



BACHELOR OF SOCIAL WORK (BSW) Field Education Policy Manual

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The School of Social Work acknowledges the significant partnerships and collaboration of field instructors and field placement agencies.

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INTRODUCTION

The BSW Field Education Policy Manual is intended to provide information and guidelines for all of the stakeholders involved with the BSW Field Education program including students, host organizations, field instructors, supervisors, field liaisons 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 setting. The goal of the field placement is to provide the student with an educational experience in social work practice with professional social work supervision.

FIELD EDUCATION TEAM ROLES AND RESPONSIBILITIES

DIRECTOR OF FIELD EDUCATION

The Director of Field Education works with the Field Coordinators, faculty, field liaisons, and sessional lecturers on items related to field curriculum planning and development such as reviewing and revising field learning objectives, standards, and policies; developing field placement initiatives; and working with faculty members to support field/classroom integration. The Director of Field Education can also function as a consultant when called on by students, Field Coordinators, sessional lecturers, field liaisons, community partners, and faculty for field related questions and concerns including, but not limited to, student failure in field placement, exceptional circumstances, and harassment and/or discrimination.

BSW FIELD COORDINATOR

The Field Coordinator, in accordance with the standards for field education outlined by the CASWE, prepares information for students about field placement options and the field selection process. As well, the coordinator communicates with the community and field teaching centres regarding all aspects of field teaching.

- Meets with BSW students to discuss learning goals and placement choices.
- Facilitates students' field placement interviews with designated field instructors and receives feedback from students and field instructors about placement decisions.
- Enters student grade upon receipt of the signed field evaluation forms.
- Ensures all field documents (i.e., evaluations, learning contracts) relating to student progress are filed electronically.
- Is available for consultation with any student, field instructor or field liaison regarding field practice matters.
- Ensures that all field instructor contracts are completed and signed.
- Ensures that all student contracts are completed and signed.
- Actively recruits field teaching centre opportunities.
- Mediates in the resolution of any issues in the field.

BSW FIELD LIAISON

The BSW field liaison is the link between the school and the field teaching centre and is accountable to the BSW

Field Coordinator. The field liaison is an experienced social worker affiliated with the school. Each student is assigned a field liaison. The field liaison will meet with the student and field instructor either virtually or at the field teaching centre during the first term to discuss and review the student's learning goals and teaching experience. The field liaison will check in with the student each month during the academic year.

The field liaison is also available to meet with either the student or field instructor or both during the semester at any time to help manage any concerns or challenges.

THE FIELD PLACEMENT

The field practice courses are taken concurrently with academic courses at the BSW U2 and U3 levels. At the U3 level, there is a possibility to undertake field practice courses in the form of a 'block' under specific circumstances.¹

Students in the 90 credit BSW program in U2 and U3 are in field placement two days a week on Tuesdays and Thursdays, from September until mid-April for approximately 750 field placement hours, (approximately 375 hours each academic year). Students in field placements at the MUHC, Jewish General Hospital and Batshaw Evaluation & Orientation are in field placement an additional half day a week (3.5 hours) on Friday. The duration of the field placement is shortened for students who are placed at these centres, i.e., field placement is completed mid to end March instead of mid-April.

Students in U2 and U3 are not permitted to register for SWRK required courses, 500 or 600 level SWRK complementary courses, or non-SWRK complementary or elective courses on Tuesdays and Thursdays. 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.

There is a break from classes and field placement during the December holiday period for approximately three weeks. There is a fall study break in October and a one-week study break 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.

Students are expected to be functional in French (comprehension, spoken, and written) for the field placement components of the BSW program. 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 students 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.

¹ **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.

BLOCK PLACEMENTS

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

1. Block placements are not available for BSW U2 students in the 90-credit program.
2. Block placements can only be done when all academic courses are completed.
3. BSW U3 students normally carry out a block placement four days per week for approximately three months. (Equivalent to approximately 375 hours.)
4. For spring/summer block placements, the planning process will begin in the winter months.
5. Not all field placement centres are suitable or available for a block placement.

Policy on Field Placements at Work Sites

It is the policy of the School of Social Work not to approve field placements at a BSW student's place of employment. BSW students will not be placed in an agency in which they are employed to avoid a conflict of interest on the part of the student, the Field Instructor, or both. The field placement is intended to ensure that students engage in new learning, and this is best achieved in a new location.

Immunization Record

- BSW students, along with all students enrolled in applied health and social services professional programs, are expected to provide the university with an up-to-date immunization record and vaccination status.
- Once admitted into the BSW program, students are advised to visit the [McGill Student Wellness Hub](#) for required immunizations instructions on submitting documentation related to immunization and vaccination status.
- All documentation related to immunization and vaccination status are submitted and reviewed by the McGill Student Wellness Hub which provides a private, confidential, and protected portal for medical records.
- The Wellness Hub reviews documentation from **a//**health and social services professional program incoming students on a rolling basis. To avoid any delays, students are advised to upload their immunization and vaccination status documentation as soon as possible. The deadline to do so is September 30th.
- Failure to submit completed documents by the specified deadlines may result the field placement being delayed or cancelled. Students should begin the process as soon as possible, as some immunization requirements take time to complete.
- The specific School of Social Work standing requirements for immunization can be found at [Important Immunization Information for Social Work Students](#)

ROLE OF THE FIELD TEACHING CENTRES

As professionals in a country that upholds respect for diversity and in keeping with democratic rights and freedoms, the field placement respects the distinct systems of beliefs and lifestyles of individuals, families, groups, communities, and nations without prejudice (Canadian Charter of Rights and Freedoms). Specifically, the field placement setting is free of discriminatory practices based on age, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation, or socio-economic status.

Integrated University Health and Social Services Centres (CIUSSS), Integrated Health and Social Services Centres (CISSS), hospitals, family and child protection agencies, rehabilitation centres and community organizations are recruited each year to provide the settings for field placements for students. Field Instructors are expected to have either a BSW or MSW, a minimum of three years' work experience and have an interest in working with students. In accepting social work students, field teaching centres are committed to training and education. Students are expected to be included in such activities as staff meetings, committees, rounds, consultations, case conferences, board meetings, etc. as appropriate to the particular setting. Field teaching centres are required to provide students with adequate administrative support and clinical supervision services to carry out their assignments. Students can expect to be reimbursed by the field teaching centre for expenses incurred during their duties such as travel costs for home visits. Students should become aware of policies in relation to reimbursement and plan with their field instructor before incurring expenses.

ROLE OF THE FIELD INSTRUCTOR

The field instructor has primary responsibility for field work assignments, educational and administrative supervision of their student, 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 (OTSTCFQ) and the Canadian Association of Social Work Education (CASWE).

A field instructor shall demonstrate the following attributes:

- Mastery in their own work
- Interest in the teaching of practice and links to theory
- Knowledge of the community and its resources
- Ability to select appropriate learning experiences to meet the student's learning goals
- Aptitude to facilitate the student's integration of theory and practice
- Ability and willingness to provide appropriate educational, administrative and supportive supervision
- Capacity to meet the student at their level of learning to further their individual growth and development

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 field liaison if they have questions as to what may be appropriate assignments.

- b) It is the expectation of the School of Social Work that the field instructor provides a scheduled 1-1½ hour supervisory meeting each week. The field instructor uses this time to review all the student's field placement 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, etc.
- d) The field instructor also provides ongoing feedback to the student and encourages the participation of the student in the planning and evaluation of the educational process.

ROLE OF THE STUDENT IN FIELD PRACTICE

To obtain an enriching field placement experience, the student carries out the work under the same general policy as their field instructors. Students differ from social work staff 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. Field placement hours are counted as seven hours per day.

Student Responsibilities

- a) Arrive on time, as determined by their field instructor, to the field teaching centre and for specially scheduled meetings.
- b) Carry out field placement assignments in a professional manner.
- c) Establish positive working relationships with all professionals and para-professionals that are associated with the field teaching centre.
- 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 BSW Field Coordinator within the appropriate time frame. This will include a confidentiality agreement to sign.
- f) Provide weekly demonstration of work, specifically 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 on a scheduled systematic basis. 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) Students are encouraged to inform their BSW Field Coordinator or Field Liaison of any concerns they may have with respect to their field placement.
- i) Prepare a draft self-evaluation for the final evaluation meeting with the field instructor. The field instructor is responsible for the final copy that is submitted to the School.
- j) Complete the on-line evaluation of the field practice experience (exit survey).
- k) Appropriately terminate all relationships with clients and field placement centre upon completion of the 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 [Policies 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: <http://legisquebec.gouv.qc.ca/en/ShowDoc/cr/C-26,%20r.%20286/> and CASWE: <https://www.casw-acts.ca/en/Code-of-Ethics>.
- m) Charter of Students' Rights:
https://mcgill.ca/secretariat/files/secretariat/charter_of_student_rights_last_approved_october_262017.pdf
- n) McGill Student Code of Conduct:
https://www.mcgill.ca/secretariat/files/secretariat/code_of_student_conduct_and_disciplinary_procedures.pdf

Expectations of Professional Conduct

Students preparing to become social workers are expected to:

1. Demonstrate ethical, responsible, and professional behaviour in the performance of their duties.
2. Conduct themselves in accordance with laws and professional codes governing social work practice.
3. Adhere to the rules of confidentiality, based on Quebec and Canadian laws and the CASWE standard 3.2.9:
 - https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/02_05_d_15/
 - <http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/P-39.1>
 - Standard 3.2.9: *In keeping with social work's commitment to the principle of confidentiality, social work programs develop guidelines for confidentiality to be followed by all students in the practicum program by: i) Clearly outlining guidelines to protect the confidentiality of service users, settings, social workers and students in assignments, process recordings, audio and video tapings, case examples, or any other learning situations, including use of all forms of social media. ii) Requesting the necessary signed letters of consent for any case material used by a student where there is a possibility of identification of service users. iii) Contracting with settings regarding the use of process recordings, audio and videotapes and social media, and clearly identifying ownership of such material.*
4. All confidentiality forms must be signed and submitted as part of the student contract.
5. [Professional Conduct and Appropriate Use of Social Media Policy](#): This document delineates expectations for students regarding conduct in actual or virtual interactions with one another within the School, and in the outside community in contexts where they represent the School (e.g. field placements, research activities, presentations and dissemination activities etc.).

6. 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:
- McGill School of Social Work Student Code of Conduct: This Code of Professional Conduct and Appropriate Use of Social Media Policy delineates expectations for students regarding conduct in actual or virtual interactions with one another within the School, and in the outside community in contexts where they represent the School (e.g. field placements, research activities, presentations and dissemination activities etc.)
https://www.mcgill.ca/socialwork/files/socialwork/ssw_professional_conduct_and_social_media_policy_draft_march_23_2020.pdf
 - McGill University Handbook on Student Rights and Responsibilities:
<https://www.mcgill.ca/students/srr/>
 - Standards of Professional practice of the Québec 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
 - [Code of Ethics of the Canadian Association of Social Workers](#)
 - The ultimate right to appeal is through the McGill grievance process: Code of Student Grievance Procedures: https://www.mcgill.ca/secretariat/files/secretariat/code-student-grievance-procedures-2013_may.pdf

Confidentiality Guidelines

Confidentiality: property of data or information for which the disclosure, awareness and use are reserved for authorized or designated entities – **CASWE Standard 3.2.9**

It is understood that by agreeing to these guidelines, the student will agree to uphold the confidentiality to:

1. Protect the confidentiality of service users, settings, social workers and students in assignments, content of the records (written, verbal or electronic), audio and video tapings, case examples, or any other learning situations, including use of all forms of social media.
2. Understand that any disclosure of Confidential Information, whether directly or indirectly, to any third party could be highly prejudicial to the Field setting, its employees or its users. Therefore, the student agrees that they will not share and will not use such Confidential Information, in any manner whatsoever, whether in whole or in part, for any purposes other than those which are related to their field placement;
3. Undertake not to transmit any Confidential Information nor to transport any document containing such Confidential Information outside the premises of the Field setting, unless necessary;
4. Undertake not to reproduce any Confidential Information except as required as part of their field placement;

5. Undertake to return any and all copies of any such Confidential Information to the Field setting upon the termination of their field placement agreement, and undertake not to keep any copies of any such Confidential Information in any format whatsoever;
6. Undertake to take all necessary security measures to protect any Confidential Information which they will have access to in connection with their field placement;
7. Undertake to immediately inform their field instructor of any breach of the obligations provided for under this Agreement or of any event that could potentially undermine the security or confidentiality of the Confidential Information;
8. Undertake to allow representatives of the field setting to perform any verification or investigation relating to the confidentiality of the Confidential Information.

EXAMPLES OF CONFIDENTIAL DOCUMENTS:

- User file (paper / electronic)
- Printed lists (appointments...)
- Information or document regarding an employee
- File containing confidential data
- Labels with nominative information

STUDENT ABSENCES

Students must promptly notify their field instructor of illness or anticipated absence. Students in concurrent or block field placements are permitted to 1 (one) wellness day per term, without needing to make up the time. (In a block placement this corresponds to before and after the mid-term evaluation.) Students are entitled to observe all Canadian statutory holidays. If students are expecting to be absent from the field for more than two consecutive days, they must inform the BSW Field Coordinator. Absences exceeding any two days per term 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.

The Act to Ensure the Protection of Interns in the Workplace

On August 24, 2022, The Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) introduced *The Act to Ensure the Protection of Interns in the Workplace*.

The Act aims to improve the conditions for carrying out internships in field placement settings, by granting interns rights equivalent to those provided in the Act respecting labour standards regarding short-term leaves and psychological or sexual harassment.

The Act to Ensure the Protection of Interns in the Workplace:



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STUDENTS WITH DISABILITIES

The School of Social Work ensures that students are accommodated in field placements and have options for a variety of field placements. Students are encouraged to register with the McGill Office for Students with Disabilities; this office determines eligibility for accommodations. A student who is requesting accommodation in the field placement must discuss this with the Field Coordinator when the placement is being arranged. McGill link to OSD: <https://www.mcgill.ca/osd/student-resources>.

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. [The Office for Mediation and Reporting](#)

Guidelines for dealing with safety issues in field placements:

Students who feel that their safety has been jeopardized in field placement are strongly encouraged to bring the situation to the attention of the Field Coordinator, Field Liaison or any faculty member, in the shortest delay possible. That person will arrange a meeting to discuss the student's experience and the available options. The student may elect to bring another person (a trusted friend, family member, faculty member) to this meeting to act as a support and advocate.

The School recognizes that confidentiality is often a primary concern of students who are concerned about their personal safety in the context of their field placement. The School takes the position 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.

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. 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 – thus, complete confidentiality may not be guaranteed.

The specific action to be taken will be determined based on the nature of the complaint and when possible will be developed in collaboration with the student. See below for relevant resources:

McGill University offers several support services that can be consulted directly by students:

- 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-judgemental support and resource referral to all members of the McGill community. Access drop-in services at 3471 Peel St (2nd floor).

- Harassment, Sexual Harassment and Discrimination Assessors: <https://www.mcgill.ca/how-to-report/>
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.

- McGill Student Wellness Hub: <https://www.mcgill.ca/wellness-hub/>

The McGill Student Wellness Hub is a place for students to go for access to basic physical and mental health services.

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 BSW Field Coordinator or the Director of Field Education 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 teaching centre 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 BSW Field Coordinator and the Director of Field Education.

In cases where issues of student safety lead to a termination of placement, the BSW 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.

NON-SAFETY CONCERNS RELATED TO FIELD PLACEMENT

At any time during the field placement experience, students are encouraged to approach their field instructor, field liaison, Field Coordinator, Director of Field Education, BSW/MSW Director, or other faculty to discuss any issues/problems related to field placement learning. Using a problem-solving approach, options might include, but are not limited to, staying in placement under different circumstances, staying in placement under different

supervision, or mediating a reasonable solution. If the issues/problems are unresolvable, a meeting will be set up with the student, the Field Coordinator and the Director of Field Education to discuss how to address the placement. Typical issues/problems students raise for questioning their placement include: lack of compatibility between student and supervisor; poor fit between student learning needs/objectives and work provided in the setting; or a student may request 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 field instructor. It is possible that the issues/problems 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/problems are not resolved, the student will contact the Field Liaison or BSW 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 BSW Field Coordinator.
4. The BSW 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 student, the field instructor, field liaison, and the Field Education Director.
6. If the decision is made that the student leave the field placement, they must appropriately terminate all responsibilities with clients and the field teaching centre 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.

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.

INJURY OR ACCIDENT AT THE FIELD PLACEMENT

If a student has an injury or accident at the field placement, it must be reported to both the field teaching centres and the University. When the field placement takes place in a Québec field teaching centre and the student officially resides in Québec, 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 Québec 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.

EVALUATION PROCEDURES

All forms are available to be downloaded from the Field Placement link on the School of Social Work website www.mcgill.ca/socialwork

Learning Contract: At the beginning of the field placement, a learning contract is co-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. As well, it identifies a confidentiality agreement to be signed by the student. The learning contract, once jointly completed, will be submitted to the BSW Field Coordinator. 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 March/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.

The areas covered in the evaluation represent different aspects of the field learning objectives.

- a) 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.
- b) An incomplete rating may be assigned when a student has been unable to complete the work for the course for an authorized reason. e.g., illness, unavoidable loss of time in placement or the evaluation has not been received by the due date
- c) 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 BSW Field Coordinator may call an ad hoc Field Education committee together.

SCHEDULE TO SUBMIT EVALUATIONS FOR BSW STUDENTS

Learning Contract	To be signed, dated, and returned by the 1 st week of October or within one month of commencing field placement.
Fall Term Evaluation	To be submitted within one week after the last day of field placement.
Final Evaluation	To be submitted within one week after the last day of field placement.
Timesheet	Two timesheets are required and are to be submitted along with the midterm and final evaluations.
Student Self-Evaluation	To be submitted within one week after the last day of field placement.
Block Placements:	Learning contract submitted within two weeks of commencing placement. Two evaluations are required: first one at midway point, final evaluation at

completion of the placement. Timesheets are to be submitted at the same time as the evaluations, midway point and at the end of placement.

WHEN A SUPERVISOR IDENTIFIES A STUDENT AT RISK OF FAILURE

If a field instructor and/or the BSW 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:

- a) The BSW Field Coordinator will meet with the student and/or field instructor in a timely manner.
- b) 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.
- c) A written report will be completed within two working weeks by the Field Coordinator specifying the issues discussed and the outcome of the meeting.
- d) 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.
- e) A copy will be placed in the student file. This will be communicated in writing in a timely manner to the student, the field instructor, field liaison and the Field Education Director.
- f) If the learning goals have been met satisfactorily, the student continues in the field placement. This decision is documented by the BSW Field Coordinator in the student file.
- g) 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 they have not met the agreed upon learning goals and the field placement will be terminated.
- h) The BSW 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.
- i) If a student receives an incomplete as a grade, the time spent in field will not be credited. The BSW Field Coordinator will assist the student in locating a new field setting.
- j) 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 to complete the necessary requirements.
- k) A student who receives a failing grade and is offered a second field placement may be offered extra supervisory support to succeed. A second failure will result in the student being asked to leave the program.

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 brought to the student's attention respectfully and documented by the field instructor. A written account of the breach shall be provided to the student, submitted to the BSW 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. The BSW Field Coordinator, in consultation with the Director of Field Education and/or the Director of the School of Social Work will convene to discuss the situation.
2. The BSW 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.
3. 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.

STUDENT APPEALS

If a student disagrees with a decision made by the BSW Field Coordinator or Director of Field Education, 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 BSW 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 committee in order to review the appeal and call a hearing if necessary. The 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 BSW 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 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: Ph: 514-398-4384.

[Code of Student Grievance Procedures](#)

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 BSW Field Coordinator.
3. The BSW Field Coordinator will meet individually with the student to identify learning needs and suggest suitable options for a new field placement.
4. The following will be considered in the replacement process: availability of field teaching centre placements, student needs, student standing, the mutual acceptance of student, field instructor, and teaching centre.