SSWIR STUDENT FIELD GUIDE

SCHOOL OF COMMUNITY SERVICES:
Social Service Worker
Immigrants & Refugees Program

Edition: January 2019
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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.*
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The Social Service Worker Immigrants & Refugees Program

Program Description
The Social Service Worker (SSW) program at Seneca College began in the 1960's with the inception of the college system in Ontario. The Social Service Worker-Gerontology program was developed in 1987 and was the first of its kind in Ontario. Both programs were housed at the former Sheppard campus, in Toronto, for many years before moving to their current home at Seneca's King campus, in King City, Ontario. The Social Service Worker-Immigrants and Refugees program was launched at King Campus in 2007. Our Social Service Worker program is now offered at three campuses; King campus, Seneca @York University and Seneca Yorkgate.

Length of Program
The programs offer three methods for obtaining the Social Service Worker diploma. Students who have not attended college or university before take the full four semesters of courses over a period of two years. These students start their academic year in September. Students who have already attended a college or university and have a related diploma or degree, can apply to the accelerated program, which starts in May of each year and finishes in April of the following year. Some students prefer to spread their education over a longer period and may take more than four semesters to complete the subject requirements for graduation.

In all cases, upon graduation the Seneca graduate is eligible to apply for membership with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).
Curriculum

The curriculum of the SSWIR programs is comprised of three streams. The first stream is composed of social service worker subjects. We call these the 'professional' subjects. The second stream is composed of the field placements. Field placements occur in the second, third, and fourth semesters of the programs and are two days a week, plus ‘block weeks’ (where students attend the field placement for the entire working week). The third stream of subjects is ‘liberal education’ subjects that are intended to broaden the student’s education past the confines of their chosen profession. Subject descriptions are available in the Seneca College Calendar and on the Seneca College website.

Social Service Worker - Immigrants and Refugees (SSWIR) Program Curriculum

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Communicating Across Contexts</td>
</tr>
<tr>
<td>SSW 101</td>
<td>Interpersonal Communications</td>
</tr>
<tr>
<td>SSW 102</td>
<td>Diversity: Awareness and Practice</td>
</tr>
<tr>
<td>WIR 100</td>
<td>Introduction to Immigrant and Refugee Policies</td>
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<tr>
<td>WIR 147</td>
<td>Field Seminar: Laws, Principles and Ethics</td>
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Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SSW 201</td>
<td>Group Dynamics for Social Service Professionals</td>
</tr>
<tr>
<td>SSW 212</td>
<td>The Helping Interview and Principles of Practice</td>
</tr>
<tr>
<td>WIR 208</td>
<td>Introduction to Settlement Sector</td>
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<tr>
<td>WIR 227</td>
<td>Immigrant Families and Systemic Violence</td>
</tr>
<tr>
<td>WIR 247</td>
<td>Integrative Field Work Seminar</td>
</tr>
<tr>
<td>WIR 257</td>
<td>Field Placement</td>
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<tr>
<td>XXX</td>
<td>General Education Option</td>
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</tbody>
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Semester 3

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SSW 311</td>
<td>Case Co-ordination and Advocacy Strategies</td>
</tr>
<tr>
<td>SSW 312</td>
<td>Supportive Counselling</td>
</tr>
<tr>
<td>WIR 347</td>
<td>Integrative Field Work Seminar</td>
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<tr>
<td>WIR 357</td>
<td>Field Placement</td>
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<tr>
<td>WIR 377</td>
<td>Non-Profit Funding and Grant Writing</td>
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<tr>
<td>XXX</td>
<td>General Education Option</td>
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</table>

Semester 4

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SSW 402</td>
<td>Community Practice</td>
</tr>
<tr>
<td>WIR 407</td>
<td>Mental Health and Addiction</td>
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<tr>
<td>WIR 408</td>
<td>Migration and Trauma</td>
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<tr>
<td>WIR 447</td>
<td>Integrative Field Work Seminar</td>
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<tr>
<td>WIR 457</td>
<td>Field Placement</td>
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<tr>
<td>XXX</td>
<td>General Education Option</td>
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Learning Outcomes of Field Placement
First year placement is the first opportunity of day-to-day exposure to the social service field. As a minimum, 200-hour orientation to the field, the student is exposed to roles, levels of intervention, and domains of the social service worker - Immigrants & Refugees. The student is challenged in the examination of personal and professional values, loyalties and obligations in concert with the values, obligations and ethics of the social service worker Immigrant & Refugees profession.

In the second-year placement, the student will attend a minimum of 400 hours at a different placement than their first year, building upon the skills and experiences they received in the first-year placement. Students are expected to complete two different placements from first to second year.

Social Service Worker - Immigrant and Refugees - Accelerated (SSIA) Program Curriculum

**Semester 1 (May - August)**
- SSW 102  Diversity: Awareness and Practice
- SSW 212  The Helping Interview and Principles of Practice
- WIR 100  Introduction to Immigrant & Refugee Policies
- WIR 147  Field Seminar: Laws, Principles and Ethics
- WIR 208  Introduction to Settlement Sector

**Semester 2**
- SSW 311  Case Co-ordination and Advocacy Strategies
- SSW 312  Supportive Counselling
- WIR 347  Integrative Field Work Seminar
- WIR 357  Field Work Placement
- WIR 377  Non-Profit Funding and Grant Writing

**Semester 3**
- SSW 201  Group Dynamics for Social Service Professionals
- WIR 227  Immigrant Families and Systemic Violence
- WIR 407  Mental Health and Addiction
- WIR 408  Migration and Trauma
- WIR 447  Integrative Field Work Seminar
- WIR 457  Field Placement

Purpose of Field Placement
The purpose of field placement is to enable the student to integrate the academic curriculum of the Social Service Worker - Immigrant and Refugees profession with the day-to-day work within the field. The student’s field placement is a partnership between the student, the field placement host and Seneca College. 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.
<table>
<thead>
<tr>
<th></th>
<th>Synopsis of the Vocational Learning Outcomes</th>
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<tbody>
<tr>
<td>1.</td>
<td>Upon successful completion of the Academic Program and all placement requirements, the student will be able to:</td>
</tr>
<tr>
<td>2.</td>
<td>1. develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.</td>
</tr>
<tr>
<td>3.</td>
<td>2. record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.</td>
</tr>
<tr>
<td>4.</td>
<td>3. integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.</td>
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<tr>
<td>5.</td>
<td>4. plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.</td>
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<tr>
<td>6.</td>
<td>5. examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.</td>
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<tr>
<td>7.</td>
<td>6. develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.</td>
</tr>
<tr>
<td>8.</td>
<td>7. work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.</td>
</tr>
<tr>
<td>9.</td>
<td>8. develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.</td>
</tr>
<tr>
<td>10.</td>
<td>9. work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.</td>
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<tr>
<td></td>
<td>10. develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.</td>
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</tbody>
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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

Seneca’s Student Code of Conduct can be found at this link:
http://www.senecacollege.ca/about/policies/student-code-of-conduct.html

Students are responsible for reading the Student Code of Conduct and complying with the policies, rights and responsibilities. The Student Code of Conduct applies to all academic courses, including field placement.

An excerpt from the Student Code of Conduct:

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

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 Field Placement Coordinator (FPC) to suggest the best placement opportunities.

Students will require a Vulnerable Sector Screening, (for some organizations, especially those working with elder populations, a flu shot, a 2-Step TB test and possibly other inoculations may be 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 SSWIR 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 Field Liaison (FL), regarding navigating conversations with their Field Supervisor.
4. Documentation & Vulnerable Sector Screening

The student is the one 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 (VSS) 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. A waiver will be given to the student to sign in the event of an ‘unclear’ vulnerable sector check.

5. Professionalism

The student is expected to act in accordance with the Ontario College of Social Worker Social Service Worker (OCSWSSW), 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 SSWIR 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 clients.

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 their 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.

Note: Students are only permitted to use their cellular phones during scheduled breaks while at placement where the Field Supervisor permits. Please see Social Media Policy on pg. 25.
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.senecacollege.ca/about/policies/academic-integrity-policy.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, 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 workplace 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 ‘Safety’ pg. 12).
8. 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 and the OCSWSSW Code of Ethics. 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 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 networking websites or kept on student devices are strictly prohibited** (see social Media Policy Pg. 25).

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 **Authorization to Collect and Release Personal Information** form, students are consenting to information about their placement and learning to be shared amongst key partners including the Field Supervisor, Seneca faculty, and staff.

9. Attendance at Placement
The student is expected to be at placement on all scheduled days. The student is expected to work and accumulate the same hours, per placement day, as a full time staff person at the placement (within the parameters of the Ontario Labour Code). If the student has religious observance days, 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 20.** Some agencies have special days or observances and the student needs to be informed of these days 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 any reason on a placement day and the agency remains open, the student is to request the name and contact of the designated staff the student will be working with that day.

In the event that a student will be late, or absent from placement, the student is required to notify their Field Supervisor promptly (before the shift starts or as soon as possible) and in a professional manner (via email and phone, as well as, the student’s Field Liaison).
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 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.

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 organizations 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/about/policies/sexual-assault-and-sexual-violence-policy.html For precaution, it is advised that students do not request or accept pick ups/drops offs to their home or place of residence.

12. Crisis Intervention and Restraint Policy
Students will not be directly involved in physical restraints during placement. During a crisis, students are not to be left alone with client(s). Placement staff must be present at all times during a crisis. Students may have the opportunity to earn a certificate in Non-Violent Crisis Intervention training prior to the placement in order to gain additional skills and knowledge regarding crisis intervention.
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 prior to expense(s) with their Field Supervisor.

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 (of travel) must be negotiated between the student and organization before the start of placement. The student should inquire if such expectations/requirements exist. See Usage of Student’s Vehicle Policy pg. 24 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 keeping classmates informed with regard to 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 for International Students to speak with their Field Placement Coordinator as soon as possible for support in navigating the search process. International students are required to complete a visa and must abide by the deadlines and regulations outlined by Immigration, Refugees and Citizenship Canada (IRCC). Seneca International is the best place to access additional relevant resources: http://www.senecacollege.ca/international.html

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 SSWIR 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 (WIR147), 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 SSWIR 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 clearances etc. as these concerns may require supports from Seneca. The Field Placement Coordinator can refer the student to Counselling & Accessibility services for accommodations and counselling 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. The Field Liaison (FL) is the first line of support during placement and students should direct question to them first. However, the FPC can still be an additional line of support in the event students are unable to reach their 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 (FS) 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.
2. Approval of the Placement
When an organization has agreed to offer a field placement experience, the student informs their Field Placement Coordinator and submits a completed and signed CS 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 SSWIR.

Certain placements have a process in place for selecting student placements. Therefore, students need to consult with their Field Placement Coordinator prior to beginning their placement search. Students will be instructed with a specific date of when they can begin contacting agencies for their placement. 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 the field manual, and all relevant forms including the evaluations forms and critical dates list.

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 invalidate students’ placement eligibility.

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 the specified deadline; see below for the confirmed date chart. In the event you have not confirmed by the dates set in 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>See dates assigned by FPC</td>
</tr>
<tr>
<td>Winter</td>
<td>See dates assigned by FPC</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>See dates assigned by FPC</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 (FS) 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.

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 available on the Community Services Field Education website at this link: http://www.senecacollege.ca/school/community-services/field-education.html

The FS will contact the Field Liaison (FL) should any situation arise that affects placement, (I.e. 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 and documented 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 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 (“Reporting Unpaid Student Work Placement Injuries”), 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 the students file.
The Seminar Faculty (SF) works with student’s in a weekly seminar class to integrate theory with practical experience gained in field placement. The SF utilizes 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 SSWIR concepts, values, Ontario College of Social Workers Social Service Worker 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 (FL).
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 (ie school) is open (despite bus cancellations) students are 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 (school). If the placement school is closed and the SSWIR student cannot 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).
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 interests 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 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.
Termination of Placement

If after following the above steps, the placement organization 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 decision 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, place(s), occurrence(s) and 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.

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 and submitted a minimum of 2 months before the start of term. 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. If the student does use their own vehicle for placement business, students are not to transport clients in their own vehicles. Additionally, 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 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. For more information about WSIB please visit: [http://www.tcu.gov.on.ca/pepg/publications/questions.html](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.

**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/or 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. SSWIR Process for Problem Resolution

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PROCESS FOR SSWIR STUDENTS TO PROBLEM-SOLVE PLACEMENT RELATED ISSUES

Field Liaison

Field Liaisons must be included in all field matters relating to their students.

These can be interchanged and accessed at any point in the process

Placement Supervisor

Field Placement Coordinator

Community Services Program Manager

Chair of Community Services