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*Please consider the environment when deciding to print this document, if absolutely necessary. Seneca is committed to environmental sustainability and environmentally friendly practices. Digital copies have been provided of all documents herein.
CONTACT LIST

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The Social Service Worker - Gerontology Program

History
The year 2018 marks the 30th anniversary of the Social Service Worker Gerontology Program. The Social Service Worker-Gerontology program was developed in 1988 and was the first of its kind in Ontario and originally housed at the former Sheppard campus, in Toronto, before moving to its current home at Seneca’s King campus, in King City, Ontario. In 2016, an accelerated version of the program was launched. From its inception, the primary purpose of the SSWG program is to train helping professionals, knowledgeable about the seniors’ sector, to assist older adults to optimize quality of life by improving functional abilities, and maintaining independence through the provision of appropriate programs and services. Throughout its history, the SSWG program has developed strong community partnerships in the senior’s sector and has participated in many joint initiatives to benefit the community, and enhance learning opportunities for students.

Program Structure
The program offers two methods for obtaining the SSWG diploma. A four semester two year program designed for students who have not attended college or university before, or have received post-secondary education in their country of origin, retraining from another field (e.g. Have a PSW certificate), or simply prefer to have the experience of 2 field placement options. These students start their academic year in September and this version offers two field placement opportunities. Students who have achieved a university degree in a related field, can apply to the accelerated program. This version begins in May with a compressed seven week semester and offers one field placement experience. Accelerated students graduate in April of the following year.

Upon graduation, the Seneca graduate is eligible to apply for membership in the Ontario College of Social Workers and Social Service Workers (OCSWSSW).
Curriculum

The curriculum of the social service worker gerontology program is based on the Ministry Vocational Learning Outcomes and Elements of Practice, Seneca Colleges’ Core Literacies, and The Ontario of College of Social Workers and Social Service Workers Codes of Ethics and Standards of Practice. In addition, the SSWG curriculum reflects current legislation, service delivery models and best practices relating to the provision of programs and services to older adults. The SSWG curriculum includes three components. The first component provided students with social service worker subjects. We call these the ‘professional’ subjects. Some of these courses are common to all the SSW programs and some are specific to the SSWG program. The second component is field placement. In the two year SSWG program field placements occur in the second, third, and fourth semesters while in the accelerated program, placement occurs in the second and third semesters. Students attend placement two days a week, plus ‘block weeks’ (where students attend the field placement for the entire working week). The third component of the curriculum is ‘liberal education' subjects that are intended to broaden the student’s education past the confines of his/her chosen profession. Subject descriptions are available in the Seneca College Calendar and on the Seneca College website. Accelerated students received a block transfer credit for general education courses.

SSW - Gerontology (SSWG) Program Curriculum

**Semester 1**

- GWL 137 Introduction to Aging
- GWL 147 Gerontology Field Work Seminar
- SLL 307 Sociology: A Practical Approach
- SSW 101 Interpersonal Communications
- SSW 102 Diversity: Awareness and Practice
- COM 101 Communicating Across Contexts

**Semester 2**

- GWL 208 Gerontological Group and Activation Techniques
- GWL 212 Interviewing and Assessing Older Adults
- GWL 219 The Retirement Home Industry: Overview and Skills
- GWL 261 Therapeutic Program Planning
- GWL 247 Integrative Field Work Seminar
- GWL 257 Gerontology Field Work
- XXX General Education Option

**Semester 3**

- SSW 311 Case Co-ordination and Advocacy Strategies
- GWL 318 Therapeutic Interventions for Dementia
- GWL 347 Integrative Field Work Seminar
- GWL 357 Gerontology Field Work
- GWL 377 Volunteer Program Management
- XXX General Education Option
- XXX Professional Option Course

**Semester 4**

- SSW 402 Community Practice
- GWL 447 Integrative Field Work Seminar
- GWL 457 Gerontology Field Work
- GWL 407 Death, Dying, Grief and Bereavement
- XXX General Education Option
Purpose of Field Placement
The purpose of field placement is to enable the student to integrate the academic curriculum of the social service worker gerontology profession with the reality of day-to-day work in the field. The student’s field placement is a partnership between the student, Seneca College, and the field placement. The field placement provides the opportunity for the student to integrate and practice the necessary knowledge and skills required as well as gain an understanding of the role, demands and rewards of the profession.

SSW - Gerontology Acelerated (SSGA) Program Curriculum

Semester 1

SSW 101  Interpersonal Communications
SSW 102  Diversity: Awareness and Practice
SWL 147  Gerontology Field Work Seminar (Prep for the Field)
GWL 137  Intro to Aging
GWL 212  Interviewing and Assessing Older Adults
XXX  Professional Option Course

Semester 2

SSW 311  Case Co-ordination and Advocacy Strategies
GWL 318  Therapeutic Interventions for Dementia
GWL 347  Integrated Field Work Seminar
GWL 357  Gerontology Field Work
GWL 377  Volunteer Program Management

Semester 3

GWL 208  Gerontological Group and Activation Techniques
GWL 219  The Retirement Home Sector: Overview and Skills
GWL 261  Therapeutic Program Planning
SSW 402  Community Practice
GWL 407  Death, Dying, Grief, and Bereavement
GWL 447  Integrated Field Work Seminar
GWL 457  Gerontology Field Work

Field Placement Structure within SSWG Program Curriculum

First Year Field Placement

2nd Semester - Monday and Tuesday (220 total hours)
*Including a 1 week (40 hour) block placement after study week

Second Year Field Placement

3rd Semester - Tuesday and Wednesday (220 total hours)
4th Semester - Tuesday and Wednesday (220 total hours)
*Including a 1 week (40 hour) block placement in both semesters

Students must successfully pass all 3 semesters of placement (4 semesters in the SSWG program) in order to graduate. Placement hours cannot be transferred to another course/term.

Collaborative Tri-partnership between Seneca, Student and the Organization (Agency).
Learning Outcomes of Field Placement

In the two year SSWG program, first year placement is the opportunity for day-to-day exposure to the agencies and residential settings which provide programs and services to older adults. As a 220 hour orientation to the field, the student will become familiar with the various roles of a multi-disciplinary team, scope of practice, establishing client needs and strengths, different types of interventions, relevant legislation and government mandated practices, and develop professional comport. The student is challenged in the examination of personal and professional values, loyalties and obligations in concert with the values, obligations and loyalties of the wider social service worker profession.

In second year placement, the student will attend 440 hours at a different placement, building upon the skills and experiences they received in the first year placement. By the completion of placement in its entirety, it is expected that the student will be able to independently assess client needs and strengths, facilitate programs and services that align with client directed goals, advocate for clients as necessary and demonstrate the integration of all ethical codes, relevant legislation, current best practices and begin the development toward adopting aspirational practices within the organizations Gerontology graduates find themselves.

SSWG students are strongly encouraged to complete one placement in a residential setting for seniors (e.g. long term care facility, retirement home), and one placement in a community agency which provides programs and services to older adults. Students in the accelerated program have one placement of 440 hours.

Students will require a Vulnerable Sector Screening, a flu shot, a 2 step TB test and possible other inoculations as requested by the placement. In order to work with these vulnerable clients, it’s important for students to follow the guidelines set out by agencies who set requirements in place to protect their clients and staff. If you have concerns about any of the above listed requirements please speak with program staff.
Student Tips:
As an SSWG student, you are evaluated on your ability to achieve the Ministry VLO’s through activities in placement as well as in classes throughout the duration of the program.

The SSWG program recognizes that students and agencies work with a learning contract developed to best allow students the opportunity to achieve the Vocational learning outcomes.

The above curriculum substantively incorporates and demonstrates the following SSWG Vocational Learning Outcomes.

Synopsis of the Vocational Learning Outcomes for SSWG
Ontario Ministry of Advanced Education and Skills Development (MAESD) (Currently in the process of being revised by MAESD)

Upon successful completion of the Academic Program and all placement requirements, the graduate has reliably demonstrated the ability to

1. Identify needs, strengths and resources of older adults to assist them in setting goals that promote their optimal functioning, well being, and quality of life.

2. Plan, implement and evaluate services and programs in response to identified needs and goals of older adults.

3. Function effectively as a member of a multi-disciplinary and interagency team, in the development and provision of relevant services and programs for older adults.

4. Record information accurately and communicate effectively in oral, written and electronic formats, in adherence to privacy, and freedom of information legislation.

5. Establish and maintain helping relationships which adhere to professional, legal and ethical standards aligned to social service work.

6. Recognize diverse needs and experiences of individuals, groups, families and communities, to promote accessible and responsive programs and services.

7. Develop strategies and plans that lead to promotion of self-care, improved job performance, and enhanced work relationships.

8. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.
Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics

The Ontario College of Social Workers and Social Service Workers regulates two professions, social workers and social service workers. The following sets out the Code of Ethics for members of the College:

1) A social worker or social service worker shall maintain the best interest of the client as the primary professional obligation;

2) A social worker or social service worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them;

3) A social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity;

4) A social worker or social service worker shall have and maintain competence in the provision of a social work or social service work service to the client;

5) A social worker or social service worker shall not exploit the relationship with a client for personal benefit, gain or gratification;

6) A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure;

7) A social worker or social service worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work or social service work relationship with the client;

8) A social worker or social service worker shall not provide social work or social service work services in a manner that discredits the profession of social work or social service work or diminishes the public’s trust in either profession;

9) A social worker or social service worker shall advocate for workplace conditions and policies that are consistent with this Code of Ethics and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers;

10) A social worker or a social service worker shall promote excellence in his or her respective profession;

11) A social worker or social service worker shall advocate change in the best interest of the client, and for the overall benefit of society, the environment and the global community.

Seneca College Student Code of Conduct

The Student Code of Conduct is designed to promote behaviour that reflects our values — behaviour that also reflects the honesty, trust and fairness we expect in the actions of all members of our community.

The Student Code of Conduct establishes Seneca’s standards of student behaviour and outlines the procedures to be followed if the standards are violated.

In addition to the Student Code of Conduct, you also have rights and responsibilities under:

- The laws of Canada, Ontario and local governments
- The Academic Policy
- The Discrimination/Harassment Policy
- The Personal Safety/Security Threats Policy
- The Information Technology Acceptable Use Policy
- The Copyright Policy | Fair Dealing Policy for Copyright-Protected Work
- The Smoking Policy
- The Residence Community Living Standards
- Other Seneca College policies
- Policies, guidelines or regulations that may be administered by an academic school or area within Seneca College

Rights and Responsibilities

The Code balances your rights with your responsibilities. You are accountable for complying with the Code and all other College policies outlined in the Student Code of Conduct. You are also required to familiarize yourself with the Code and all other College policies referred to in the Code.

Your responsibilities include conducting yourself in a manner that respects the civil and criminal law, the safety and well-being of the College community and the College’s students, employees, property and reputation. As a member of our community, you are expected to make responsible decisions about your behaviour, including how you resolve differences you have with members of our community.

As well, you must comply with the directions of College and residence staff, and staff contracted by the College such as our security officers, and Seneca Student Federation staff acting in the performance of their duties. In turn, you have the right to express yourself freely (unless this interferes with the rights of others) and to study and work in an environment free from discrimination and harassment.

http://www.senecacollege.ca/studentconduct/student-code-of-conduct.html
Part of our responsibility as a College is to provide an environment free from discrimination and harassment, to foster the best possible teaching and learning community, to support a great student experience and to enhance Seneca's reputation. We are obliged to act to ensure a safe and respectful environment for all students, employees, guests and visitors.

1. Scope
The Student Code of Conduct applies to:
- Registered full-time and part-time students.
- Applicants to Seneca programs.
- Conduct that takes place on college property or during any field placement, co-op or other work placement, whether in Canada or outside Canada, that is part of a college program or course.
- Conduct that takes place when you are representing Seneca in activities off campus, such as conferences or meetings.
- Activities related to Seneca student committees, clubs, boards, councils and associations.

You have violated the Code if you either violate any provision of the Code or help someone else violate it.

2. Prohibited Conduct
While the Code is based on common sense and mutual respect, there are specific prohibited behaviours that are outlined below and in other College policies including: the Discrimination/Harassment Policy, Personal Safety/Security Threats Policy, Information and Acceptable Use Policy, Copyright Information Policy, Fair Dealing Policy for Copyright-Protected Work, Academic Policy and Smoking Policy.

As well, any conduct that violates the laws and regulations of Canada, Ontario or the municipalities where Seneca has campuses will be considered a violation of this Code. These include acts such as theft, violence, weapon offences, drug offences, trespassing and fraud. It also includes contraventions of the Ontario Human Rights Code.

Any unacceptable behaviour that is contrary to the spirit of this Code may also be considered a violation.

Specific additional behaviours covered by this Code in addition to those referred to above include the following:

2.1 Disruptive Behaviour
You shall not obstruct or disrupt, or attempt to obstruct or disrupt, any College activities. Examples of this behavior are non-compliance with instructions from a College Official; breaking the Information Acceptable Use Policy; failing to produce student identification when requested.
2.2 Disorderly Conduct
You shall not engage in disorderly, lewd or indecent conduct, nor engage in disturbing the peace, as defined by the law, on College-owned or controlled property or at College-sponsored or supervised functions. Examples of this behaviour are public intoxication; theft; fighting.

2.3 Abusive Communication
You shall not in any way abuse other students, college employees or guests of the college. Abusive communication means any unwelcome words or images received or distributed in person or by telephone, letter, electronic mail or any communication medium including social media that intimidate, disparage or cause humiliation, offence or embarrassment to a person. Examples of this behaviour are bullying; hazing; harassment; threats.

2.4 False or Misleading Information
You shall not provide false or misleading information to College officials or on official College records. This includes making malicious or bad faith complaints under this Code. You cannot forge, alter or misuse the College name, the name of any College employee, documents, records or identification. Examples of this behaviour are false complaints; creating/using/distributing false documents; misrepresenting yourself to a College Official.

Please refer to the full list of Seneca’s Student Code of Conduct found here: http://www.senecacollege.ca/studentconduct/student-code-of-conduct.html
The Student Code of Conduct Policy was approved by the Board of Governors on September 26, 2012. The College is committed to principles of respect, inclusion and equality of all persons with disabilities. The Student Code of Conduct Policy replaces the Student Rights and Responsibilities Policy.
ROLES & RESPONSIBILITIES

The student’s role is to ethically and professionally practice integrating the academic content from the classroom with the realities of the placement setting. Students are to use supervision wisely, and maintain and submit the documentation necessary for Seneca College to grant credit for the fieldwork experience in a timely manner.

1. Placement Search Process
Students in the first semester of their program are expected to complete a series of preparatory steps in order to successfully satisfy all the requirements for beginning their placement. These preparatory steps will help establish the students interests and assist the FPC to suggest the best placement opportunities.

Students will require a Vulnerable Sector Screening, (for some organizations, especially those working with our elder populations, a flu shot, a 2-Step TB test and possibly other inoculations as requested by the placement). In order to work with these vulnerable clients, it’s important for students to follow the guidelines set out by organizations who set requirements in place to protect their clients and staff. If you have concerns about any of the above listed requirements please speak with your FPC as soon as possible.

2. Adult Education
The SSWG program is based on an adult education model. With the assistance of Seneca’s program staff, the student is responsible for securing their placement, meeting the placement organizations Health & Safety requirements (ie. Vulnerable Sector Screening etc), developing a learning contract, completing weekly tracking sheets, making use of supervision, meeting the deadlines set out in the critical dates sheet, and taking initiative to ensure that the field placement is a rewarding educational experience aligned with the Ministry Vocational Standards. Due to confidentiality, Seneca staff can only discuss a student’s file content with the student and not other students, family, friends, etc.

3. Open Dialogue
The developmental and complex nature of the field placement means that all parties must be attentive to the possibility of misunderstandings. It is important that the student demonstrates the interpersonal skills necessary to make sure that any misunderstanding is resolved promptly. The student is expected to initiate a dialogue regarding any issue(s) that affects their placement experience. In some instances, the student may not recognize the issue and, in that case, the Field Supervisor or any member of the Field Team is strongly encouraged to initiate the discussion. All parties are to be informed where there is an issue that needs discussion. Students are encouraged to speak with their FL, in navigating conversations with their Field Supervisor.
4. Documentation & Vulnerable Sector Screening

The student is responsible for all field work documentation and to provide their Field Supervisor with these documents and their requirements. It is important for the student to remind the Field Supervisor of Seneca College’s due dates at least two weeks before they are due. The student is expected to keep a copy of all records for themselves.

The student is expected to submit all field documentation, such as time sheets, journals, orientation check lists etc. to the Field Liaison at specified times. As these documents are part of mitigating risks, failure to submit in a timely manner may result in suspension from field placement.

Field placement agencies have the right to request an updated vulnerable sector screening check and keep the original on file prior to the commencement of placement. Any expenses will be the responsibility of the student. See your Field Placement Coordinator (FPC) to pick up a Toronto Police Service VSS or if you have any questions or concerns.

5. Professionalism

The student is expected to act in accordance with the OCSWSSW Code of Ethics and relevant legislation, performance agreements, Seneca College’s code of conduct, and placement specific responsibilities and requirements. It is expected that the student will exhibit the knowledge and skills acquired from SSWG courses at Seneca College. The student is expected to be aware of and practice all of the policies and procedures, related to placement, and to adhere to all relevant legislation relating to work with older adults.

All workplaces have a specific work culture and accompanying staff politics. It is important that the student does not participate in staff politics or disputes. Students are expected to set and maintain professional boundaries and/or seek assistance from their Field Liaison if they have any questions or concerns about setting, asserting and maintaining professional boundaries.

If the student witnesses unprofessional conduct on the part of placement staff, the student is to report it to the Field Supervisor. It is up to the discretion of the Supervisor and the placement to investigate and resolve all such alleged problems. The student has no further role in this, unless it is a criminal offence that has been witnessed, in which case both the Field Liaison and Field Supervisor should be notified immediately and a written dated memo given to both by the student. If a student witnesses unprofessional conduct on the part of their supervisor, the student is to contact their Field Liaison immediately and seek guidance on how to proceed.

The student is expected to consistently be on time, dress appropriately and engage with all members of the placement’s team in a respectful manner.
Students are required to abide by Seneca College’s policy on academic integrity in field placement. Academic integrity means that all Seneca College students will conduct themselves with honesty in all aspects of their academic career. Engaging in any form of academic dishonesty to obtain any type of academic advantage or credit is a violation under this policy and will not be tolerated by the College. For more information visit http://www.senecac.on.ca/academic-policy/acpol-09.html.

6. Initiative and Enthusiasm
Students can bring a high level of enthusiasm and energy to the placement. The student is expected to demonstrate appropriate initiative in the placement. If the student feels that the work that has been assigned is not challenging enough, or too challenging, the student is expected to provide this feedback to the Field Supervisor and inform their Field Liaison.

The student should not wait to be told what to do, rather, take the initiative in suggesting meaningful tasks, or going the ‘extra mile’ to add more quality to the work within the guidelines of the placement setting’s policy and protocols, and with their supervisor’s approval.

It is important that the student is prepared and energized for their work with the placement’s clients. The clients and the placement expect to see that the student is enthusiastic and interested in working with them. If the student is not able to demonstrate this (for example; continuously appears disengaged, disinterested or distracted) it may be an indication that the student is not suited or ready for a placement experience. Should this issue be brought to the attention of the Field Liaison, and improvement not demonstrated within an agreed upon time, the Field Team reserves the right to remove a student from placement until the student is able to consistently demonstrate an appropriate level of initiative, enthusiasm, professionalism, and/or ethical behaviour.

7. Ability to Understand and Focus on the Needs of Others
Field placement is a very important and enriching experience for the student, however, the student’s experience is only one part of the process. The student is completing a placement in a work place environment with real clients. The clients needs are priority. When a student allows their personal life to interfere with their interactions with placement staff and clients, it is considered a very serious matter and may indicate that the student is a liability to the placement and its clients and could result in termination of the student’s placement without academic credit, and/or hours being granted for the semester’s work. Equally, the physical, emotional and mental health of our students is important. Should life challenges prevent a student from maintaining a high degree of empathy and focus for their placement/clients, students are strongly advised to discuss concerns with their Field Liaison. (See section 11. Safety pg. 15).
8. Attendance at Placement
The student is expected to be at placement on all scheduled days. The student is expected to work and accrue the same hours as a full time staff person at the placement, as long as this does not violate the Ontario Labour Code. If the student has religious days or observances that the student is required by their religion to honour, the placement must be informed, with as much notice as possible, of this upcoming absence, so that they can plan accordingly. Students are not expected to make up these days as long as they do not exceed two absences in a semester. See Attendance Policy on pg 21. Some agencies have special days or observances and the student needs to be informed of these if they fall on a field placement day and modify the student’s ability to attend placement that day. The student will need to find alternate days to make up these absences. If a Field Supervisor is away for religious observances on a placement day and the agency remains open, the student is to be advised of the designated staff the student will be working with that day.

9. Confidentiality
All matters that might relate to the possible recognition of specific clients at any placement are to be kept within the code of confidentiality as defined by the placement, Personal Health Information and Privacy Act (PHIPA), Freedom of Information and Protection of Privacy Act (FIPPA), and the OCSWSSW Code of Ethics, Substitute Decision Makers Act, and all legislation related to competency and Power of Attorney. When matters are discussed in the classroom that relate to experiences at various placement settings they are also covered by confidentiality and cannot be discussed outside of the classroom or at the placement. The OCSWSSW code of ethics also includes the protection of confidential material such as memos and files, which must be safeguarded in a protected and limited access area as designated by the placement. The code also prohibits any conversation in an area where a person not covered or involved in the confidentiality of the situation, can overhear the conversation. If the student wishes to use an incident at the placement as an element in an assignment for Seneca College, then the student must give a different name to the persons and placement site involved (the reader must be informed that these are fictitious names) and the incident must be reported in a way that it does not identify the placement or people involved. Pictures posted to social media/networking websites or kept on student devices are strictly prohibited, as well as text messaging or discussing a client/placement site on social media (refer to Social Media Policy on pg 28).

A field placement agency/school can provide the student with a confidentiality agreement based on their Policies and Procedures. Any breach of confidentiality could result in the termination of the student’s placement.

For academic purposes, signing the Freedom of Information Student Waiver, students are consenting to information about their practicum and learning to be shared amongst key partners including the Field Supervisor and Seneca faculty and staff.
10. Supervision
The student is required to work under their Field Supervisor’s direction at all times, but not necessarily under the direct observation of the Supervisor. Occasionally, the supervisory task may be delegated to another qualified staff person as necessary. If there is a change in supervision the student is expected to inform the Field Liaison and Field Placement Coordinator via email of the effective date of change and the new contact information. Weekly feedback and supervision is a requirement of the placement staff/Supervisor most involved with the student’s direct performance.

11. Safety
Many agencies have unique safety considerations. The student should explore these concerns with the Field Placement Coordinator, Field Liaison, prospective Field Supervisor, and any other resources that are available before accepting a particular placement. After a placement has been accepted, it is still the right of the student (and any worker) to refuse work in which they have a realistic risk of being injured. All such issues should be reported to the Field Liaison and Field Supervisor immediately. In mitigating any risk to the student, the job description is an essential document that ensures listed tasks align with SSWG scope of practice and level of student competency.

If a student is requested to perform a task for which they have not been trained (e.g. assisted feeding) or for which they have not reached a level of competence to keep themselves or clients safe (e.g. managing responsive behaviours), the student should inform their Field Supervisor that they require further training in this area and report to their Field Liaison.

Students complete the “Orientation Checklist” with their Field Supervisor during the first week of placement. This checklist covers safety protocols typical of agencies in Ontario and is meant to protect the student and orient them to essential protocols in the event of emergencies.

Seneca is committed to being a safe and positive space where members of the College community feel able to work, learn and express themselves in an environment free from sexual violence. We endeavour to eliminate sexual violence and create a safe space for survivors, in our College community, who have experienced sexual violence. For more information about Seneca’s policy on Sexual Assault and Sexual Violence policy visit: http://www.senecacollege.ca/policies/sexual-assault-and-sexual-violence/policy.html

12. Crisis Intervention and Restraint Policy
Students will not be directly involved in physical restraints during placement. Students are not to participate in any direct manner. During a crisis, students are not to be left alone with client(s). Placement staff must be present at all times during a crisis. Ontario’s crisis intervention strategy mandated for use in LTC facilities is embedded in the SSWG curriculum and all SSWG students must be certified in Gentle Persuasive Approaches (GPA) by graduation. The GPA guidelines are to be followed by all SSWG students.
13. Reimbursement of Expenses
The student is expected to pay their own way to and from the placement, but any expenses incurred on behalf of the placement are to be compensated by the placement, the student is responsible for negotiating this on their own behalf. Students will need to verify reimbursement by their Field Supervisor prior to incurring any expense.

In the case where travel to the client’s home is clearly indicated on the job description, and the student wants to accept this placement, an agreement regarding reimbursement must be negotiated between the student and organization before the start of placement. The student should inquire if such expectations/requirements exist. If this information is made aware to the Field Placement Coordinator, this will be relayed to the student as soon as possible. (See Usage of Student’s Vehicle Policy pg. 27 for more information).

14. Field Work Seminars
Students attend a weekly scheduled Field Work Seminar at Seneca college. These seminars cover a variety of relevant topic areas designed to integrate curriculum and the student’s field placement experiences. The student is responsible for informing classmates on their placement experiences, keeping in mind that confidentiality is a critical component to the seminar process. Field Work Seminar is a required course and is evaluated concurrently with the Field Placement. Failure to meet the requirements of the field component will result in failure (UNSAT) in the seminar course (‘F’). The student’s hours will not carry forward and the student is responsible for any financial costs associated with retaking both courses.

15. International Students
Seneca has welcomed over 5,300 International Students from over 130 countries. International students bring depths of perspectives to challenge normative values and practices in any setting. It is important that International Students are supported in navigating the placement process and is strongly encouraged for International Students to speak with their Field Placement Coordinator as soon as possible. International students are required to complete a visa and must abide by the deadlines and regulations outlined by CIC. Seneca International is the best place to access additional relevant resources: http://www.senecacollege.ca/international/services/

16. AODA Accommodations
Students registered with the Counselling & Accessibility Office are encouraged to talk with their Field Placement Coordinators as soon as possible to ensure accommodations can be made within the placement sites, where feasible.
The Field Placement Coordinator (FPC) is an integral component of the Field Education program. The FPC is the main point of contact between the placement staff and the SSWG students. The placement process is managed by the FPC with the support of the Field Team.

1. Supporting the Placement Search
Through an introductory field seminar course (GWL147), and with the assistance of the FPC, the student is taught how to search for a placement that is appropriate to their personal needs and the SSWG profession, how to develop a resume, how to make contact and interview, and how to structure the field experience through the job description and introductory learning contract.

Outside of the classroom, the Field Placement Coordinator will actively assist the student in finding a field placement that meets program requirements, student learning goals and Ministry vocational standards. It is strongly recommended that the student share any concerns about placement eligibility or any factors that may impact placement performance, such as concerns about abilities, mental health, VSS outcomes etc. as this may require supports from Seneca. The Field Placement Coordinator can refer the student to Accessibility & Counseling services for accommodations and counseling services. Withholding important information from Field Team may result in securing a placement not suited to the needs of the student and may result in a placement termination. While the student is responsible for securing their placement, the Field Placement Coordinator guides and supports the student through the process of finding a placement. This allows the student to develop key professional and employability skills and to ensure that the placement is a fit for both the student’s goals and the placement setting’s needs. Students are responsible for checking their Seneca email accounts for important messages from their FPCs. If after a few attempts to contact a student regarding placement status, the Field Team may decide to place the student’s placement on ‘hold’.

Support during the Placement. Your Field Liaison (FL) is the first line of support during placement and you should direct question to them first. However, the FPC can still be an additional line of support in the event you are unable to reach your FL or have any questions pertaining to professionalism, specific placement questions, etc. In the event of any serious concerns, possible/placement termination, the FPC will be involved as they are a main contact between the Placement, Student and College. Additionally, in the event of any safety concerns or of an incident involving harm or injury, the student and Field Supervisor must notify the FPC within 24 hours. It is expected that both the student and FS will work in a timely manner with the FPC to complete documents (prompt WSIB reporting).
2. Approval of the Placement

When an organization has agreed to offer a field placement experience, the student informs their FPC and submits a completed and signed placement agreement form and WSIB form. The FPC will review the placement information provided to ensure that duties fall within the scope of practice for SSWG.

Certain placements have a timeline and process in place for selecting student placements. Therefore, students need to consult with their FPC prior to beginning their placement search. Students will be instructed with a specific date of when they can begin contacting agencies for their placement, and advised of organizations that tend to delay decisions. No students should be “cold-calling” agencies inquiring about placement opportunities, without the approval of their Field Placement Coordinator.

All placements must be approved by the FPC before a student can begin their placement. When the placement is approved, the FPC will notify the Field Liaison who will provide the Field Supervisor with any further information about the students placement requirements (ie evaluation forms etc).

Once all documentation has been received, the FPC will go through the documents to ensure the placement is appropriate according to program requirements and ministry vocational standards. FPC will notify the student via email of their approval. Once the FPC sends an email confirmation the student is able to begin and hours will commence towards placement requirements. Every effort is made to process documents in a timely manner, so it is not feasible for students to wait until the end of the term to submit documents to FPC’s, as this may delay the students start date, or eliminate students’ placement eligibility for placement that semester.

3. Timelines and Communicating with FPC

The FPC will support the student in their field placement search process; however, it is imperative the student collaborate with the FPC. It is the expectation that the student has confirmed their placement by specific deadline; see below for the confirmed date chart. In the event you have not confirmed by the dates set by the chart, you must communicate this to the FPC and meet for a mandatory meeting. The FPC reserves the right to suspend a student’s eligibility for placement in the event of the following: (1) The student does not meet for their mandatory meeting with the FPC; (2) The student does not communicate with the FPC in securing their placement in an appropriate or timely manner; (3) The student does not have a confirmed placement two weeks prior to the placement start date; (4) Placement Documentation is not received in a timely manner.

<table>
<thead>
<tr>
<th>Placement Term</th>
<th>Confirmation Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Last day of prior Winter term</td>
</tr>
<tr>
<td>Winter</td>
<td>Last day of prior Fall term</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>Last day of prior Winter term</td>
</tr>
</tbody>
</table>

Note: The program recognizes that organizations make the decision on when students may apply for placement and students will be informed of these deadlines, and confirmations of placement will occur accordingly.
The Field Supervisor’s role is to represent the interests and needs of the placement setting. The Field Supervisor will guide and support the student’s learning process in the placement through the use of a negotiated and approved learning contract, weekly supervision, participate in site visits, and complete tracking sheets and evaluations. FS’s communicate any issues with the Field Liaison, and make evaluation recommendations to the student and Seneca College.

1. Initial Process
The Field Supervisor (FS) must evaluate the relevance of their placement setting and population served to the student’s program, and the appropriateness of the student applicant to the work of the placement. It is expected that the FS will have developed an initial job description prior to the student’s arrival, and negotiate any expenses/out of job description occurrences, such as use of student’s car for non-client placement business etc. Ultimately the Field Supervisor will determine if they have the resources necessary to ensure a meaningful placement.

2. The Start of the Placement
The FS should plan in advance of the student’s arrival. The following are considered necessary components of this advance planning:

- A specific staff member is designated as the Field Supervisor to the student, with preference to an on site supervisor.
- Another qualified staff member is designated as the secondary supervisor, in the absence of the main supervisor.
- All relevant staff and clients are informed of the arrival of the student, who the student reports to, working relationships with other staff and students, and informed of what the student’s role entails.
- An appropriate orientation, including completion of Seneca College’s ‘Orientation Checklist’, review of documents required and critical dates list are completed with the student during the first days of the placement.
- The student is made aware of their workspace.
- Policies have been developed that cover common questions such as expenses incurred for placement work, insurance, safety protocols, discrimination and harassment, lunch hour etc.
- Meeting times are scheduled for the student and Supervisor to meet to review the student’s progress on a regular basis.
- The Supervisor has reviewed the Field Placement Manual and is aware of who to contact in the event of issues/questions.
3. During the Placement
The FS will help the student develop substantive learning objectives based on the placement’s needs, the student’s job description, and the student’s professional goals. This formulates the Learning Contract, which is a critical component, and a valuable tool with which to measure the student’s success.

The FS will have to review and sign time sheets, midterm and final evaluations and other relevant documentation provided by Seneca College. This documentation will be provided by the student and/or Seneca staff.

The FS will contact the Field Liaison should any situation arise that affects placement, (eg. quarantine or student issue).

FS will participate in at least one site visit with the student and the FL. They shall also complete a mid-term and final evaluation. These evaluations are progressive, indicating the development of the student as a professional.

The Field Supervisor must ensure that formal supervision for purposes of giving feedback, debriefing, and processing occurrences/client interactions happens in a timely manner and is provided on a regular basis to the student. If there are any questions, ambiguities, or issues, the FS should contact the Field Liaison for clarification.

Once placement hours are complete, students either receive a grade of ‘satisfactory (SAT) or unsatisfactory’ (UNSAT). The Field Supervisor is asked to make recommendations regarding this grade at the completion of the semester to the Field Liaison through the final evaluation. The Field Liaison will take this recommendation into consideration when assigning the final grade.

The education of the student is developmental and as such the learning contract should be revised during the semester. As the learning contract is changed substantially, all parties must be informed and approve of the changes.

In the event of injury to the student at a placement site, where the student requires first aid and/or medical attention, and/or misses placement hours as a result of the incident, the Field Supervisor is expected to complete the necessary steps outlined in the WSIB 3 step form, and all other necessary requirements outlined by the WSIB reporting process.

4. Professional Example
It is expected that the placement and its staff demonstrate a high standard of professionalism, ethical practice, teamwork, and expertise in their various roles so that the student is offered positive role models. Should there be any questions or concerns, please contact the student’s Field Placement Coordinator.
**Field Liaison (FL)**

The Field Liaison’s (FL) role is to represent Seneca College and support the field placement so that all partners (i.e. student, placement, Seneca College) reach their respective goals.

1. **Supporting and Monitoring the Placement**
   The Field Liaison (FL) supports both the student and the placement. The student receives valuable experience and the placement receives valuable assistance. To do this the Field Liaison will:
   - Serve as a resource for both the student and the placement;
   - Assist the student and the placement in developing appropriate learning outcomes;
   - Visit the student and the placement supervisor during the field placement, at least once per term, and document the meeting;
   - Ensure that the student is working towards their learning goals as set out in the student’s learning contract;
   - Mediate any issues that might arise during the field placement;
   - Explain Seneca College’s requirements to the placement and student;
   - Grant the final ‘grade’ for the semester’s work in the placement with recommendations from the Field Supervisor and completes the necessary steps in grading procedures.
   - Keep copious files on each student that contains the documentation that supports the placement and learning outcomes;
   - Represent Seneca College in matters relevant to the field placement.

2. **Field Visit**
   The field visit provides an opportunity for the Student, Field Liaison and Field Supervisor to collaboratively discuss and review the student’s professional field practice. The student’s learning goals are discussed to ensure placement opportunities are meeting the student’s learning needs, as well as, the requirements of both the field placement setting and Seneca College.

   The Field Liaison will schedule a visit with the Field Supervisor on a day and time that the Student is expected to be in placement, as close to the mid-term point of the semester as possible. The Student, Field Liaison, and Field Supervisor actively participate in the meeting. The Field Liaison documents the outcome and points made in the meeting and stores notes in students file.
Seminar Faculty (SF)
The Seminar Faculty (SF) works with student's in a weekly seminar class to integrate theory with practical experience gained in field placement through a variety of methods including class discussion, facilitated learning activities and assignments, and debrief the theoretical components of any placement related concerns.

1. Supporting in class learning
The Seminar Faculty (SF) supports the student by helping the student integrate SSWG concepts, values, OCSWSSW Code of Ethics into the placement context. Through a variety of classroom exercises/experiences, the SF encourages the student to critically reflect on their experiences at placement and in a confidential manner, share these experiences in the seminar session for the benefit of all classmates to learn. The SF also presents relevant curriculum that deepens the ability of students to successfully interact and address the needs of their clients and the organizations which may be briefly discussed in other courses. As a member of the Field Team, the SF may be called upon in deciding matters pertaining to placement decisions.

Note: In some programs the Seminar Faculty may also be in the role of Field Liaison.
FIELD PLACEMENT POLICIES AND GUIDELINES

The following section lists Policies and Guidelines that govern field education in Community Services programs.

Attendance, Absences and Punctuality
Students are expected to attend placement on all the scheduled days as per the critical dates list, and to work the same hours as the placement settings staff, which includes lunch hour practices. If there are any changes to the hours and/or days of placement, these changes cannot conflict with courses, and permission must be granted by the Field Liaison.

Once the student’s schedule is confirmed, students are expected to work within the agreed-upon hours and be consistently punctual to placement.

Observances required by the student’s (or placement setting) religion are exempt from this requirement. Students are not expected to make up these days as long as they do not exceed two absences in a semester. Beyond this, the student will need to find alternate days to make up these missed days. The student must notify and get approval from their Field Liaison of the make-up days.

Students are not expected to attend placement on statutory holidays or during Seneca College reading weeks. There is a provision for two (2) ‘sick days’ during the semester, should they be required. Any other days missed from placement must be made up. The failure to meet the attendance requirements will result in failure of the placement and an automatic failure in the co-requisite seminar course. In the event Seneca classes are cancelled (ie. inclement weather), students are not required to attend placement. However, students will need to make up these days. If the placement is open then the student is expected to attend (if students can safely get there), or make up the hours at another time, if it is not safe to get to the placement. If the placement is closed and the student can not attend then it is not expected for these hours to be made up.

Students are expected to notify their Field Supervisor as far in advance as possible if they are unable to attend placement. Their Field Liaison is also to be informed. All missed placement days must be negotiated and made up at the convenience of the placement setting. The missed days cannot be made up at another placement setting or in a different term. Hours from one term (course) cannot be transferred to another term (course).

In the event of an outbreak or quarantine, the student should email the FL including the notice by the FS. A plan to assist the student will be determined.
Unsafe Student Performance
If a student’s action (or inaction) jeopardizes the safety of anyone within the placement setting, or the proper functioning of the placement setting, or requires excessive staff monitoring to ensure client safety, the student’s performance will be considered ‘unsafe’ and must be documented thoroughly. The student will immediately be suspended from the placement, and the placement setting will inform the Field Liaison by telephone and email. The student, Field Supervisor, and Field Liaison shall submit written documentation as soon as possible to the FPC. The Field Liaison and/or the FPC will assess the situation. It may be in the best interest of those involved for the Field Liaison to meet with those concerned separately. Depending on the nature of the allegation, a Seneca College committee may be struck to seek a resolution. It is important for all concerned that the situation is responded to immediately, respectfully, and documented by all parties involved within 1 business day of the incident. The decision of the College committee, in this regard, will be delivered to those involved by the Community Services Manager at Seneca College.

When a Problem Arises (Problem Resolution Guideline)
All problems should be dealt with immediately in a respectful, open, sensitive, and professional manner. If an issue arises in the placement that the Field Supervisor and student cannot resolve, the Field Liaison is to be notified and will set up a meeting with all the relevant people in an attempt to find a resolution.

Issues Documentation
It is expected that all parties involved in an issue, document the moderate to serious concern in a timely fashion. Timely documentation will greatly assist in decision-making and should follow OCSWSSW ethical standards of practice on documentation, keeping in mind that such documents may be required in legal or human rights procedures.

Pre-Termination Procedures
The following steps should be taken if the agency’s conflict resolution and problem-solving attempts are not successful. The FPC can be called upon for support at anytime and should be kept informed regarding serious issues.

- Review of prior documentation such as mid term evaluations, site visit notes, emails, job description, to clarify any potential confusion.
- Prior verbal notice has been raised with the student and the student understands the gravity of the concern(s).
- Field supervisor alerts the Field Liaison that an issue or concern exists that could lead to termination if not corrected or redirected.
- FL reviews the issue and implications with the student (i.e. termination of placement and F/UNSAT in the placement courses).
- Written notice provided to the student and the FL (email is acceptable) to acknowledge that if the behaviour or concern continues termination will be immediate.
- FL (and FPC) works with the student to support the student’s change in current performance or behaviour. Written documentation of the plan is sent to all parties involved and stored in students file.

Note: If these agreements are not adhered to, termination by the placement setting/Field Supervisor will follow and all parties will be acknowledged in writing of the termination.
Termination of Placement

If after following the above steps, the placement agency decides to terminate a student’s placement, the following process is to be followed by all parties involved (student, FPC, Field Supervisor/agency, and Field Liaison):

- Written notice with clearly expressed reasons for the termination, is emailed to the student and the FL with the attached documents containing notes and dates of prior notice(s) given.
- Every effort is made to share feedback with the student to enhance their learning in this experience. FL and/or FPC to schedule meeting with student to go over the termination reasons (this may require a meeting with the agency).
- Student to reflect on the experience and may be required by the Field Office to write a reflection paper.
- The FL and/or Field Team will determine the outcome of the termination which may include but not limited to;
  - whether the student will be referred to the Conduct Office,
  - whether the student will be required to repeat the placement courses,
- The Field Team will determine the next available time for the student to start placement again and will notify the student of this decision through their Seneca email.
- The Field Team may determine that the student is required to complete preparatory experiences to ensure that the student is fit to begin a placement with another agency partner.
- A “Success Plan” will be created in collaboration with the student and Field Team regarding performance expectations prior to, and/or, during the next field placement.

In the event of a high-risk issue where the student places themself, client or placement agency in imminent risk of physical or emotional harm, the student will be suspended from placement. All parties will be alerted to this in writing. An inquiry will take place immediately following the suspension and the decision outlining the resolution will also be conveyed to all relevant parties in writing.

- Where the placement setting and/or college require an inquiry, into the events noted above, all parties will document dates, times, places, occurrence and the event(s) that determined the immediate suspension. The Field Liaison will meet with the student and placement setting as soon as possible to discuss the event.
- Decision will be made by the placement setting and the Field Team regarding the outcome of the investigation to either re-instate the student into placement or immediate termination.
- If a student is terminated, none of the completed days (hours) from the placement will count towards the completion of the days (hours) requirements for the course.

Note: Students are not permitted to communicate in any form with the placement setting while an Inquiry is in progress.
In the event that the student experiences imminent harm, emotionally or physically, at placement and may potentially impact the student’s ability to attend the next scheduled shift, the student must notify Field Liaison and FPC within 24 hours of the occurrence. The following process must be followed by all parties involved:

- Where a student experiences imminent emotional/physical harm, or risk, or harassment in placement, when necessary, the student will remove themselves from the site immediately and report this event in writing to the Field Liaison and FPC.
- The FL will begin an inquiry, which may require a visit to the placement and discussion with the Field Supervisor, clearly naming the issue(s).
- **Termination with cause:** If the result of the inquiry does not produce adequate reason for the student removing themselves, the student will accept the UNSAT grade in the 57 course. Students will not be provided with another opportunity to commence another placement in the same term.
- **Termination without cause:** If the result of the inquiry produces adequate reason(s) for the student removing themselves, the student will be assisted in finding another placement immediately. The Field Placement Coordinator and FL will determine transfer of hours, case by case. (Without any fault directed at the student).

Note: Where harassment is cited, please follow the Seneca College Student Code and Placement policy regarding reporting and complaints about harassment.

**Discrimination and Harassment**

All people in Canada have the right to work and study in an environment that is free from discrimination and/or harassment. The Canadian Charter of Rights and Freedoms, as well as the Ontario Human Rights Code, also pertain to the field placement. The student is obligated to report any discriminatory act to their Field Supervisor and Field Liaison in order to determine if a Charter or Code right was violated. If a Charter or Code right was violated, appropriate action must be taken and documented. The Field Supervisor shall inform the Field Liaison who will report to the Field Team including the Community Services Manager.

It is the Policy of Seneca College that all employees and students have a right to work and study in an environment that asserts the personal worth and dignity of each individual. In order to achieve this objective, Seneca College will not tolerate any form of discrimination and/or harassment in its employment, educational, accommodation or business dealings. Every member of the College community has the right to file a complaint of discrimination/harassment. For more information about Seneca’s policy on discrimination and harassment.
**Duty to Report**
Should a student suspect any abuse or neglect of clients on the part of the placement staff, the student is to connect with their Field Liaison immediately for guidance. It may not be sufficient to only inform placement staff.

**Employment Offer**
If a student is offered employment at their placement setting during placement, a request for alternative strategies for the completion of studies can be made. In order to avoid conflict of interest, the request will be considered by the student’s Field Liaison, in conjunction with Academic Coordinator and FPC, and decided on its individual merits and impact on the program. The student may be expected to complete documentation as part of an application for a work-placement, it is important to note that not all applicants are successful. Approved work-placements must be aware of exclusion from Seneca WSIB/Insurance. If employment at a student’s placement site is approved, please note that any hours that are employed cannot count as placement hours. Any placement hours must be unpaid.

**Usage of Students Vehicle**
Seneca College does not support students’ use of their own vehicles for placement related activities. Students are not to transport clients in their own vehicles. If the student does use their own vehicle for non-client placement business, it is the expectation that the student and Field Supervisor will negotiate any required travel arrangements and related expenses. This includes transport of co-worker(s), supervisors are to inform students of this possibility. These conversations are encouraged prior to the start of placement. Furthermore, students may be required to possess a valid driver’s license and students are expected to explore additional insurance requirements and expectations from their placement.

**Medication Distribution**
It is the policy of Seneca’s School of Community Services that students do not organize, distribute or handle medication under any circumstance.

**Insurance & WSIB**
All SSWG students in approved placements are covered by the Worker’s Safety Insurance Board (WSIB) through Seneca’s account with the Ministry of Advanced Education and Skills Development. It is expected that if the student is injured at the placement, that an incident report will be made and a copy given to the student, Field Liaison, FPC, and Community Services Manager within 24 hours of the incident. If the Seneca student requires medical attention and/or loses time at placement, it is essential to follow the steps outlined in the 3 step WSIB document signed at the beginning of placement. Please see the Appendices for this document. For more information about WSIB please visit: http://www.tcu.gov.on.ca/pepg/publications/questions.html

If the Field Supervisor wants more detailed information, or wishes to make a claim, they are asked to contact the FPC, and/or Community Services Manager.
**Immunization**
Field Placements have the right to request a clear medical record prior to the commencement of placement. It is the student’s responsibility to make sure they receive the necessary documentation. Any costs incurred as a result will be at the expense of the student.

**Staff Presence**
Staff from the placement setting must be on-site and readily available to a student while the student is at placement. If the supervisor will be absent for a student’s shift, the supervisor should inform the student of the designate.

**Interpretation and Translation**
Students are not permitted to provide formal translation or interpretation services for clients. Where there is a majority assignment of students responsibilities to informal translation/interpretation this must be cleared with FPC prior to placement commencing.

**Hour Requirement of Placement**

**Hours in the 2-year SSWG program:**
- First year placement: January to April (220 hours);
- Second year placement: September to April (Min. 440 total hours);

**Hours in the SSGA Accelerated program:**
- 1 placement 440 hours, September – April (220 in each term)
- In exceptional circumstances, the field team has the discretion to consider acceptance of fewer hours.

- There are scheduled block weeks which generally entail a full work week (roughly 40 hours) for each semester;
- While students have two days per week available in their academic schedule, they can negotiate with their Field Supervisor and Field Liaison to work alternative or additional times and days that align with their personal and course schedule, as well as placement needs.
- Students must ensure that they do not complete hours prior to the end of the academic term.
- Students are expected to work the same / similar hours as the placement employee; This is up to the discretion of the supervisor in negotiation with the student prior to placement start. Once the schedule has been established, it is expected that the student attend placement as agreed, unless the supervisor has requested the change (with notice) or negotiated a change with the student. In the SSWG Program, many placement sites are open 24 hours per day. Students may be asked to work a ‘later shift’ eg. 12-8 instead of 8-4 in order to assist with a special event or activity, which may further enhance their learning experience.
- Please see relevant semester critical dates list.
Social Media Policy
Student’s usage of social media (which includes but not limited to: Internet based communication technologies, digital technologies, and sharing platforms) must abide by the placement site standards, where none present, the student must clarify usage prior to engaging. The student is not to identify the agency, clients or staff members on personal social media accounts. This includes text, audio, pictures, video formats, blogs etc. Students cannot post anything that may breach confidentiality of clients and/or agency staff. Failure to comply/to breach this policy the Field Team may decide that the student may be withdrawn from their placement, and/of Student Conduct office may be notified.

Guidelines for taking and use of Photographs, Video and Audio Recordings

Photographs, video and audio recordings are “records” as defined in Freedom of Information and Protection of Privacy Act (FIPPA). The information contained in them is considered “personal information” when they contain recorded information about an identifiable individual. Note that information recorded about people in their business, professional or official capacity is not considered personal information.

If photographs or audio or video recordings are going to be used, stored (even for educational purposes, eg. for an assignment) in an image bank and/or used for another purpose in the future, it is important to obtain written consent. It is essential that the consent form contain a waiver of indemnity and release (i.e. that Seneca is not responsible for the misuse or alteration of any such photographs/recordings by third parties; that Seneca and any of its officers, directors, agents, employees or servants are released from any and all actions, claims, loss or causes of actions arising from the use or misuse of such images; etc.). Depending on the uses (e.g. where there may be financial gain for Seneca) contemplated for the photographs/recordings there is additional language concerning indemnity and release that would need to be included – please contact the Freedom of Information & Privacy Protection Officer for assistance in preparing the waiver.

Photographs or video or audio recordings must not be used or disclosed for purposes that were not identified in the original collection notice unless the individuals in the photographs or video or audio recordings have consented to the new use or disclosure.

Caution must be exercised when posting information on websites. Information that may be relatively innocuous when hanging on the wall in a school corridor – such as a student’s or staff name or photograph – may have serious privacy issues when posted on a website. This information, which can be downloaded and combined with other information, may result in a potentially significant invasion of privacy – and potentially lead to significant concerns about personal safety and security.
Appendices

A. Interview Tip Sheet
Field Placement Interview Tip Sheet

Before the interview

- Research the agency
  - Look at the agency’s website
  - Search the news for recent happenings involving the agency
- Plan to wear professional attire
  - Dress like you’re going to a job interview
- Create a respectful voicemail message on your primary phone
- Use your Seneca email address when communicating with agencies. Make sure this is the email address on your resume
- Practice your interviewing skills and prepare questions
  - Introduce yourself in a professional manner
  - Establish rapport with the interviewer
  - Prepare the main points you want to communicate about your skills, experience, and interests
  - Practice out loud with a friend or in front of a mirror
- Re-visit why you are interested in a Social Service Worker diploma and what makes you “ready” to enter the profession
- Bring a copy of your resume and have references on hand
- Review the OCSWSSW Code of Ethics. The ethical standards highlight some of the important values of our profession such as the dignity and worth of a client and the importance of human relationships. You will want to reflect these values in your interviews.

During the interview

- Be yourself and be honest. Sometimes, in trying to “stand out”, students may push too hard and risk giving an impression that they are aggressive, think they “know it all”, or do not appear open to learning more. You will want to balance readiness to enter the field with a willingness to be a student and learn from everyone who is in the agency
- Use concrete examples to highlight your skills and experiences
- Be respectful and courteous with each person you come in contact with at the agency. Social Service agencies have specific roles and needs for all of their staff and volunteers and they value their contributions to the overall mission. If you are not polite or respectful of someone in the agency (regardless of their direct involvement in your field placement), it will have an impact on whether or not you are accepted at that site
- Do not ask about the agency mission and general services. It is expected that you have done your research prior to going to the agency. Instead, ask more specific questions about programs and services that demonstrate that you have done some research
- It is okay to be nervous during the interview and it is okay to not know some answers to their questions. Sometimes it is easier to just let them know that you are nervous… it helps break the ice for you and for them. They remember being in your shoes; don’t worry if you start to stumble over yourself.
Pay attention to any “fidgety” characteristics you may have and try to minimize them

Sample Questions to Ask

- What field programs/services/projects are available to students to become involved with?
- What types of experiences will students be exposed to?
- What skills, experiences and/or personal characteristics does your agency look for in a student?
- What type of orientation/training is provided?
- Do you require me to have a police check completed? Any health tests?
- Are there regular opportunities for student supervision, feedback, and support?
- What are the hours of operation and what are the expectations regarding the student’s schedule?
- What would my schedule look like? Will are the expectations regarding my hours and schedule?
- Would I be working from one location or multiple locations? If yes, what are the other locations?
- What is the percentage of previous students had been offered positions by your agency?
- What is a typical day look like?
- What do you find most rewarding about working in this agency?
- What will the next steps be in the process?

Sample Questions an Agency Might Ask

- Tell me about yourself
- Tell us about what do you know about us?
- Why are you interested in this placement position?
- What previous experiences do you have that make you a competitive candidate for this field placement?
  - Agencies understand that many students have not yet worked in the field. If you do not have previous experience, then speak to your knowledge, skills, and abilities that are relevant to the agency. Remember, volunteer work is considered experience
- What qualities are you looking for in your field placement supervisor?
- Please tell us more about your placement requirements (days, times, hours, evaluation, forms, etc.)
- What are your strengths? What are your areas for improvement?
- Taking classes and completing your placement hours can be difficult, describe your support system and how you would mobilize it should you find yourself struggling during the school year? What do you do for self-care?
- Prepare yourself for future orientated questions such as:
  - What are your long-term career goals?
  - Where do you see yourself five years from now?
Behavioural Type Questions an Agency Might Ask

- Could you describe a difficult problem you’ve experienced and how you dealt with it?
- Describe a project for which you faced multiple deadlines, and how you handled it.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give me an example of a time when you motivated others.
- Tell me about a time when you delegated a project effectively.
- Describe the most significant or creative presentation that you have had to complete.
- Give an example of how you applied knowledge from previous coursework to a project in another class.
- Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
- Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle working with that person?
- Tell me about a difficult situation when it was desirable for you to keep a positive attitude. What did you do?
- Give me an example of a time you had to make an important decision. How did you make the decision? How does it affect you today?
- Describe a time when you put your needs aside to help a co-worker or classmate understand a task. How did you assist him or her? What was the result?
- Describe a situation in which you found that your results were not up to your professor’s or supervisor’s expectations. What happened? What action did you take?
- **Tell us about a time that you took initiative to learn a new technique, concept or knowledge in order to improve your work performance?**
- **Tell us about a time when only limited resources were available to you. What did you do to maximize the resources give to you?**
- Please tell us about a time when you have had a conflict with a co-worker/student. What was the situation and how did you handle it?
- Please describe for us a successful and effective team that you have been a part of. What role did you play in ensuring its success and effectiveness?
- **Tell us about an important school work related goal you set for yourself. Were you successful?**
- What have you done to further your knowledge/understanding about diversity or anti-oppression? How have you demonstrated your learning?
- Please tell us about your strategies working under pressure and how do you handle pressure?

Adapted from University of Michigan School of Social Work Website (2009).