The School of Social Work is governed by the mission, policies and requirements of the University as stated in Ryerson University’s Graduate Calendar.

The timelines listed in this manual are subject to change. Refer to the School of Social Work’s website for the most current information about important dates.

Students are advised to be aware of and abide by Ryerson University's Academic Integrity policy and Student Code of Non-Academic Conduct. 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.

Print copies of this manual are available upon request by emailing swfield@ryerson.ca.
Section 1: Glossary of Terms

- Academic Year
- Associate Director, Field Education
- Education Coordinator
- Faculty Consultant
- Field Education Course
- Field Education Manager
- Field Education Program Administrator
- Field Instructor
- Field Practicum
- Field Practice Seminars
- Graduate Program Director
- Placement Setting
- School
- Student

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 MSW program at Ryerson University undertake a placement from January to June.

Associate Director, Field Education

The Associate Director, Field Education is a member of the school’s faculty who holds academic responsibility for field placements and is available to the school’s Field Education Office, faculty, students, and Field Instructors for consultation on issues related to field placements. The Associate Director, Field Education holds the responsibility of interpreting school and Ryerson policies, as well as the CASWE accreditation standards, to all parties involved in the field education component of the social work program. Additional information about roles and responsibilities is available in Appendix A: Responsibilities of All Parties Involved.

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.
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.

Field Education Course

The field education credit is a two-semester course (SK8105 Field Practicum), which is completed from January to June each academic year. Students must complete a field practicum and attend field practice seminars on-campus in order to successfully complete this course. This course helps students connect the theoretical/conceptual contributions of the academic setting with the practice setting. Its integrative approach enables students to acquire relevant knowledge, skills and values in preparation for advanced social work practice. Additional information is available in Section 4: Field Education Curriculum.

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 and MSW students. This includes participating in the outreach and recruitment, as well as assessment and evaluation of placement settings. Field Education Coordinators meet individually with students when requested 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 Ryerson University. Additional information about roles and responsibilities is available in Appendix A: Responsibilities of All Parties Involved.

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 all aspects of the placement process as it pertains to MSW and Ryerson-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 Ryerson University. Additional information about roles and responsibilities is available in Appendix A: Responsibilities of All Parties Involved.
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 Ryerson 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.

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 MSW students usually hold, at a minimum, an MSW 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.

Field Practicum

The Field Practicum (SK 8105) is the placement experience that students undertake as part of the curriculum. Students are required to complete a total of 450 hours of field placement on Wednesday, Thursday and Friday of each week in the Winter and Spring/Summer terms of the MSW degree program. Additional information about the field practicum is available in Section 4: Field Education Curriculum.

Field Practice Seminars

The practice seminars are led by a Faculty Consultant and offer an important space and time for students to come together and discuss their placement experiences, integrate theory and practice and make the necessary links and connections between field placement experiences and classroom learning from a faculty in the School of Social Work. There are eight on-campus practice seminars from January to May. These seminars are held on Mondays from 9 am to 12 PM. Additional information about the practice seminars is available in Section 4: Field Education Curriculum.
Graduate Program Director

The Co-Graduate Program Directors are faculty members and administrators of the school. The Graduate Program Directors are responsible for the graduate program, and such, are the persons who must be consulted when students have exceptional circumstances. The Graduate Program Directors are consulted in matters that affect either the integrity of a student's overall study or the timeliness of the student's completion of the degree.

Placement Setting

The placement setting is an agency/organization/program that has contracted with the school to provide an 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. The placement setting assures that the Field Instructor has 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.

School

The School of Social Work, through the Associate Director, Field Education, 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.

Student

The student is an individual registered in the Master of Social Work (MSW) degree program at Ryerson University. Additional information about roles and responsibilities is available in Appendix A: Responsibilities of All Parties Involved.
Section 2: School of Social Work

2.1 About

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

At the graduate level, the school offers an applied one year program of study leading to the Master of Social Work (MSW) degree. A core component of the curriculum is the field practicum. The program is accredited by the Canadian Association for Social Work Education (CASWE).

2.2 Contact Information

Field Education Office
School of Social Work
Faculty of Community Services
Ryerson University
350 Victoria Street
Toronto, ON M5B 2K3
416-979-5000, ext. 6471
swfield@ryerson.ca

Information about the school, including the names and coordinates of staff and faculty, is available on the School of Social Work’s contact page.

2.3 Vision, Mission, Values

Vision

The Ryerson School of Social Work is a leader in critical education, research, and practice with culturally and socially diverse students and communities in 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 vision is to transform social structures into more equitable and inclusive social, economic, political, and cultural processes of society.
Mission

- To prepare graduates for critically engaged social work practice with marginalized populations and communities.
- To develop leadership and innovation in social work education, at the undergraduate and graduate level, through teaching, scholarship, research and community service.

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.

2.4 Accreditation Standards

As an accredited program of the Canadian Association for Social Work Education (CASWE), the school operates according to the standards and requirements of the Association.

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)

More information is available on the CASWE website.

2.5 Master of Social Work (MSW)

Program Field

Anti-oppression practice with marginalized communities is the designated Ontario College of Graduate Studies approved field of study for the MSW program. The anti-oppression approach to practice is a burgeoning contemporary intellectual field of study in social work. Anti-oppression has become influential across Canada within academic social work, accreditation requirements, and social work practice. The School of Social Work at Ryerson is a recognized leader in the development of anti-oppression practice, and is well-placed as the first MSW program within Ontario with an explicit and thoroughly developed curriculum focused on anti-oppression practice.

The mission of the graduate program in social work is based on the vision and mission of the School of Social Work. The school’s mission, vision and core values inform the objectives, content and educational processes of the undergraduate and graduate curricula. The mission has served as the guiding principles for the recruitment of new faculty, research agendas and curriculum development. The school's mission also serves as guiding principles for the MSW program.

The MSW program advances the school’s vision for human dignity, social equality, and social care through the preparation of its graduates to take on leadership roles in practice settings, academia and research settings. The mission is further advanced through innovations in graduate social work education and of the creation of new knowledge by students and faculty that is responsive to culturally and socially diverse students and communities.

Program Goals

Building upon the School of Social Work’s mission, the MSW program will prepare graduates to exercise leadership and innovation in advancing anti-oppression practice and research with marginalized people. The MSW program provides an opportunity for students to develop critical advanced knowledge and practice competence in contexts and issues addressing marginalization as it affects different groups of people. The program offers a space for critical reflection on students’ own practice experience. We will develop leadership in marginalized communities with respect to advanced critical practice, education, and research.

To do so, the following program goals emphasize:

- The use of pedagogical methods grounded in respect, partnership in learning, and inclusiveness that will demonstrate and model anti-oppression approaches to social work.
• The creation of a dynamic and applied research culture focusing on advancing social work knowledge about innovative practices with marginalized people.

• The facilitation of the unique contributions that students’ own practice experiences bring to a culture of critical reflexivity and the advancement of knowledge.

• An appreciation for the various social, economic, political and personal contexts that shape social work practice and the complexity these bring to practice with marginalized populations.

Program Objectives

The MSW program provides an advanced and focused professional education for students interested in working with marginalized populations. Through course work and the Major Research Project, the program also prepares students for admission to doctoral studies.

The objectives of the MSW program are:

• To facilitate the advanced critical analysis of processes of oppression and marginalization as they pertain to the field of social work.

• To engage students in the current social work advanced theoretical debates and anti-oppression practice social work issues.

• To actively engage students in self-reflection with respect to anti-oppression practices and discourses, including students’ own practice experiences.

• To teach advanced analytical and methodological research skills and debates.

• To teach advanced theoretical understanding of social inclusion and social exclusion.

• To conceptualize, research, develop and evaluate transformative practice in working with marginalized populations.

Program Regulations and Curriculum

The requirement for the MSW program is successful completion of six courses (four are required and two are electives), a field placement of 450 hours, a field practicum seminar and a Major Research Paper. Courses are scheduled during three semesters of the academic year (September to August). Students typically complete the program in 12 months.

The curriculum is designed to correspond to the field of study for the program. Core courses within the curriculum address complementary theories related to anti-oppression practice and social processes of marginalization as they pertain to social work. The curriculum is constructed so that an integrated approach to practice is developed, a practice that is concerned with both micro and macro issues. The curriculum is designed so that students can exercise analytic ability, professional judgment, research ability and an advanced level of social work intervention.
Semester 1: September to December

- Critical Perspectives on Marginalization
- Anti-Oppression Responses to Marginalization
- Advanced Research for Social Change
- Practice Research Seminar
- Elective: Indigenous Knowledge in Social Work

Semester 2: January to May

- Field Practicum
- Field Practice Seminars
- Practice Research Seminar
- 1 Elective
  
  Options:
  
  - Critical Perspectives on Anti-Racism
  - Critical Perspectives on Mental Health

Semester 3: May to August

- Field Practicum (May to June)
- Major Research Paper
Section 3: Significant Dates

- Practice Seminars
- Placement Start/End Dates
- Placement Assignments
- Study Week

3.1 Practice Seminars

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of January 13, 2020</td>
<td>Students attend the first practice seminar.</td>
</tr>
<tr>
<td>Week of January 27, 2020</td>
<td>Students attend the second practice seminar.</td>
</tr>
<tr>
<td>Week of February 10, 2020</td>
<td>Students attend the third practice seminar.</td>
</tr>
<tr>
<td>Week of March 2, 2020</td>
<td>Students attend the fourth practice seminar.</td>
</tr>
<tr>
<td>Week of March 16, 2020</td>
<td>Students attend the fifth practice seminar.</td>
</tr>
<tr>
<td>Week of March 30, 2020</td>
<td>Students attend the sixth practice seminar.</td>
</tr>
</tbody>
</table>

3.2 Placement Start/End Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, January 15, 2020</td>
<td>Students begin placement.</td>
</tr>
<tr>
<td>End of June 2020</td>
<td>Students complete placement hours.</td>
</tr>
</tbody>
</table>

3.3 Placement Assignments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events/Activities</th>
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</thead>
<tbody>
<tr>
<td>Week of January 27, 2020</td>
<td>Students submit their learning plan to their Faculty Consultant at Ryerson.</td>
</tr>
<tr>
<td>Week of March 2, 2020</td>
<td>Students submit the mid-term field practicum evaluation to their Faculty Consultant at Ryerson.</td>
</tr>
</tbody>
</table>
### 3.4 Study Week and Holidays

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, February 15, 2020 to Friday, February 21, 2020</td>
<td>Ryerson University’s study week. Students are not required to be in placement during this time.</td>
</tr>
<tr>
<td>Friday, April 10, 2020</td>
<td>Students are not required to be in placement on Good Friday.</td>
</tr>
</tbody>
</table>
Section 4: Field Education Curriculum

- Overview
- Field Education Goals and Objectives
- Course Description and Field Placement Components

In field placement, MSW students focus on the synthesis and application of advanced anti-oppression social work practice knowledge. The student is expected to apply knowledge gained from practice, theory and research in their advanced practice role within placement. Students are placed in field placement settings to experience and learn about advanced anti-oppression practice under the guidance of experienced and qualified Field Instructors. Students will have the opportunity to complete their field placements in a wide variety of social work settings, which reflects the relevance of anti-oppressive practices to all aspects of social work.

4.1 Overview

The values, goals and objectives of the field placement evolve from the School of Social Work’s mission and core values from Ryerson University, and the curriculum standards approved by the Board of Accreditation of the Canadian Association for Social Work Education (CASWE).

Field Placement Values

In the field placement, the student will be required to demonstrate the following advanced practice 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
4.2 Field Education Goals and Objectives

As graduate students come to the MSW program with a wide range of experiences, knowledge, skills and competencies acquired through varied social work practice activities and settings, including from the Bachelor of Social Work degree field practica, the focus of the MSW field placement will be on students acquiring advanced practice competencies and experiences in social work practice.

Field Placement Objectives

*Graduating MSW students will:*

- Be prepared to work with diverse populations according to race, class, gender, sexuality and ability and have the ability to assess barriers, needs, access and opportunities for the populations
- Have advanced skills to translate varying social work theories into practice
- Be highly skilled in advanced practice of social work
- Be educated in the multi-faceted nature of social work practice including clinical work, community practice, policy development and advocacy for marginalized communities
- Be intellectuals who are aware of the multi-faceted nature of social work practice that is influenced and constructed by the interrelationship of social relations at the interpersonal, community, national and global level
- Be knowledgeable with respect to research methodology in preparation for leadership in the field of social work and/or ongoing graduate studies

*Specific objectives for the field placement component of the curriculum include the following:*

- To build on existing knowledge and skills for practice and acquire knowledge and skills necessary for advanced anti-oppressive practice
- To apply anti-oppressive principles in practice situations
- To critique practice from an anti-oppressive framework
- To understand, uphold and critique the Social Work Code of Ethics
- To develop the ability to engage in an advanced level of critical self-reflection and reflection on practice
- To develop and demonstrate leadership qualities
- To develop the ability to make a significant contribution to a placement setting
- To understand the complexities and contradictions of practice (especially in relation to working from an anti-oppressive perspective within the current context of practice)
- To develop excellent communication skills
- To develop advanced knowledge and skills for working within a context of diversity
• To develop an appreciation for the connection between social work and social justice and an understanding of how this applies in practice

4.3 Course Description and Field Placement Components

Required Placement Hours

MSW students begin their placements in the second and third term of the program. Students must complete a total of 450 hours, normally working 7 hours a day, 3 days per week for a total of 21 hours per week. If an early start date is required for orientation purposes, this will need to be negotiated prior with the Field Education Office and the placement setting.

Break time does not count towards placement hours. This means that students may be at placement for 7.5 or 8 hours, with 30-60 minutes for break time built into your day, and 7 hours counted as your placement time. Students are encouraged to take a break no later than after 5 hours of placement time. Students are not allowed to work through break times to end placement early each day, to count break times (30-60 minutes per day) as part of their placement hours, or to use break times to accumulate placement hours to accelerate placement completion, as this does not fit with the schedule of the placement agreement of 21 hours per week. Assignment due dates, on-campus seminars and the field visit are all set within the schedule of 21 hours of placement per week. Any deviation from the schedule of 21 hours per week of placement on Wednesday, Thursday, and Friday must be negotiated between the Student, Field Instructor and Faculty Consultant.

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.

Students and Field Instructors are expected to come up with a mutually agreed upon process to keep track of placement hours. A timesheet is available on the School of Social Work’s website should it be found helpful.

Students are not required to be in placement during the Study Week in February.

Learning Plan

The learning plan represents a formal agreement between the student, Field Instructor, Faculty Consultant and the School of Social Work. The learning plan should address a range of student learning objectives, which are followed by specific tasks and evaluation methods which when tied together, will help the student meet all of their learning objectives. It is important that timelines and expectations are clear, realistic and achievable as these are part of the review and evaluation at mid-term and final stages of the placement.

The learning plan should be finalized and submitted to the Faculty Consultant at the School of Social Work. Refer to Section 3: Significant Dates for the deadline date.

Each learning plan should be signed by the student, Field Instructor and Faculty Consultant, and each person should keep one copy for their own records.

Please check the School of Social Work’s website to download the learning plan.
Field Placement Assignments

There are no required course assignments for the field placement. Field Instructors and students have the option of including placement-based assignments as part of each student’s learning plan if deemed relevant to the development and application of advanced social work practice skills and experiences.

Faculty Consultant / Field Instructor / Student Meetings

The Faculty Consultant is available on an ongoing basis for consultation. The Faculty Consultant is able to meet with Field Instructors and students on an as need basis for discussion and problem solving. Field Instructors are encouraged to contact the Faculty Consultant for consultation on concerns or issues that arise during the student’s field placement. The Faculty Consultant will also make at least one scheduled visit to the agency to discuss the student’s learning and progress with the Student and Field Instructor.

Field Practice Seminars

On-campus practice seminars offer an important space and time for students to integrate and make the necessary links and connections between field placement experiences and classroom learning from their faculty in School of Social Work. The practice seminars also offer a space for students to raise concerns, questions, share and gain new learning about how their field placement experiences are informing the development of advanced anti-oppression social work practice. Students are expected to attend these seminars and actively participate in class discussions.

Refer to Section 3: Significant Dates for dates of field practice seminars.

These seminars are separate from the Practice Research Seminar and are focused specifically on the field practicum experience.

Written Evaluations

While it is presumed that evaluation and feedback are ongoing throughout the field placement, one way to ensure that students receive a comprehensive review of how their skills and practices are advancing within their field placement is to engage in formal evaluations. Offering both a mid-point and final evaluation ensure that the learning goals and objectives outlined in the student’s learning plan remain primary for both the student and the Field Instructor within each setting.

The formal mid-term and final field practicum evaluations offer both students and Field Instructors the opportunity to provide feedback to each other with regard to the field placement experience. The mid-term field practicum evaluation provides an opportunity for the student and the Field Instructor to reflect on their work together to date and to confirm future plans. Through the written field practicum evaluation, the Field Instructor is able to provide formal feedback to the student about their learning, work performance in the placement, and to make recommendations for additional learning where required.

MSW field practicum evaluation forms can be downloaded from the School of Social Work’s website. Please also refer to Appendix H: MSW Field Practicum Evaluation Forms.

The field practicum is graded as a pass or fail credit course.
Section 5: Placement Process and Procedures

- Parties Involved in the Placement Process
- Placement Process
- Being an Active and Engaged Participant in the Placement Process
- When a placement is confirmed
- Criteria for Selection of Placement Settings, Field Instructors and Placing Students
- Accommodations for Students with Disabilities
- Professional Conduct

5.1 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 confirmed, it is then a Faculty Consultant who 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 and do not work with students and Field Instructors until it is time to make arrangements for the following year’s placement. 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.
5.2 Placement Process

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

**STEP 1:**
Phase I: Student completes Intake in PlacePro.

**STEP 2:**
Field Education Coordinator reviews information entered by student in PlacePro, and releases complete profiles to be able to view available placement opportunities.

**STEP 3:**
Phase II: Student expresses interest in placement opportunities by submitting portfolios to placements of interest in PlacePro.

**STEP 4:**
Field Education Coordinator reviews portfolios and provides shortlisted students with information to contact the placement setting. Students who are not shortlisted go back to STEP 3.

**STEP 5:**
Student contacts placement setting, sends cover letter and resume, and arranges interview.

**STEP 6:**
Student interviews for placement.

**STEP 7:**
Student informs Field Education Coordinator of outcome interview. If successful, process moves to STEP 8. If unsuccessful, process starts over again with STEP 3.

**STEP 8:**
Field Education Coordinator confirms placement.
5.3 Being an Active and Engaged Participant in the Placement Process

The process of arranging field placements 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 via the MSW Placement Proposal Form (located on 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.** After consultation and approval from the Coordinator to contact an agency, the student may 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 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.

5.4 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.
5.5 Criteria for Selection of Placement Settings, Field Instructors and Placing Students

Criteria for Selection of Placement Settings

Field placement settings are selected by the School of Social Work according to the following principles:

- A demonstrated commitment to the education of social work students.
- A demonstrated commitment to provide an environment that is safe and free from discrimination and harassment.
- Social work practice within the placement setting is based on professional standards and is a respected component of the activities of the setting.
- The placement setting is willing and able to provide learning experiences and assignments appropriate to the educational needs of the student and in accordance with the curriculum of the school.
- A qualified Field Instructor is available in accordance with the school’s requirements and is given adequate time during the work day to provide field instruction to the student as required by the school, as well as time to attend the necessary orientation meetings and workshops held by the school for Field Instructors.
- Adequate space and a milieu conducive to student learning and participation are provided.
- The placement setting allows and encourages full participation of the student in staff meetings, staff development activities, and other activities as deemed appropriate by the Field Instructor and Faculty Consultant.
- The placement setting demonstrates the ability and willingness to carry out the responsibilities of a placement setting as outlined by the School of Social Work at Ryerson.
- The School of Social Work reserves the right to determine the suitability of a setting for student placement, taking into consideration such factors as the length of time the placement setting has been in operation, staff turnover, organizational context, etc.
- All types of social work settings will be utilized for field placement purposes. Settings will be diverse in terms of types of practice, including clinical, community, policy, research, coalitions and networks, and advocacy groups.
- Selection of settings can be based either on the setting itself (for example because the setting is focused on marginalized populations and anti-oppression practices and so is congruent with the MSW field of study and the school’s mission) or on the Field Instructor (for example, because of demonstrated capacity for providing effective field instruction for students especially as it relates to the capacity for critical analysis and learning about anti-oppressive practices).
• The placement is a setting where the Field Instructor can help the student understand, analyze, reflect upon and critique practice.
• The placement setting and/or the Field Instructor values critical reflection and critical questioning and is open to an ongoing learning process.

Criteria for Selection of Field Instructors

Field Instructors are selected by the School of Social Work according to the following principles:

• Field Instructors have acquired a MSW degree or have related qualifications as deemed appropriate by the school and at least two years of work experience in the social service field. Where it is not possible for the Field Instructor to have an MSW or social work degree, the Faculty Consultant will play a greater role in the monitoring and supervision of the field experience to ensure that a social work focus is sustained.
• Field Instructors support the ethics of social work and the basic principles of social work practice.
• Field Instructors are committed to the education of social work students.
• Field Instructors demonstrate the ability and willingness to carry out the responsibilities of a Field Instructor as indicated by the School of Social Work at Ryerson.
• Field Instructors are able to accept the responsibility for the duration of the placement period and to the best of their knowledge will not be leaving their position, transfer jobs, etc. before the student's placement ends.
• Field Instructors are able to facilitate mentoring and guidance in terms of advanced practice skills, preparing for leadership, and critical reflection on practices.
• Field Instructors are able to help prepare students to work effectively in the context of diversity.

Criteria for Placing Students with Placement Settings

The School of Social Work makes the final decision for the suitability of placements. The placing of students with field placements is done on the basis of the following criteria:

• The placement fits the curriculum for the year in which the student is studying.
• The placement is compatible with the student's learning needs defined by the student and the Field Education Coordinator. Previous experience in work, volunteer work and placements are taken into consideration.
• Reasonable effort will be made to accommodate the student’s preference where that preference is compatible with the above criteria.
• It is understood that the placement setting must be able to continue to meet its mandate and therefore the student's needs must not interfere with the needs of the setting. Requests for students with specific experience or skills will be met when possible. All students will be interviewed by prospective placement settings to determine suitability and compatibility.
• Securing a placement is a competitive process. Multiple students may express interest and be granted interviews for the same postings. Students who are not accepted for a
placement after their interview will have the opportunity to view other available opportunities in other settings.

- Students are normally placed within Toronto, unless they specifically request otherwise. If other requests are made, the Field Education Coordinator will attempt to find the student a field placement in the requested geographic location; however this may not be possible. Students should expect to commute anywhere in the greater Toronto area for a field placement. A reasonable travelling time is up to 1.5 hours to and from the placement setting. Students should anticipate the cost of commuting as part of their academic expenses.

- Students may not arrange their own field placements without the involvement of the Field Education Office. Specific requests or suggestions for possible placement settings may be made to the Field Education Office via the MSW Placement Proposal Form; however students are not to communicate with potential settings until receiving approval from the Field Education Coordinator to contact the setting.

- Placements in child welfare may require a driver’s licence and/or availability of a car. Specific prerequisites such as addictions, crisis intervention or family counselling courses or work experience may be required in some practice settings. Students are advised to be aware of these requirements and prepare themselves accordingly. Some field placements are only available to students with particular life/work/volunteer experiences, or specific language skills.

- The school supports the requirement of many agencies/organizations for a police record check and/or various health tests, x-rays, or inoculations. Students who are unwilling to meet these requirements may not be able to complete field placements in these settings. Students assume financial responsibility for meeting these requirements.

- In the event of disputes regarding placing processes or procedures, the student is advised to speak with the Field Education Manager and/or the Associate Director, Field Education.

### 5.6 Accommodations for Students with Disabilities

Students registered with the Academic Accommodation Support at Ryerson University are encouraged to inform their Field Education Coordinator as early as possible (i.e., when they first make contact with the Field Education Office to complete the intake phase of the placement process) if they require any accommodation with regard to their placement. Students registered with Academic Accommodation Support who have particular needs around placement are encouraged to discuss them with the Field Education Coordinator early in the placement process and are welcome to bring their academic accommodation support staff to attend the discussion.
5.7 Professional Conduct

Civility

Students pursuing a field placement understand that throughout the duration of that process, they are engaged in demonstrating their professionalism. 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. Similarly, students’ approach towards members of the Field Education Office is expected to reflect values of civility and collegiality.

Absence and Illness

As in any work situation there may be a variety of reasons why a student is unable to attend field placement. It is each student’s responsibility to ensure that they communicate all absences from field placement to their Field Instructor. If a student misses more than three field placement days, the student and/or the Field Instructor must contact the Faculty Consultant. Students are required to meet the minimum standard of 450 placement hours, and absences from field placement will need to be made up during non-class days, following discussion with and approval of the Field Instructor and Faculty Consultant.

Confidentiality

Confidentiality is a foundational ethic of social work practice. It is imperative that confidentiality be strongly upheld at all times. Students will follow the placement setting’s policies and procedures regarding confidentiality and will ensure that this confidentiality is upheld within and outside of the field setting, including transmission via computers, social media, electronic mail, facsimile machines, answering machines and other electronic technology. Please review the Canadian Association of Social Workers Manual on Social Media Use and Social Work Practice.

If it is relevant, the School of Social Work and each field placement will clearly outline how process recordings, audio and videotapes will be used by all students, and identifies clearly who owns this material.

Specific guidelines for confidentiality which are upheld by the School of Social Work are:

- All identifying information (names, addresses, telephone numbers, emails, photographs, etc.) regarding clients or staff at the setting are not to be revealed outside of the agency/organization, unless it is for the explicit purpose of providing services, and with clients’ or staff consent.
- Signed letters of consent are required for the use of any case material where there is any chance of a client being identified (i.e., in assignments, process recordings, etc.).
- Reflexive journals and field notes must not include any identifying information.
- Signed consent forms must be used for any audio and/or video recordings.
Students are encouraged to speak to their Field Instructor or Faculty Consultant on any issues or concerns around 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/organizations or Field Instructors where the school believes there could be a conflict of interest. Some examples of conflict of interest are provided below:

- student is related to, or has been a client of the Field Instructor or other placement setting staff;
- student is presently or will be employed by the placement agency concurrent with the placement.

Students are encouraged and given opportunities to disclose potential conflicts of interest. 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.

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 acts of microaggression, as well as how we can work together to interrupt and resist them.
Section 6: Field Consultation Visits

- **Purpose**
- **Field Instructor and Student Preparation Prior to Field Consultation Visit**

Faculty Consultants see their role as a collegial one through the mutual sharing of expertise and feedback. Faculty Consultants will arrange a visit to the placement setting to meet with Field Instructors and students. Field Instructors and students may request a field consultation at any time during the placement. Students may be asked to assist in arranging a time for the field consultation. In rare circumstances, consultations may occur by telephone.

6.1 Purpose

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

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

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

6.2 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 weaknesses;
- 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 to year within the curriculum;
• appropriateness to student learning needs;
• necessary changes to structure and activities;
• Field Instructor/student relationship;
• field instruction format and techniques;
• consultation.
Section 7: Conflict Resolution

- Guidelines for Conflict Resolution in Field Placements
- Terminating a Field Placement

7.1 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 deal with 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 Associate Director, Field Education is available for consultation.

- The Associate Director, Field Education may convene a meeting, or a series of meetings with the individuals involved. The final outcome of the meeting(s) will be recorded in a letter which will 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 have the right to terminate the placement. For further clarification, please see the School of Social Work’s Student Handbook, Appeals Policy.

7.2 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 Associate Director, Field Education, who will work
with the student and the Field Instructor in an attempt to establish the conditions for a successful field placement.

- A student can only terminate their field placement with the permission of their Faculty Consultant.
Appendix A:

Responsibilities of All Parties Involved

An essential part of the MSW program is field education. Field education offers students the opportunity and responsibility of applying theory and classroom learning to practice through applied social work practice. While working within a field placement setting, it is vital that students understand the expectations and responsibilities that being a student carries within each agency/organization and placement setting.

Student 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 staff 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 fulfill all pre-placement requirements (police record check, immunization, mask fit test, etc.) requested by the placement setting. Students are financially responsible for covering any related expenses.
- To meet all field practice responsibilities as negotiated with the Field Instructor.
- 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.
- To attend staff meetings, conferences or seminars as requested by the Field Instructor. If these conflict with classes, prior permission from the Ryerson 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 her/his current address, telephone number and Ryerson email address.
- To complete and submit all reports and other assignments on time, as required by Ryerson 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.

• To 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.

• 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 Ryerson guidelines and with placement setting requirements, as determined by the setting in consultation with the School of Social Work at Ryerson.

• 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 Associate Director, Field Education of any problems or concerns that cannot be resolved between the Field Instructor, Faculty Consultant and student.

Field Instructor

Responsibilities

• 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 Ryerson.

• To provide face-to-face field instruction, at least 1.5 hours weekly for students. Ideally, 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 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 written evaluations of the student’s progress and potential at the end of each term; this written evaluation is to be shared with the student, and a copy given to her/him; 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

Responsibilities

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

• To be available for consultation with Field Instructors regarding the curriculum and placement expectations.

• To work with the Field Instructors 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 Ryerson 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 must take place in consultation with the Associate Director, Field Education).

• 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.

### Associate Director, Field Education

#### Responsibilities

• To provide academic leadership to the Field Education Office, and to participate in the overall planning of field education in the school.

• To ensure strong pedagogical linkages between field practice activities and curriculum objectives in both the BSW and MSW degree programs.

• To clarify the School of Social Work’s/Ryerson’s policies for Faculty Consultants, Field Instructors and students and to mediate any disputes among these parties.

• To be informed by faculty of any developing problems in field education related to Faculty Consultants, Field Instructors and students overall, or problems that are academic in nature.

• To make decisions about atypical placement requests that have academic implications (e.g., reduced placement hours).
• To coordinate and implement pedagogical responses (e.g., individual learning plans) for student experiencing extraordinary difficulty with field education credit.

• To provide orientation and other training to Faculty Consultants. To be available for Faculty Consultants to provide consultation and guidance in decisions related to field placements including the decision to remove a student from a field placement.

• To provide orientation, training, and professional development workshops for Field Instructors.

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, the Associate Director, Field Education 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 Ryerson University.

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

Field Education Manager

Responsibilities

• 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 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 and the Associate Director, Field Education, outreach strategies for the recruitment of new placement settings, including development of promotional materials.

• To review and approve all work study placements and out-of-country/province placements.

• To support field education activities provided by the school for Faculty Consultants and students.

• To support the Associate Director, Field Education 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.
Placement Setting

Responsibilities

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 Ryerson.

- 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 record checks and other pre-placement requirements. Unless informed otherwise, students are informed that they are responsible for covering the cost for obtaining a police record 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.
Appendix B:

Canadian Association of Social Worker’s 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 Ryerson 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, or the Associate Director, Field Education 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.

Ryerson’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.
Injury/Illness to Student as a Result of Placement Related Activity

The Ministry of Colleges, Training and Universities (MTCU) 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 MTCU for most students on unpaid training placement who are placed with placement settings that are not registered with the WSIB.

WSIB coverage for students that do not meet MTCU conditions is provided through the Ryerson 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 MTCU or Ryerson.

In the event of a placement related injury or illness, 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.

Lawsuit for Negligence

Ryerson 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 Ryerson.

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 Ryerson was named in a lawsuit, its Non-Owned Auto Insurance would respond to protect Ryerson’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.

Placement Setting/Patron Insurance

The placement setting should have Third Party Liability Insurance to protect themselves.
Appendix D:

Policy and Procedures for the Removal of Students from Field Placements on Grounds of Professional Misconduct

As in line with the Senate Policy 156: Removal of Students from Field Placements/Practicums, the School of Social Work at Ryerson University has listed below an outline of its

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 Ryerson University’s Academic Integrity Policy as specified in Ryerson University’s Graduate Studies Calendar.

Policy

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

- has behaved/performed in a manner which endangers students, clients, placement setting staff, faculty or others; or
- has harassed/abused a student, client, placement setting staff, faculty or others; or
- is in violation of the Canadian Association of Social Workers' Code of Ethics; or
- 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 professional 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 her/his
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 an 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, the student 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 Ryerson University are available to all members of the Ryerson community including students, staff, faculty and visitors. This office administers human rights questions and complaints as well as Ryerson's Discrimination and Harassment Prevention Policy. The policy applies to all Ryerson 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.

Ryerson 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 identify 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 Ryerson 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 complete Ryerson Discrimination and Harassment Prevention Policy in its entirety.

Jurisdiction of the University: Any incident involving members of the Ryerson 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 Ryerson community.

Any student who feels they may be a victim of harassment or discrimination is encouraged to talk about her/his experience with someone 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.
Ryerson’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 Associate Director, Field Education, and/or Ryerson Human Rights Services staff 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 Ryerson 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 Ryerson 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, Vine, online blogs, YouTube videos, and so on. Members of the Ryerson 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 Ryerson 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 Ryerson 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 Ryerson has a long history of being positively involved in the labour movement. We support student learning regarding labour relations in social service agencies.

The Ryerson 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 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:

MSW Field Practicum Evaluation Forms

Introduction

Evaluation is an ongoing process that starts at the commencement of the field practicum. The formal evaluation process consists of two components: 1) a meeting between the student and the Field Instructor; and 2) a written evaluation submitted by the Field Instructor to the Faculty Consultant. Evaluations are to be done in the context of a reflection on the student’s learning plan and the school’s curriculum for field education. There are two field practicum evaluations to be completed, one at mid-term and one at the completion of the field placement. At the mid-term field practicum evaluation, goals for the next term will be highlighted and may be incorporated into an amended learning plan. The final field practicum evaluation is an extensive review of the student’s learning and should highlight the student’s strengths and areas for future learning.

The Written Evaluation

The written field practicum evaluation is the responsibility of the Field Instructor in consultation with the student. The Faculty Consultant is available to facilitate this activity if necessary. The written evaluation should follow the guidelines set out in each year of the Program.

For grading purposes, the field practicum evaluation forms must be submitted to the Faculty Consultant after they have been shared with the student and at the completion of each academic term.

Refer to Section 3: Significant Dates for the dates when evaluations are due.

Field practicum evaluation forms are available on the Field Placement section of the School of Social Work’s website.

Ryerson Faculty Consultants are not able to submit a grade for placement until the written evaluations have been received. Failure to have both evaluations submitted on time may result in an “Incomplete Grade,” which will postpone graduation.

Assignment of Grades

A pass or fail grade for Field Practicum (SK8105) 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 evaluations, and any other required assignments must be submitted before a pass or fail grade 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 / extended hours”, 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, in order to be able to be assigned a final grade.

Credit for Placement Hours

Students who fail the Field Practicum (SK8105) receive no credit for placement hours completed. Students who leave a placement may receive credit for a portion of the placement hours as determined by their Faculty Consultant, in consultation with the Field Instructor and Associate Director, Field Education, only if it can be determined that the minimal placement requirements have been completed.
Appendix I: Placement Attendance during Inclement Weather

On days when Ryerson 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 Ryerson is closed, they should first consult their Faculty Consultant. Should they have any further questions or inquiries, they should contact the Associate Director, Field Education.