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McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.



What is a Field Placement?

In your BSW U2 and BSW U3, you will be assigned a field placement for the two semesters of each academic year. Field Placement is where you get hands-on social work experience under the supervision of a professional social worker. Field placements are located in a range of different social service agencies, institutions, and community organizations. Your field placement training provides an opportunity to put into practice some of the key theories and skills that you are learning in your classes, as they pertain to individual clients, families, and communities. Through field placement training, you will also become familiar with policies, procedures, and resources that pertain to specific areas of social work practice and client systems. You attend your field placements on Tuesdays and Thursdays for 13-14 weeks per term in U2 and U3. Some placements require a half day on Fridays as well.

As a student in a field placement during U2, the field placement takes place alongside classroom-based learning. This is referred to as a "concurrent" field placement in that it runs for 13-14 weeks each term (fall and winter). As a BSW U3, you can either complete a concurrent field placement or you can choose to complete your field placement during the summer. Referred to as a "Block" placement, this is an intensive field placement experience. This will require 4 days per week for approximately 14 weeks. Block placements can only be done after all academic courses are completed. The U3 field placement is most often concurrent, simply because many public social service agencies, institutions, and community organizations do not offer Block placements.

Field Courses

SWRK 322 Field Practice 1-3 Credits SWRK 323 Field Practice 2 - 3 Credits

Students must have completed a minimum number of 24 credits to begin the second year (U2) field placement. These 24 credits are comprised of all U1 required courses (SWRK 219, SWRK 220, SWRK 221, SWRK 222 and SWRK 224) and any combination of SWRK complementary, non-SWRK complementary, and/or elective courses totalling 24 credits. Second year students cannot do block placements.

SWRK 420 Advanced Field Practice 1 - 3 Credits SWRK 421 Advanced Field Practice 2 - 3 Credits

Students must have completed a minimum number of 54 credits to begin the third year (U3) of field placement. Third year students have the option to do a block placement.

Students must complete all U1 and U2 required courses prior to their U3 field placement.





What do I need to do to prepare for a U2 or U3 Field Placement?

- Have an updated CV with your previous job experiences and any other field placement/ internship experiences you may have had in CEGEP or college.
- When you receive an email from the BSW Field Coordinator with a document of all possible field placements, take the time to read it carefully. You will be asked to choose from three to five field placements as your top choices. The BSW Field Coordinator makes every effort to match you with one of your top choices, however there is no guarantee. Field supervisors will conduct interviews with potential students in order to determine suitability. The Field Education team believes that learning happens in every social service agency, institution, and community organization even if it's not one of the student's top choices, there are skills to be learned.
- You will receive a link to sign up to a meeting on Sign Up Genius from the BSW Field
 Coordinator. Please pick a day and time that fits your schedule the best. The purpose of the
 meeting is to better understand your top choices and learning goals, in an effort to match
 you successfully.
- Please send your field placement planning form to the BSW Field Coordinator prior to your meeting.
- Please Note: There are student expectations in all field placements. Please take the time to read them they can be found here: https://www.mcgill.ca/socialwork/field/bsw.

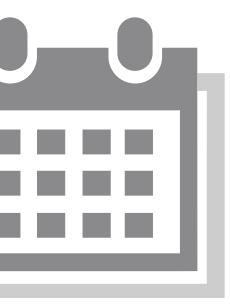
How Many Hours Do I Need to Complete My Field Placement?

Our accreditation council, the Canadian Association of Social Work Education (CASWE) states that BSW programs require a minimum of 700 hours and a maximum of 800 hours (https://caswe-acfts.ca/wp-content/uploads/2021/08/CASWE-ACFTS.Standards-11-2014-1.pdf). We aim for the best possible learning opportunities and every semester, based on the academic calendar, you are in field placements for 13-14 weeks per semester. Once the BSW exam period begins, all field placements come to an end. You will keep a time sheet and your field instructor will sign it each semester. Each day of field placement is 7 hours (the lunch hour is not counted towards your hours). Each half day of field placement (Fridays) is 3.5 hours.

Wellness Days

In recognition of the challenges of the work/school/life balance, we have added one wellness day per semester, which you do not have to make up. If you miss days of field placement for other reasons, please arrange to make up the time with your field instructor.





When Does Field Placement Start and End?

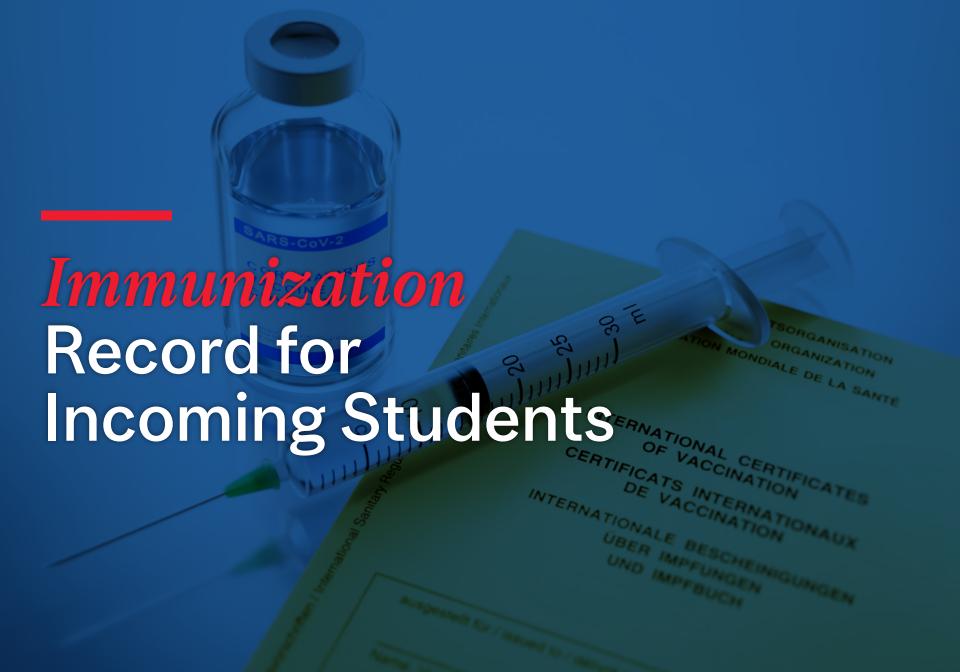
The start of field placement is in September and ends in December, for the Fall Semester. Your field placement will begin again after the winter break, in January and be completed by mid April. You will receive a field placement confirmation letter at the beginning of the academic year which will specify the start and end dates of your field placement for each term – please keep it handy and note the dates.

Terminating and/or Changing Your Field Placement When You Already Started

If you experience difficulties in your field placement that impact your learning, health, or well-being, or if you encounter safety concerns in your field placement, please know that that Field Education team cares and wants to understand. Please know that you can reach out to discuss any issues with your field liaison or the BSW Field Coordinator. If you need to terminate your field placement and change your placement, you will meet with the BSW Field Coordinator or the Director of Field Education to discuss how to end the field placement.

Please refer to the safety protocols in the BSW Field Manual.

In all situations, the BSW Field Coordinator will work with you to try and find another field placement.





Immunization Record for Incoming Students

BSW students, along with all students enrolled in applied health and social sercices professional programs, are expected to provide the University with an up-to-date immunization record.

Once admitted into the BSW program, please see the McGill Student Wellness Hub webpage for required immunizations for 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.

<u>The Wellness Hub</u> reviews documentation from all health and social services professional program incoming students on a rolling basis. To avoid any delays, please upload your immunization and vaccination status documentation as soon as possible. The deadline to do so is September 30th.

Failure to submit your completed documents by the specified deadlines may result in your field placement being delayed or canceled. Please ensure you 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.



There are several documents that are important while completing the Field placement component of the BSW. You will find a list and description of these documents below. To find these documents on the BSW website, please see:

https://www.mcgill.ca/socialwork/field/bsw/forms

1. The Field Education Learning Contract

The Learning Contract identifies your 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 you. The learning contract is a written record of your learning goals and ways of meeting those goals; it is discussed with your field instructor at the beginning of your field placement in U2 and again in U3, and can be revised if/when necessary. It serves as a reference point for your evaluation at the end of each term. Your Field Liaison will review your Learning Contract with you.

2. The Field Evaluation Form

The field evaluation is an evaluation of your progress throughout each term, in the fall and winter semesters for a concurrent placement, and at the midway point for a U3 Block placement. This is a Pass/Fail evaluation. Your field instructor completes the field evaluation and compares it to the learning goals you set together at the beginning of the placement.





3. Student Self-Evaluation Report

This is the field evaluation that you complete regarding your progress at the very end of your placement. This form encourages you to reflect on your learning goals and your progress in meeting your learning as well as give the field team feedback on the placement. In the event that there is a disconnect between your self-evaluation and your supervisor's final evaluation, your first step would be to contact your liaison and/or your BSW field coordinator to discuss the matter and establish a plan of action (e.g. meeting with the field instructor, liaison and yourself to review the differences).

4. Process Recording

"Process recording is [a] learning activity that helps students to connect theory with practice, promote reflection on-action (Herrington, Parker, & Boase-Jelinek, 2014) and separate case facts from emotions (Mumm, 2006). Process recording has been additionally defined as the written recollection of the interactions between students and clients; a first-person narrative that involves verbal and non-verbal communications as well as affect. Through process recordings, students are expected to internalize learning over time and apply the insights they gained from their work with clients (Urdang, 2010)" (Karpetis, 2019, p. 95) Your field instructor may or may not ask you to use this tool. You can find a process recording template here: https://www.mcgill.ca/socialwork/field/bsw/forms.

Reference: Karpetis, G. (2019). In-depth learning in field education: evaluating the effectiveness of process recording. Journal of Social Work Practice, 33(1), 95–107. https://doi.org/10.1080/02650533.2017.1400956

This tool is used to record feelings, thoughts, and perceptions. It is used to help make the processing of experiences explicit. You can use the tool as an exercise in reflection. It can help with your learning and in processing events in your field placement. As well, it may assist you in organizing your thoughts.

5. Reflective Log

This tool is used to reflect on responsibilities, actions, and interventions made during your training in the field placement. It is a tool used to help students and field instructors understand how students are processing experiences. Reflective logs help students gain "insight into personal emotional reactions, their potential impact on the self and others, as well as how they might impact on decision-making processes and personal wellbeing" (Ruch, [50]; Wilson, Ruch, Lymberry, & Cooper, [64]) (Grant, et al., 2014).

Benefits of reflective logs:

- · It can help students make connections between the course content and professional practice.
- Develop their critical thinking abilities and facilitate insight into personal motivations, assumptions and beliefs (Knott & Scragg, [35]).
- Can help people gain awareness of complex emotional experiences and how best to manage them, as well as enhance psychological and physical health (e.g. Pennebaker & Seagal, [46]; Smyth, Nazarian, & Arigo, [59]).

Reference:

Grant, L., Kinman, G., & Alexander, K. (2014). What's all this talk about emotion? developing emotional intelligence in social work students. Social Work Education, 33(7), 874-889. https://doi.org/10.1080/02615479.2014.891012

Process Recordings and Reflection Logs are not mandatory to complete, whereas the other documents/forms mentioned are mandatory.

6. Field Education Timesheet

This tool is used to keep track of your hours in the field. Please ensure that you are recording your hours at the end of every field placement day. The timesheet is to be signed by both the student and field instructor, and submitted to the BSW Field Coordinator at the end of each term.





If you experience difficulties in your field placement that impact your learning, health, or well-being, or if you encounter safety concerns in your field placement, please reach out to one or more of the following contacts of your choice: your Field Instructor, Field Liaison, BSW Field Coordinator or Director of Field Education. As well, you can reach out to the BSW Program Director or a student support coordinator. The roles of these people are listed below.

Field Instructor

Your Field Instructor is the professional social worker who directly oversees your learning and progress in the field placement. The field instructor 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 (OTSTCFQ) and the Canadian Association of Social Work Education (CASWE).





Field Liaison

All students in all field placements (social service agencies, institutions, and community organizations) are assigned a "field liaison" whose main responsibility is to follow up on your learning and progress in your field placement. You can contact your field liaison with questions or concerns and can meet with them regularly. The field liaison meets with you and/or your field instructor during each semester to review your learning and/or help manage any concerns or challenges. The field liaison is an experienced social work practitioner hired by – and representative of – the School of Social Work. You will get an email with the name of your field liaison and their coordinates so that you can easily contact them as needed.

BSW Field Coordinator

Francine Granner oversees the interviewing, matching, and managing of all BSW field placements. Francine meets with you to better understand your top choices of field placements and learning goals, in an effort to match you successfully. She will contact you each year to arrange interviews to discuss your choices/options. She supervises the field liaisons and can help you problem solve if you experience difficulties in your field placement that impact your learning, health, or well-being, or if you encounter safety concerns in your field placement.

- Francine Granner
- Phone: 514-398-4069
- Francine.Granner@mcgill.ca

BSW Program Director

Julia Krane is the BSW Program Director at the McGill School of Social Work. She oversees BSW student academic advising and is available to support students in response to their varied needs and challenges.

Dr. Julia Krane

- Julia.Krane@mcgill.ca

Field Education Director

Pam Orzeck is the McGill School of Social Work faculty member who oversees the field education team.

Pam Orzeck

- Phone: 514-398-1312
- Pam.Orzeck@McGill.ca

Student Support Coordinator

Nicole Mitchell

- Nicole.Mitchell2@mail.mcgill.ca

Indigenous Access McGill - Student Support Coordinator

- https://www.mcgill.ca/socialwork/iam

Black Access McGill (BAM)

- bam.socialwork@mcgill.ca





McGill Student Resources

- Student Support Team: Dr Julia Krane (BSW Program Director) <u>julia.krane@mcgill.ca/</u>
 Dr. Lucyna Lach (MSW Program Director) <u>lucy.lach@mcgill.ca/</u>Dr. Pam Orzeck (Field
 Education Director) <u>pam.orzeck@mcgill.ca/</u>Francine Granner (BSW Field Coordinator)
 <u>francine.granner@mcgill.ca/</u> & Nicole Mitchell (MSW Field Coordinator)
- 2. School of Social Work Student Support Coordinator, Nicole Mitchell: studentsupport.socialwork@mcgill.ca
- 3. Case Management Services: casemanager@mcgill.ca & Tel: 514-398-1881 or 514-398-4990
- 4. Black Access McGill (BAM): bam.socialwork@mcgill.ca
- 5. Indigenous Access McGill (IAM): https://www.mcgill.ca/socialwork/iam
- 6. First People's House: firstpeopleshouse@mcgill.ca & Tel: 514-398-3217
- 7. Student Accessibility & Achievement (formerly known as the Office for Students with Disabilities): Tel: 514-398-6009. https://www.mcgill.ca/access-achieve/
- 8. The Student Wellness Hub: hub.clinic@mcgill.ca & Tel: (514) 398-6017 & Website: hub.clinic@mcgill.ca & Tel: (514) 398-6017 & Website: hub.clinic@mcgill.ca/wellness-hub/
- 9. Local Wellness Advisor for the Faculty of Arts (Bianca Brunetti): bianca.brunetti@mcgill.ca
- 10. <u>Keep.meSAFE</u> (In-person counselling appointments with hundreds of licensed counsellors in the City of Montreal, with minimal wait times): Tel: 1-844-451-9700
- 11. McGill Students' Nightline: Tel 514-398-6246 / Website: https://nightline.ssmu.ca/resources



- 12. Peer Support Centre (Confidential and non-judgmental support offered by trained McGill students. Open 9am-7pm weekdays): Tel: 514-398-3782 Email: mcgill.psc@gmail.com Website: https://psc.ssmu.ca/
- 13. Mental Health Resources: https://www.canada.ca/en/public-health/services/mental-health-servic
- 14. The Office of the Ombudsperson for Students: ombudsperson@mcgill.ca & Tel: 514-398-7059
- 15. McGill Career Planning Service (CaPS): Email: careers.caps at mcgill.ca Tel: 514-398-3304
- 16. Campus Life & Engagement: <u>cle@mcgill.ca</u> (general) <u>firstyear@mcgill.ca</u> (new student-related inquiries) & Tel: 514-398-6913
- 17. International Student Services: Tel: 514 398-4349
- 18. Tutorial Services: tutoring.service@mcgill.ca & Tel: 514-398-2505
- 19. McGill Writing Center: mwc@mcgill.ca & Tel: 514-398-7109
- 20. Scholarships and Student Aid: student.aid@mcgill.ca & scholarships@mcgill.ca & student.aid@mcgill.ca & scholarships@mcgill.ca & scholarships@mcgill.ca & student.aid@mcgill.ca & scholarships@mcgill.ca & student.aid@mcgill.ca & scholarships@mcgill.ca & sch
- 21. Office of Religious and Spiritual Life: morsl@mcgill.ca & Tel: 514-398-4104
- 22. Office for Mediation and Reporting (harassment, discrimination, etc.) omr@mcgill.ca & Tel: 514-398-6419
- 23. Office for Sexual Violence Response, Support, and Education (OSVRSE): osvrse@mcgill.ca & Tel: 514-398-3786
- 24. Office of the Dean of Students: deanofstudents@mcgill.ca & Tel: 514-398-4990



STUDENT SUPPORT CONTACTS AND RESOURCES AT MCGILL UNIVERSITY

- 25. Sexual Assault Center of the McGill Students' Society (SACOMSS): main@sacomss.org & Tel: (514) 398-8500
- 26. SWSA Equity Coordinator (Social Work Students' Association): equity.swsa@mail.mcgill.ca
- 27. Gender Equity and LGBTQ+ Education Advisor, Andrea Clegg
- 28. Too Good to Go (Delicious food at 1/3rd of the price) https://toogoodtogo.ca/en-ca/consumer
- 29. Antoine-Samuel Mauffette Alavo, the Black Student Affairs Liaison: <u>antoine-samuel.</u> <u>mauffettealavo@mcgill.ca</u>
- 30. Rachel Hatcher, the Jewish Student Affairs Liaison: rachel.hatcher@mcgill.ca
- 31. Farah Chouayakh, the Muslim Student Affairs Liaison: farah.chouayakh@mcgill.ca





Scenario 1:

"I am worried that I am not getting enough work and learning new skills" You feel you are not being given enough to do. At first you were asked to familiarize yourself with policies and procedures, and community partners. This required a lot of reading and you have completed the learning but you yearn to be "doing". You're left alone for long periods in the day and you are now worried that you aren't picking up any new skills or experiences. You worry about when you're going to be able to gain practical experience.

Potential approaches with your field instructor:

- "I have read all that you asked me to, and I have a good understanding of the agency and the populations served. I would love to be able to do more interventions – can we review my learning objectives? It would help me if I knew when I would be able to take on more responsibilities. I feel ready to move on to the next steps."
- "Thanks for all that you have taught me so far the orientation has been helpful. I would like to be able to take on some new experiences. I feel I have familiarized myself with the necessary materials and am wondering what the next steps could be."

Scenario 2:

"I am being asked to do an unrelated task"

You feel you are being asked to do tasks that are not related to social work. You understand that in some social service agencies, institutions and community organizations, everyone pitches in where needed, however; you are not being given opportunities that align with your learning goals.

Potential approaches with your field supervisor:

- "Could we take a moment to discuss the tasks I have been assigned?
 I'm happy to help where necessary, but I am really motivated to develop the necessary social work skills."
- "I realize that this organization has limited resources, but I worry that some of the tasks I'm being asked to do are not related to my social work learning. I'm here to help where I'm needed but would really prefer to maximize my social work learning. Could we discuss how I can take on some more social-work related responsibilities?"

Scenario 3:

"I feel like I am being asked to do too much"

You are being asked to do a lot. You feel overwhelmed. You want to push yourself, to handle a full workload but, at the same time, you are lacking guidance and support and are being asked to do things that are outside your knowledge and skills, if not your skill level.

Potential approaches with your field instructor:

- "In our supervision, I'd like to discuss my caseload. As I'm only here part of the week, I was hoping for a more limited caseload so I could have more time for each clients' needs. I feel like I could use more support in ensuring I'm providing the right kind of care to the clients assigned to me."
- "I am honored to be entrusted with the work I've been assigned. at this time I feel the need for more supervision, which is difficult with all the work that's been assigned, Is there a way to create more room for supervision while I'm here?"

Scenario 4:

"My field instructor and I don't get along it is not a good match" For whatever reason, you and your field instructor are not a good match. Your personalities clash, your values clash, or your learning styles clash. Whatever it is, it is causing tension in your placement and affecting your experience of the field placement.

Potential approaches with your field instructor:

- "Could we please discuss our interactions and clarify what is expected of me?"

If tension persists after attempting to speak to your field instructor, or if you are uncomfortable addressing an issue on your own, please reach our to your Field Liaison or BSW Field Coordinator as soon as possible. They will support you and work with you to come to a resolution you are comfortable with.



How do I know who is my field liaison?

You will receive an email with your field liaison's name and contact information. Your liaison will contact you in the beginning of your field placement. If, at any time, you have questions or have not been contacted, please email field.socialwork@mcgill.ca.

Where do I submit my time sheet?

Keep track of your hours each day you're in field placement, and have your timesheet signed by your field instructor at the end of each term. You can hand your timesheet in with your midterm and final field placement evaluations. Send to: field.socialwork@mcgill.ca

What do I do if I have trouble at my field placement?

Contact your Field Liaison and/or the BSW Field Coordinator as soon as possible.

How many field placement hours do I have to do this year?

As per CASWE, students must complete a minimum of 700 hours (maximum 800 hours). Based on the academic year, field placements run 13-14 weeks, like the academic semester. Two days per week, seven hours per day. Some field placements (Batshaw, hospitals) require two and ½ days per week, for consistency with the population served. The ½ day Friday is a 3.5 hour day. Those in field placements 2.5 days per week end their field placement earlier in the winter term, thereby meeting the field placement hours in a slightly more accelerated way.





How do I "take" my Wellness Days? Do I have to make them up?

Students in concurrent or block field placements are permitted to 1 (one) wellness day per term without needing to make up the time. Please notify your field instructor in advance of taking a wellness day.

If I feel sick, should I go into my field placement?

No - if you feel sick, do not go into field placement. Please discuss this with your field instructor, regarding the expectations of making up the time missed. This could mean making up the time missed at the end of the semester, or the end of the academic year.

Are students obliged to send in a record of their field hours along with their field evaluation at the end of each semester?

Yes - two timesheets are required; one at the mid-term point and one at the end of the field placement (end of second term). Timesheets should be submitted along with the field evaluation.

Peer Wisdom

Quick quotes from students who have been in field placement in previous years:

"Don't get too hung up on getting the placement you wanted. I never got my first choice, and I still learned a lot and had wonderful experiences."

"Take your wellness days! Don't feel guilty.
Take the time you need when you need it."

"You will make mistakes and it'll be okay."

"Field was my favorite part of the program; it really helps you understand what kind of social worker you want to be."

"Don't be afraid to ask for what you need."

"Remember you're an asset to the organization! It's mutually beneficial for them and for you."

