

# **BSW and QUALIFYING YEAR FIELD PRACTICE POLICY MANUAL**

**A Guide for Students, Field Instructors  
and Field Liaisons**

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## **1. INTRODUCTION**

The BSW and Qualifying Year Field Practice Policy Manual is intended to provide information and guidelines for all the stakeholders involved with the BSW and Qualifying Year Field Education program including students, host organizations, and the School. The field placement experience provides the opportunity for the integration of social work theory and practice through the use of knowledge, values and skills in a social service workplace setting. The goal of the field placement is to provide the student with an educational experience in social work practice with professional social work instruction.

## **2. EXPECTATIONS OF PROFESSIONAL CONDUCT**

Students preparing to become social workers are expected: to demonstrate ethical, responsible and professional behaviour in the performance of their duties; to conduct themselves in accordance with laws and professional codes governing social work practice; and, to meet the expectations of host organizations receiving them for field placements. Students entering the field should familiarize themselves with and adhere to the general standards of student and professional conduct as defined by the following:

1. McGill University Handbook on Student Rights and Responsibilities  
<http://www.mcgill.ca/secretariat/policies/students/handbook-student-rights-and-responsibilitiesle-recueil-des-droits-et-obligations-d>
2. Standards of professional practice of the Quebec Code of Ethics of l'Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec  
[http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=3&file=/C\\_26/C26R286\\_A.HTM](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=3&file=/C_26/C26R286_A.HTM).
3. Code of Ethics of the Canadian Association of Social Workers  
[http://www.caswacts.ca/sites/default/files/attachements/CASW\\_Code%20of%20Ethics.pdf](http://www.caswacts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf).

## **3. THE FIELD PLACEMENT**

The field practice course is required at all BSW and Qualifying Year levels. Field practice courses are generally taken concurrently with academic courses at the BSW level. <sup>1</sup> Field practice courses must be taken concurrently with academic courses in the Qualifying Year.

Students in the 90 credit BSW program in U2 and U3 are in the field two days a week, from September until mid-April for a total of 800 hours, 400 hours each academic year. The 90 credit BSW degree requires a total of 12 credits for field practice. The required course numbers are SWRK 322, 323, 420 and 421. Students must have completed a minimum of 24 credits to do the BSW U2 placement and a minimum of 54 credits to do the BSW U3 placement.

Students in the Qualifying Year are in the field two and a half days a week, from September until mid-April for a total of 520 hours. Students in the Qualifying Year register for SWRK 322 and 323.

There is a break from classes and field during the Christmas holiday period for three weeks, and during study week in the winter term. Students must be registered for field courses while they are doing their field placement. This is necessary for both liability insurance reasons and grading purposes.

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<sup>1</sup> Concurrent Placement: Student does academic courses and field practicum at the same time during the academic year  
Block Placement: Student completes the required field hours in an intensive and concentrated time during the academic term or during the spring/summer term.

Students are expected to be functional in French (comprehension, spoken, and written) for the field placement components of the BSW program. The School of Social Work has a limited number of field placements for students who are not functionally bilingual. Students without proficiency in French will have limited local options and may need to complete their U3 field placement in an out-of-province setting in the spring/summer semester. BSW student in U2 are not permitted to complete their U2 field placement in an out of province setting in the spring/summer semester. Some field placements do require a high level of French.

***Faculty, sessional lectures, academic advisors, Field Coordinators, field instructors, field liaisons, and field teaching centres, are all partners in the educational experience of students. The following section outlines the role of each stakeholder in field education.***

#### **4. ROLE OF THE FIELD TEACHING CENTRES**

Integrated Health and Social Services Centres (CSSSs), hospitals, family and child protection agencies, rehabilitation centres and community organizations are recruited annually to provide the sites for social work education for students. They are asked to make available personnel who are experienced BSW or MSW practitioners with a minimum of three years practice experience and willing to become field instructors for students in the BSW and Qualifying Year programs. Agencies indicating an interest in having social work students must provide their staff with the necessary adjustment in their workload in order for field instructors to have enough time to supervise and teach their student. In accepting social work students, agencies are committed to training and education. Students are expected to be treated as staff and should be included in such departmental activities as staff meetings, committees, ward rounds, consultations, case conferences, board meetings, etc. as appropriate to the particular setting. Agencies are required to provide students with adequate administrative support services to carry out their assignments in the agency. Students will be reimbursed by the agency for expenses incurred during the course of their duties such as travel costs for home visits. Students should become aware of agency policies in relation to reimbursement, and make clear arrangements with their field instructor before incurring expenses.

#### **5. ROLE OF THE FIELD INSTRUCTOR**

The field instructor is the person who has primary responsibility for field work assignments, educational and administrative supervision of their student, carrying out ongoing evaluation of the student's practice and the preparation of evaluation reports. The relationship of the student to the field instructor is an educational one. The student is accountable to the field instructor for all aspects of their work. Field instructors are expected to adhere to ethical codes of professional conduct as defined by their provincial professional order and the Canadian Association of Social Workers.

A field instructor shall demonstrate the following attributes:

- Mastery in their own work.
- Interest in the teaching of practice.
- Knowledge of the community and its resources.
- Ability to select appropriate learning experiences to meet the student's learning goals.
- Ability to facilitate student's integration of theory and practice.
- Ability and willingness to provide appropriate educational, administrative and supportive supervision.

#### **6. FIELD INSTRUCTOR RESPONSIBILITIES**

- a) The field instructor selects learning experiences and assignments particular to the field setting and in consultation with the student. This is done formally at the beginning of the field placement through the Learning Contract, which is completed jointly by the field instructor and the student and submitted to the Field Coordinator at the School. The field instructor may consult the Field Coordinator or faculty/field liaison if they have questions as to what may be appropriate assignments. The field

instructor should recognize the many different roles s/he fills as the field educator and have the ability to recognize which role is appropriate at any given moment so as to guide the student at all levels of development.

- b) It is the expectation of the School that the field instructor provide a 1-1½ hour supervisory meeting per week. The field instructor should use this time to review all of the student's assignments, provide feedback that is supportive and educational, and encourage the student in reflecting on their practice and their own growth and development as a practitioner. Field instructors should create an atmosphere that is open and flexible to the student's opinions, questions and learning. Field instructors providing group supervision must offer individual supervision every other week.
- c) The field instructor should incorporate the following:
  - Discussion of knowledge, values, theories and skills, in connection with student practice.
  - Preparatory work with students prior to practice intervention.
  - Retrospective analysis of student practice, utilising some form of direct report - e.g. observation, process recording, reflective log, meeting summary, audio tape, video tape.
- d) The field instructor also provides on-going feedback to the student and encourages the participation of the student in the planning and evaluation of the educational process.

## **7. ROLE OF THE STUDENT IN FIELD PRACTICE**

To obtain a full field experience, the student carries out the work under the same general agency policy as regular workers. Students differ from the regular worker in the size of the workload carried, the amount of instruction per assignment, and, most importantly, in the fact that instruction for the student is a definite and planned learning process. Social work students assume the same level of responsibility as professional staff to clients. The student fulfils the demands of the field teaching center in relation to service to clients and administrative accountability to the organization.

## **8. STUDENT RESPONSIBILITIES**

- a) Arrive on time to the agency or for specially scheduled meetings.
- b) Carry out assignments in a professional manner.
- c) Establish positive working relationships with all professionals and para-professionals that are associated with the agency.
- d) Fulfil all requirements related to written and verbal presentation of work accomplished.
- e) Develop their Learning Contract (a learning contract identifies goals, activities and tools and must include critical reflection and self-evaluation) with the assistance of their field instructor and submit it to the Field Coordinator within the appropriate time frame.
- f) Provide weekly pieces of written work (or demonstration of work) specifically for their field instructor as part of their learning experience. This may be in the form of process recording, reflective log, audio or videotapes, or meeting notes.
- g) Meet with their field instructor weekly. Students should be actively engaged in their learning. Students should come to the supervisory sessions prepared to discuss their assignments, with questions and practice alternatives. They should also use this time to discuss theoretical material from their classes and make connections between theory and practice.
- h) Prepare a draft self-evaluation for the evaluation meeting with the field instructor. The field instructor is responsible for the final copy that is submitted to the School.
- i) Complete the on-line evaluation of their field practice experience for the Field Coordinator.
- j) Appropriately terminate all relationships with clients and agency upon completion of the field placement.
- k) Students are encouraged to alert their field liaison or Field Coordinator of any concerns they may have with respect to their field placement.
- l) As students of McGill University undertaking a required field placement, each student remains subject to the rules and regulations of the University, which includes those outlined in the Handbook of Student

Rights and Responsibilities and must behave in accordance with the Code of Ethics of l'Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec and CASWE.

## **9. STUDENT ABSENCES**

Students must promptly notify their field instructor of illness or anticipated absence. Students in a concurrent field placement are permitted two sick days per term for religious observance or illness without needing to make up the time. If students are expecting to be absent from the field for more than two consecutive days, they must inform the Field Coordinator. Absences exceeding two days per term in total must be made up by compensatory time. The student is responsible for making arrangements with their field instructor for compensatory time according to the student's schedule and agency's need.

Students doing a Block placement must complete all the required field practice hours. Any time taken off from the scheduled field time must be compensated.

## **10. ROLE OF THE FACULTY / FIELD LIAISON**

The faculty /field liaison is the link between the School and the field agency. The field liaison is either a faculty member or an experienced field practitioner affiliated with the School. Each field setting is assigned a field liaison. The field liaison will generally meet with the student and field instructor at the agency during the first term to discuss and review the field learning and teaching experience. The faculty liaison is also available to meet with either the student or field instructor, or both at any time to discuss individual or specific issues relating to the field practicum, and will advise the Field Coordinator of the outcome of the meeting.

## **11. ROLE OF THE FIELD COORDINATOR AND ASSOCIATE FIELD COORDINATOR**

The Field Coordinator and Associate Field Coordinator develop and oversee the complete field education program for the School in accordance with the Standards for Field Education outlined by the Canadian Association for Social Work Education. The Coordinators prepare appropriate information for students about field placement choices and the field selection process, communicate with the community and social work agencies regarding all issues relating to field teaching and recruit field instructors on an ongoing basis.

## **12. FIELD COORDINATOR RESPONSIBILITIES**

- a) Meet with the BSW and Qualifying Year students in person or by phone to discuss learning goals and placement choices.
- b) Speaks with faculty, sessional lecturers and field liaisons about student performance and conduct in the social work program when planning or overseeing field placements.
- c) Instruct the students to arrange placement interviews with designated field instructors and receive feedback from students and field instructors about placement decisions.
- d) Enter grades when the signed evaluation forms are submitted.
- e) Has the learning contract and evaluation forms placed in the students' files.
- f) Is available for consultation with any student, field instructor or field liaison regarding field practice matters.
- g) Takes the lead and mediates in resolution of issues in the field.

## **13. ROLE OF DIRECTOR OF FIELD EDUCATION**

The Director of Field Education works with the Field Coordinators, faculty, field liaisons, and sessional lecturers on field issues related to field curriculum planning and development. These include: reviewing and revising field learning objectives, standards, and policies; developing pilot initiatives; and, working with other members of faculty to support field/classroom integration. While this position is largely one of planning and

development, the Director of Field Education can also function as a consultant when called on by students, Field Coordinators, sessional lecturers, field liaisons, or faculty for field related issues. Examples where the Director of Field may be called in for a consultation include but are not limited to student failures, exceptional circumstances, and harassment and/or discrimination.

#### **14. BLOCK PLACEMENTS**

A student in a block field placement completes the required field hours in a concentrated and intensive period of time either during the spring/summer term or during the academic term.

- a) Block placements are not available for BSW U2 students in the 90 credit program.
- b) Block placements can only be done when all academic courses are completed.
- c) BSW U3 students normally carry out a block placement four days per week for three months (Approximately 14 weeks).
- d) Students cannot do more than thirty-two hours a week in a Block placement.
- e) For spring/summer block placements, the planning process will begin in January.
- f) Students opting for a block placement should be aware that not all field settings are suitable or available.

#### **15. STUDENTS WITH DISABILITIES**

Students are encouraged to register with the McGill Office for Students with Disabilities who will determine eligibility for accommodations. A student who needs accommodation in the field placement must discuss this with the Field Coordinator when the placement is being arranged. The Field Coordinator will facilitate this process. Accommodations may be determined based on medical or clinical documentation and past experience in field settings. If the School is made aware of the students' disability then the School will make every reasonable effort to ensure that appropriate arrangements are made.

#### **16. Policy Regarding Students' psychological and physical safety in the field**

The policy concerning students' psychological and physical safety in the field includes, but is not limited to, students' experiences of harassment, sexual assault, discrimination, and any type of violence.

Students have a right to learn in an environment where they feel safe and protected, and the School of Social Work recognizes its obligation to ensure these rights are respected. The School will not tolerate any acts of violence, harassment, and discrimination and will take action to assist students facing such acts on campus grounds and in field placements.

This policy is in accordance with McGill's policy on harassment, sexual harassment, and discrimination prohibited by law: [https://www.mcgill.ca/secretariat/files/secretariat/harassment-sexual-harassment-discrimination\\_policy-on.pdf](https://www.mcgill.ca/secretariat/files/secretariat/harassment-sexual-harassment-discrimination_policy-on.pdf)

#### **Guidelines for dealing with safety issues in field placements:**

Students who feel their safety has been jeopardized in placement are strongly encouraged to bring the situation to the attention of the Field Coordinator, or other faculty member, in addition to seeking support elsewhere. Students may elect to bring another person (a trusted friend, family member, faculty member) to this meeting to act as a support and advocate. Any student who feels that their safety is jeopardized in field placement is encouraged to discuss the situation with someone they feel they can trust. This may be a friend, family member, student, or faculty member, including Field Coordinator.

The School recognizes that confidentiality is often a primary concern of students wishing to discuss issues regarding their personal safety. The School feels strongly that the safety, confidentiality and self-determination of students must be its main priority. At the same time, the School recognizes its responsibility and obligation to

protect the student who has come forward and hence students who discuss their concerns with the field Coordinator, a Faculty member or any other staff person at the School must understand that these individuals may seek consultation should there be sufficient concern that the student's general welfare or learning has been sufficiently compromised. Hence complete confidentiality may not be guaranteed. Consultations regarding the situation and actions, if any, to be taken will include only relevant information. These consultations will usually include the Field Director, the Field Coordinator and if necessary the Director of the School. Students will be informed should the need to share information arises.

The specific action to be taken will be determined based on the nature of the complaint and where possible will be developed in collaboration with the student.

While the school encourages students to discuss their safety concerns with the Field Coordinator or another Faculty member, McGill offers several support services outside of the School of social work that can be approached directly by students. The level of confidentiality guaranteed by these services varies and can be found on the associated services web site:

- The Office for Sexual Violence Response, Support and Education: <http://www.mcgill.ca/osvrse/about>  
The Office for Sexual Violence Response, Support and Education provides confidential, non-judgmental and non-directional support and education to students, faculty and staff of all genders who have been impacted by sexual violence. Services can be accessed in both French and English.
- Sexual Assault Centre of the McGill Students' Society: <http://www.sacomss.org/wp/>  
The Sexual Assault Centre of the McGill Students' Society (SACOMSS) is a volunteer-run organization committed to supporting survivors of sexual assault and their allies through direct support, advocacy, and outreach. Services include Drop-In and Line (DIAL), Support Groups, Advocacy, and Outreach. The DIAL hotline service can be reached by phone at (514)-398-8500; access to drop-in services at 2075 Robert Bourassa (5th floor, Room 5).
- Peer Support Centre McGill: <http://psc.ssmu.ca/> [Closed during the summer]  
The Peer Support Centre is a student-run service that offers free, drop-in, one-on-one, confidential and non-judgmental support and resource referral to all members of the McGill community. Access drop-in services at 3471 Peel St (2<sup>nd</sup> floor).
- Harassment, Sexual Harassment and Discrimination Assessors: <http://www.mcgill.ca/harass/contact>  
Assessors are members of the McGill community that investigate harassment and discrimination complaints made by any member of the McGill community.
- McGill Students' Nightline: <http://nightlines.ssmu.ca> [Closed during the summer]  
McGill Students' Nightline is a confidential, anonymous and non-judgmental listening service, run by McGill students, providing anything from information to crisis management and referrals.  
The Nightline is open 7 days a week, 6pm-3am, 514-398-6246.

### **Terminating and/or changing field-placement during the academic year following a safety concern**

In cases where issues of student safety lead to a termination of placement, students will meet with the Field Coordinator and either the Director of Field Education or a Faculty member that has been engaged in the process to discuss the process of ending. Ending options include but are not limited to an immediate termination, a planned ending with an opportunity to tie up loose ends, a mediated discussion with the field site and a member of the School community to discuss ending plans. The development of the precise nature of the ending will evolve based on a collaborative discussion with the student, the Field Coordinator and the Director of Field Education or a Faculty member engaged in the process.

In cases where issues of student safety lead to a termination of placement, the Field Coordinator will work with the student to find a different placement to complete the remaining hours. The coordinator will make every effort to find a comparable placement but students should be aware that a replacement cannot be guaranteed immediately after termination and some negotiations and adaptations might have to take place.

## **17. INJURY OR ACCIDENT AT THE FIELD TEACHING CENTRE**

If a student has an injury or accident at the field teaching centre, it must be reported to both the agency and the University. When the field placement takes place in a Quebec agency and the student officially resides in Quebec, CNEST la Commission des normes, de l'équité, de la santé et de la sécurité du travail la Commission des normes, de l'équité, de la santé et de la sécurité du travail) or the Quebec Health Plan covers situations where an injury or accident takes place. Students maintaining permanent residence outside of Quebec will need to ensure they have valid provincial health coverage while studying at McGill and are covered for injury and accident in a field placement in Quebec. For a field placement outside of Quebec, students need to ensure they have appropriate health and accident coverage.

## **18. EVALUATION PROCEDURES**

All forms are available to be printed from the Field Placement link on the School of Social Work website [www.mcgill.ca/socialwork](http://www.mcgill.ca/socialwork)

**Learning Contract:** At the beginning of the field placement, a learning contract is constructed between field instructor and student. The Learning Contract identifies the student's learning goals, assignments and teaching tools to be used to meet the learning goals. The learning contract, once jointly completed, will be submitted to the Field Coordinator who will put it in the student file. The learning contract shall be a reference point for the evaluation process at the completion of each term.

**Field Evaluations:** Two field evaluations of the students' progress are required to be submitted in both concurrent and block placements. In a concurrent placement the field evaluation is submitted at the end of each term, in December and April. In a Block placement a field evaluation is submitted at midway point and at the completion of the placement.

Both student and field instructor must sign and date the completed evaluation forms one week after the last day of field placement. Late submissions of the field evaluation will result in the student obtaining an "Incomplete" on their transcript.

- a) The areas covered in the evaluation represent different aspects of the field learning objectives.
- b) While the evaluation form distinguishes different levels of student achievement and provides detailed feedback, the formal grade entered in students' record is Pass/Fail. A Pass grade is assigned when the student has met practice requirements.
- c) An incomplete rating may be assigned when a student has been unable to complete the work for the course for an authorised reason. e.g., illness, unavoidable loss of time in placement or the evaluation has not been received by the due date
- d) In the event of disagreement between student and field instructor concerning the evaluation, the student may submit their comments on a separate sheet, which will be included in their file. The field instructor shall recommend a grade. In the event of major disagreement between the student and the field instructor, the Field Coordinator may call a Student Standing Committee together.

## **19. SCHEDULE TO SUBMIT EVALUATIONS FOR BSW AND QUALIFYING YEAR STUDENTS**

**Learning Contract** To be signed, dated and returned by end of the 1<sup>st</sup> week of October.

**Fall Term Evaluation** To be submitted one week after the last day of field placement.

**Final Evaluation** To be submitted one week after the last day of field placement.

**Block placements:** Learning contract submitted within 2 weeks of commencing placement. Two evaluations are required: first one at midway point, final evaluation at completion of the placement.

## **20. WHEN A STUDENT HAS CONCERNS (non safety related) ABOUT THE FIELD PLACEMENT**

At any time during the field learning experience students are encouraged to approach their field liaison, Field Coordinator, Director of Field Education, BSW/MSW Director, or other faculty to discuss their concerns related to field learning. Various actions can take place to help the student enhance their field learning experience. These can include, but are not limited to, staying in placement under different circumstances, staying in placement under different supervision, trying to mediate a solution and more. If the issues are unresolvable a meeting will be set up with the student, the Field Coordinator and the Director of Field Education to discuss how to end the placement. Typical issues students raise for ending their placement include: lack of compatibility between student and supervisor; poor fit between student learning needs/objectives and work provided in the setting; or student request for a leave for personal reasons. However should a student wish to initiate a formal process to review the compatibility between the field placement and their learning needs, the following steps should be taken:

- 1) Discuss the concerns with their supervisor. It is expected that the issues will be identified, remedial action will be agreed upon and a plan for implementing change determined within a specified time period.
- 2) If the issues are not resolved, the student will contact the Field Coordinator.
- 3) The student must put their concerns in writing including a possible request for an interruption of the field placement and submit this to the Field Coordinator.
- 4) The Field Coordinator will meet with the field instructor and student within two working weeks of receiving the written request, the purpose being to identify the problem(s) and attempt to mediate a solution.
- 5) The results of this meeting will be communicated in writing within two working weeks of the meeting to the field supervisor(s), the student, liaison and/or advisor, the BSW/MSW Program Director, and any other parties the Field Coordinator deems relevant.
- 6) If the decision is made that the student leave the field placement, they must appropriately terminate all responsibilities with clients and the agency before the process to find a new placement can begin.
- 7) A copy of the decision and all supporting documents will be placed in the student file and provided to the student.
- 8) A student will fail the field practice course if they leave the field placement without providing written information on the issues, participating in the required meetings, and appropriately completing all commitments related to termination to the initial placement.

The School expects that cases of student initiated interruptions are rare. Students must be aware that any field interruption during the term (prior to the completion of a field evaluation) may result in a loss of field hours accrued depending upon the learning that has or has not taken place, the particular circumstances resulting in the disruption and the feasibility of locating another field setting that can accept limited hours.

## **21. WHEN A SUPERVISOR IDENTIFIES A STUDENT AT RISK OF FAILURE**

If a field instructor and / or the Field Coordinator has concerns about a student's ability to complete the requirements of field and is in jeopardy of failure, the following procedures must be taken:

- 1) The Field Coordinator will meet with the student and / or field instructor in a timely manner.

- 2) The purpose of this meeting is to review the student's work, discuss the issues and concerns, identify the problem areas, mediate and/or problem solve.
- 3) A written report will be completed within two working weeks by the Field Coordinator specifying the issues discussed and the outcome of the meeting.

The report will include a written educational plan outlining specific requirements for what the student needs to do in order to continue in the same field placement and successfully complete the field practice course. This will include learning goals, actions to be taken with expected outcomes and a deadline for meeting the learning goals.

A copy will be placed in the student file. This will be communicated in writing in a timely manner to the supervisor(s), the student, liaison and/or advisor and any other parties the Field Coordinator deems relevant.

- 4) If the learning goals have been met satisfactorily, the student continues in the field placement. This decision is documented by the Field Coordinator and placed in the student file.
- 5) If the learning goals have not been satisfactorily met within the agreed upon time, the Field Coordinator will convene a meeting with the student and field instructor where the student will be advised that s/he has not met the agreed upon learning goals and the field placement will be terminated.
- 6) The Field Coordinator, in consultation with the Director of Field Education and/or the Director of the School of Social Work will consider the expressed concerns in relation to the School's standards and expectations of student performance and make a determination if the student receives an incomplete or a failing grade.
- 7) If a student receives an incomplete as a grade, the time spent in field will not be credited. The Field Coordinator will assist the student in locating a new field setting.
- 8) If a student receives a failing grade for field, the Field Coordinator, Director of Field Education and/or Director of the School of Social Work will determine if the student can be offered another field placement without further review. Students who raise concerns at this stage will be brought before the Student Standing Committee (see Student Appeals point 2 for a description of this committee and its terms of reference).
- 9) A student who receives a failing grade and is offered a second field placement must pass. A second failure will result in being asked to leave the program.

## **22. PROCEDURES FOR ADDRESSING CASES OF STUDENTS' PROFESSIONAL MISCONDUCT IN A FIELD SETTING**

1. Failure to adhere to the Code of Ethics of the l'Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec, the CASW Code of Ethics, the McGill University Student Handbook of Rights and Responsibilities and /or engagement in unprofessional behavior will be documented by the field instructor. A written account of the breach shall be provided to the student, submitted to the Field Coordinator and placed in the student's file. In these cases a mediation meeting may not be required and a student can be asked to leave the field setting immediately.
2. The Field Coordinator , in consultation with the Director of Field Education and/or the Director of the School of Social Work will convene a Student Standing Committee to review the situation (see point 2 under Student Appeals membership and terms of reference for the Student Standing Committee).

3. The Field Coordinator will advise the student of the student's right to bring an advisor who is a member of the University community to the meeting. The person laying the complaint should also appear before the committee to present their case.
4. The Committee shall recommend one of three options: the student be permitted to continue without restriction; continue with restrictions; or be required to withdraw from the program with conditions placed on readmission.

### **23. STUDENT APPEALS**

If a student disagrees with a decision made by the Field Coordinator or Director of Field Education (e.g. a failure) the following steps should be undertaken:

1. The student sends a written appeal to the Director of the School of Social Work with a copy to the Director of Field Education and Field Coordinator no later than 5 days after the decision is rendered.
2. Upon receipt of this appeal, the Director of the School of Social Work will convene a Student Standing Committee in order to review the appeal and call a hearing if necessary. The Student Standing Committee will comprise the Director of the School of Social Work (or designate) who will act as Chair, the Director of Field Education, Director of either the BSW or MSW program, another Faculty member not familiar with the case, a senior social worker from the community and the Field Coordinator. The student, field instructor and field liaison will be asked to attend as nonvoting members. The student is strongly encouraged to bring an advisor who is a member of the University community. The Student Standing Committee will review the original decision. Written material may be submitted to the Committee.
3. The Committee shall recommend whether the student be permitted to continue without restriction, continue with restrictions or be required to withdraw from the program with conditions placed on readmission.

Students wishing counsel prior to or during an appeal process, are strongly encouraged to contact The Student Advocacy Program which is part of the Legal Information Clinic at McGill. It provides free and confidential advice and representation in cases where McGill students are going through disciplinary or appeals processes at 514-398-4384. <http://licm.mcgill.ca/site.php?lang=en&page=advocacy>.

### **24. SECURING A NEW PLACEMENT AFTER INTERRUPTION**

- 1) After any interruption, a replacement cannot be guaranteed immediately upon termination of the initial placement and the student may not be able to begin before the following term.
- 2) Prior to the consideration of a new placement, all commitments to the initial placement must be responsibly terminated. This process will be monitored by the Field Coordinator.
- 3) The Field Coordinator will meet individually with the student to identify learning needs and suggest suitable options for a new placement.
- 4) The following will be considered in the replacement process: availability of agency placements, student needs, student standing, the mutual acceptance of student and agency.