete (INC) or in process (INP) grade in any social work course is not cleared by June 28 at latest of any academic year, the placement matching process will cease until all INC and/or INP grades have been cleared. The school reserves the right to require that students who have not cleared INC and/or INP grades by this deadline pursue their placement in a subsequent term (Spring/Summer 2025 or Fall 2025/Winter 2026).

Students who drop from the field practicum (SWP 36A/B or SWP 51A/B) or the social work practice seminar (SWP 301 or SWP 50A/B) may also have to drop from the other.

Students are responsible for ensuring that their tuition fees are paid on a timely basis. To remain in good financial standing with the university, a student must pay all fees due for the current academic term by the dates posted in the current undergraduate calendar. Students must be enrolled in SWP 36A/B or SWP 51A/B prior to starting their field placement. Should Toronto Metropolitan University withdraw a student from either SWP 36A/B or SWP 51A/B for not maintaining good financial standing, the student will be prohibited from attending placement until such time they are enrolled again.

4.5 Grades for Field Practicum

Assignment of Grades

The pass/fail grade given for field practicum (SWP 36A/B and SWP 51A/B) is not calculated into the student's GPA.

A grade for field practicum (SWP 36A/B and SWP 51A/B) will be assigned to the student by the Faculty Consultant, in consultation with the Field Instructor. All field assignments, including learning plan, mid-term and final field practicum evaluations, and any other required assignments must be submitted before a grade assignment will be given.

Failure to meet the minimum requirements of the field practicum as set out in this manual may result in a withdrawal of the student from the field placement in any given term. If a student is asked to withdraw from a placement setting, the school may require that the student postpone their placement until the following academic year. Two consecutive failures in field practicum will result in suspension from the social work program.

Final Grades for Field Practicum

Pass: The student has achieved acceptable performance in the placement for that year.

Fail: The student has not achieved acceptable performance in the placement.

Please note that the final field practicum evaluation contains a third option entitled "repeat term/extend hours" or "extend placement", which the Field Instructor may recommend in the case of a student requiring further practicum experience, either in the present setting or in another setting. The final grade decision is made by the Faculty Consultant.

Credit for Placement Hours

Students who fail the field practicum (SWP 36A/B or SWP 51A/B) receive no credit for placement hours completed. Students who leave a placement may receive credit for a proportion of placement hours as determined by their Faculty Consultant, in consultation with the Field Instructor and the School's administration, only if it can be determined that the minimal placement requirements have been completed.

4.6 Course Descriptions

Second Year Social Work Practice Class: SWP 201

Description

This course is designed to enhance students' understanding of the interface between theory and practice, to promote the transferability of knowledge and skills. The primary focus of the course is the development of skills essential for a beginning social worker working within a decolonizing and anti-oppression framework. Skill areas include developing self-knowledge, communication for, and orientation to, the field placement experience.

Objectives

- To develop the knowledge and skills for a beginning social worker. More specifically:
- To recognize the contexts (political, social, economic, legal/legislative, professional) that shape social work practice, locally and globally.
- To understand the constructed nature of social work through critically examining the function of social work in various sectors, agency settings and institutions.
- To identify critical skills for anti-oppression practice in different settings and in the context of working with individuals, families, groups, communities and policy settings.
- To prepare for the complexities of power in sites where social work is practiced, and its relationship to oppression, colonialism and racism.
- To begin understanding how resistance might occur in different contexts.
- To engage in critical reflexivity, self-awareness and acknowledging how you might be implicated in acts of microaggression.
- To understand how identities and intersectionalities shape practice and the experiences of service users and service providers.

Third Year Social Work Practice Class: SWP 301

Description

This course is designed to increase the capacity of students to understand and apply decolonizing anti-oppression principles and approaches to a range of different social work settings. Students will develop analytical and conceptual skills and will deepen their knowledge and understanding of power, colonization, and transformation, as these relate to working within marginalized populations. The integration and application of social work theory and knowledge to practice situations are emphasized.

Objectives

To develop the knowledge and skills for a beginning social worker. More specifically:

- Increasing understanding of anti-oppressive, anti-colonial and anti-racist approaches to practice
- Critical understanding of the contexts (political, social, economic, legal/legislative, professional) that shape social work practice, locally and globally
- Increasing awareness and understanding of colonial practices within various social work contexts and decolonizing approaches that can be used
- Increasing ability to engage in critical reflexivity as this relates to the emerging professional self/identity
- Deeper understanding of identities and intersectionalities and how they shape the experiences and responses of service users and service providers
- Understanding and reflecting on the role of values, ethics and professional responsibilities
- Developing a critical understanding of the relationship between theory and practice
- Understanding and thinking critically about different theoretical and generalist approaches to practice
- Acquiring the ability to facilitate personal and social change processes which may involve work with individuals, groups, families, communities, institutions and social movements

Third Year Field Practicum: SWP 36A/B

Description

This first field practicum provides opportunities for students to have direct contact with service users. Each placement offers the student beginning level experience with an emphasis on understanding social work skills, values and ethics within the community, organizational and policy of context of practice. Most students attend placement two days a week for two semesters; alternate methods of completing this credit may be available to students with extensive prior experience or those undertaking a Spring/Summer block placement.

Objectives

- To gain a beginning understanding of the social work field through introduction to community agencies.
- To develop practice skills, such as engagement, assessment, planning, implementation, termination and evaluation skills.
- To prepare a self-evaluating, knowledgeable and reflexive professional social work practitioner.

- To apply a critical understanding of existing social, economic and political forces and their implications for policy and practice within a field practicum setting. Particular emphasis will be given to issues of diversity, power, privilege, oppression, individualism, and transformative change.
- To gain a critical understanding of the practicum setting's response to manifestations of oppression from an anti-oppression framework and their implications for practice.
- To apply critical self-reflexive knowledge about your social location and its implications for practice.

Fourth Year Advanced Social Work Practice Seminar: SWP 50A/B

Description

This practice theory seminar emphasizes the integration of knowledge of social work practice, research and social policy. Social work practice theories will focus on direct application in work with individuals, families, groups and communities. This course emphasizes ethical considerations of client factors such as ethnicity, gender, race, culture, sexuality, age, etc. and student's personal and professional values in preparation for graduation and the assumption of roles as direct service practitioners in the community.

The seminar will focus on knowledge relevant to social work. Course material will be presented by faculty and students will be encouraged to share their learning experiences with other students in the class. A major focus of the seminar will be on the knowledge and skills appropriate to the fourth year curriculum and the practicum settings. This will include an examination of different theoretical approaches and practice alternatives.

This course focuses on student integration of theories and perspectives of social work practice with the field practicum. The diverse approaches of faculty are reflected in the course to promote the link of theory, research, policy and values to practice.

Objectives

- To demonstrate student critical reflection of self in transformative activities.
- To develop the strategies and capacities of the student as a participant in support and change processes.
- To critically examine the value, knowledge and skill base of anti-oppression, empowerment and transformative-focused social work practice.
- To demonstrate student capacity to contribute to strategies that influence the social, political and organizational contexts of social work practice.
- To critically compare and examine the commonalities and differences among social work practice theories and perspectives.

- To demonstrate the use of theory within practice and, in return, how critical evaluation of practice informs and shapes social work knowledge.
- To enhance the strategic and transformative capacities of students by incorporating research, policy, advocacy and mobilization as inherent elements of social work practice.

Fourth Year Field Practicum: SWP 51A/B

Description

The organization principles for the second practicum include the selection of field placements according to populations or natural groupings in the community (such as children and families, women, people with special needs, senior citizens, and equity groups) and a problem-based learning orientation. Within each population, students will engage in direct intervention and become involved in either a policy or research component. Students are in field placement two days a week for two semesters.

Objectives

- To demonstrate critical reflection in their work with people and transformative change activities.
- To demonstrate strategies and capacity as an active participant in support and change process.
- To conduct self within the value, knowledge and skill base of anti-oppression, empowerment and transformative focused social work practice.
- To implement strategies that influence the social, political and organizational contexts of social work practice.
- To select, articulate and evaluate the social work practice theories and perspectives that inform their practice.
- To demonstrate the use of research, policy, advocacy and mobilization in strategic and transformative change.

4.7 Information Sessions

To prepare students for the field practicum (SWP 36A/B and SWP 51A/B), the Field Education Office communicates information about field education credit options by means of information sessions, workshops, shared Google documents, and email.

Full-time students, in the four-year BSW program, who plan to do their third year field education credit (SWP 36A/B Field Practicum) during the 2024/2025 academic year must complete three workshops or risk not being matched with any placement setting until they have completed each workshop. This may mean delaying their third year field education credit (SWP 36A/B Field Practicum) and social work practice course (SWP 301) by a full academic year.

The following workshops are provided during the academic year prior to the commencement of the third year field education credit (SWP 36A/B Field Practicum).

Workshop 1: Resume Writing for the Field of Social Work

Workshop 2: Preparing for Third Year Placement

Workshop 3: Interview Preparation for the Field of Social Work

Full-time students, in the four year BSW program, who plan to complete their third year field education credit (SWP 36A/B Field Practicum) during the 2024/2025 academic year receive information about exact dates and instructions on completing these workshops during the Fall 2023 term via their university email address.

Full-time and part-time advanced standing students are not required to complete the above mentioned workshops, however are welcome to complete them if they would like. Advanced standing students will receive more information about placement timelines through information sessions and email.

Section 5: Placement Parameters

- [Placement Overview](#)
- [Field Education Credit Options](#)
- [What Are your Options?](#)
- [Regular Placement](#)
- [Spring/Summer Block Placement](#)
- [Work Study Placement](#)
- [Volunteer Study Placement](#)
- [Challenge Credit for SWP 36A/B Field Practicum](#)

5.1 Placement Overview

To begin to develop a professional identity, each full-time student in the third and fourth year of the program is required to complete a field practicum. Full-time and part-time advanced standing students, who enter the program with substantial social service work and/or previous placement experiences, are required to complete a field practicum in the fourth year of their program. Students are placed in social service agencies/organizations to practice and learn the skills of social work under the guidance of experienced, qualified Field Instructors. The field practicum enables students to integrate theory and practice, and develop their practice skills.

The objectives of field practice are to assist students to develop the necessary self-awareness; knowledge of communities, systems and human behaviour; skills; and problem solving capacities to fulfil, upon graduation, the requirements of a social worker. This is presently being done by an integrated approach between Field Instructors in the various placement settings and the social work professors and instructors at Toronto Metropolitan University, recognizing that the Field Instructor plays a vital role in the student's learning.

The field practicum is designed to be a hands-on learning opportunity for students who are new to the field and/or are looking to develop new skill sets and knowledge. The purpose of field placement is to enhance your knowledge, skills, and practice in the field of social work. As such, the placement opportunities recruited by the Field Education Office relate specifically to the field of social work and/or which allow students to gain social work specific skills, knowledge and values. Please keep in mind that the Field Education Office cannot facilitate students' career interests that are outside of social work.

Students in the BSW program at Toronto Metropolitan University are trained to be generalist practitioners (i.e., not specialists) who have skills that can apply across a range of sectors. The field practicum credit is therefore designed to allow students to develop this range of transferrable skills relevant to the social work field. In practice, what this means is that whether at a drop-in or a shelter, in the child welfare system or in a school, in a community development setting or a setting focused on policy or research, all students have the opportunity to learn from their placement experiences while meeting the course objectives of the field education credit.

Students are therefore expected to accept and pursue the placement match that has been carefully selected for them by their Field Education Coordinator.

Placement Hours

Full-time Third Year Students

Full-time students in the third year of the curriculum are usually in their field placement Tuesday and Thursday of each week from September to mid-April for a total of 336 placement hours in each year.

Students are expected to put in ordinary working hours, (approximately 9 am to 5 pm or 7 placement hours per day, and 14 hours per week, excluding meal breaks) during those days unless otherwise arranged with both the school and the placement setting.

Full-time, Full-time Advanced Standing and Part-time Advanced Standing Fourth Year Students

Full-time, full-time advanced standing and part-time advanced standing students in the fourth year of the curriculum are usually in their field placement Wednesday and Thursday of each week from September to mid-April for a total of 364 placement hours in each year.

Students are expected to put in ordinary working hours, (approximately 9 am to 5 pm or 7 placement hours per day, and 14 hours per week, excluding meal breaks) during those days unless otherwise arranged with both the school and the placement setting.

Students are expected to complete a minimum of four days of placement (28 hours) in the period between the completion of fall term classes and the start of winter term classes in order to complete their 364 placement hours on time.

Flexible Hours

Students are responsible for planning ahead to accommodate placement in their lives and be flexible. The school understands that many students are working full-time and have multiple personal responsibilities, in addition to being a student, that make finding time for completing placement hours difficult. Students are informed of the BSW program field placement requirements at the time of being admitted into the program as well as at multiple check-points leading up to the placement(s). As such, it is expected that students will take initiative in the years leading up to completing a placement to figure out how they will incorporate this critical and mandatory course into their other commitments. This may include making prior arrangements with an employer to be away from a paid position, planning for any financial impacts that may be incurred, creating alternative options for childcare or caretaking responsibilities, taking a specific course at an earlier or later time, etc.

The Field Education Office is not able to guarantee students that field placements will be available during the flexible time frames (e.g., evening and weekend hours) that students would prefer, as this is solely dependent on field placement settings. There are a limited amount of placement settings that offer flexible placement days and hours, and these can change from year to year. These few placements generally are within settings that provide 24-hour a day services, such as shelters and distress phone lines. Students can let the Field Education Coordinator know if they would like to be considered for a placement with flexible hours at the time of applying for a placement through PlacePro, However, students must be aware that the Field Education Office cannot guarantee such placement opportunities will be available. If students are not available for placement during the time frames provided by current placement settings, they need to be prepared to delay completing their field practicum credits until they can be available at times that fit with the regular hours of field placements.

All students must be available at least one-half day per week during a time when their Field Instructor is also available and therefore can directly supervise their work and engage in weekly supervision discussions. Ideally, students spend at least one-half day per week during regular agency hours (e.g., 9 am to 1 pm or 1 pm to 5 pm) in order to allow them to participate in some of the activities of the setting that only occur during those times. Placements that cannot offer a Field Instructor to be available to a student for at least one-half day per week during regular business hours will not be approved by the school.

Record of Placement Hours Completed

It is the joint responsibility of the student and the Field Instructor to keep a record of completed placement hours. The particular method of record keeping is to be decided by mutual agreement between the student and the Field Instructor in consultation with the Faculty Consultant. The Faculty Consultant may request time records at any point during the placement experience but a record of hours must be submitted at the time of the mid-term and final evaluations.

Placement Timelines

With the exception of those who are approved to do a block placement during the Spring/Summer term, students cannot begin a field education credit (SWP 36A/B or SWP 51A/B Field Practicum) prior to beginning the co-requisite social work practice course (SWP 301 or SWP 50A/B). Students must complete the social work practice course at the same time as they complete the field practicum (SWP 36A/B or SWP 51 A/B). Only rare exceptions are made to this co-requisite requirement, through the School's administration.

Students are not expected to be in placement during Toronto Metropolitan University's undergraduate examination periods (two weeks) in December and April. Students are also not required to be in placement during the study weeks in October and February. If however, students want to make up placement hours during these times, they are able to if agreed to by the Field Instructor and Faculty Consultant.

During Toronto Metropolitan University’s mid-year break (i.e. the period between the end of first term exams and the start of the second term in January), 4th year students are expected to put in a minimum 5 placement days (i.e. 35 hours). These hours are to be arranged prior to the start of the Fall term undergraduate examination period and are to be mutually agreed upon by both the student and the Field Instructor. The student is responsible for communicating their arrangements to their Faculty Consultant in advance.

Students cannot end the placement more than one week early without the permission of their Faculty Consultant, regardless of hours accrued. Placement time cannot be extended without prior permission of the Faculty Consultant.

5.2 Field Education Credit Options

Listed below are the options that students can apply for in order to complete their field education credit.

- [Regular placement](#)
- [Spring/Summer block placement](#)
- [Work study placement](#)
- [Volunteer study placement](#)
- [Challenge credit for SWP 36A/B Field Practicum](#)
- [Integrative Reflective Experience Assignment \(IREA\)](#)

5.3 What Are Your Options?

Full-Time Students

Full-time students are admitted to the BSW degree program in year one. The following table lists the field education credit options available to full-time BSW students admitted in year one.

Field Education Credit Options	Students who <u>are not employed</u> in the social service sector	Students who <u>are employed</u> in the social service sector
Regular placement	✓	✓
Spring/Summer block placement	x	✓
Work study placement	x	✓
Volunteer study placement	✓	✓

Field Education Credit Options	Students who <u>are not employed</u> in the social service sector	Students who <u>are employed</u> in the social service sector
Challenge credit for SWP 36A/B Field Practicum	x	✓

Students with Advanced Standing Status

Full-time students with advanced standing status are admitted to the BSW degree program in year two. The following table lists the field education credit options available to full-time students with advanced standing status admitted into year two.

Field Education Credit Options	Students who <u>are not employed</u> in the social service sector	Students who <u>are employed</u> in the social service sector
Regular placement	✓	✓
Spring/Summer block placement	x	✓
Work study placement	x	✓
Volunteer study placement	✓	✓
Challenge credit for SWP 36A/B Field Practicum	x	x

Part-time students with advanced standing status are admitted to the BSW degree program in year three. The following table lists the field education credit options available to part-time students with advanced standing status admitted into year three.

Field Education Credit Options	Students who <u>are not employed</u> in the social service sector	Students who <u>are employed</u> in the social service sector
Regular placement	✓	✓
Spring/Summer block placement	x	✓
Work study placement	x	✓
Volunteer study placement	✓	✓

Field Education Credit Options	Students who <u>are not employed</u> in the social service sector	Students <u>who are employed</u> in the social service sector
Challenge credit for SWP 36A/B Field Practicum	x	x

5.4 Regular Placement

Application Process

Students begin the process of applying to do a regular placement the year prior to the academic year when they would like to undertake this field education credit option.

NOTE:

- Students who wish to complete a regular placement during the 2024/2025 academic year must start their placement process during Fall 2023.
- The deadline for indicating intention to complete a regular placement during the 2023/2024 academic year has passed.

Step	Description	Timelines for the 2024/2025 Academic Year
1	The application process begins when a student enters information in PlacePro as an indication of their intention to do their field education credit.	Wednesday, November 1, 2023 to Thursday, November 30, 2023
2	Field Education Office reviews information entered by students in PlacePro.	December 2023
3a	The matching and placing process takes place at any point during this time and begins when the Field Education Office reviews information entered by the student in PlacePro, looks into available opportunities, and sends the student information about match.	December 2023 to September 2024
3b	The student reviews the match within three business days and lets the Field Education Coordinator know if they would like the opportunity to interview. If the student is interested, the process moves to step 3c. If the student is not interested, the process starts over again with step 3a.	
3c	The Field Education Coordinator provides the student information to contact the placement setting.	
3d	The student contacts the placement setting, sends their cover letter and resume, and arranges interview.	

Step	Description	Timelines for the 2024/2025 Academic Year
3e	The student interviews for the placement.	
3f	The student informs the Field Education Coordinator of the outcome of the interview. If successful, the process moves to step 3g. If unsuccessful, the process starts over again with step 3a.	
3g	The Field Education Coordinator confirms the placement.	
4	Students begin their placement.	September 2024

5.6 Spring/Summer Block Placement

Spring/Summer block placements are designed for students employed full-time in a social service position in the social service sector, during the time of completion of the social work practice seminar (SWP 301 or SWP 50A/B), and are taking a leave from their employment in order to complete the placement during the Spring/Summer months. On occasion, students with extraordinary circumstances may be considered for this placement option at the discretion of the Field Education Office as an alternative/accommodation depending on the availability of seminar spaces and community partners' capacity to offer placements during this time.

This is a concentrated field placement for four or five days per week or between 28 and 35 placement hours per week from May to July/August. The maximum amount of hours a week that can be completed in a block format is 35 hours. Typically, 4th year Students undertaking this option who have successfully met the requirements of the program and placement can expect a later graduation.

Eligibility Criteria

1. Students must be employed full-time in a social service position in the social service sector during the time of completion of the social work practice seminar (SWP 301 or SWP 50A/B).
2. All Spring/Summer block placements are conditional on availability of a suitable placement setting and at the discretion of the school's Field Education Office.
3. Students doing a Spring/Summer block placement are required to complete the same number of hours as specified within the curriculum (i.e., 336 hours for SWP 36A/B Field Practicum and 364 hours for SWP 51A/B Field Practicum). Spring/Summer block

placement settings are selected using the same criteria as Fall/Winter placement settings and are arranged by the school's Field Education Office.

4. All policies relating to field placements apply to Spring/Summer block placements.

Application Process

Students begin the process of applying to do a Spring/Summer block placement the year prior to the academic year when they would like to undertake this field education credit option.

NOTE:

- Students who wish to complete a Spring/Summer block placement during the 2024/2025 academic year must start their application process during Fall 2023.
- The deadline for applying to do a Spring/Summer block placement during the 2023/2024 academic year has passed.

Step	Description	Timelines for the 2023/2024 Academic Year	Timelines for the 2024/2025 Academic Year
1	The application process begins when a student enters information in PlacePro as an indication of their intention to do their field education credit. PlacePro has a mechanism for students to indicate their interest in a Spring/Summer block placement.	Deadline has passed	Wednesday, November 1, 2023 to Thursday, November 30, 2023
2	The Field Education Coordinators review information submitted by students who indicated in PlacePro that they would like to do a Spring/Summer block placement (i.e., information about employment, such as resume). The Field Education Coordinators communicate decisions to the students via their university email.	Deadline has passed	December 2023

Step	Description	Timelines for the 2023/2024 Academic Year	Timelines for the 2024/2025 Academic Year
3	Students approved to do a Spring/Summer block placement can expect to actively work with their Field Education Coordinator during this time to secure a Spring/Summer block placement.	Beginning of January 2024 to May 2024	Beginning of January 2025 to May 2025
4	Students approved to do a Spring/Summer block placement begin their placement.	Beginning of May 2024	Beginning of May 2025
5	Deadline for Spring/Summer placement process. The school reserves the right to require that students who have not secured a placement by this deadline pursue their placement in the next semester.	Friday, May 10, 2024	Friday, May 9, 2025

5.7 Work Study Placement

A work study placement offers students the opportunity to do a placement at the organization where they are already employed at. Given the Accreditation Standards of the Canadian Association for Social Work Education (CASWE) and the school's aim to promote quality social work education, the work study placement will only be approved when it clearly meets the stated Accreditation Standards and enhances the previous practice experience of the student.

Any proposed work study placement must clearly specify new and challenging learning opportunities within the context of the school's mission and the curriculum objectives of the SWP 36A/B or SWP 51A/B Field Practicum. Given the learning/educational focus of the placement, students may not extend their assigned work activities for purposes of the work study placement. Students must complete the required hours as established by the curriculum in an area significantly different from their employment.

These placements require considerable review and contracting given the potential for impact on the employment of the learner that could have serious long-term personal consequences should breakdown occur, with effects beyond the successful completion of the program. While the Field Education Office works to ensure safeguards for the learner, students undertake these placements fully appreciating any risk posed to their employment status.

Eligibility Criteria

1. A work study placement is restricted to students currently employed within the social service sector. Students need to have been with their current employer for a minimum of 6 months.
2. Students shall, in conjunction with the school and their employer, design a placement experience that meets the academic objectives of the placement for the student's year of study.
3. The school will determine the appropriateness of the work study in the context of curriculum objectives and the mission of the school.
4. The placement must be carried out in an area of work that is clearly different and distinct from the usual tasks required of the student by the workplace.
5. The hours of placement are not part of the regular work hours, but hours which the employer has agreed to release for field placement purposes. Field instruction must be carried out by someone who is not responsible for the day to day administrative supervision or clinical supervision of the student in the workplace.
6. Only one placement may be completed by means of a work study during the course of the degree program.
7. The usual requirements of a field placement will apply to the work study placement.

IMPORTANT:

- Students who are found doing usual tasks that are part of their paid job duties will be removed from the work study placement and risk postponing placement until the next academic year.

Application Process

Students begin the process of applying to do a work study placement the year prior to the academic year when they would like to undertake this field education credit option.

NOTE:

- Students who wish to complete a work study placement during the 2024/2025 academic year must start their application process during Fall 2023.
- The deadline for applying to do a work study placement during the Fall 2023/Winter 2024 term has passed.
- The deadline for students approved in 2023/2024 to submit a work study proposal for the Spring/Summer 2024 term is Monday, January 29, 2024.

The following timelines and steps apply to students who would like to apply do a work study placement during the 2024/2025 academic year (Fall/Winter term or Spring/Summer term).

Step	Description	Timelines for Fall 2024/Winter 2025	Timelines for Spring/Summer 2025
1	<p>The application process begins when a student enters information in PlacePro as an indication of their intention to do their field education credit. PlacePro has a mechanism for students to indicate their interest in a work study placement.</p> <p>Students interested in a work study placement are advised to meet with the appropriate Field Education Coordinator during this time to explore this field education credit option.</p>	Wednesday, November 1, 2023 to Thursday, November 30, 2023	Wednesday, November 1, 2023 to Thursday, November 30, 2023
2	The Field Education Coordinators email information about next steps to students who indicated in PlacePro that they are interested in a work study placement.	December 2023	December 2023
3	<p>Students contacted by the Field Education Office complete a Work Study Placement Application in consultation with their employer and their Field Education Coordinator.</p> <p>The application must meet the requirements as defined in the policies and the curriculum for the appropriate year.</p> <p>Once completed, the student submits the application by the deadline.</p> <p>IMPORTANT:</p>	Monday, April 29, 2024	Monday, January 27, 2025

Step	Description	Timelines for Fall 2024/Winter 2025	Timelines for Spring/Summer 2025
	Late applications will not be accepted, reviewed or considered.		
4	<p>Work Study Placement Applications are reviewed by the Field Education Office.</p> <p>Students are expected to be available for any required revisions during the review/approval process.</p> <p>The Field Education Office communicates all work study decisions to students. The decisions are final and binding, and not subject to appeal.</p>	<p>Monday, April 29, 2024 to Friday, May 17, 2024</p>	<p>Monday, January 27, 2025 to Friday, February 14, 2025</p>
5	Students approved to do a work study placement begin their placement.	After the first social work practice seminar (SWP 301 or SWP 50A/B) in September 2024	Beginning of May 2025

5.8 Volunteer Study Placement

A volunteer study placement offers students the opportunity to do a placement at an organization where they are already volunteering. Given the Accreditation Standards of the Canadian Association for Social Work Education (CASWE) and the school's aim to promote quality social work education, the volunteer study placement will only be approved when it clearly meets the stated Accreditation Standards and enhances the previous practice experience of the student.

Any proposed volunteer study placement must clearly specify new and challenging learning opportunities within the context of the school's mission and the curriculum objectives of the SWP 36A/B or SWP 51A/B Field Practicum. Given the learning/educational focus of the placement, students may not extend their assigned volunteer activities for purposes of the volunteer study placement. Students must complete the required hours as established by the curriculum in an area significantly different from their previous or current volunteer work.

Eligibility Criteria

1. Students shall, in conjunction with the school and their volunteer site, design a placement experience that meets the academic objectives of the placement for the student's year of study.
2. The school will determine the appropriateness of the volunteer study in the context of curriculum objectives and the mission of the school.
3. The placement must be carried out in an area that is clearly different and distinct from the usual volunteer tasks required of the student by the organization.
4. The hours of placement are not part of other volunteering at the site, but hours which the site has designated for specific field placement purposes.

Application Process

Students begin the process of applying to do a volunteer study placement the year prior to the academic year when they would like to undertake this field education credit option.

NOTE:

- Students who wish to complete a volunteer study placement during the 2024/2025 academic year must start their application process during Fall 2023.

The following timelines and steps apply to students who would like to apply do a volunteer study placement during the 2024/2025 academic year (Fall/Winter term or Spring/Summer term).

Step	Description	Timelines for Fall 2024/Winter 2025	Timelines for Spring/Summer 2025
1	<p>The application process begins when a student enters information in PlacePro as an indication of their intention to do their field education credit. PlacePro has a mechanism for students to indicate their interest in a volunteer study placement.</p> <p>Students interested in a volunteer study placement are advised to meet with the appropriate Field Education Coordinator during this time to explore this field education credit option.</p>	<p>Wednesday, November 1, 2023 to Thursday, November 30, 2023</p>	<p>Wednesday, November 1, 2023 to Thursday, November 30, 2023</p>

Step	Description	Timelines for Fall 2024/Winter 2025	Timelines for Spring/Summer 2025
2	<p>The Field Education Coordinators email information about next steps to students who indicated in PlacePro that they are interested in a volunteer study placement.</p>	December 2023	December 2023
3	<p>Students contacted by the Field Education Office complete a Volunteer Study Placement Application in consultation with their employer and their Field Education Coordinator.</p> <p>The application must meet the requirements as defined in the policies and the curriculum for the appropriate year.</p> <p>Once completed, the student submits the application by the deadline.</p> <p>IMPORTANT:</p> <p>Late applications will not be accepted, reviewed or considered.</p>	On an ongoing basis throughout 2024/2025 placement process	On an ongoing basis throughout 2024/2025 placement process
4	<p>Volunteer Study Placement Applications are reviewed by the Field Education Office.</p> <p>Students are expected to be available for any required revisions during the review/approval process.</p> <p>The Field Education Office communicates all volunteer study decisions to students. The decisions are final and</p>	On an ongoing basis throughout 2024/2025 placement process	On an ongoing basis throughout 2024/2025 placement process

Step	Description	Timelines for Fall 2024/Winter 2025	Timelines for Spring/Summer 2025
	binding, and not subject to appeal.		
5	Students approved to do a volunteer study placement begin their placement.	After the first social work practice seminar (SWP 301 or SWP 50A/B) in September 2024	Beginning of May 2025

5.9 Challenge Credit for SWP 36A/B Field Practicum

The School of Social Work provides a social work education that meets the accreditation standards of the Canadian Association for Social Work Education. Academic instruction and closely supervised field experiences are combined to ensure that students acquire the values, knowledge and skills necessary for BSW level practice. However, the school recognizes that these components to practice have been, in some instances, acquired outside the traditional educational system, through work experience in the social service field.

The school supports those students who are qualified, and can demonstrate an acceptable level of knowledge and skill, by allowing them to challenge certain social work courses. One of those courses is the third year placement (SWP 36A/B Field Practicum).

Students with advanced standing status, on-campus and off-campus, are not eligible for challenge credits. Such students may not challenge any courses as they need to complete at least 50% of the curriculum at the university in order to be awarded a Toronto Metropolitan University degree.

Eligibility Criteria for Challenge Exam

To qualify to pursue the challenge exam, a student must:

- be admitted to the School of Social Work;
- be enrolled in the SWP 301 Social Work Practice Course at the time of the challenge exam;
- have successfully completed all second year social work courses and be in good academic standing at the time of the challenge exam;
- have three consecutive years of paid social work experience in either public or private social services within the past eight years;
- not have already received transfer credits for SWP 36A/B Field Practicum;
- submit the required documents specified in below under [Application Process](#).

NOTE:

- Students with advanced standing status are not eligible for challenge credits.
- Fourth year SWP 51A/B Field Practicum cannot be challenged.
- Failure to meet any specified dates disqualifies students from applying to challenge SWP 36A/B Field Practicum.

Objective of Challenge Exam

- To maintain the standards of BSW education for which the school is distinguished, evaluation methods have been devised to assure that challenge students possess the values, knowledge, and skills expected at the exit level of the course as it is commonly taught.
- To assist qualified students to undertake an academic program that recognizes their individual circumstances. The courses offered for challenge are those which the school believes could reflect the individual experiences of the students.

Challenge credit decisions are not subject to appeal. Potential challenge candidates should refer to the Undergraduate Calendars for the University's Challenge Policy and for information regarding administrative costs.

Challenge Exam Evaluation Criteria

The challenge exam consists of a written exam and oral exam, including a demonstration of practice skills involving an interview with a simulated client or client group. The challenge exam is reviewed by the Challenge Exam Committee, which consists of the Field Education Manager, and a minimum of one Faculty member.

Students are required, through all parts of the challenge exam, to demonstrate evidence of:

- an understanding of their role and purpose;
- an ability to address issues of authority;
- an ability to demonstrate understanding and empathy of needs, concerns and issues of population in the agency/organization where they work;
- an ability to gather information for assessment purposes and develop a plan of action;
- an awareness of professional values and ethics in their practice;
- an ability to apply theory to practice.

Application Process

Students begin the process of applying to challenge SWP 36A/B Field Practicum the year prior to the academic year when they would like to undertake this field education credit option.

NOTE:

- Students who wish to complete the third year field education credit through the challenge exam during the 2024/2025 academic year must start their application process during Fall 2023.
- The deadline for applying to pursue a challenge credit during the 2023/2024 academic year has passed.

Step	Description	Timelines for the 2023/2024 Academic Year	Timelines for the 2024/2025 Academic Year
1	The application process begins when a student enters information in PlacePro as an indication of their intention to do their field education credit. PlacePro has a mechanism for students to indicate their interest in challenging SWP 36A/B Field Practicum.	Deadline has passed	Wednesday, November 1, 2023 to Thursday, November 30, 2023
2	The Field Education Coordinators email detailed information about next steps and required documentation to students who indicated in PlacePro that they are interested in challenging SWP 36A/B Field Practicum.	Deadline has passed	December 2023
3	A Faculty member holds a meeting with students who indicated in PlacePro that they are interested in challenging SWP 36A/B Field Practicum.	Deadline has passed	January 2024 (exact date to be determined)
4	Students who met with the faculty member submit a cover letter, a resume, and a two reference letters. IMPORTANT: Documents submitted after the deadline will not be accepted, considered or reviewed.	Deadline has passed	Friday, March 1, 2024

Step	Description	Timelines for the 2023/2024 Academic Year	Timelines for the 2024/2025 Academic Year
5	<p>An assigned Faculty member will review the supporting documents and determine which requests meet the criteria and thus are approved.</p> <p>A Faculty member communicates these decisions to students.</p>	Deadline has passed	Monday, March 4, 2024 to Friday, March 29, 2024
6	Students approved to do the challenge exam submit an essay, a learning plan and the challenge credit form to the Faculty member.	Deadline has passed	September 2024 (exact date to be determined)
7	<p>Students approved to do the challenge exam are examined by a committee using a simulation and interview as noted below.</p> <ol style="list-style-type: none"> 1. Role play with a simulated client: Students are expected to conduct an interview with a client for approximately 15 minutes. The simulation is evaluated by the Challenge Exam Committee. 2. Interview: Students are interviewed for approximately 20 minutes by the Challenge Exam Committee. 	Deadline has passed	October 2024 (exact date to be determined)
8	Students approved to do the challenge exam submit a short reflection paper on the simulation as part 2 of the written exam.	Deadline has passed	October/November 2024 (exact date to be determined)

Step	Description	Timelines for the 2023/2024 Academic Year	Timelines for the 2024/2025 Academic Year
9	<p>The Faculty member makes the final decision about each student passing the challenge exam, based on the written and oral exam and the recommendation of the committee members. The Faculty member communicates the final decision to the student.</p> <p>IMPORTANT:</p> <p>Students who are not successful in the challenge exam are required to inform the Field Education Office of their need for a regular placement and to submit the required information within one week. Failure to do so will result in further delay to the start of placement.</p>	Deadline has passed	October/November 2024 (exact date to be determined)

5.10 Integrative Reflective Experience Assignment (IREA)

The IREA is a unique field education learning opportunity for students with extensive practice experience in the social services sector. Students use their practice experiences as a source of reflection and learning for their field education credit. Students completing the field education credit through this option engage in an integrative reflective experience assignment, which is an independent learning assignment, under the guidance of a Faculty Consultant.

Eligibility Criteria

Students who meet the criteria listed below, will complete their SWP 36A/B field education credit through an Integrative Reflective Experience Assignment (IREA) rather than a traditional 336-hour field placement. Field Education Office reviews the records of Advanced Standing students to determine eligibility for IREA. The following is the criteria for students selected to participate in this program:

- Must be an advanced-standing, part-time student in the School of Social Work
- Entered the Bachelor of Social Work program with a university degree, rather than a college diploma
- Have not received transfer credits for SWP 36A/B, nor are eligible to
- Intend on completing SWP 301 in Fall 2024
- Intend on completing SWP 36A/B in the 2024/2025 academic year
- Are in good academic standing
- Have 2 years of full-time paid work experience in the social services sector

The Field Education Coordinator will individually reach out to students who meet the criteria to outline the process and connect them with the Faculty member evaluating the related submissions.

Section 6: Placement Process and Protocols

- [Scope of the Field Education Office](#)
- [Parties Involved in the Placement Process](#)
- [Matching and Placement Process](#)
- [Matching Approach](#)
- [Matching Policy](#)
- [Being an Active and Engaged Participant in the Placement Process](#)
- [When a Field Placement is Confirmed](#)
- [Accommodations for Students with Disabilities](#)
- [Professional Conduct](#)
- [Communicating with the Field Education Office](#)

6.1 Scope of the Field Education Office

The Field Education Office works closely with hundreds of community partners across the Greater Toronto Area and approximately 500 students in the BSW degree program every year. The placement process is a thoughtful and extensive one involving a number of endeavours to ensure a successful match between students and placement opportunities available. The matching process undertaken by Field Education Coordinators is greatly influenced by a multitude of factors, including the availability of opportunities offered through our partners and student readiness to apply and successfully interview for the placements with which they are matched.

Many of our community partners in the social services sector are stretched for resources; be that in funding, human resources, space or time. As they experience challenges and changes in their organizations, their ability to offer placements to social work students is consequently affected. Thus, the diversity, quantity, and quality of placements the Field Education Office is able to offer to students at any given time is greatly dependent on an array of factors that are impacting our partners in the field.

Successful completion of SWP 36A/B Field Practicum (third year) and SWP 51A/B Field Practicum (fourth year) are requirements of the Bachelor of Social Work degree program. While the Field Education Office supports each student to pursue the field placement credits required for their degree, due to factors mentioned above, the office cannot guarantee that each student will secure a placement in any given year. Rather, the office will work with each student to ensure that they are given the opportunity to apply and interview for a placement in their respective years of study. It is the responsibility of each student who is seeking a placement to ensure they follow the placement processes and protocols, to be open to the opportunities they are matched with, and to secure their placements through successfully interviewing with agencies/organizations. While the Field Education Office works to find placement that align with student interests there is no guarantee opportunities will meet those exact interests identified,

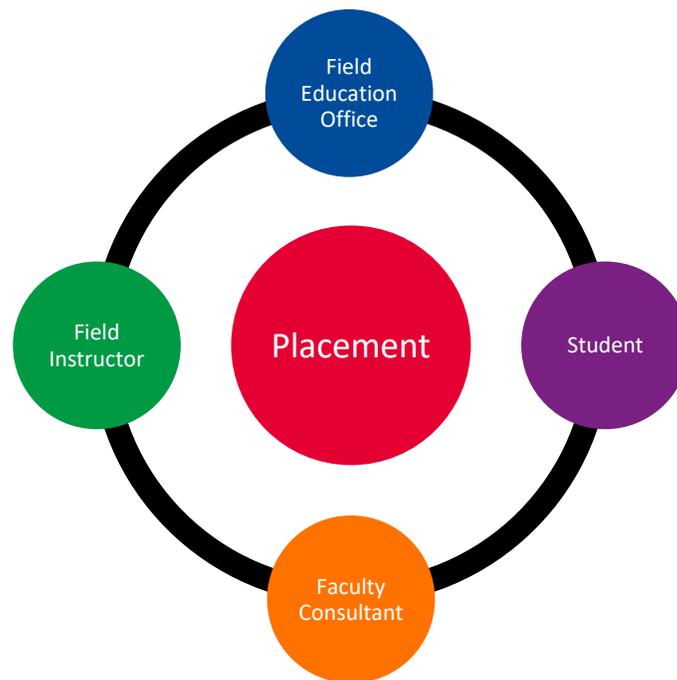
as such students may need to expand areas of interest to prevent delays to their placement process.

If it becomes apparent, in the placement process, that a student is encountering difficulties in being able to successfully interview for a placement after multiple attempts, the Field Education Office may make a referral for the student to access on-campus supports. In cases such as these, the Field Education Office may refrain from re-matching a student with any further placement until the student has demonstrated that they have taken the necessary steps to be successful in attaining a placement.

Although it is most preferred that regular local placements commence in September and end in April, the Field Education Office is unable to guarantee students' placement start and end dates. Depending on when in the academic year the student is successful in securing a placement, there is the possibility that placements will extend into the spring or summer months.

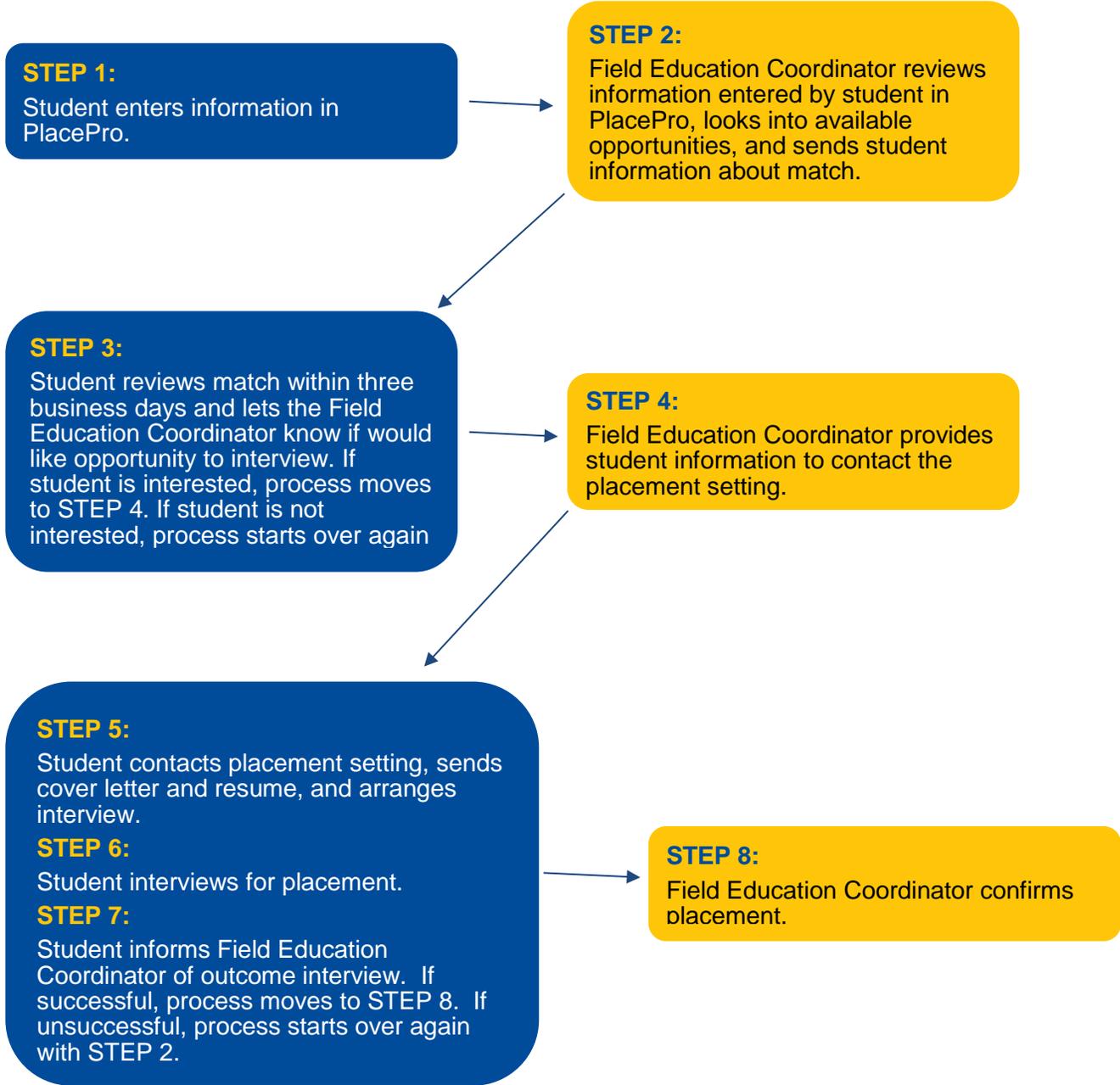
6.2 Parties Involved in the Placement Process

The Field Education Office engages with students and Field Instructors/Education Coordinators in coordinating all the activities that are required prior to having a placement commence. Once the academic year begins, the Faculty Consultant engages with students and their Field Instructors throughout the duration of the placement experience. Generally speaking, Field Education Coordinators are not involved in placement related matters once placements start, and do not work with students and Field Instructors until it is time to make arrangements for the following year's placements. Only in certain circumstances, such as when a placement is terminated early, is the Field Education Office re-engaged in any particular placement-related matter.



6.3 Matching and Placement Process

The following diagram shows the placement process involved for regular placements.



NOTE:

Please note that sections 6.4 to 6.9 outlined below are specific to students who are completing their field education credits through a regular placement in the Fall/Winter or Spring/Summer. This process does not apply to students who are completing field education credits through a Work Study placement, Volunteer Study placement or Challenge Exam.

6.4 Matching Approach

For all students pursuing regular placement options, the Field Education Coordinators carefully explore each student's stated preferences for a placement, as well as each placement setting's request and requirements for BSW students. Comparing the student information with the placement opportunity information, the Field Education Coordinators select an appropriate "match" for each student.

Except in unusual circumstances, students can expect to be matched with a placement opportunity that meets at least one of their preferences as stated in PlacePro (for example, this could include a category preference, a population group preference, a geographical location preference, or something else). The Field Education Coordinators aim to match each student with one of their category preferences, but this may not be possible for every student.

The current context of pandemic recovery and community reopening needs to be appreciated resulting in the School of Social Work being faced with limited field placements options over the upcoming terms. We do hope to see a return to greater selection of placements as recovery and re-opening efforts continue and as community partners increasingly return to their full program delivery models.

6.5 Matching Policy

The Field Education Office has implemented a policy and set of parameters around the placement matching process to ensure that: the work of matching students with placement opportunities is continuously progressing; students are being treated equitably; and we are upholding our commitments with all of our community partners and stakeholders.

When a Field Education Coordinator/Manager sends a student a placement match, they should be assured that it is the closest aligning match available at that time, based on the student's preselected preferences, level of experience, learning goals for that year of study, and the requirements(s) of the setting. Students will generally be matched with one placement opportunity at a time and are encouraged to thoroughly consider and research their first match, as a second option will not be readily available and is not guaranteed to be a better fit to preferences. Due to the large size of the BSW program, it is not possible for the Field Education Office to recruit the vast number of placements that would allow for students to receive multiple matches at one time. **Students should also note that they will not be permitted to complete a third and fourth year placement within the same setting.**

If a student believes that the first placement match they receive is not a reasonably appropriate fit with their pre-stated preferences, individual learning goals and/or current circumstances, they are encouraged to have a conversation with the Field Education Coordinator they are working with in order to discuss their placement process in more detail.

Declining a placement match should only be done when reasonably necessary, as it can present challenges that must be well considered. It is important to appreciate that the decision to decline may carry impacts beyond the student, affecting the relationships the School, Faculty, and the Field Education Office have with field partners. Declining an appropriate placement match may hamper consideration of placements for future students and the general availability of placements in the current pool. Additionally, in the current context of changes in the field, there is greater competition for placements. Except for rare circumstances, students are not permitted to decline a placement match after they have accepted and agreed to pursue it.

Students may be asked to provide a rationale to the Field Education Office if they decline a match, and may be asked to meet and discuss further. **Students who decline a match can reasonably expect that this could delay their placement process, and may also delay the start of their placement. An alternative placement match is subject to the availability of placement opportunities; and if no suitable alternatives are available, the student can reasonably expect that they may be required to defer their placement process to a subsequent term, and possibly the next academic year.**

If it becomes apparent that a student is engaging in the following activities within the matching process, the Field Education Office may put their current placement process on hold:

- Turning down appropriate placement matches without first having a conversation with their Field Education Coordinator;
- Not responding to email notices within three (3) business days of receiving potential placement matches;
- Repeatedly missing deadlines or not following through on timelines;
- Contacting an agency/organization about a placement without first consulting the Field Education Coordinator/Manager.

NOTE:

If a student's placement process is put on hold, they risk no longer being eligible to register for the field practicum (SWP 36A/B or SWP 51A/B), and co-requisite social work practice course (SWP 301 or SWP 50A/B), and possibly risk delaying their BSW graduation.

While the Field Education Office makes every effort to secure placement opportunities for BSW students by doing continuous outreach to field partners, the availability of placements is sometimes beyond the control of the field office. Various factors affect the availability of placements, including funding cuts, re-organization, and staffing levels. It is ultimately field partners that determine their capacity to take students, what flexible hours they may have to offer, what accommodations they can reasonably make to support a student's learning, and when they can respond to inquiries from the Field Education Office.

Outreach inquiries to potential field partners are made early on to assist Field Education Coordinators in placing students in a timely way. However, there are occasions where delays are experienced, resulting in students not securing placements by the scheduled start date. Reasons for such delays include but are not limited to: the unavailability of a placement opportunity that aligns with a student's specific preferences; a student declining [an] appropriate placement match[es]; students engaging with the Field Education Office late in the placement process; and students not meeting the Field Education Office's expectations in the process to secure a placement, (i.e. not completing the BSW pre-placement workshop series, not having an approved resume, and not submitting information to the Field Education Office within the timelines requested). In cases where the timely completion of required placement hours is no longer possible, the Field Education Office reserves the right to place the student's placement process on hold, requiring the student to defer their placement to a subsequent term and possibly the next academic year.

6.6 Being an Active and Engaged Participant in the Placement Process

The process of arranging the field placement is an important collaboration between the student and the Field Education Office; and students are regarded as active participants in the placement process. As such, students are encouraged to research sectors and organizations of interest to become more familiar with the field and trends. Similarly, the school recognizes that professional networking is an important skill. Therefore, if a student learns of a potential placement opportunity through networks, volunteering, employment or other means, they may make a request with their Field Education Coordinator. Students who are interested in a particular agency/organization are also given the opportunity to note their interest when submitting their request to do a placement in PlacePro.

However, while the Field Education Office supports student responsibility and engagement in the placement process, the Office has a significant and crucial role in developing and assessing placement opportunities to ensure they meet CASWE accreditation standards and the University's experiential learning requirements. Because of this, students **must** consult with their Coordinator to receive permission to reach out to agencies prior to doing so. **The Field Education Coordinators are the single point of access for our field partners when securing and developing agreements with the respective agencies, and a student's interactions with an agency must not interfere with the processes and procedures of the Field Education Office.** Upon being given permission by the Coordinator to contact an agency, the student may be encouraged to do a "soft inquiry" with the agency to determine whether they are able to offer a placement opportunity and the time frame in which they are able to do so. Students are not permitted to apply for a placement at this stage, but are simply inquiring as to whether the agency has the capacity to offer a placement opportunity. Students can then share information regarding viable opportunities, including contact information for the individual at the particular placement agency, with whom the Field Education Coordinator may connect to further explore the potential opportunity.

6.7 When a Field Placement Is Confirmed

Except for rare circumstances, students are not permitted to decline a placement after they have accepted it. Much work goes into facilitating the placement process for each individual student, both on the part of the Field Education Office and on the part of the agency/organization offering the learning opportunity. To decline a placement after agreeing to undertake it has implications that may at first not be apparent. Moreover, in agreeing to take on a particular placement, the student has made a professional learning commitment that may have negative implications for their professional reputation post-graduation.

6.8 Accommodations for Students with Disabilities

Students registered with the Academic Accommodation Support at Toronto Metropolitan University are encouraged to inform their Field Education Coordinator as early as possible (i.e., when they first submit their request to do a placement) if they require any accommodation with regard to their placement. Students who require accommodations around placement are encouraged to discuss them with their Field Education Coordinator early in the placement process and are welcome to bring their academic accommodation support staff to attend the discussion (although this is not required).

6.9 Professional Conduct

Courtesy and Respectful Communication

Students pursuing a field placement understand that throughout the duration of that process, they are engaged in preparing and demonstrating their professional readiness for the field. It is expected that students will practice and reflect on how they will interact, communicate and engage as soon to be colleagues in the field when dealing with the Field Office staff and processes. From communicating placement preferences to the Field Education Office to practicing their skills in a field placement setting, students are expected to conduct themselves in a professional, open-minded and respectful manner with all stakeholders. This means that all communications with the members of the Field Education Office and community partners (email, phone, face-to-face) is mindful of the audience in terms of tone, grammar, and attitude. Specifically, in interactions with placement settings, students should be aware that they are making an impression as a professional in what they say and do. An approach of respectful formality, flexibility and enthusiasm goes a long way in making a favourable impression with all those who support your learning experience. Similarly, students' approach towards members of the Field Education Office is expected to reflect values of civility and collegiality.

Confidentiality

All materials produced by the student for educational purposes (e.g., audio or video recordings, process recording, assessments or other written reports) remain the property of the placement setting and can only be removed from those premises with the permission of the Field

Instructor. Material shared with the Faculty Consultant or in class should protect the confidentiality of the client. Students should ensure that placement setting guidelines and procedures are followed to ensure confidentiality.

Conflict of Interest

The Social Work Code of Ethics is very clear about disclosing conflict of interest in the practice of social work. Students will not be placed with agencies/organization or Field Instructors where the school believes there could be a conflict of interest. Some examples of conflict of interest are provided below:

- student has a personal relationship with (relative, friend, family friend, etc.), the Field Instructor or other placement setting staff;
- student has been a client of the Field Instructor or other placement setting staff;
- student is presently or will be volunteering or employed by the placement setting prior to or concurrent with the placement, (except in the case of a Work Study placement).

Students are encouraged and given opportunities to disclose potential conflicts of interest. This is a demonstration of ethical practice. Students who fail to disclose such relationships will, in most cases, be removed from their placement and may face disciplinary action for failing to adhere to the Social Work Code of Ethics.

Confronting Microaggression

The School of Social Work mission advances anti-oppression/anti-racism, anti-Black racism, anti-colonialism/decolonizing, Aboriginal reconciliation, feminism, anti-capitalism, queer and trans liberation struggles, issues in disability and madness, among other social justice struggles. As part of the program, Students, Faculty, Staff and other stakeholders are encouraged to actively take part in critically reflecting, disrupting and acting in more socially just ways within all spaces and environments.

We recognize that microaggression will be addressed in the classroom, in the school, in field placements and in other settings connected to the work of our school. Microaggression refers to the subtle, covert, and often unconscious acts of racism, classism, sexism, ableism, sanism, and/or heterosexism etc. and includes verbal insults but also non-verbal behaviour such as body language (e.g., avoidant behaviour, glances, rolling of eyes, who speaks, who does not speak). Although individuals will express and experience microaggression on an individual level, these acts are not viewed as isolated instances that are subjectively named. Rather, microaggression will be taken up as an articulation of power that simultaneously operates at the structural, institutional, and individuals levels. As a community of people connected to the School of Social Work, we agree that we will address microaggression as it occurs and discuss how we might be implicated in these acts, as well as how we can work together to interrupt and resist them.

It is important to remember you, the student, is an active and responsible member of this

community that means relationships should not be regarded as transactional. As members of this community, whether that of the Institution and/or organizations you engage with are not only learning environments but also a place of work for staff and others. You play a part in ensuring the safety, well-being and inclusion of others. Being mindful that your behaviours and actions can have a direct impact on others that share those spaces is part of collegial and respectful engagement.

6.10 Communicating with the Field Education Office

The processes and protocols outlined in this manual and those communicated by other means (i.e., university email, Desire2Learn (D2L), School of Social Work's website, etc.) are established to manage the Field Education Office's endeavours to place all students expeditiously.

Toronto Metropolitan University requires that all students activate and maintain a University central email account. This email account is the official means by which students receive university communications. The Field Office will only utilize this institutional account to directly correspond with students.

Students are expected to monitor and retrieve messages and information issued to them by the university via Toronto Metropolitan University online systems (e.g., email and D2L) on a frequent and consistent basis. Students also have the responsibility to recognize that certain communications may be time-sensitive.

All communications between on-campus BSW students and the Field Education Office will be through each student's university email account. Students are expected to respond to emails within particular time periods (i.e., within three business days of receiving a potential placement match). As such, it is important that students check their university email daily for important updates and information.

Students will not be contacted by telephone or other means if attempts to reach them through their university email account fail (e.g., because mailbox is over capacity). **Students are expected to follow-up with the Field Education Office if they have not received any correspondence by email for an extended period of time.**

Other kinds of communications from the Field Education Office also go through students' university email account (e.g., information about placement start date and other important placement issues). As such, students are required to continue to check their university email frequently during the summer months, even after securing a placement in the event there are important program updates or changes that may impact student placements, related courses and scheduling

Students have the right to forward their university email account to another electronic mail service provider address but remain responsible for ensuring that all university electronic message communication sent to their official university email account is received and read. To maintain privacy and confidentiality, the Field Education Office does not typically communicate with anyone other than the student adult learner and only as needed with Faculty, the respective

community partner, Program and Campus Administrators and Staff when addressing issues specifically related to placement.

As any official or formal electronic communications from students must be sent through their official university email account, students should only contact Field Instructors and/or other organizational staff through this email. Students are responsible for contacting Toronto Metropolitan University's [Computing and Communication Services](#) (CCS) if they experience problems with their university email account.

6.11 Reinstatement Process

Students eligible to complete the mandatory 3rd or 4th year field education credit (SWP 36A/B or SWP 51A/B Field Practicum) during the 2024/2025 academic year are given online access to complete an intake process between November 1st and November 30th, 2023. Students who do not meet this deadline are sent a follow-up communication and are required to fulfill pre-placement requirements by the final deadline of Friday, March 1, 2024.

If the Field Education Office receives a student's request to re-enter the 2024/2025 placement process after the March 1 deadline, the student is required to participate in a reinstatement process that involves completing an application package.

Once a completed application package is received by the Field Education Office, reinstatement into the 2024/2025 placement process will be considered on a case-by-case basis, and a member of the Field Office will contact the student regarding the decision.

Students who are approved to complete a placement will have their names added to the pool of students who are seeking a placement in 2024/2025. However, given the volume of students the Field Education Office works with and the importance of being fair and transparent in our work, Field Education Coordinators will consider these students for a placement match secondary to students who met the deadline and thus began their placement process on time. This may result in having a delayed placement start date, or that the student's placement may need to be deferred to a subsequent term (Spring/Summer 2025).

Students who are not approved through this reinstatement process will be permitted to reapply for the placement process in Fall 2025, for a placement that would take place in the 2025/2026 academic year. This would mean delaying their graduation from the program for one full academic year.

Section 7: Field Consultation Visits

- [Purpose](#)
- [Field Instructor and Student Preparation Prior to Field Consultation Visit](#)

Throughout the field placement experience Faculty Consultants are available to provide support to the student and Field Instructor. They should be the first point of contact for students and Field Instructors should issues arise once placements have commenced. Faculty Consultants will arrange at least one visit with the placement setting to meet with Field Instructors and students, either virtually via zoom or in-person. Field Instructors and students may request an additional field consultation at any time during the placement. Students may be asked to assist in arranging a time for the field consultation.

7.1 Purpose

The field consultation visit serves some or all of the following purposes:

- To evaluate student progress and readiness for the field.
- To review the student learning that has taken place and set goals for future learning.
- To share concerns and resolve issues and questions on the part of the Faculty Consultant, Field Instructor and the student.
- To facilitate and support the instruction process and demonstrate methods of effective teaching, identify opportunities for further learning, problem solving, goal setting, etc.
- To review the placement and its relevance to social work education and the school's curriculum.

Visits usually take 1 to 2 hours to complete. At times, field consultation may occur in a group with other Field Instructors and students.

7.2 Field Instructor and Student Preparation Prior to Field Consultation Visit

Prior to the visit occurring, the student and Field Instructor should discuss with each other areas of concern or interest that need to be shared with the Faculty Consultant.

The following areas may be explored during the consultation:

- knowledge of the placement setting mandate and activities;
- student strengths and areas of future learning;
- knowledge of their role and responsibilities in the placement setting;

- ability to identify the learning that has taken place;
- knowledge specific to the placement and practice class;
- understanding of linkages between the placement setting, the community and the population served;
- integration of theory with practice;
- effective use of self;
- appreciation of ethical issues related to placement;
- effective use of field instruction methods;
- review of their learning plan and future learning needs;
- career goals and future learning needs.

Also, this is an opportunity to discuss the structure and activities of the placement setting to assess:

- appropriateness of learning opportunities for the year of study;
- appropriateness to student learning needs;
- necessary changes to structure and activities;
- Field Instructor/student relationship;
- field instruction format and techniques;
- consultation.

Section 8: Conflict Resolution

- [Guidelines for Conflict Resolution in Fields Placements](#)
- [Terminating a Field Placement](#)

8.1 Guidelines for Conflict Resolution in Field Placements

At certain times in the course of the field placement, difficulties or concerns may arise with respect to the learning experience or the field instruction process.

At the earliest possible time, the Field Instructor, the student, and the Faculty Consultant have a responsibility to identify and address problems, concerns, or potential problems.

- The first stage in the process of problem resolution is the sharing of the concern by the student or Field Instructor with each other. When mutual resolution is difficult or either the student or the Field Instructor needs assistance or guidance addressing an issue, the Faculty Consultant should be contacted. Any party may request a meeting of two or three of the involved individuals, for example, a student may request a meeting with the Field Instructor, the Faculty Consultant, or both.
- The goal of the meeting is to resolve the problem or concern if at all possible through a mutually agreed upon plan of action. The plan may include amendments to the learning plan, specific agreement concerning time lines to be met and/or criteria for evaluation of agreed upon actions.
- In the event that a problem or concern cannot be mutually resolved by the student, Field Instructor and Faculty Consultant, the Field Education Manager and/or Associate Director, Undergraduate Program and/or Director, School of Social Work are available for consultation.
- The Field Education Manager and/or Associate Director, Undergraduate Program and/or Director, School of Social Work may convene a meeting, or a series of meetings with the individuals involved. The final outcome of the meeting(s), particularly those matters of academic and non academic misconduct, may be recorded in a letter which may be sent to the student, the Field Instructor, and the Faculty Consultant. It will include the outcome of the meeting(s) and proposed action.
- In the event that the problem/concern cannot be resolved by the involved individuals, the placement setting and the school has the right to terminate the placement.

8.2 Terminating a Field Placement

- Except in rare and exceptional circumstances, a field placement cannot be terminated in the first month.
- After the first month, a field placement can only be terminated following an intervention by the Faculty Consultant and/or the Field Education Manager and/or Associate Director,

Undergraduate Program and/or Director, School of Social Work, who will work with the student and the Field Instructor in an attempt to establish the conditions for a successful field placement.

- A student cannot terminate their field placement. Concerns should be brought to the attention of their Faculty Consultant and the Field Education Manager. Communication about the termination should come from the Faculty Consultant to the Field Instructor and/or agency, unless otherwise determined.
- The Faculty Consultant can determine, in consultation with the Field Education Manager as needed, that the placement should be terminated and whether any subsequent closure meetings should be held.
- The Faculty Consultant will ascertain from the Field Instructor if there are completed hours that will be credited to the student. Depending on the circumstance, the Faculty Consultant may also request the Field Instructor to complete any pending evaluations.
- An essential part of the experiential learning process is to engage in reflective/reflexive practice. Faculty Consultants should lead and engage the student in a process of critical self-reflection, examining ethical and professional practices related to issues and concerns raised, impacts and responsibilities, modeling conflict resolution and collaborative problem solving where possible. The Field Education Manager is available for consultation and support as needed. The process of reflection may include assignments, discussions etc. as determined by the Faculty Consultant.
- When the Faculty Consultant has determined the student has satisfactorily demonstrated an appreciation for the circumstance and related issues resulting in the placement breakdown, they will share the Termination Form, along with any special considerations to enable the reinstatement of the student into the replacement process, with the Field Education Manager.
- The Field Education Manager will provide direction to the Field Education Coordinator to begin the replacement process and outline any requirements and/or available options.
- The Field Education Coordinator will reach out to the student once they have received the Termination Form and instructions to support the replacement process.
- Terminations may result in delays in the placement process as timely replacement opportunities are dependent on the availability of community partners.

Appendix A: Responsibilities of All Parties Involved

Placement Setting

The placement setting is responsible for providing an environment that will be conducive to a student's growth and development as a professional social worker. Responsibilities include the following:

- To provide Field Instructors who have a BAA (Social Work); BSW; MSW; or qualifications and/or experiences considered to be the equivalent by the School of Social Work at Toronto Metropolitan University.
- To provide the necessary time for the Field Instructor to carry out instructional duties.
- To provide the necessary time for Field Instructors to attend orientation meetings, workshops and seminars held for them by the school.
- To provide a learning atmosphere for the student including accepting them as a member of the placement setting and as a learning professional.
- To provide an environment that is safe and free from harassment or discrimination.
- To provide the necessary facilities so that the student may fulfil duties.
- To inform the student of the placement setting's policies concerning police reference checks and other pre-placement requirements. Unless informed otherwise, students are informed that they are responsible for covering the cost for obtaining a police reference check.
- To provide the student with reimbursement for certain pre-determined and agreed to expenses incurred during field practice for placement related activities (e.g., travel, stamps, etc.). Students are responsible for their commute to and from placement.
- To provide orientation materials and opportunities, including safety materials or training.
- To notify the Field Education Office at the earliest possible indication that they will be unable to complete the responsibility of the placement for any reason (e.g., transfer, promotion, termination or illness of Field Instructor, unavailability of learning opportunities, etc.).
- To notify the Faculty Consultant immediately of any change in Field Instructor for any reason.
- To ensure that the social work Code of Ethics and Guidelines for Ethical Practice (CASW, 2005) are upheld by the student at all times.
- To uphold all school policies and procedures outlined in this manual as they relate to field education.

- To enter into an affiliation agreement with Toronto Metropolitan University, highlighting roles and responsibilities, liabilities, etc.

Field Instructor

The role of the Field Instructor is the most important aspect of the student's placement learning experience. Responsibilities include:

- To provide an adequate orientation to the placement setting, sufficient for the student to begin practice as soon as possible. This should include orientation to the mandate of the setting, its general policy and procedures (manuals where available), safety policies and procedures, its administrative structure, orientation to staff and to the client group and community served.
- To define and clarify for the student, the role of the Field Instructor in relation to the student, the placement setting, and to Toronto Metropolitan University.
- To provide face-to-face field instruction, at least 1.5 hours weekly for students. This time is to be set aside at regular intervals and is in addition to orientation to the placement setting.
- To provide additional time for conferences with the student as required for the student to adequately carry out the assigned tasks.
- To provide guidance and direction in assisting the student to perform the tasks required by the placement setting and to facilitate the integration, by the student, of the learning that is taking place in the placement through feedback, discussion, and a variety of field instruction techniques.
- To select appropriate cases, groups, or situations for assignment to the student in keeping with the curriculum expectations. It is required that students have direct contact with clients or communities within the first 3-4 weeks of commencement of the placement.
- To expose the student to diverse learning experiences (e.g., staff meetings, conferences, seminars, observations, placement setting visits, setting recordings, etc.).
- To provide a learning environment that is safe and free from harassment and discrimination.
- To notify the Faculty Consultant immediately if there is any indication that the placement setting will not be able to provide the appropriate learning opportunities for the student or if the Field Instructor will be unable to complete the responsibility of the placement for any reason (e.g., transfer, promotion, termination or illness).
- To notify the Faculty Consultant immediately of any change in Field Instructor for any reason.
- To meet with the Faculty Consultant as required to review the student's progress.
- To recognize and respect the teaching/learning relationship between the student and their Faculty Consultant.

- To attend or arrange any meetings or conferences, in addition to the above routine visits, as may be necessary to resolve problems. These meetings should be arranged at the earliest sign of difficulty.
- To utilize the student evaluation as a measure of growth, both personal and professional, in ongoing field instruction with the student.
- To submit evaluations of the student's progress and potential at the end of each term; this evaluation is to be shared with the student, and a copy given to them; the school will notify the Field Instructors each term, advising them of the due date for the evaluations.
- To attend the orientation meetings and appropriate seminars provided by the school (times and dates will be announced well in advance).
- To ensure that the social work Code of Ethics and Guidelines for Ethical Practice (CASW, 2005) are upheld by the student at all times.
- To uphold all school policies and procedures outlined in this manual as they relate to field education.

Faculty Consultant

Faculty Consultants are members of faculty who carry teaching, research and administrative responsibilities within the School of Social Work at Toronto Metropolitan University, along with their responsibilities as Faculty Consultant. In their capacity as Faculty Consultant, their responsibilities are:

- To be available for consultation with Field Instructors regarding the curriculum and placement expectations.
- To work with the Field Instructor to develop a placement compatible with the curriculum of the school, the needs of the student, and the mandate of the placement setting.
- To provide safety training for students entering the placement and to discuss safety concerns throughout the placement.
- To schedule and attend a field consultation visit with the Field Instructor and the student at the placement setting at least once, to discuss the student's progress.
- To provide the necessary support to the Field Instructor and the student to facilitate the provision of learning experience as defined by the school curriculum.
- To ensure that social work students are being provided with a sufficient amount and adequate quality of field instruction.
- To maintain close liaison with Field Instructors supervising social work students from Toronto Metropolitan University and to be available for field consultation with the student and Field Instructor for the purpose of evaluating the student's progress, difficulties and learning needs and goals as well as other goals outlined in the field consultation visit.
- To ensure that students are fully informed of their responsibility to uphold the social work Code of Ethics and Guidelines for Ethical Practice (CASW, 2005) at all times and to respond at the first indication that this is not happening.

- To take reasonable steps to ensure that student placements are safe and free from harassment and discrimination.
- To take reasonable steps to ensure that all school policies and procedures outlined in this manual are upheld by the placement setting, Field Instructor and student at all times.
- To attend or arrange any meetings or conferences that may be necessary to resolve problems (these meetings should be held at the earliest sign of difficulty).
- To ensure that written notification is given to a student when it appears that they may be asked to withdraw because of inadequate performance (this process should take place in consultation with the Field Education Manager).
- To complete an early termination of placement form when applicable and submit to the Field Education Office.
- To assign the grade to the student at the end of the placement on receipt of the Field Instructor's evaluation and all written requirements from the student.

Field Education Manager

The Field Education Manager is responsible for overseeing the overall operations of the Field Education Office to ensure efficiency and effectiveness.

- To manage the day-to-day operation of the Field Education Office, including supervision of all Field Education Office staff (including Field Education Coordinators, Field Education Program Administrator, Student Engagement Coordinator, and short-term contract workers such as work study students).
- To engage in yearly strategic planning and set the yearly work plan for the Field Education Office, in conjunction with the Field Education Office team.
- To coordinate or supervise the matching and placing of students in their practice settings, with particular focus on students in the Toronto Metropolitan University-FNTI collaborative BSW program and MSW students.
- To facilitate the development of accommodations for students in field placement in relation to access and equity.
- To facilitate legal contracts and other agreements as needed. To provide consultation on issues related to safety and liability in field placement.
- To support Field Instructors to take on the responsibilities of field instruction, including participation in workshops and consultations as needed.
- To develop, oversee, and evaluate, in conjunction with the Field Education Office staff, outreach strategies for the recruitment of new placement settings, including development of promotional materials.
- To support field education activities provided by the school for Faculty Consultants and students.

- To support the School in most aspects of planning and development of policies and procedures, including evaluation and research related to field practicum and other appropriate areas.
- To represent the school in interactions with the public, private, not-for-profit, and voluntary sectors.
- To oversee all of the Field Education Office's committees.

Field Education Coordinators

The Field Education Coordinators take responsibility for arranging and coordinating the field practicum component of field education program within the school. Responsibilities include:

- To be responsible for coordination and administration of field placement opportunities including consistency and quality of field placements and range of placement settings in consultation with the Field Education Manager.
- To develop new field placements for the school based on the curriculum design, student needs, and trends within the profession of social work and the community.
- To provide students with individual problem-solving support and accommodation(s) as required.
- To take reasonable steps to ensure that agencies/organizations provide student placements that are safe and free from harassment and discrimination.
- To take reasonable steps to ensure that field placement settings and Field Instructors uphold the social work Code of Ethics and Guidelines for Ethical Practice (CASW, 2005) as it relates to field practicum.
- To support field education activities provided by the school for all Field Instructors, Field Education Coordinators, Faculty Consultants and students.
- To prepare students for the process of selecting field placements, including the development of their resume and placement interviews.
- To design, coordinate and implement the process for the matching and placing of students in placement settings in consultation with the Field Education Manager.
- To facilitate the development of accommodations for students in field placement in relation to access and equity.
- To facilitate communication between placement settings and the school with respect to the development and maintenance of placements.
- To maintain an information system pertaining to field education in the school.
- To maintain, in conjunction with Faculty Consultants and the Field Education Manager, evaluation systems to ensure high quality field placement.
- Act as a liaison and facilitate relationships with and amongst students, community partners, faculty members, and Toronto Metropolitan University.

- When required, works with students to facilitate the process of obtaining a police record check.

Field Education Program Administrator

The Field Education Program Administrator is a part of the school's administration and is responsible for ensuring that students, staff, faculty and field partners have access to timely and accurate information and resources related to the field education component of the social work program at Toronto Metropolitan University. The Program Administrator supports the overall all smooth and effective functioning of the Field Education Office through developing and implementing a number of administrative activities. Responsibilities include:

- Provides technical support and training resources to students, staff and faculty in the use of a web-based application used by the Field Education Office to manage student and placement data.
- Liaises with field agencies and instructors to: obtain and provide information regarding placement opportunities available for students; share general information about the school's field education program; and facilitates field partners' access to Toronto Metropolitan University's library services.
- Coordinates the logistical elements of field education workshops and appreciation events, including informing field partners of upcoming events and registering interested Field Instructors/Education Coordinators.
- Ensures that field partner mailing lists are kept current for use by the Field Education Office and Faculty Consultants.
- Updates and disseminates a variety of placement related forms to Faculty Consultants and assists in annual revisions to the school's Field Education Manuals.
- Maintains currency with the Ministry of Advanced Education and Skills Development insurance program for students in unpaid placement and provides updated information to students, staff and faculty on related protocols and procedures.
- Circulates, gathers and files documentation related to student placement applications, placement opportunities and Field Education Office protocols and processes.
- Prepares a variety of reports and correspondence, including gathering statistical data, for use by the Field Education Office, School of Social Work and other internal departments.
- Maintains and monitors a database system for the Field Education Office, ensuring that current and accurate placement data is securely kept.
- Updates the field portion of the school's website, ensuring students, field partners and faculty have access to field education forms and manuals, important dates, and contact information.
- Implements and maintains a multitude of internal office practices and procedures for the efficient recording and retrieval of information relative to the school's field education program.

Social Work Student

Social work education makes a variety of demands on the student to develop both professionally and personally. Increased knowledge and skill must be accompanied by increased self and social awareness. The student carries the greatest responsibility for their learning and growth process. Students should approach the placement as being a professional learning commitment and opportunity. The following are specific responsibilities relating to placement learning.

Pre-placement Responsibilities

- To attend all required workshops and information sessions. Refer to [Section 3: Significant Dates](#) for additional information.
- For on-campus students, to complete the process to request a placement via PlacePro by the deadline. This includes submitting a request to do any type of placement, whether it be to challenge SWP 36A/B Field Practicum or to do a regular Fall/Winter placement, a work study placement, a Spring/Summer block placement, or an out-of-country/province placement. Students have access to PlacePro for a limited time only. Refer to [Section 3: Significant Dates](#) for deadlines.

Late requests to do any kind of placement will not be accepted, reviewed or considered. Students are required to check their university email regularly for information. Failure to enter all the required information in PlacePro by the deadline may disqualify a student from doing a placement.

- To be available for placement interviews between January and the commencement of the placement in the Fall term and maintain communication with the Field Education Office during this time.
- To ensure that the Field Education Office has a current telephone number and mailing address, including any summer changes, to facilitate the placing and interviewing process.
- To make every effort to actively participate and facilitate the placement process.
- To assume financial responsibility and provide the required documentation or health requisites set out by a placement setting (i.e., resume, references, medical reports, police record check, etc.).
- To disclose to the Field Education Coordinator any conflict of interest that may exist within the placement process. Refer to section [6.9 Professional Conduct](#) for information about conflicts of interest.
- Maintain communication with the school and Field Education Office by checking their university email daily.

Beginning and Ongoing Placement Responsibilities

- To accept and operate within the policies and procedures of the placement setting and the mandate of social work.
- To ensure that dress code requirements are discussed with the Field Instructor or agency/organization's representative and are upheld by the student.
- To demonstrate the willingness and enthusiasm of a learning team member and a beginning professional while in attendance at the placement setting.
- To attend orientation and/or training sessions as may be held by the placement setting.
- To meet the course requirements regarding minimum number of hours in field practice. Any time missed, regardless of cause, must be made up at the placement setting.
- To uphold the Social Work Code of Ethics and Guidelines for Ethical Practice (CASW, 2005) at all times.
- If unable to attend the placement setting due to illness, to notify the Field Instructor with as much advance notice as possible. If absent for more than two consecutive field practice days, the student is required to supply a medical certificate.
- To attend staff meetings, conferences or seminars as requested by the Field Instructor. If these conflict with classes, prior permission from the Toronto Metropolitan University class instructor must be obtained by the student. It is expected that the placement setting will exercise discretion in placing these demands on a student.
- To provide the placement setting with their current address, telephone number and email address.
- To complete and submit all reports and other assignments on time, as required by Toronto Metropolitan University, the placement setting and the Field Instructor.
- To uphold the policies and procedures of the school outlined in this manual as they relate to field education.
- Students may not accept gifts from service users/communities of more than a nominal value. Students must seek advice from their Faculty Consultant when they are unsure of how to proceed.

Learning Responsibilities

- To undertake all mutually agreed upon tasks and responsibilities as assigned by the Field Instructor.
- To perform the above tasks and responsibilities at a degree of competence that is consistent with their educational level, with Toronto Metropolitan University guidelines and with placement setting requirements, as determined by the setting in consultation with the school.
- To view the teaching relationship with the Field Instructor as a learning experience, to come adequately prepared for all field instruction sessions, and to contribute as an active participant in this process.

- To be familiar with the ethics of social work and to incorporate these into their work in the field placement, including the Social Work Code of Ethics and Guidelines for Ethical Practice (CASW, 2005).
- To seek assistance from the Faculty Consultant at the onset of any problem/concern that cannot be mutually resolved with the Field Instructor.
- To inform the Field Education Manager of any problems or concerns that cannot be resolved between the Field Instructor, Faculty Consultant, and student.

Appendix B: Canadian Association of Social Workers' Code of Ethics

The complete Code of Ethics (2005) and Guidelines of Ethical Practice (2005) are available from the [Canadian Association of Social Workers website](#).

Preamble

The social work profession is dedicated to the welfare and self-realization of all people; the development and disciplined use of scientific and professional knowledge; the development of resources and skills to meet individual, group, national, and international changing needs and aspirations; and the achievement of social justice for all. The profession has a particular interest in the needs and empowerment of people who are vulnerable, oppressed, and/or living in poverty. Social workers are committed to human rights as enshrined in Canadian law, as well as in international conventions on human rights created or supported by the United Nations.

As professionals in a country that upholds respect for diversity and in keeping with democratic rights and freedoms, social workers respect the distinct systems of beliefs and lifestyles of individuals, families, groups, communities and nations without prejudice (United Nations Centre for Human Rights. 1992). Specifically, social workers do not tolerate discrimination based on age, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation or socio-economic status.

Core Social Work Values

Social workers uphold the following core social work values:

- Value 1: Respect for Inherent Dignity and Worth of Persons
- Value 2: Pursuit of Social Justice
- Value 3: Service to Humanity
- Value 4: Integrity of Professional Practice
- Value 5: Confidentiality in Professional Practice
- Value 6: Competence in Professional Practice

Appendix C: Safety and Security in the Placement

The School of Social Work at Toronto Metropolitan University is concerned with student safety and security in the placement. Because the activities of social work can involve a certain level of vulnerability, placement settings are responsible for ensuring that students receive an orientation of safety protocols, including fire procedures. In addition, students should be made aware of how to handle emergency situations in the absence of their Field Instructor, and during after-hours work. Students are not expected to enter into high risk situations in a placement setting. Moreover, placement settings which require high risk work have an increased responsibility for ensuring student safety.

Students with concerns about safety are advised to discuss these with their Field Instructor and Faculty Consultant. Students should not be alone in the placement setting either during working hours or after hours unless this has been discussed with the Faculty Consultant and appropriate training and backup is available.

Students who perceive themselves at risk, at any time, in any placement setting, are obliged to contact their Faculty Consultant immediately.

There are four areas of risk to which students might be exposed in the field placement. These are:

- risk of physical injury related to travel to and from the field placement;
- risk of physical injury or illness, which may occur in the performance of assigned and prescribed duties during the course of the field placement;
- risk of a lawsuit for negligence in which students may be named by a community patron, a client with whom they are, or have been, engaged in their role as students;
- risk of a lawsuit for physical injury or property damage if students were to have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged in their field practice responsibility.

Toronto Metropolitan University's policy with respect to these areas of risk is as follows.

Students Travelling to and from Field Placements

Students are responsible for their own safety when travelling to and from placement through either public or private transportation.

Insurance Coverage in Placement

Coverage for Illness and Injury

The Ministry of Colleges and Universities (MCU) provides Worker Safety & Insurance Board (WSIB) coverage for most students on unpaid placements who are placed with placement settings that are registered with the WSIB.

Private insurance coverage through Chubb Insurance is provided by MCU for most students on unpaid training placements who are placed with placement settings that are not registered with the WSIB.

WSIB coverage for students that do not meet MCU conditions is provided through the Toronto Metropolitan University WSIB plan. This means that in the event of a placement-related injury or illness, students are eligible for benefits from WSIB or equivalent benefits through the private insurance carrier. Some of these benefits might include: health care costs, rehabilitation costs, and in some cases, compensation for future lost earnings. The total cost of the WSIB/private insurance coverage is paid by MCU or Toronto Metropolitan University.

If, during the course of completing a placement related activity or task, a student incurs an injury or illness that meets one or more of the below listed criteria, the student and Field Instructor must notify their Faculty Consultant immediately to be apprised of the required procedure regardless of whether the student intends to make a claim or not. Appropriate documentation of any occurrence must be provided.

- Requires health care by a health care professional for which there is a fee for service (this could include a physician, dentist, chiropractor, hospital, etc.);
- Results in lost time from work beyond the date of the work-related injury / disease;
- Requires modified work for more than seven calendar days; and/or,
- Results in exposure to communicable disease.

Faculty Consultants who require support completing the necessary documentation should reach out to the Field Education Manager for assistance.

An important note around insurance coverage for students as it relates to COVID-19 related illness: WSIB coverage for COVID-19 related illness **may** be extended to students who are placed with organizations that are registered with WSIB. Students who are placed with organizations that are not registered with WSIB, and require coverage through the Ministry of Colleges and Universities' limited private insurance and/or Toronto Metropolitan University's Accidental Injury Death and Dismemberment policy are not covered for any COVID-19 related claims. Students who are placed with various departments and/or programs at Toronto Metropolitan University are not covered for any COVID-19 related claims. Students and Field Instructors should take into consideration the challenges associated with proving that a student became ill with COVID-19, as a result of completing placement related tasks and activities, as it will likely be difficult to trace the origins of when and where a student came into contact with the virus.

Student Declaration of Understanding Form

Students entering into a placement in the 2023/2024 academic year will be required to electronically sign a Student Declaration of Understanding Form prior to starting their placement. This form needs to be signed regardless of whether or not it was signed in a previous academic year and/or for a previous placement. Students will receive instructions on how to electronically complete this form from their Faculty Consultant in the first practice seminar course.

Letter to Placement Employers Form

Organizations who provide field placement opportunities to students in the School of Social Work are responsible for having this form signed by an authorized representative within the organization. Of important note, for most of our field partners, this form has already been completed as an appendix to our affiliation agreement. A copy of this [declaration form](#) is available on the School of Social Work's website. If you are unsure about whether or not your organization has already submitted a signed version of this form, please email swfield@torontomu.ca.

Coverage for Negligence

Toronto Metropolitan University has Third Party Insurance which would respond to a lawsuit against the University, its faculty, staff and students in the event of a claim against any of the above parties resulting from normal legal performance of duties and responsibilities associated with the academic activities of Toronto Metropolitan University.

Coverage for the Placement Setting/Patron Insurance

As is covered in the affiliation agreement between Toronto Metropolitan University and the organization, the placement setting should have Third Party Liability Insurance to protect themselves.

Students Transporting Other Students or Clients in a Personally Owned Vehicle

In the event of an accident, the student could be considered responsible and their own insurance policy would be required to respond. If Toronto Metropolitan University was named in a lawsuit, its Non-Owned Auto Insurance would respond to protect Toronto Metropolitan University's interest - not that of the student. Students should bear this in mind when deciding to use their own cars for placement purposes. Specifically, students must ensure that they have an appropriate level of insurance should they be responsible for transporting other individuals in the course of their placements.

Appendix D: Experiential Learning – Senate Policy 169

In June 2020, Toronto Metropolitan University approved and implemented [Senate Policy 169 ~ Experiential Learning](#). This policy governs authority and responsibility for experiential learning activities related to currently enrolled Toronto Metropolitan University students recognizing that Toronto Metropolitan University desires students to have meaningful, relevant, and safe experiences that provide a nexus to their career and academic goals. Questions about this policy can be sent to the Field Education Manager at swfield@torontomu.ca.

Removal of Students from Field Placements on Grounds of Professional Misconduct

With specific regard to the removal of students from a field placement, Senate Policy 169 highlights that *“Toronto Metropolitan reserves the right, at any point, to remove a student from and/or terminate an EL opportunity where there is reasonable basis that the student presents a risk to themselves or others and/or engages in persistent or significant unprofessional behaviour in accordance with the Procedures under this policy.”*

Each faculty and functional area has the authority and responsibility to outline a process applicable to them for identifying and managing experiential learning opportunities. In line with the authority granted to the School of Social Work through Senate Policy 169, the following outline presents the policy and procedures that will be applied in a situation where a student is removed from their field placement on grounds of professional misconduct.

Preamble

The school has an obligation to protect the safety and well-being of the students, staff and faculty as well as the clients and staff of those agencies in which students carry out their field placements. The school has a responsibility to take appropriate action with respect to students in the program who have acted in an unethical or unprofessional manner.

This policy is subject to Toronto Metropolitan University's [Academic Integrity Policy](#) and [Student Code of Non-Academic Conduct](#) as specified in the Toronto Metropolitan University Calendar and on Toronto Metropolitan University's website.

Policy

The Director of the school may remove a student from field placement when there is reason to suspect that the student:

- a. has behaved/performed in a manner which endangers students, clients, placement setting staff, faculty or others; or
- b. has harassed/abused a student, client, placement setting staff, faculty, or others; or
- c. is in violation of the Canadian Association of Social Workers' Code of Ethics; or
- d. has been convicted of, or has been charged with, a criminal offense involving violent or abusive behaviour.

Procedures

1. A faculty member, acting on their own judgment or on the advice of the placement setting/Field Instructor, may recommend, in writing, to the Director of the School of Social Work (with a copy to the student), the removal of a student from field placement under the circumstances outlined in the above policy. If the Director concurs, the student's removal will occur immediately, subject to the procedures set out below.
2. Within three working days of the faculty's recommendation, the Director will meet with the student to review the situation and to allow the student an opportunity to explain their conduct. The Director will then make a decision regarding the student's continuation in the field placement. The Director may decide that the student will:
 - a. continue in the field placement with no restrictions; or
 - b. continue in the field placement with appropriate restrictions; or
 - c. be permanently removed from the field placement and that suspension from the program be recommended.
3. Written notification of the decision will be forwarded to the student, to the faculty member and, if necessary, to the Field Instructor, in the most expedient manner.
4. With reference to criminal offences, if charges are dropped, or the student acquitted of the offence, the student would be reinstated within the field placement.
5. Any student who has been restricted or permanently removed from the field placement has the right to request an Internal Review by a panel of three. The Internal Review Panel (the "Review Panel") will consist of:
 - a. the Designate of the Director, who will chair the Review Panel;
 - b. two members appointed by the Director.

The student has the right to express any conflict of interest with any member of the Review Panel to the Director of the School of Social Work.

A student may not remain in their field placement during the Internal Review. Students may continue with their class course work.

6. Any student requesting an Internal Review must notify the Director of this, in writing, within five working days of receipt of the Notice of Restriction or Removal from the field placement.

7. The Review Panel will meet and complete the review within 5 (five) working days immediately following the request being made by the student. This time may be extended by mutual consent of the student and the Chair of the Review Panel.
8. All members of the Review Panel are required to observe confidentiality regarding the discussions and recommendations.
9. The student has the right to meet with the Review Panel, to present relevant information, and to present submissions on their own behalf. The student may also be accompanied by one person of their choice who may act as agent.
10. Since this is an internal review, and since it is intended to keep matters as informal as possible, and since the right of appeal to a more formal tribunal is undisturbed, the use of legal counsel by either party is not permitted.
11. Within two working days of the conclusion of the review, the Review Panel will present a written decision, approved by all members of the panel, to the student and the Director. The written decision will be mailed (or emailed if agreed to by all parties).
12. A student who disagrees with the decision of the Review Panel, including the decision to recommend Disciplinary Suspension or Disciplinary Withdrawal, is entitled to appeal the decision under the Student Code of Academic Conduct.
13. Should the student be successful in the Internal Review and/or Appeal, they will be required to complete all field placement hours and/or course requirements. The Director, in consultation with the student, will determine when and how placement hours/assignments will be completed.

Appendix E: Human Rights Services

Human Rights Services at Toronto Metropolitan University are available to all members of the Toronto Metropolitan University community including students, staff, faculty and visitors. This office administers human rights questions and complaints as well as Toronto Metropolitan University's Discrimination and Harassment Prevention Policy. The policy applies to all Toronto Metropolitan University employees and students, as well as to visitors and contractors. Human Rights Services does not advocate for any individual or group. It advocates for fairness and for a community where the dignity and human rights of all its members are respected and upheld.

Toronto Metropolitan University's Discrimination and Harassment Prevention Policy and Procedures is informed and guided by the Ontario Human Rights Code. This anti-discrimination policy is based on the Ontario Human Rights Code which provides that every person has the right to equal treatment without discrimination on the basis of: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity and gender expression, age, record of offences, marital status, same-sex partnership status, family status, or disability.

An excerpt from the policy states: "Discriminatory and harassing behaviours are offensive, degrading and illegal. Every member of the Toronto Metropolitan University Community is responsible for creating an environment which is free of discrimination and harassment. Individuals acting on their own and/or on behalf of the University and the University itself can be held responsible under this Policy and in law for discriminatory and harassing acts. Those found to have engaged in such conduct on the basis of a prohibited ground will be subject to discipline. Those found to have been harassed or discriminated against on the basis of a prohibited ground will be entitled to a remedy."

All students are expected to have read the Toronto Metropolitan University [Discrimination and Harassment Prevention Policy](#) in its entirety.

Jurisdiction of the University: Any incident involving members of the Toronto Metropolitan University Community and having study or workplace repercussions may be considered within the University's jurisdiction, whether or not it occurs on campus or during normally defined working hours.

Students engaged in field education have the same rights and responsibilities as any member of the Toronto Metropolitan University community.

Any student who feels they may be a victim of harassment or discrimination is encouraged to talk about their experience with someone who they trust and who can provide sound advice on what actions are available to the student so that the harassment and discrimination can be stopped. The Faculty Consultant, the Director and the Associate Directors of the school, and the Discrimination and Harassment Prevention Officer are all available to students who have harassment and discrimination concerns or questions. Faculty and/or staff will assess the situation and discuss the range of actions available to the student.

Students need to be aware that if they disclose information about possible discrimination or harassment of any kind to a faculty member or to an administrative staff person in the school, it is incumbent upon that person to take action. The specific action to be taken will be determined based on the nature of the complaint.

Toronto Metropolitan University's Discrimination and Harassment Prevention Policy notes:

"It is the responsibility of the University to exercise its authority to prevent discrimination and harassment, to penalize the repetition of discrimination and harassment, and to respond promptly to known or apparent incidents of discrimination and harassment, whether or not a complaint has been filed.

By law, the University and its senior administrators such as chair, deans, Directors, vice-presidents, the president, and others with supervisory responsibility have a legal responsibility to respond promptly to known or apparent incidents of discrimination and harassment, whether or not a complaint has been filed and to exercise authority to prevent and/or penalize the repetition of such behaviour.

Where it is found that a senior administrator or others with supervisory responsibility knew of an incident of discrimination or harassment and did not take any action to stop the behaviour, that senior administrator may be subject to penalties and remedies under this Policy and under the law."

Faculty members and/or administrative staff in the School of Social Work will consult with the Toronto Metropolitan University Discrimination and Harassment Prevention Officer in the event of any disclosure of possible discrimination and harassment, to seek advice on how to proceed.

Appendix F: Social Media Policy

The School of Social Work at Toronto Metropolitan University is committed to affirming human rights, equity and dignity among all people. As such, the School of Social Work values and respects the freedom of expression and academic freedom. The use of social media and technology has become a means of advancing social justice and social work education. The use of social media and technology can, however, present distinctive challenges, especially as it relates to the privacy and confidentiality of social service users. We believe it is imperative to provide guidelines and a framework to make informed decisions to the Toronto Metropolitan University Social Work community, including students, staff, and faculty, regarding the use of technology, social media, and other forms of electronic communication. The purpose of these guidelines is to maintain a respectful learning environment.

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

The [CASW Code of Ethics \(2005\)](#) 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

School of Social Work Social Media Policy

The School of Social Work values both academic freedom and freedom of expression and encourages these as fundamental aspects of a university education whether expressed in oral communication, print, or electronically. We recognize the importance of technology and social media and support the use of these communication tools among social workers.

Examples of common social media outlets include; Facebook, Twitter, LinkedIn, Instagram, Snapchat, TikTok, online blogs, YouTube videos, and so on. Members of the Toronto Metropolitan University Social Work community, including Faculty, Staff and Students, are responsible and accountable for their actions and statements on all social media platforms.

Guidelines for the Use of Social Media

- Any information posted on social media platforms should be considered public documents and the parameters of privacy and confidentiality should be carefully maintained.
- Members of the School of Social Work community should refrain from disclosing any confidential or identifying information about the School of Social Work, staff and students, or any affiliated placement organizations unless permission is obtained.
- Members of the Toronto Metropolitan University Social Work community must identify that the views expressed on social media platforms are those of the author/writer and not those of the School of Social Work or placement settings, unless authorized to do so.
- Unless given permission by the School of Social Work or a Field Instructor, students are not authorized to speak on behalf of the School or their practicum agency.
- Uploading photographs of clients, classmates, peers, members of the Social Work community, without consent is a breach of privacy and confidentiality.
- Any discussions or conversations held in the classroom should be considered confidential and should not be disclosed via social media. This includes any discussions within peers, students and instructors, and any other personal information disclosed within the classroom setting, unless authorized to do so.
- Any discussions that take place outside of the classroom between students and instructors should also be considered confidential and should not be shared via social media without prior authorization.
- Notes, electronic documents, lectures, and other course related content should not be posted on social media platforms unless authorized by the instructor to do so, to avoid breaking copyright rules and regulations.
- Students must make themselves aware of and follow practicum agency policies regarding the use of electronic technologies and social media platforms.
- Students should discuss the use of electronic devices technologies for personal and placement reasons with their field instructor at the start of each field placement.
- Any discussions, activities or conversations with service users, communities, or field placement agencies should be considered confidential and should not be posted to social media platforms without prior authorization.
- In addition to following the confidentiality guidelines outlined by the School of Social Work and the CASW (2005) Code of Ethics, students are required to follow confidentiality and disclosure guidelines outlined by their respective field placement settings.

For further information regarding Toronto Metropolitan University's perspective on the use of Social Media, please refer to [the University Relations website](#).

Appendix G: Labour Disputes

The School of Social Work at Toronto Metropolitan University has a long history of being positively involved in the labour movement. We support student learning regarding labour relations in social service agencies.

The Toronto Metropolitan University Affiliation Agreement stipulates that a practicum centre has the right to terminate the placement of any student due to circumstances beyond their control, such as a labour disruption. Once the labour disruption has ended, it is expected they will permit the student to return as soon as possible to complete the placement.

In the event of a legal strike within a placement setting, where it has been determined that students may remain in the placement during the disruption, the student is then given the following choices by the school:

- a. Terminate the placement and be placed in a new placement setting.
- b. Stay home from placement until the strike action is over and make up their hours after the strike.
- c. Participate with their Field Instructor on the picket line for a limited period of time. In this case, the student would be given credit for a few of the hours they have spent on the picket line as picket duty is a valid learning experience for a social work student.
- d. Cross the picket line to complete non-direct practice activities such as case notes. Students cannot see clients without their Field Instructor's supervision and, if the Field Instructor is on strike, that supervision is not available. For obvious reasons, students almost never choose to cross the picket line if their Field Instructor is on strike.

Appendix H: Learning Plans

Purpose

The purpose of developing a learning plan for the placement is to identify the major learning goals the student needs to accomplish during the placement experience. These learning goals should come from an understanding of self, and the skills, values, and knowledge developed to the present time. Therefore, learning goals can be made for the further expansion of skills (e.g., assessment); values (e.g., awareness of value conflicts); and knowledge (e.g., concepts that can be readily applied to various practice problems).

The learning plan is a placement exercise, in that it is to be negotiated between the student and the Field Instructor in consultation with the Faculty Consultant. It is a mutual task and should be agreed upon when both parties in the process have shared their pertinent thinking about what must be included in the plan. It is the responsibility of the student to write the plan. The Field Instructor should be involved in a process which includes discussion and feedback regarding the plan. The student submits the learning plan to both the Field Instructor and Faculty Consultant for final approval.

Format for Third Year Placement Learning Plan

The learning plan is developed within the context of the goals and objectives of the placement curriculum and the learning opportunities provided within the placement setting. Faculty Consultants provide a format for the learning plan to both Field Instructors and students. The learning plan is to include:

- a description of learning opportunities within the placement setting;
- students' professional strengths;
- goals as specified within the placement curriculum;
- knowledge objectives;
- skill objectives;
- activities to accomplish objectives.

Please visit the School of Social Work's website to [view and download Learning Plans](#).

Format for Fourth Year Placement Learning Plan

It is expected that at the commencement of fourth year, students can identify their professional learning strengths and goals. Building on the learning of the third year placement, students develop a learning plan in consultation with the Field Instructor.

The learning plan is to include:

- student learning outcomes to-date;
- function of social work within the placement setting;
- knowledge development;
- practice/skill development;
- learning opportunities within the placement;
- involvement in social justice and anti-oppression social work;
- required learning resources;
- ethical considerations;
- method(s) of field instruction;
- time accountability;
- agreed upon structure of field instruction.

Please visit the School of Social Work's website to [view and download Learning Plans](#).

Appendix I: George F. Bielmeier Award for Outstanding Contribution within the Field Practicum

The award is given in recognition of a third and a fourth year student, full-time or part-time within the program, who have made an outstanding contribution within the field practicum, exceeding curriculum expectations. Nominations for the award must be supported by both the Field Instructor and the Faculty Consultant.

Visit the [Registrar's Office website](#) for more information.

Appendix J: Placement Attendance during Inclement Weather

On days when Toronto Metropolitan University is closed due to inclement weather, students are not expected to attend their placement and should communicate their impending absence to their Field Instructor as early as possible. Should a student choose to attend placement on a day when the University is closed, they should first check that the placement site is open and follow any specific protocols from the site. Students should exercise increased caution when travelling to and from placement and during the course of the day while carrying out placement activities.

Note that students are responsible for meeting the course requirements regarding minimum number of hours in field practice. Any time missed, regardless of cause, must be made up at the placement setting.

If students have questions or concerns about attending placement during a day Toronto Metropolitan University is closed, they should first consult their Faculty Consultant. Should they have any further questions or inquiries, they should contact the Field Education Manager.

Appendix K: Remote Placements

Orientation and Onboarding

Providing students with a thoughtful and well-planned placement orientation and onboarding process is key to setting the stage for a successful learning experience to take place. We emphasize that this will be even more critical in the context of preparing students to complete a placement in a completely remote format. Students and Field Instructors are encouraged to refer to the following areas when planning their orientation to the organization.

Policies & Procedures

While not always the most exciting part of an onboarding process, sharing core organizational policies and procedures with students is an important first step to helping them orient and integrate themselves into the virtual environment they will be placed within. Consider sharing the following documents with students electronically and creating a space (i.e. credited placement time) for them to thoroughly read, review and ask questions about the following:

- ✓ Organizational Volunteer and/or Student Placement Policies
- ✓ Organizational Human Resources Policies
- ✓ Organizational Confidentiality Policies

- ✓ Organizational Privacy Policies (especially as they relate to remote work)
- ✓ Organizational Access, Equity, and/or Inclusion Policies
- ✓ Pandemic-Specific Organizational Protocols & Policies
- ✓ Relevant codes of conduct, including but not limited to the CASW Code of Ethics
- ✓ Important legislative acts specific to your sector of practice (i.e. Child, Youth and Family Services Act, AODA, Mental Health Act, Personal Health Information Act, etc.)
- ✓ Organizational Statements (i.e. positional statements, Core Values, Land Acknowledgements, etc.)

Information Technology (IT) Needs

In a time of remote work, clarifying parameters around IT needs, requirements and assets is a critical conversation to have at the start of the placement. Field Instructors are reminded that not all students will have the same level or type of access to such tools, and familiarity and comfort using different online platforms will vary.

- ✓ Review what technical equipment the student will require to complete their placement activities and if they do not currently have access to this, explore options for meeting this need. Students needing access to a borrowed laptop and/or mobile internet hotspots are encouraged to visit the [Library Services](#) website.
- ✓ Review what platforms (i.e. Google Suite, shared drives, etc.) the organization has set up to share and store files remotely. If necessary, arrange for students to have access to these platforms and/or create a shared space for them to store their work.
- ✓ Review what meeting platforms (i.e. Google meet, Zoom, Skype, Microsoft Teams, etc.) the organization uses to host meetings with other staff, clients and community members. If necessary, arrange for students to have access and training on using these platforms.
- ✓ If necessary, review what type of phone requirements the placement has (i.e. any long-distance coverage, private voicemail service, data needs, blocking phone numbers, etc.) and if the student has access to these.
- ✓ If needed or used by a student, discuss any assistive technologies (i.e. screen readers or software) and how these will be resourced and used in the placement.
- ✓ Review how to make [virtual events and meetings accessible](#) by checking out the tips and accessibility features shared by Access TMU.

Organizational Culture

Developing a sense of the culture in an organization traditionally takes place through meeting and getting to informally know other staff in the workplace; having sensory experiences of being in physical spaces; participating in team meetings with other supervisors and leaders; witnessing how clients/service-users access and utilize programs and services and engage with staff; and through a variety of other means. Grasping an organization's culture and feeling a

part of the team are important ingredients in the recipe of a successful placement experience for students. As students will not have these in-person experiences and may feel isolated from others as a result, Field Instructors are encouraged to think of creative and intentional ways they can help students build a sense of the organization's culture. Some ideas for consideration include:

- ✓ Allowing students the opportunity to participate in scheduled team / organizational-wide meetings as well as informal gatherings, such as virtual lunch-breaks or other wellness activities.
- ✓ Encouraging the student to take the time to virtually meet other staff in the organization through a one-on-one conversation.
- ✓ Having honest conversations about how the pandemic has impacted overall staff morale and sharing any challenges the pandemic has now posed on meeting service delivery / funder targets, etc.
- ✓ Sharing what remote-working behaviours and norms have been encouraged and discouraged in the organization (i.e. don't hold meetings before or after a certain time, keep web-cameras on or off, use the mute feature at all times, what email etiquette looks like, how others like to be acknowledged, etc.).
- ✓ Sending an email across the organization to virtually introduce the student and share a brief bio about themselves.
- ✓ Conducting a "virtual" tour of the organization through a video call.

Accessibility and Inclusivity in Remote Placements and Placement-related Accommodations

The Field Education Office is committed to principles of equity, accessibility and inclusion, and works closely with community partners to reinforce these values in the field of social work. It is our goal to reduce structural barriers in the field so that field placements, whether remote or in-person, are accessible to all students.

As part of the placement matching process, we encourage students with disabilities who require accommodations to share this information with the Field Education Office, Field Instructors, and Faculty Consultants. In doing so, our hope is that we can support the student to have a successful placement. Students requiring academic accommodation and related support are encouraged to connect with Toronto Metropolitan University's [Academic Accommodation Support \(AAS\)](#) office.

For more information about preparing for an accessible remote placement experience, please refer to Toronto Metropolitan University's [Accessibility Guides & Resources](#).

Other General Areas

- ✓ Review the preferred reporting protocol (i.e. voicemail, email, text message, etc.) for students to inform their Field Instructor that they will be late, and/or unable to attend placement.
- ✓ Review if the organization will provide reimbursement for any costs that are associated with the completion of placement activities. Examples of this could include at-home internet costs, phone-related costs, printer toner and/or paper, etc. Students and Field Instructors are encouraged to discuss placement activities that do have associated costs with them *prior* to completion of such tasks.
- ✓ Review what methods of field instruction the Field Instructor will implement to assist students in their learning. In addition to utilizing the learning plan, possible techniques could include: assigning process recordings and/or other forms of critical reflection; audio or video recordings and written analysis of interviews; daily logs or personal journals; role plays; critical incident presentations; observation of groups; group field instruction; case studies, etc.
- ✓ Determine an agreed upon method for tracking student hours (more on this below).

Planning for Effective Communication

The most important factor in creating and maintaining a positive field education experience between a student, Field Instructor and Faculty Consultant is ongoing and effective communication. In a face-to-face/in-person field placement, we often don't realize just how much verbal and non-verbal communication is constantly taking place between students, staff, clients/service-users, community members, etc. Capturing others' emotions and conveying feelings is not as easy without face-to-face exchanges.

Completing a placement in a remote context will understandably limit (and in some cases eliminate) a student's organic experiences of entering into a workspace and being greeted by others; engaging in formal and informal dialogue with colleagues; having challenging and/or difficult conversations with clients/service-users and/or supervisors; witnessing non-verbal cues and signs from others; having quick office chats with Field Instructors to clarify ideas and expectations; and so much more. While communication techniques will surely need to look different in a remote placement, effective communication does not need to be compromised. Students and Field Instructors are encouraged to incorporate the following tips for establishing and maintaining healthy communication in a remote placement:

- ✓ Try not to get stuck to one medium (i.e. email) to communicate all the time. If a conversation can happen through a brief phone call or video chat, try using different methods that might be more effective or suitable for particular conversations.
- ✓ Be mindful of the emotional tones that could be implied in email communication and consider holding off pressing send right away if a message might be misinterpreted.
- ✓ When in doubt or unsure about something, ask first (and clarify as needed, even repeatedly) before making assumptions or jumping to conclusions.

- ✓ When planning for meetings, allow some time for virtual casual (water-cooler) conversation in addition to the time needed to cover the meeting agenda.
- ✓ Where and when possible, establish set days and times for virtual check-ins and supervision so that students know when and how to plan for these conversations.
- ✓ Provide ongoing and honest feedback throughout the placement so that there are not any surprises at formal evaluation check-points.
- ✓ At the earliest sign of any difficulty, reach out to the Faculty Consultant assigned to the placement to support resolving problems, clarifying expectations, conflict resolution, etc. Try not to “save” such conversations only for the virtual field visit.
- ✓ There really is no over communication in a remote placement. Sharing schedules, priorities for the day or the week, advising of completed items and upcoming meetings are ways you can be accountable and keep your FI informed of your activities when working remotely.

Confidentiality and Privacy

Regardless of whether a placement is conducted in-person or remotely, students are expected to familiarize themselves and follow the confidentiality guidelines outlined by the School of Social Work, the [CASW \(2005\) Code of Ethics](#), and their respective field placement settings. Field Instructors are asked to carefully review their organization’s policies and procedures with their student, along with any specific legislation that the organization has to additionally adhere to as is related to the collection, retention and destruction of personal information.

As a regulated profession, it is important to understand legislation, policies and standards that guide social workers within their respective context; these can differ depending on setting and sector. Ethical practice requires that we understand and work diligently within the bounds of those parameters set out; these are intended to protect clients, staff and organizations. Concerns or questions regarding those policies or standards should be discussed with the FI and should not be disregarded whether you believe there is cause as you create risk and liability that could have long term serious impacts on yourself, clients, staff and organizations.

Do no harm is a motto that should be adhered to as we work with people and communities who may have taken years to establish processes, practices and relationships. We are very often only temporary visitors and invited guests privileged to learn in the environments and alongside clients and colleagues. Our conduct should never jeopardize relationships and connections nor breakdown trust as clients, staff, organizations and communities remain long after we have left. Students have the FI and FC for support should such questioning arise to determine appropriate ways to take action or channels to bring forward issues. Students who blatantly disregard organizational rules, processes or direction, act recklessly in ways that may put themselves or others at risk, do not seek the appropriate approvals and/or breach the code of conduct set out by either the institution or organization risk being subject to academic or non-academic misconduct proceedings.

General Privacy Considerations

The Information and Privacy Commissioner of Ontario and the Access and Privacy Office of the Ontario government offer advice for safeguarding personal information. Here are some general steps students can take to ensure compliance with the [Municipal Freedom of Information and Protection of Privacy Act](#) (MFIPPA).

- ✓ Store personal information securely. Keep hard copies under lock and key, such as in a locked filing cabinet; keep electronic documents on a password-protected computer. A clean desk will help prevent sensitive information being misplaced or inadvertently breached.
- ✓ Collect only as much personal information as you need to do your placement task.
- ✓ Explain why you need to collect the information and exactly how it will be used.
- ✓ Get consent from the individual to whom it is about (young people under 18, from parents), for the collection, storage and use of their personal information.
- ✓ When in doubt, ask for advice from your Field Instructor to ensure you are following the organization's policy and procedures regarding privacy.

Placement-Related Assignments

All materials produced by the student for remote educational purposes (e.g., audio or video recordings, process recordings, assessments or other written reports) remain the property of the placement setting and can only be shared with individuals outside of the placement with the permission of the Field Instructor. Material that students share with their Faculty Consultant or in their virtual seminar class should protect the confidentiality of any clients/service-users.

Placement-Related Activities & Technology

In response to the pandemic, many placement organizations have made a shift providing services to clients/service-users in alternative formats, such as by phone, email, video conferencing, social media platforms, and other electronic formats. Students and Field Instructors are encouraged to discuss the implications of using these technologies as they relate to maintaining client confidentiality and privacy, as well as professional boundaries. Examples of areas for discussion could include:

- ✓ The security of a student's home Wi-Fi network. If the field placement organization uses virtual private networks (VPN), explore if the student can have access to this and receive training on how to use the network. Furthermore, if the organization uses two-factor authentication, advise the student on how to set up this security tool.
- ✓ The security of a student's personal/home based laptop or desktop. Will students be required to have antivirus software installed? Note that Toronto Metropolitan University's Computing and Communications Services (CCS) offers [free security software](#) to students.

- ✓ If students will be responsible for accessing, sharing and/or storing confidential or private documents (i.e. such as client/service-user case notes), discuss what protocols will be put in place to ensure that individuals in the same residence, who have access to the same IT equipment, will not be able to access such materials.
- ✓ If students will be conducting direct service work with clients/service-users remotely from their homes while other residents/dependents are home, how will they ensure that client/service-user confidentiality and privacy is maintained during those sessions?
- ✓ If a student experiences, or believes they have potentially experienced, a data or privacy breach as a result of unauthorized access or sharing of personal information, discuss what procedures and/or processes the field placement organization requires the student to follow.
- ✓ At the end of the field placement, discuss how confidential and private materials will be “returned” electronically to the field placement organization and/or how to securely erase electronic records.

Students and Field Instructors may find it useful to review some of the [Virtual Counselling Resources](#) shared by the CASW, as well as a series of practice notes that address concerns around confidentiality and privacy as it relates to [communication technology practices and policies](#) and [practicing social work electronically](#) produced by the Ontario College of Social Workers and Social Service Workers.

Professionalism in a Remote Context

One of the dominant objectives and goals in a student’s field placement experience is that of developing a professional identity and approach to practice. From learning to dress according to organizational norms, to demonstrating preparedness for undertaking placement tasks, to learning how to integrate one’s use of self in a professional practice role, many students rely on their placement experience(s) to establish their sense of professionalism. While a remote context likely will require new thinking around how this objective might be further developed, there will still exist an abundance of ways in which students can demonstrate this objective in action. Students and Field Instructors are encouraged to discuss how achieving this goal might look in their specific remote field placement. Ideas students can incorporate into their practices might include:

- ✓ Preparing for a remote placement day with similar routines as would be applied to an in-person context, such as establishing set “office” hours and being intentional about taking restroom and eating breaks.
- ✓ Preparing for meetings with colleagues, clients/service-users, and their Field Instructor with the same level of detail that they would if meeting in person. For example, coming prepared with their questions and/or ideas, sign into their video chat a few minutes early to allow time for IT “hiccups,” being a willing and active team player in virtual conversations, etc.
- ✓ While staying comfy in pajamas is undoubtedly more relaxing and tempting if one doesn’t have plans to leave their house, students are encouraged to get dressed in a

manner that reflects that of other agency staff and is appropriate for the placement tasks of that day (i.e. providing a presentation vs. conducting online research).

- ✓ Create a personal workspace that minimizes distractions and offers the greatest amount of quiet and privacy as is possible. Where and when possible, turn down/off/away background distractions such as TVs, personal social media accounts, etc.

Establishing Healthy Boundaries

Closely related to developing a professional identity and approach to practice, is the need for students to establish and reinforce healthy boundaries in their remote placements. For many students, learning remotely has meant a complete blurring of one's placement setting, the classroom, and possibly their paid employment, all into their personal space. This makes the need to set intentional boundaries around placement tasks and activities more pertinent than ever before. Field Instructors are encouraged to support students in establishing these from the start of their placements, so that students can ultimately develop a better work-life balance, increase productivity inside and outside of the placement, and avoid burnout.

Personal Boundary Setting

Some possible areas for students to explore around creating healthy boundaries with a personal focus include:

- ✓ Setting electronic boundaries around when you will and will not be “plugged in” to placement by stopping particular tasks and activities and logging off. Shut down tabs/websites, platforms and/or programs that are placement-specific at the end of your placement day.
- ✓ Along with your Field Instructor and other students, discuss the benefits to establishing healthy boundaries and how to manage the anxieties that can arise from feeling the pressure to constantly have a presence online, be checking and responding to emails, be demonstrating that you're doing work, etc.
- ✓ If and when possible, create time-based boundaries at home with those who share your space so that they know what your placement schedule is, when you will not be available to them or when it's okay to be interrupted.

Boundaries with Clients/Service-Users

It's also very important that Field Instructors and students discuss boundaries as they relate to working with clients/services-users in a remote context. Having such conversations can help prevent inappropriate client/service-user engagements and/or violations felt in one's personal space. Some possible areas to explore around creating healthy boundaries with clients/service-users include:

- ✓ Discussing what protocols and/or methods staff use in the organization to reinforce healthy boundaries with clients/service-users, whether completing work tasks in-person or remotely.
- ✓ Setting technical boundaries around phone devices, limiting student availability and accessibility after placement hours. For instance, using blocking features on phone numbers and /or letting unknown calls go to private voicemails.
- ✓ Reviewing different ideas for how a student can make their virtual office feel less invasive into their personal home space (i.e. using green screen features in video chats).
- ✓ Reviewing what steps a student should take if they feel that a client/service-user has crossed one or more boundaries in their work together.

Planning for Learning Success

Completing placement activities in a completely remote format could organically give rise to one or more of the following consequences: an increase in independent tasks; a greater likelihood that the nature of assignments will require extended periods of time sitting in front of a computer; students completing work in what might be a monotonous environment; an increase in sensory demands (i.e. observing, listening, concentrating, etc.); and, an exacerbation and/or reduction of a student's need for academic and /or placement accommodations. It's important to acknowledge that a student's successful completion of their placement activities may be negatively or positively impacted by any of these factors. With these considerations in mind, students and field instructors will have to be more intentional than ever before about how to plan for a successful and rewarding placement experience. Field Instructors are encouraged to incorporate the following ideas when designing the placement experience:

- ✓ Plan for the student to be involved in a blend of both individual work and group-based activities with colleagues, other students and/or networks connected to your organization.
- ✓ While some placement days might require the student to perform homogeneous tasks (i.e. conducting literature reviews, completing data entry, transcribing notes, etc.), where and when possible, allow and encourage that students take on a variety of different tasks during their placement day, so as to "break up" the physical, mental and sensory demands placed on them.
- ✓ Encourage students to set daily and weekly goals (and share these with you at the start of the day/week) so that they can refer to something to stay on track and so that they can feel a sense of accomplishment when the day/week is over. These goals can be reviewed and/or shared during supervision times and/or when completing the mid-term and final evaluations.
- ✓ In assigning any particular placement activity, discuss the importance of process and outcomes as it relates to the student being able to demonstrate they successfully completed the task. For instance, if helping to conduct a focus group, discuss whether

the meaningful engagement of the participants in the group or the collection of concrete data is the most important outcome of their involvement in the task.

- ✓ Demonstrate and encourage students to take physical breaks away from their workspace and recommend that they don't "work through" their eating breaks in an effort to finish placement earlier in the day or in the semester.
- ✓ If not already covered in an interview or prior to the placement starting, ask the student if there are any accommodations they require from you or the organization so that they can be set up for success and/or bring their best selves to their placement each day. Examples of accommodations students might ask for include: a later start time in the day; daily limits around repetitive tasks that cause physical strain; support accessing and using assistive technologies such as software or screen readers; flexibility to attend personal appointments that may have to be scheduled during the work day; and many more.

The [Centre for Excellence in Learning and Teaching](#) at Toronto Metropolitan University is dedicated to developing inclusive teaching practices that enrich the student learning experience. The Centre has developed [a series of resources](#) designed to support faculty and instructors teaching remotely which may have some useful insights for Field Instructors to consider. Field Instructors are encouraged to reach out the Faculty Consultant assigned to the placement for additional support around developing an experience that is compatible with the School's curriculum; to strategize around what methods of providing field instruction might best work in these times and with their specific student; and, to discuss how to create the most inclusive learning environment possible.

Well-Being and Self-Care continues in a pandemic recovery and re-opening context

Students and Field Instructors are highly encouraged to be explicit and proactive in prioritizing discussions around what well-being and self-care can look and feel like as we navigate through this pandemic recovery and re-opening of community and services. While students have the opportunity to discuss self-care through our School's field-based curriculum, the actualization of this important concept is often a challenging area for students to deliberately apply to themselves. Ongoing, intentional and thoughtful conversations about how Field Instructors and students can practice self-care may go a long way in helping a student not reach a state of a mental health crisis, burnout and/or needing to break from their program. Ideas for starting and maintaining these conversations include:

- ✓ Embed the concepts of well-being and self-care into the student's learning plan so that it doesn't get left off the agenda.
- ✓ Talk about well-being and self-care in meetings with others, including clients/service-users, colleagues, and with other placement students.
- ✓ Allow and encourage structured time in placement supervision for the student to discuss how they are coping with all their responsibilities and having to adapt to being a remote learner.

- ✓ Most importantly, Field Instructors are encouraged to model and promote self-care. Whether it's engaging in a physical activity, keeping firm work/life boundaries, using entitled sick leave, having established routines, improving on saying "no", or having a strong network of supports in place; by modeling these practices, Field Instructors can have a significant influence on how a student self-applies this concept.

Field Instructors and students may find it useful to check out Toronto Metropolitan University's [Student Wellbeing website](#), which has links to services and resources related to Academic Accommodation Support, the Centre for Student Development and Counselling, Health Promotion Programs, the Medical Centre, the Test Centre, and ThriveTMU.

ThriveTMU

An initiative of Student Affairs at Toronto Metropolitan University, [ThriveTMU](#) provides members of the Toronto Metropolitan University community with training and resources associated with resilience, well-being and thriving in both an academic and personal context. The purpose of this initiative *"is to help students feel a sense of support on campus, to better appreciate the connections between academic success and other elements of a healthy lifestyle, and, primarily, to help students develop capacities for thriving that will serve them throughout their lives."* Students and Field Instructors are encouraged to check out the workshops, workbooks, tip sheets, and meditation recordings that are available through the website.

Centre for Student Development and Counselling

Students can contact the [Centre for Student Development and Counselling \(CSDC\)](#) to access various types of care, referrals and resources.

Ergonomic Health & Safety

With some students completing fully remote and hybrid formats of placement, it is inevitable they will be sitting for prolonged periods of time in front of a computer. For this reason, it is imperative that ergonomic factors are taken into consideration so as to avoid the possibility of serious injury resulting from not moving around and engaging in repetitive tasks.

Not every student will have access to a home office with appropriate equipment such as a desk and proper chair. There are, however, some simple things that can be kept in mind when setting up an ergonomically friendly workstation that will help with reducing the fatigue and discomfort to the body. To prevent new conditions of ill health and to avoid inflaming pre-existing conditions, students are encouraged to take time to set up a workspace that is considerate to the muscles, joints and nerves in their bodies. According to [ErgoPlus](#), some specific areas to consider:

- ✓ Arms - The weight of your arms should be supported at all times this prevents muscles and neck strain.

- ✓ Neck - The best position for your neck is when the weight of the head is over the base of the neck for support. Notice if your neck is craned and adjust this position to ensure proper support of your neck and head.
- ✓ Back and Lumbar support - When you slouch you put pressure on the discs and vertebrae. Your chair should be pulled close to your workstation to avoid overreaching and excessive leaning. The chair you use should distribute your body weight and pressure evenly across your hips and back. A rolled towel can be placed behind your back to provide lumbar support.
- ✓ Eyes - Your monitor should be placed an arm's length away to prevent eye strain. Adjust this so that it is not too far or too close to you.
- ✓ Monitor - The top of the monitor should be no higher than eye level and placed directly in front of you. The placement of your monitor can prevent neck pains, lessening frequent turning of the neck to view the screen.
- ✓ Phone calls – Avoid taking calls with a phone sandwiched between your neck and ear. This will surely result in strains, aches and pains. Using a headset or speakerphone can assist in avoiding this position.
- ✓ Keyboard - Your keyboard should be placed close enough so that you can comfortably reach it without overextending your arms and shoulders.
- ✓ Lighting - Do not place your monitor in front of a window nor use a bright background. Adjusting the glare and brightness on your monitor using the settings and placement of your monitor to assist your eyes from getting strained and weary.

Toronto Metropolitan University's [Environmental Health and Safety](#) unit has developed the following resources which can help students set up their workspaces so as to prevent injury.

- ✓ [How to setup an ergonomic workstation](#)
- ✓ [Setting up your desktop or laptop ergonomically](#)
- ✓ [Stretching exercises you can do at your desk](#)
- ✓ [Musculoskeletal prevention strategies](#)
- ✓ [Working ergonomically with handheld devices](#)

Appendix L: Resources & References

Throughout this document, numerous resources have been referenced and/or hyperlinked. Below is an outline of these resources, along with many others, which students, Field Instructors and Faculty Consultants may find relevant and useful for the upcoming term.

General & Useful Toronto Metropolitan University Websites

[Toronto Metropolitan University's COVID-19 Information and Updates](#) provides students, faculty, staff and community members with the latest information on how the University is responding to the pandemic.

[Seven Grandparent Teachings](#) is an article by Toronto Metropolitan University's Indigenous Elder Joanne Dallaire on how these teachings can guide us through difficult times.

[School of Social Work, Field Education Forms](#), includes all the required field education forms that students and Field Instructors shall complete, including learning plans, evaluations and timesheets.

Toronto Metropolitan University Library Resources and Services has [borrowing and lending services](#) for students needing access to laptops and mobile internet hotspots.

Orientation and Onboarding

[Leader's Guide to Onboarding](#) is a resource developed by the Human Resources department at Toronto Metropolitan University. While specific to onboarding employees, some information is transferable to general onboarding processes.

[Academic Accommodation and Support \(AAS\)](#) supports students with disabilities at Toronto Metropolitan University. Students requiring accommodation and support as it relates to their field placement, are encouraged to review the range of programs and services which are offered through the AAS Office.

Toronto Metropolitan University's [Accessibility Guides & Resources](#) provides practical information which can be applied to preparing for an accessible remote placement experience.

[Accessibility Best Practices for Remote Instruction/Work](#), by New York University, offers a series of tips and considerations for using technology in accessible formats.

Working & Providing Supervision Remotely

[Supporting co-op students remotely](#) offers a video and series of resources produced by the University of Waterloo.

[Best Practices for Creating a Successful Virtual Internship](#), from the Harvard Business School, offers tips and suggestions for organizations and students to consider

[Tips for Working at Home](#) from Co-operative Education and Work-Integrated Learning (CEWIL) Canada.

[Conducting virtual meetings](#) is a Toronto Metropolitan University resource with tips on how to hold successful remote meetings.

Confidentiality & Privacy in a Remote Environment

[Top 10 Considerations for Using Communication Technology in Practice](#) is a newsletter article shared by the Ontario College of Social Workers and Social Service Workers (OCSWSSW).

[Protecting Privacy in a Pandemic: Interpreting PHIPA in light of COVID-19](#), produced by BMS Canada Risk Services Ltd.

[Computing and Communications Services \(CCS\)](#) at Toronto Metropolitan University provides TMU students with free and reliable security software.

[CASW Code of Ethics](#) provides confidentiality guidelines for students and social work practitioners to apply to their practice.

[CASW Virtual Counselling Resources](#) lists an assortment of resources, listed by Provincial colleges, for conducting social work practice in an electronic environment.

Well-Being & Self-Care

[ThriveTMU](#), is an initiative of the Student Affairs department at Toronto Metropolitan University and provides members of the Toronto Metropolitan University community with training and resources associated with resilience, well-being and thriving in both an academic and personal context.

[Student Wellbeing](#) at Toronto Metropolitan University provides links to a variety of health, wellbeing and academic services and resources for students.

[Mental Health and the COVID-19 Pandemic](#) provides resources and information from the Centre for Addiction and Mental Health

[Coping with stress during the 2019-nCoV outbreak](#) is a short resource developed by the World Health Organization.

[Good2Talk](#) provides free and confidential support services for post-secondary students.

Health & Safety

[Ergonomics](#) by Toronto Metropolitan University's Environmental Health and Safety (EHS) department offers a series of videos and tip sheets for students to set up their workspaces to prevent injury.

[10 Office Ergonomics Tips to Help You Avoid Fatigue](#), by ErgoPlus, provides practical tips for setting up your workstation as well as a self-assessment tool.

[Online health and safety training](#) for Toronto Metropolitan University students is available through my.torontomu.ca and requires that students sign up to gain access to a D2L shell for access to video modules.

[Slips, Trips and Falls](#) is resource produced by Toronto Metropolitan University's EHS department that students can review and apply to their remote working environment.

Field Instruction & Teaching

[Field Education Strategies for Remote Competency Development](#), from the University of Denver, provides examples of tasks and activities that students and Field Instructors can incorporate into their learning plans.

[Field Instruction Resources](#) is a compilation of resources related to placements during the COVID 19 pandemic, shared by different CASWE member, Schools of Social Work.

[Toronto Metropolitan University Library](#) access is available to all Field Instructors who will be supervising a BSW or MSW student from Toronto Metropolitan University. Library access lasts for one academic year, from September 2023 to August 2024. If you would like to arrange for library privileges, please complete the [Request for Library Privileges form](#) or email swfield@torontomu.ca.

[The Centre for Excellence in Learning and Teaching](#) at Toronto Metropolitan University has developed a series of remote teaching resources, which although are targeted for Toronto Metropolitan University faculty and instructors, may be useful to Field Instructors as they continue to provide field instruction in a remote format.