INTENSIVE SOCIAL SERVICE WORKER PROGRAM
School of Human Services

Field Placement Manual
FENNELL SOCIAL SERVICE WORKER PROGRAM
SCHOOL OF HUMAN SERVICES

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ACKNOWLEDGEMENTS

Those of us who teach in the Social Services Worker (SSW) Program, School of Human Services, Mohawk College of Applied Arts & Technology, would like to take this opportunity to thank our community partners for the opportunities provided to our students in their professional development though their practicum. Practicum placements allow our students the opportunity to practice and apply the learning they receive in the classroom. Our students tell us that placements “bring the profession to life.” The SSW faculty acknowledge the very important role that our practicum placements play in training and preparing our future Social Service Workers. Therefore we would like to recognize the commitment, energy and work that practicum placement supervisors demonstrate. Your contribution to the students is invaluable in their personal and professional journeys.

The Social Service Worker Program at Mohawk College provides support both to our students and agencies to ensure that students have the best learning opportunity and that agencies will also benefit from the experience. We challenge our students to use their practicum experience to stretch themselves and to learn as much as possible about themselves, their agency and those they serve.

“Practice and teaching go hand in hand. One cannot teach what is not practiced; one cannot practice what cannot be taught” (Horejsi, C. & Garthwait, C. 2002, p.15).
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Program Dates

- Summer Semester 2015
- Fall Semester 2015
### MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
### SOCIAL SERVICE WORKER PROGRAM
### PROGRAM “DATES” FOR SUMMER and FALL SEMESTERS

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<tr>
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<td>Tuesday May 5, 2015</td>
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<td>Canada Day – College is Closed</td>
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<td>Start Date for Classes</td>
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<td>Thanksgiving-College is Closed</td>
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General Program Information

- Introduction
- Relationship between Classroom and Practicum
- Areas of Demonstrated Competence Required
- Ministry of Education and Training Standards
- Program Curriculum
INTRODUCTION

The field practicum is a vital component of the Social Service Worker Program at Mohawk College. Mohawk College Social Service Worker Students are required to complete two practicums. The first one takes place in the latter half of the first semester for 260 hours. The second practicum will begin after the fall Study Break in the second semester and accrue a total of 265 hours.

Practicums in a human service organization provide an opportunity for students to integrate theory with practice. Through experiential teaching and learning, the Social Service Worker student develops the ability to apply knowledge to practice situations, to develop competence in practice skills, to consistently model Social Work values and ethics, to enhance their personal and professional strengths and capacities, and to work effectively within the community/social service system.

This manual is intended to provide basic information and guidance to practicum supervisors, and students. This information will be supplemented by liaison with college faculty throughout the duration of the placement in the agency.
Relationship Between Classroom and Practicum

Mohawk College uses a concurrent practicum format which offers many advantages. One of these is an ongoing transfer of learning between the classroom and the field over a longer period of time. The student should apply knowledge acquired from the classroom to the practicum agency. For example, first year students complete both an interviewing course and a group work course, and are expected to practice those skills right from the start of their placement. It is important that the student is able to demonstrate the ability to apply concepts and skills learned in the classroom to specific agency situations. The supervisor should encourage this learning and expect that the student will be able to put into practice those concepts taught in the classroom. The student should expect that in addition to putting concepts taught in the classroom into practice, they will be asked to discuss this learning both with their supervisor and in their Field Placement Seminar. A copy of the Program of Studies can be found in this manual (please see Table of Contents).

AREAS OF DEMONSTRATED COMPETENCE REQUIRED

Students are expected to develop competency in the areas noted below. These goals represent minimum performance standards in order to graduate with a diploma from a Social Service Worker Program. It is anticipated that students will acquire knowledge and experience relevant to some of these goals while participating in field practicum. It is not expected that the student will be exposed to all areas of practice required during a single practicum, however classroom curriculum and field experience augment and support each other. As a result of the interaction between the two, it is anticipated that students will acquire this broad base of generic human service skills.
Vocational Learning Outcome #1
Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work

Year One Outcomes: Examples
- is familiar with and follows the OCSWSSW Code of Ethics
- able to set clear boundaries with support
- demonstrates basic documentation skills
- implements basic confidentiality protocol and seeks clarification when needed
- demonstrates the ability to initiate and maintain therapeutic rapport with clients

Year Two Outcomes: Examples
- understands and is sensitive to the impact of power within the therapeutic relationship
- is beginning to identify ethical dilemmas independently and seek supervision
- has a broader understanding of ethical dilemmas within SSW practice and is beginning to use a model to support them through these issues
- has a beginning understanding of relevant legal standards that apply to SSW practice

Vocational Learning Outcome #2
Identify strengths, resources, and challenges of individuals, families, groups and communities to assist them in achieving their goals

Year One Outcomes: Examples
- understand the impact of legislation, policy, etc. upon social issues
- can identify the progression of the helping interview and basic SSW interviewing skills
- understands the importance of identifying strengths and resources
- has foundational skills in goal setting

Year Two Outcomes: Examples
- can utilize an empowering approach to case management
- has applied some generalist assessment models to client cases (e.g. biopsychosocial, Strengths Based, etc.)
- is beginning to create empowering action plans with client populations

Vocational Learning Outcome #3
Recognize diverse needs and experiences of individuals, groups, families, and communities, to promote accessible and responsive programs and services

Year One Outcomes: Examples
- understands the need for an anti-oppressive approach with diverse populations
- knows of some community-based agencies that support diverse populations
- is beginning to understand the impact of availability of programs and services to specific client groups

Year Two Outcomes: Examples
- can identify the needs of certain diverse populations from a strengths based model
- has fundamental knowledge of intervention strategies to consumers living with a variety of challenges

Vocational Learning Outcome #4
Identify current social policy; relevant legislation; and political, social, and/or economic systems, and their impacts on service delivery
Year One Outcomes: Examples
  o recognize the context of the social services delivery system in Ontario
  o is starting to identify the values and structures underlying policies and social service delivery

Year Two Outcomes: Examples
  o can identify how these systems impact upon client groups
  o is beginning to work within these systems to empower clients

Vocational Learning Outcome # 5
Advocate for appropriate access to resources to assist individuals, families, groups, and the community

Year One Outcomes: Examples
  o understands the role of a SSW as an advocate
  o understands the importance of needing advocacy skills in the field of SSW in order to help clients become empowered

Year Two Outcomes: Examples
  o understands the difference between case and cause advocacy
  o can produce and implement basic strategy plans for individual or community-based advocacy
  o can identify the impact of policy and legislation on advocacy work
  o is beginning to analyze ethical dilemmas that impact advocacy work

Vocational Learning Outcome # 6
Develop and maintain positive working relationships with colleagues, supervisors, and community partners

Year One Outcomes: Examples
  o follows agencies policies and procedures
  o works well within the agency’s team
  o demonstrates professional behaviours (e.g. arriving on time, checking in with supervisor, following direction, etc.)
  o prepares for supervision by requesting feedback, direction and clarification
  o demonstrates a positive attitude towards staff and work (e.g. is engaged and interested)
  o has a respectful demeanour when working with staff

Year Two Outcomes: Examples
  o works as a team member
  o seeks supervision when appropriate
  o responds professionally to feedback and attempts to meet expectations
  o assertively and appropriately asks for what they need
  o is accountable and responsible for all assigned duties
  o is self-initiating
  o is beginning to develop a professional identity
  o is acting as an entry level staff

Vocational Learning Outcome # 7
Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships

Year One Outcomes: Examples
  o has been introduced to the concepts of self-care and burn-out
  o has assessed personal styles of interacting with colleagues and is beginning to develop fundamental skills for relationship building
• understands the importance of engaging in professional behaviours

Year Two Outcomes: Examples
• can identify the issues of transitioning from student to employee
• can identify the patterns of adjustment for new employees
• can identify strategies to counteract burn out
• understands the need for lifelong learning in SSW
• is aware of the roles for professional associations

Vocational Learning Outcome # 8
Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities

Year One Outcomes: Examples
• is beginning to understand the importance of group work within the SSW profession
• has some foundational facilitation skills within groups
• has identified areas of personal challenge in working with others

Year Two Outcomes: Examples
• can work effectively within a co-operative working group
• can communicate assertively – gives and receives feedback respectfully
• is able to integrate group work theory and skills into the practice setting

Vocational Learning Outcome # 9
Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination

Year One Outcomes: Examples
• is beginning to identify groups within our communities that face oppression and the historical context of their experiences
• can define racism and is beginning to understand the systemic evolution of oppression and discrimination

Year Two Outcomes: Examples
• has a beginning understanding of how change takes place within communities
• has a beginning understanding of the concept of social justice
### SOCIAL SERVICE WORKER PROGRAM
### PROGRAM OF STUDIES

#### Semester 1

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<td>HMNS 10109</td>
<td>Social Service Work Strategies</td>
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<td>CRED 10089</td>
<td>Professional Development/Field Placement Prep</td>
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<td>HMNS SO232</td>
<td>Privilege and Oppression</td>
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<td>HIST 1015</td>
<td>The History and Ethics of Social Works</td>
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<td>WORK 10117</td>
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#### Semester 2

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<td>HMNS 10110</td>
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<td>HMNS 10097</td>
<td>SSW Methods of Intervention</td>
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<td>HMNS SO231</td>
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<td>WORK 10119</td>
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<td>WORK 10118</td>
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SSW Program Expectations

- Field Placement Objectives and Goals
- Promotional Policy
- Field Placement Goal Plan
- OCSWSSW Code of Ethics
- Student Code of Conduct
Field Placement OBJECTIVES AND GOALS

WORK 10116, SEMINAR 1

1. The student is expected to gain knowledge and an understanding of the role, duties and responsibilities of full-time personnel.
2. The practicum should assist the student to recognize his/her suitability for this type of work (social services). This includes being comfortable with clients and interacting with agency staff and professionals from other disciplines.
3. The student is expected to show increasing self-awareness and a willingness to experience personal change. This should be observable in behaviour and attitudes.
4. The student is expected to demonstrate his/her ability to carry out Social Service Worker functions, as assigned.

WORK 10118, SEMINAR 2

In addition to Seminar 1 goals, the following objectives must be met:

1. The student is expected to demonstrate an increased level of knowledge, adaptability, professionalism, and interpersonal skills through interactions with clients and other workers.
2. The student is expected to develop the ability to apply theoretical knowledge in the work situation.
3. The student shall show attitudes and behaviour consistent with professional expectations.
4. The student should be able to accept responsibility and carry out tasks approaching those of an entry-level social services worker.
5. The student is expected to maintain professional helping relationships which adhere to legal and ethical standards.
6. The student is expected to assess the needs and resources of individuals, families, groups and communities and assist them to achieve their goals and meet their needs.
7. The student is expected to implement effective plans of action.
8. The student is expected to provide appropriate access to resources in order to assist individuals, families, groups and the community.
9. The student is expected to maintain working relationships with colleagues, peers, and supervisors.
Mohawk College is committed to a consistent, equitable and transparent process that facilitates students’ progression through their chosen Program of Studies to graduation. College policies and procedures related to progression and promotion have been developed in accordance with the Mohawk commitment to excellence and the requirements of the Ministry of Training, Colleges and Universities.

Pass Level
Effective Fall 2009, a minimum passing grade of 50% applies for all courses offered at the College.

Advancement from One Semester to the Next

Promotion with Good Standing:
Students will be allowed to progress from one semester to the next with attainment of a minimum Weighted GPA greater than or equal to 60% (semester promotion grade) with no failures. Course registration is subject to course prerequisites.

Promotion with Advice:
This situation applies to students who achieve a Weighted GPA greater than or equal to 50%, with no more than one failure. Provided that prerequisites are met, students in this situation may continue into the next term, but are strongly encouraged to seek academic advice from a Program Coordinator, Student Success Advisor and/or Counselor to help them enhance their academic performance. Students need to recognize that one failure has the potential to compromise progression from one semester to the next, and successive occurrences may prohibit the student from achieving graduation status within the timelines prescribed by the POS.

Students in this category who have identified with Accessible Learning Services and have a Confidential Academic Accommodation Plan are strongly encouraged to meet with their Accessible Learning Services Case Manager.

Probation:
Students who achieve a Weighted GPA greater than or equal to 50% with more than one failure will not be promoted. These students may be allowed to progress to the next term with special authorization through the mandatory academic advisement process. Students in this category must meet with a Program Coordinator or Student Success Advisor to discuss their academic future. Referral to a Counselor may follow, if appropriate.

Students in this category who have identified with Accessible Learning Services and have a Confidential Academic Accommodation Plan must meet with their Accessible Learning Services Case Manager.

Compulsory Withdrawal:
Students with a Weighted GPA less than 50 will be required to leave the program. It is strongly recommended that students in this situation seek advisement to explore opportunities for continuing study at the College.

Withdrawal due to Professional Misconduct
A student may be asked to withdraw under the following circumstances:

- Professional misconduct as outlined in the Ontario College of Social Workers and Social Service Workers code of ethics. (see website @ www.ocswssw.org)
- A behavior that leads to the implementation of the Student Behaviour Policy – Mohawk College. It outlines a range of disciplinary sanctions that can be imposed depending on the severity and pattern of the behaviour in question

Requirements for Graduation
An overall minimum weighted GPA of 60% is required to graduate. Where courses have been repeated, the highest course mark will be used in the calculation. Exceptions to these graduation requirements require the approval of the Grading and Promotion Standards Committee.

**GRADING SYSTEM**
The passing grade is 50%. Course grades will be assigned by the faculty member. Final grades will be given to the student. It is the student’s *sole* responsibility to obtain their results.

**STUDENT RIGHTS & RESPONSIBILITIES**
Students can appeal their final mark. Students cannot appeal an interim grade.
Field Placement Goal Plan

Students are expected to develop vocational competencies and complete the tasks assigned by the supervisor during their practicum. This process is supported by the development of a Field Placement Goal Plan based on the student’s goals. Supervisors are asked to assist the student in setting specific tasks and activities appropriate to the practicum setting. Students design goals for their own learning in three (3) areas:

1. Interpersonal/Professional Style
2. Social Service Worker Skills
3. Knowledge/Non Direct Service Goal

Goals must be shaped to suit the features of the agency. All student goals should be: observable, measurable and attainable. The supervisor should obtain a copy of the student’s goals at the time of the initial interview. At the beginning of the placement, students will start to develop their Field Placement Goal Plans in their seminar class based on their initial goals (Please see Appendix) and this Field Placement Goal Plan will be brought to the Supervisor for completion during supervision (e.g. supporting activities, assessment, etc.). The Field Placement Goal Plan becomes the contract between supervisor and student and provides shape and direction to the work the student is to accomplish while at the field placement. Each term students are expected to develop goals that are reflective of their learning needs and vocational outcomes. Both the supervisor and student should refer regularly to this document to ensure that both are fulfilling the terms of the contract. This document can change throughout the year as required (e.g. a goal is achieved) and should be a part of the evaluative process.
ONTARIO COLLEGE OF SOCIAL WORKERS AND SOCIAL SERVICE WORKERS

CODE OF ETHICS

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 a 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 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.
PREAMBLE

Mohawk College has several policies, which are made available to all new and returning students in the “On Track” handbook. In addition to this, the Social Service Worker Program requires all students to adhere to the following Student Code of Conduct specifically relating to the Social Service Work profession.

As students in this program you are preparing to work in the human service industry. This means that you will be expected to participate in practicum in a variety of settings and agencies with individuals who are in need of assistance, and many are in a vulnerable position in society. In some cases you will be seen as a role model interacting with clients, consumers, agency staff and the community. Faculty and staff have the right to expect sound ethical behaviour that complies with standards of the college, practicum agency, and the social work profession.

STUDENT CODE OF CONDUCT

1) Positive and Effective Interpersonal Skills:
   a) Using self-disclosure appropriately
   b) Actively listening and showing interest in others
   c) Demonstrating a positive regard for others
   d) Demonstrating empathy
   e) Constructively attempting to resolve conflicts with others
   f) Demonstrating consistency in verbal and nonverbal communication
   g) Demonstrating the ability to work with others
   h) Respecting the rights of others
   i) Remaining confidential at all times
   j) Demonstrating sensitivity and consideration of others

2) Commitment, Reliability and Integrity As A Social Service Worker Student:
   a) Attending required classes and other scheduled learning activities
   b) Being punctual
   c) Meeting stated and expected deadlines
   d) Maintaining confidentiality
   e) Demonstrating honesty in academics and in dealing with faculty and students
   f) Seeking assistance when necessary
   g) Attending appointments designated by faculty
   h) Following College’s policies and procedures

3) Socially Expected Behaviour:
   a) Engaging in behaviour that would increase confidence in one’s ability to care for others or be an effective change agent
   b) Accepting feedback from others and being willing to change behaviour if required
   c) Maintaining an appropriate standard of dress and personal hygiene
   d) Demonstrating respect and professionalism for all faculty, staff and students by not engaging in any aggressive, threatening and/or aversion behaviour (swearing, yelling, physical and verbal outbursts, etc.)
   e) Being drug and/or alcohol free while engaging in classroom and/or any program related
Roles and Responsibilities

- The Student
- The Agency
- The Supervisor
- The College Faculty Liaison
STUDENT

ROLES AND RESPONSIBILITIES

In the practicum setting, the student must take responsibility for his/her own learning in order to ensure that the objectives for their practicum work are met.

The student is expected to:

1. Report to the agency at times specified by the agency and practicum supervisor (see ‘Absences’ under Additional Policies and Procedures for more information).
2. Complete the required number of practicum hours to the mutual satisfaction of the agency Supervisor, Field Placement Support Officer and Faculty Liaison by the end of each semester.
3. Advise the agency Practicum Supervisor and Faculty Liaison of illness, tardiness or material change in circumstances that may affect performance at placement.
4. Act responsibly as a representative of the practicum organization and abide by all agency policies and procedures.
5. Ensure that all agency requirements are met and the appropriate clearances have been obtained prior to the date practicum is to start. This may include but is not limited to a medical clearance and/or a police clearance.
6. Act in accordance with the OCSWSSW's Code of Ethics.
7. Act in accordance with the Student Code of Conduct, Social Service Worker Program and observe all other Mohawk College and Program policies.
8. Develop, in consultation with the Practicum Supervisor and the College Faculty Liaison, a detailed Field Placement Goal Plan for each semester that addresses the student's personal learning objectives, the requirements of the Social Service Worker Program for the specified practicum course as well as the expectations of the practicum agency.
9. Invite feedback from the Supervisor and others regarding his/her performance and to be open to learning by considering and acting on feedback.
10. Be prepared to discuss personal values, feelings and attitudes which relate to development as a helping professional with your supervisor, your liaison, in seminar and on your Weekly Learning Record.
11. Participate in regular weekly meetings with the Supervisor for the duration of the placement. It is expected that the student will prepare thoughtfully for this supervision session in order to utilize the consultation time effectively.
12. Review progress with the Faculty Liaison and Field Placement Supervisor as well as attend discretionary practicum visits arranged and attended by the Field Placement Support Officer and Supervisor.
13. Complete a Practicum Evaluation Report Form with the Field Placement Supervisor at the end of each semester.
14. Inform the Practicum Supervisor and the Faculty Liaison, in a timely manner, of any difficulties or concerns about the practicum and work collaboratively towards a resolution.
15. Regularly attend and participate fully in weekly Practicum Seminar classes at Mohawk College including any on-line facilitated discussions as assigned.
16. Complete a confidential Weekly Learning Record that documents learning activities, hours completed, and absences as well as an analysis of learning experiences. These weekly logs must be submitted to your Practicum Faculty Liaison before your seminar class.
17. Complete a monthly Verification of Hours form reflecting daily hours spent in their practicum.
18. Attend the agreed upon practicum and not contact other practicum for the purpose of developing a new practicum without the prior approval of the Field Placement Coordinator.
Seminar

All students in the field are also required to attend weekly seminar classes and on-line facilitated discussions – arriving on time, prepared to participate fully. Students who miss two or more seminar classes or days in their field placement in a given semester will meet with their Liaison and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this and the student may be required to withdraw from the practicum if more absences occur.

LOGS – WEEKLY LEARNING RECORD

Weekly Learning Records are a requirement of the Social Service Worker Program. Every student is required to submit a Weekly Learning Record to the Field Placement Liaison every week, no later than the beginning of the next Practicum Seminar. **Failure to submit a Weekly Learning Record by the beginning of seminar class will result in a mark of zero for that log. Students who do not submit their Weekly Learning Record cannot attend their placement the following week until that log is submitted. The next occurrence of failure to submit their Weekly Learning Record will result in an immediate suspension from their practicum. The Weekly Learning Record must be submitted online to the course site each week.**

Weekly learning reflections are to be recorded in keeping with confidentiality. Names and details of consumers are not to be used, but rather details of the student’s own learning are presented. The student is also asked to identify and reflect upon the most important learning experience of the day. Weekly Learning Records are a log of what happens at their practicum as well as a way for students to let their liaison know of any issues and/or concerns. To encourage open and honest reflection, Weekly Learning Records are confidential between the student and the liaison. Student Weekly Learning Records will be graded on their effort, insight and their ability to apply knowledge from the classroom into field practice.

Weekly Learning Records must be presented in a manner that adheres to professional record keeping expectations (e.g. legible, grammatically correct, complete, etc.). Records not submitted in this fashion will be penalized and returned for correction and resubmission.

**Falsification of Weekly Learning Records** (e.g. number of hours completed, activities engaged in, etc.) is seen as unethical professional behaviour and the Mohawk College Academic Dishonesty Policy (see On Trak) will be implemented. Academic dishonesty may result in the student receiving a failing grade in their Practicum and Seminar class.

**Verification of Hours**

Students will complete a monthly Verification of Hours form itemizing the hours completed each day at their field practicum. The form will be signed by the student’s supervisor signifying their awareness and agreement to the hours recorded. The student will bring their completed and signed Verification of Hours form to the first seminar of each new month where it will be collected by their Field Placement Support Officer. Forms are found in the student’s ELearn course Work 10116, or 10118 main pages.
AGENCY

ROLES AND RESPONSIBILITIES

The Field Placement Agency is expected to:

1. Develop a detailed description of the proposed student practicum that can be utilized by the Social Service Worker Program to inform and match students appropriately.
2. Clearly inform potential students of agency requirements such as health and/or police clearances.
3. Select and designate a qualified Field Placement Supervisor for the duration of the placement (a minimum of one year experience in the current position and a SSW diploma or equivalent diploma or degree).
4. Provide an atmosphere which will be optimally supportive of the supervisor-student relationship and compatible with other responsibilities of the agency supervisor. This includes planning for a minimum of one hour per week of supervision time between the supervisor and the student.
5. Provide facilities for the student to carry out practicum tasks and responsibilities as appropriate (i.e. desk, phone, access to computer, clerical assistance and privacy).
6. Reimburse the student for approved expenses incurred in the course of placement duties according to agency policy (e.g. mileage, parking, supplies, etc.).
7. Integrate the student as a learning member of the staff team and to permit access to case files, documents, board meetings, minutes etc. that can substantially enhance the student field experience.
8. Permit the student to share non-identifying information from the organization with the Liaison, Faculty and other Social Service Worker students for learning purposes only. The student is required to ensure and maintain confidentiality and to confine discussion to the classroom.
9. Agree that in no circumstances shall students dispense over the counter medications, prescription medications or drugs regardless of the training provided by the agency. Failure to comply with these requirements may result in damages for which you agree to be legally liable. (See ‘Personal Safety’ under Supports for more information).
10. Provide the student with the appropriate training to complete their assigned duties safely (e.g. attendant care, transferring of clients, etc.). Students should never be asked to complete duties that may put them at risk without first providing them with the appropriate training.
The Field Placement Supervisor is expected to:

1. **Participate in the selection of the practicum student by interviewing and determining suitability.**
2. Provide the student with an **orientation** to the agency, including the agency’s historical development, mission, range of services, operating procedures, policies, eligibility requirements, administrative structure and linkages to other services.
3. Review the expectations of **attendance** and procedure for reporting absences (see ‘Absences’ under Additional Policies and Procedures for more information).
4. Establish with the student, in conjunction with the college, a detailed **Field Placement Goal Plan** with specified objectives, enabling tasks, activities and timeframes for each semester at the beginning of placement.
5. Provide a variety of **meaningful direct service tasks** that give the student an opportunity to apply and integrate theoretical knowledge from the generalist Social Service Worker Program perspective.
6. Provide a **regular one hour per week supervision time** to the student and **continuous feedback** as to the student’s performance, strengths, areas needing improvement, human service values, etc.
7. **Have support available** for students at all times and clearly outline to the student the procedure for a student to follow if they feel unsafe in any way. Support may be provided by actually being present with the student or by the supervisor or another responsible person from the agency being within ear shot or easily available by phone. This may require that an agency cell phone be given to the student if the student is doing out of office visits. In all cases, the student should not knowingly be placed in a high risk situation.
8. **Facilitate linkages** for the student with other staff members, programs and services as appropriate.
9. **Have the discretion to participate in one agency visitation per semester or year** with the Field Placement Support Officer.
10. Complete a written **Evaluation** using the Evaluation Report format provided by the College, at the end of each semester. The Evaluation should be done **jointly with the student** to maximize the learning potential of this feedback tool. Evaluation forms are semester specific and located on our website. For more information go to http://www.mohawkcollege.ca/ssw-placement. This Evaluation is to be completed and submitted online after the student has finished 200 hours or is close to completing these hours.
11. Ensure that the person completing the Evaluation has had **direct contact** with the student throughout the practicum period. If there is a change in supervision, please inform the Faculty Liaison and Field Placement Support Officer as soon as possible.
12. Complete a written Evaluation **if a student is terminated** from a placement before completion. A Student Practicum Feedback Sheet and/or an exit interview must also be completed so that the student can learn from this experience and so that the college can support the student in their further learning.
COLLEGE FACULTY LIAISON

ROLES AND RESPONSIBILITIES

*The College Faculty Liaison provides academic supervision to the student and provides support to supervisors*

The Liaison will:

1. Facilitate a weekly one hour seminar class to enhance the students’ learning in the practicum. Attendance is mandatory for all students *(see ‘Seminar’ under Supports for more information).*
2. Inform students how best to contact them and to make themselves available during normal practicum hours (i.e. by email and/or phone).
3. Ensure that all documentation pertaining to the practicum is completed and returned to the Field Placement Coordinator or Field Placement Support Officer.
4. Review student Weekly Learning Records on a weekly basis.
5. Provide additional support as needed for both student and supervisor. This support may take the form of phone calls or email, but may also include visits to the agency.
6. Discuss with students the policies and procedures of Mohawk College that pertain to Practicums and ensure that these are followed. The Liaison will put students on a Success Contract if they are not adhering to polices and/or procedures and forward a copy of this contract to the Field Placement Coordinator and/or Field Placement Support Officer.
7. Assign the final mark to the student based on feedback from the field (Evaluation, Weekly Learning Record, on-line discussions, etc.) and work done in the seminar.
8. Ensure that students, in conjunction with their supervisors, have completed an appropriate Field Placement Goal Plan to direct their learning.
Evaluation

- Grading
- Incomplete Grades
- Recognition of Learning and Prior Learning Assessment
EVALUATION

GRADING

The grade the student receives is determined by the Field Placement Supervisor and is the ultimate responsibility of the College. The following Evaluation instruments are used to determine the grade:

1. Written Reports by the Field Placement Supervisor
2. Reports on field visits by the Field Placement Support Officer
3. Informal feedback by agency staff
4. Student Weekly Learning Records
5. Student performance in Field Placement Seminars
6. Students’ ability to bring input and observations into the classroom based upon field experience
7. Student consultation with faculty, as appropriate

Field Placement Supervisors are required to complete an Evaluation at the end of each semester. This report is to be completed by the supervisor with the student in order to enhance the student’s learning. The grading scheme for WORK 10117/10119 is Requirements Met/Not Met as opposed to a percentage grade scheme.

If the student is asked to leave the practicum and is assigned an unsuccessful grade, the Field Placement Support Officer will request that the Field Placement Supervisor complete the appropriate Student Practicum Feedback Sheet and Evaluation Report, clearly outlining the student’s performance and reason for termination. This allows College faculty to work in partnership with the student to identify and analyse specific concerns. If a student is not successful in either WORK 10116/10118 or WORK 10117/10119 both courses must be taken again at the next offering.
INCOMPLETE GRADES

An Incomplete Grade is given to any student who is unable to complete their required hours per semester in their practicum or when the College does not receive the Evaluation in time to submit a final grade. Once the hours are completed or the Evaluation has been received, the Incomplete is changed to a numerical grade.

Incomplete grades given for hours not completed by the end of the semester will be granted only under special circumstances (e.g. Accommodation Plans, agency strikes, etc.) that have been approved in advance by the Practicum Co-ordinator. Please be aware that students could receive a failing grade in their practicum if they do not complete their hours on time.

RECOGNITION OF LEARNING AND PRIOR LEARNING ASSESSMENT

Mohawk College recognizes that the learning, which some people achieve from their experiences, can be equivalent to the content of the courses offered by the college. However, only the first semester practicum Field Placement 1 (WORK 10117) and Seminar 1 (WORK 10116) can be challenged through Recognition of Learning/Prior Learning Assessment. Applicants will only receive credit for paid or volunteer work experience completed under the supervision of a trained Human Service Professional as is required in the Social Service Worker Program.

All students must successfully complete Field Placement 2 (WORK 10119) and Seminar 2 (WORK 10118) in order to complete the Social Service Worker Program of Studies.

The prior learning assessment process cannot be utilized to challenge a previously failed course. All terms of the Prior Learning Assessment for Field Placement must be met in order for the student to receive credit. A grade of CR (Credit) will be assigned in the event that a student is successful in meeting the Prior Learning Assessment criteria for Field Placement 1 (WORK 10117 and Seminar 1 (WORK 10116).

Students considering Prior Learning credit are advised to consult with the Field Placement Coordinator. For further information, contact the Prior Learning Assessment Office at (905) 575-2395.
Setting up the Practicum

- The Student
- The Agency
SETTING UP THE PRACTICUM

THE STUDENT

All students will be asked to arrange interviews with practicum agencies after approval by the Field Placement Coordinator. Before approval is given, the first year student must demonstrate their readiness for the field by completing tasks as assigned in the Professional Development and Field Placement Preparation class (CRED 10089). In all cases it is the student’s responsibility to demonstrate their readiness.

Students will be expected to research each agency before attending an interview there. The agency must be contacted in a professional and timely manner in order to set up the interview. It is the student’s responsibility to demonstrate professionalism and readiness for the field during the interview. The student is expected to come to the interview with an up to date resume, references, and a copy of their initial goals for this potential placement. The student must also ensure that they know what requirements must be met before the practicum can start (i.e. medical, police clearance) and that these are met before actually starting the practicum.

After completing an interview, if the student is not accepted by the agency, the student will meet with the Field Placement Coordinator and Field Placement Support Officer to determine a plan of action. If the student was not accepted at any agency because of their lack of professionalism or readiness (e.g. misses an interview with an agency supervisor, does not follow directions, is unprepared or unprofessional, does not submit goal sheets, resume, etc.), the College is under no obligation to arrange or allow any further placement opportunities for that student in that semester. In this case, the Field Placement Coordinator may determine that additional work is required before the student will be allowed to continue into the field, which may mean that the student will not be entering the field until the next time practicum is offered.

In all circumstances it is the student’s responsibility to demonstrate their readiness. Students are to sign off on a withdrawal form if they do so choose to withdraw from their practicum. This form will be kept in the student’s file at the college.
SETTING UP THE PRACTICUM

THE AGENCY

The Mohawk College Social Service Worker selection process is designed so that both the agency and the student take responsibility for creating the best match. Once an agreed upon selection has been made, the student is not permitted to negotiate any alternate placements unless approved by the Field Placement Coordinator. Students are expected to attend and remain with the agency, organization or institution agreed upon for the duration of the placement.

Your agency will be contacted by the Field Placement Support Officer several months before practicum start to ask you how many students you will be able to offer a placement to as well as a description of your agency and the practicum position. Please expect contact by email or phone.

Students are expected to call or email the contact person to set up an interview once their practicum has been assigned to them. It is their responsibility to come to the interview well prepared bringing a resume, references, and a goal sheet with them. Agencies are asked to interview the students as if they were applying for a job to ascertain their suitability to the practicum. Agencies personnel are encouraged to provide inquiry and feedback with the student regarding their learning goals and motivation for engaging in the work of the agency. The agency is always at liberty to not offer a practicum position to any of the students interviewed. The College may ask for feedback about any student who is not chosen so that the student can use this as a learning opportunity during future situations.

All students are asked to prepare themselves by reviewing and reflecting on their goals for learning and researching appropriate agencies. Intensive SSW students complete two terms in the same practicum setting to facilitate their learning as it relates to program development, case management, and organizational development.

Mohawk College provides Faculty Liaisons and Field Placement Support Officers to assist with the collaborative support and development of the practicum setting as it relates to meeting agency needs and student learning outcomes.
Supports Available

- Liaisons
- Seminar
- Field Placement Support Officer
- Practicum Visits
- Procedure for Progressive Discipline
- Students with Disabilities
SUPPORTS AVAILABLE

LIAISONS
Every student in a practicum has a Faculty Liaison from the college. This person provides academic supervision during the student’s weekly seminar class. They integrate theory into clinical practice by leading the class in applying concepts and skills learned in specific agency situations.

The Mohawk College Social Service Worker program prides itself on the support it offers in regards to their student practicums. We recognize the importance of a practicum and also the many different issues that can surface when students are in the field. Faculty Liaisons are available to both students and occasionally, supervisors to provide support when issues at a practicum arise. If there are conflicts or other issues between the supervisor and the student, they are encouraged to first try to work out any issues directly with each other. However, both supervisors and students are also encouraged to notify the College who will notify the liaison, of any issues that arise. If issues cannot be resolved in this manner, the liaison or Field Placement Coordinator may meet with both parties in order to find a resolution. In all situations the goal is learning for the student.

SEMINAR
To supplement the learning that students do in the field, every student meets in a small group weekly for one hour with their Liaison in the first semester and two hours for seven weeks in their second semester. This provides support and affirmation as well as challenging the student. Names and details of consumers are not used but rather specific details of what the student is learning/observing and thinking are discussed.

The Field Placement Seminar is an essential component of the practicum experience. Faculty Liaisons facilitate these groups and support students in their learning experiences. Students who miss two or more seminar classes in a given semester will meet with their liaison and be put on a Success Contract. The Field Placement Support Officer will receive a copy of this and the student may be required to withdraw from their practicum if more absences occur. Students are expected to actively participate within the seminar group discussions.
FIELD PLACEMENT SUPPORT OFFICER

Field Placement Supervisors should feel free to contact the Field Placement Support Officer at their convenience should they have any questions about practicum requirements, protocols, learning outcomes, Evaluation, tools, etc. The Field Placement Support Officer acts as first contact to both the student and the Supervisor who have questions or concerns.

The Field Placement Support Officer will be available for contact from supervisors, liaisons and students. Their main form of support will be administrative; helping to set up placements and providing accurate information to all parties regarding program policies and procedures. They will be available to respond promptly to inquiries and address problems or concerns, while directing sensitive issues accordingly to the Faculty in a prompt and effective manner. The Field Placement Support Officer will arrange and attend one agency visit in WORK 10118. The meeting will consist of reviewing program information pertinent to the agency roles and responsibilities, student progress and filling in a student review to be brought back to the Liaison.

PLACEMENT VISITS

The Field Placement Support Officer will arrange and attend one agency visit per in WORK 10118. An agency visit may be requested in WORK 10117 if warranted.

The Field Placement Support Officer will be ready to provide up to date information for the supervisor, which includes program policy and process updates, as well as contact information. They will be prepared to answer questions or concerns related to the student’s progress and provide direction for appropriate resolutions, working with the supervisor and Liaison to increase the student’s potential for success and provide support to the Field Placement Supervisor.
Procedure for Progressive Discipline

Placements offer many learning opportunities and many challenges to students. Whenever there are concerns about the student’s performance (e.g. absences, lateness, not completing duties as assigned, etc), the following protocol should be followed:

Level One:
Throughout the practicum experience, the Field Placement Supervisor and/or Faculty Liaison should provide ongoing, constructive feedback as to a student’s performance when they have concerns (e.g. absences, lateness, not completing duties as assigned, etc). The College feels that students have the right to be informed of practicum-related concerns and be provided with the chance to improve and succeed within a practicum setting. This is to be an informal process where the student and supervisor meet to discuss current issues and plan to support growth and success during weekly supervision. The College encourages Field Placement Supervisors to keep notes in order to monitor the student’s performance.

Level Two:
If a concern(s) persists after it has been identified and the student has been provided with the opportunity and support required to progress and/or develop new skills, the supervisor is encouraged to contact and set a meeting with the Faculty Liaison and student as soon as possible. The student must be involved in all meetings pertaining to their performance in the practicum. The Faculty Liaison may at this point suggest that the student be placed on a Success Contract. The areas for improvement will be defined behaviourally, in a positive manner (e.g. the student will arrive on time each morning by 9 am, instead of, the student will not be late), and a meeting for review/ongoing Evaluation Report will be established. The Faculty Liaison can provide a format for the Contract.

The Success Contract will be signed by the student, the Field Placement Supervisor and the Faculty Liaison and a copy will be given to each person.

Level Three:
If the student does not execute the learning as outlined in the Contract, then he/she may be asked to leave the practicum and assigned an unsuccessful grade for the field (WORK 10116 or 10118). In this case, the Faculty Liaison will request that the Field Placement Supervisor complete the appropriate Student Practicum Feedback Sheet and Evaluation Report, clearly outlining the student’s performance.

Please note that at any time during a practicum experience, if a student engages in unethical behaviour as outlined in the Code of Ethics from the Ontario College of Social Workers and Social Service Workers (OCSWSWW) or the Student Code of Conduct (Mohawk College), they may be asked to leave their practicum immediately and assigned an unsuccessful grade for the field.
Mohawk College is committed to equal opportunity for students with disabilities. The College provides fair and equal access to educational services, programs and facilities and acknowledges the unique requirements of individuals with disabilities. Field placement is the experiential extension of the academic curriculum of the Social Service Worker Program.

Students are expected to meet program requirements with the assistance of accommodations if necessary. Accommodations are “special arrangements made so that persons with disabilities can fully participate” (Ontario Human Rights Code). They are put in place to support optimum learning opportunities for students with disabilities.

Accommodations are provided to minimize the impact of the student’s disability and include the following three principles:

1. **Respect for Dignity** – Accommodations in the learning environment/workplace should respect the dignity of each student and embrace qualities of physical and psychological integrity and empowerment.

2. **Individualized Accommodation** – Each student’s needs are unique and accommodations will be based on the individual student’s needs.

3. **Inclusion and Full Participation** – Each student has a right to accommodations that promote their inclusion and full-participation within the practicum experience.

Practicum agencies and supervisors can expect the College to take an active role in ensuring that accommodations are developed and implemented to support the transition to the placement setting.

**The student has a responsibility to advise the College and the practicum when there is a need for accommodation.** Accommodations may be requested in order to carry out practicum responsibilities safely and effectively. It is expected that students participate in discussing and implementing agreed upon accommodations in consultation with the practicum supervisor, Co-ordinator, Faculty Liaison and Accessible Learning Services staff.

The student has the right **not to disclose** a disability, but under these circumstances loses the right to special accommodation.

Together, the College and the field placement setting can facilitate opportunities for students with disabilities within the Social Service Worker Program.
Safety

- Police Clearance
- Medical Clearance
- Personal Safety
- Insurance
- Accident Reporting Procedure
- Protocol for Exposure to Blood Borne Diseases
- Bed Bug Protocol for Field Practicum Settings
POLICE CLEARANCE

Many agencies require police clearance prior to acceptance to a practicum. It is the agency’s responsibility to ensure that the student knows what is required. It is the student’s responsibility to ensure that they meet these requirements.

A student who has been convicted of an offence under the Criminal Code, for which they have not been pardoned, cannot be guaranteed a practicum and/or graduation. However, the Field Placement Support Officer will attempt to work with the student to find an appropriate placement. Any student who has a concern about this is asked to discuss this with the Field Placement Support Officer and Field Placement Coordinator. Any costs associated with the police clearance process are the responsibility of the student. A police clearance may take from 4-6 weeks to secure and in many cases students will not be allowed to start their practicum prior to receiving it.

MEDICAL CLEARANCE

Many agencies require Medical Clearances and/or have specific medical requirements. It is the agency’s responsibility to ensure that the student knows what is required. It is the student’s responsibility to ensure that these requirements are met. Students are also encouraged to assess their own personal risk in deciding what immunizations to get, whether or not these are required by the agency.
PERSONAL SAFETY

This document is designed to inform you of the potential risks associated with the practicums, which are required for graduation. It is the College’s belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1. An important aspect of professional practice is having awareness of the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your agency supervisor.

2. **Client Office Visits.** Sometimes you may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum to be informed of agency policy and recommended courses of action should such an event occur.

3. **Agency Settings.** Some agencies serve a client population whose behaviour may be unpredictable. It is important that you learn strategies for handling clients whose behaviour becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.

4. **Home Visits.** It is not uncommon for social service workers, in a variety of social service settings, to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency supervisor--time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor. **Do not take risks.** Know who to call or what steps to take if you should experience a vehicle breakdown.

5. **Meetings After Hours.** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighbourhood where such activities take place, note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your supervisor or someone else when going to your car after dark. **Do not take risks.**

6. **Hepatitis B Vaccine.** It is recommended that you get this vaccination. This involves a series of three injections over a six-month period. The second injection is given one month following the first, with the third injection coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection by the time you enter the field. This series of immunizations can be administered by the College Health Centre. (Please refer to appendix).

7. **Students Using Their Own Vehicles** for agency business while on practicum placement – including transportation of client(s). In order for students to use their own vehicles for agency business while on practicum placement it is recommended that students should:

   a) have minimum one million dollars liability car insurance coverage that includes “occasional transportation of passengers” in the policy;

   b) have a letter from their insurance company confirming the insurance coverage and that the insurance is still in force and will be throughout the practicum, that may be shown to interested parties;

   c) **If a student is to drive an agency vehicle they must ensure that they are covered and named**
on the agency’s insurance policy as a designated driver of that agency’s vehicles.

8. Activities of Personal Care & Physical Restraints. We recommend strongly that students in the field do not complete activities of personal care (e.g. toileting, transfers, etc.) or physically restrain a client without prior training and certification from the current placement agency. Check with your Field Placement Liaison if you have questions.

9. Students shall not dispense over-the-counter or prescription medications.
INSURANCE COVERAGE

Policies are in place between the Ministry of Education and Training and the Workplace Safety Insurance Board to provide insurance coverage to all learners on unpaid practicum with an Employer who is covered under the Workers’ Compensation Act, at no cost to the agency. The Ministry of Education and training also provides accident insurance coverage under a private policy, to learners on unpaid practicum with employers not covered by the Workers’ Compensation Act.

Each student has signed a Field Placement Agreement form acknowledging their understanding and agreement with the Ministry of Education insurance coverage while they are on unpaid practicum. This agreement is kept at the College in the student’s file (see Appendices for more information and example forms).

ACCIDENT REPORTING PROCEDURE

The following procedure is to be followed should a student sustain an injury or occupational exposure while in practicum that requires the following:

a) The student requires medical attention
b) Involves an injury that may lead to further complications, and/or
c) Involves lost time from practicum that must be made up at a later date

The Student has a responsibility to:

1. Contact their Supervisor and Field Placement Support Officer as soon as possible
2. Ensure the practicum site has been given pertinent information regarding the accident/incident and support the completion of any applicable documentation.

The Agency has a responsibility to:

1) Complete an agency accident/incident report and submits this to the college within 3 business days of the accident
2) College will send the agency 3 forms to be filled out and returned to the college ASAP:
   - Post-Secondary Student Unpaid Work Workplace Insurance Claim Form
   - Form 7- Report of Accident/Injury
   - Letter of Authorization to Represent Employer

The Field Placement Support Officer has a responsibility to:

1) Submit completed documentation to WSIB within required timeline

The Accident/Incident report should also include the following additional information:

- Student’s address, phone number, date of birth, student number
- College campus
- Placement name, address, phone number and agency contact (eg. Supervisor)
- Please also indicate if you work at a part time job
MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

PROTOCOL FOR EXPOSURE TO BLOOD BORNE DISEASES

PROCEDURE FOR NOTIFICATION FOR STUDENT AND INSTRUCTOR
(Please carry with you on all field placements)

DEFINITION: Where staff or students have been exposed to the blood or body fluids of patients through injury from a contaminated needle or other sharp objects, or from a splash onto a mucous membrane or non-intact skin, or from a human bite or scratch that breaks the skin.

It is important to follow this procedure on the day of exposure. You may need to receive Hepatitis B Immune Globulin within 48 to 72 hours.

STUDENT MUST:

2. Allow any wound to bleed freely, and then wash with soap and water.

3. Notify supervisor in area of placement.

4. Notify Field Placement Support Officer.

5. Complete an accident/incident report and report to the Occupational/Employee Health Nurse or Emergency Room.

6. Follow up on blood screening results as directed by the Occupational/Employee Health Nurse or Emergency Room.

MOHAWK COLLEGE FIELD PLACEMENT SUPPORT OFFICER MUST ENSURE:

1. The Field Placement Supervisor has been notified.

2. The student has reported to the Occupational/Employee Health Nurse.

3. A copy of the accident report is sent to the Mohawk College Medical Services Nurse.

IF AN OCCUPATIONAL OR EMPLOYEE HEALTH NURSE IS NOT AVAILABLE:

Go to the Emergency Room of the hospital involved or alternative ER if the service does not exist at the practicum location.
Bed Bug Protocol for Field Practicum Settings:

Bed bugs are a fact of life in our community and therefore, in the agencies and institutions that we frequent. The Public Health Department of the City of Hamilton recommends the Integrated Pest Management model developed by the Bed Bug Action Group, of which they are a part. It is a strategic plan that includes education, prevention, identification and treatment. There is no model that guarantees the elimination of bed bugs, or that students won’t come in to contact with them, but the use of this model will be helpful to reduce the spread of bed bugs.

There is a strong possibility that practicum agencies have developed a bed bug protocol, and it is the student’s responsibility to familiarize themselves with the agency protocol on bed bugs. While bed bugs are a nuisance, their presence at an agency does not constitute a reason for terminating a placement at that agency. If a student is committed to working in the Social Service Worker field, they will very likely be exposed to bed bugs.

It is recognized by the Social Service Worker Program that the treatment of bed bugs carried home by students, poses financial risk given students are not assessed for this kind of contingency in their student assistance assessments. For agencies that do not have a bed bug protocol, and to assist students in minimizing their risk, the Social Service Worker Program has selected and adapted relevant sections of the “Integrated Pest Management” protocol pertaining to bed bugs. [n.d., Public Health Service, City of Hamilton]. Informing themselves about bed bugs, and following these recommendations will help to minimize risk for both students and the clients they serve in practicum settings.

For information on identifying, searching for and treating bed bugs, please consult the following website: http://bedbugsinfo.ca.

Quick Facts on Bed Bugs:
- They are a nuisance but have not transmitted diseases to humans
- They can run quickly, but do not jump or fly
- They may be seen unaided by magnification
- They can travel through a building
- They can be transported through bags or luggage
- They tend to come out at night, but may be visible during the day if infestation is in a non-residential setting.
- They like to hide in dark places such as behind headboards, baseboards, in mattress seams, and between mattresses and box springs. They have been found in electrical outlets, television remote controllers, tears in wallpaper, cracks in plaster…

Students participating in practicum placements should use the following recommended practices:

1.0 Review the protocol of both the agency setting and Mohawk College’s Social Service Worker Program at the beginning of placement.

2.0 Report any sightings, disclosures of sightings of bed bugs at the agency as well as sightings of bed bugs at the student’s home. All communication about bed bugs should be respectful, done in a manner that upholds the dignity of all involved, and should be done only with the goal of managing an outbreak. All communication should be done in a non-blaming manner.

3.0 When entering any client’s home, take the following precautions:
   - 3.1 Avoid sitting on sofas, beds or any item that is upholstered.
   - 3.2 If sitting in client’s home, sit on a plastic or metal chair. Wooden furniture is fine, but plastic or metal are more difficult for bed bugs to navigate.
   - 3.3 Stand in the middle of a room such as a living room, or kitchen.
   - 3.4 Avoid leaning against walls, doors or appliances.
3.5 Take items that you only need for the home visit (ie. Not your whole briefcase). Everything else should stay at the office or in your vehicle.

3.6 Avoid putting belongings on upholstered furniture or carpeted floors.

3.7 If you cannot avoid taking your coat in to the home, keep it with you and avoid placing it on upholstered furniture.

3.8 Avoid wearing clothing that may drag on the floor (ie. Long skirts) or pants with cuffs.

3.9 Tuck pant bottoms into socks.

3.10 If the home visit is expected to be long, have a change of clothes in a sealed back to change into once back at the office. Put the clothing worn to the visit in the sealed bag and wash it in hot water immediately upon arriving home.

3.11 Conduct a “self-inspection”[see below]

4.0 When leaving any client home, or area known to be infested with bed bugs, conduct the following elements of “self-assessment”(Note: complete self-inspection prior to entering vehicle if there is a known infestation):

4.1 Look at all clothing and belongings paying special attention to the inside and outside of shoes, lace holes, socks, the legs of pants and sleeves of shirts, as well as legs and arms.

4.2 Remove clothing in an uncluttered area that can be easily cleaned. Remove the clothing by turning it inside out, to trap any potential bugs.

4.3 After removing possibly infested clothing, place it in a dissolvable laundry bag (if possible) and wash the clothing in the hottest possible setting for a full cycle. If it is not washable in a machine, put it in a dryer using the highest heating for 45 minutes to an hour. Check the lint trap after use.

4.4 Take a shower.

4.5 If a bed bug is found during self-inspection, kill it, collect it to confirm its identity and notify your supervisor.

5.0 When entering a home where bed bugs are found or known to be infested:

5.1 In addition to the above recommendations, the student will be supplied with such personal protective clothing as surgical shoe covers, and disposable gloves. It is not recommended for students to conduct bed bug searches at agencies without proper training, and training in use of PPE. Students should not be involved in the use of pesticides.

5.2 Leave the premises immediately upon sighting a bed bug. Put any PPE in a sealable bag and discard in an outside garbage.

Additional Policies and Procedures

- Absences
  - Student
    - Practicum
    - Seminar
  - Agency/Supervisor
- College Closure
- Hours and Duration of Practicum
- Conflict of Interest
ABSENCES

STUDENT

PRACTICUM

Regular attendance and punctuality at the student’s practicum is expected. Any hours missed from practicum due to illness and/or any other reasons, must be made up as soon as possible.

If the student misses more than 2 days in a semester, the student will be required to meet with their Faculty Liaison to discuss this issue and be placed on a Success Contract. Continued absences may result in the student being withdrawn from the practicum.

If the student is absent from practicum the following steps must be taken:

1. The student is expected to directly contact his/her supervisor or a designate and report the absence. This must be done prior to or immediately at the start of a shift. Students are advised to discuss agency policy regarding absences/illnesses with their supervisor at the beginning of their placement to clarify expectations.

2. The student is also required to contact their Faculty Liaison to inform him/her of any absences immediately after contacting the supervisor and prior to the normal start time of the placement.

3. The student is required to complete an Absence Reporting form and submit it into the appropriate E-learn Dropbox.

Note: Failure to follow this procedure will result in the student being placed on a Success Contract. If the Success Contract is not adhered to, the student will be removed from the practicum and may receive a failing grade in WORK (10116 or 10118).

Accommodation Plans from Accessible Learning Services at Mohawk College will be taken into careful consideration and the student should meet in advance with the Field Placement Co-ordinator to discuss and plan for any challenges they may experience in attending their practicum on a regular basis.

Attendance demonstrates the student’s commitment to the profession of Social Service Work and the consumers we serve.

SEMINAR

The Field Placement Seminar is an essential component of a practicum experience. Students who miss two or more seminar classes in a given semester will meet with their liaison and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this and the student may be required to withdraw from the Practicum if more absences occur (unless a student has an Accommodation Plan that specifically highlights absences).
ABSENCES

AGENCY/SUPERVISOR

Students are expected to be at placement on all regularly scheduled and agreed upon times. Students are expected to follow the agency policy re notifying the agency if they are unable to attend placement. Please review with the student as soon as possible what the agency policies are and ensure that the student has the name, number etc. of the person to call if they are unexpectedly unable to attend the practicum. Mohawk College Social Service Worker policy states that the student must notify both the agency and their liaison before the normal start time. Please notify the liaison if you have concerns about a student's absences or if a student has continual (more than two days) absences.

COLLEGE CLOSURES

All expected college closures are listed in the front of the manual under Program Dates. If the college is closed for unexpected reasons (e.g. snow day) the student will be expected to attend placement if the agency is open and it is safe for the student to attend. Students are expected to use their own discretion in deciding what is safe for them, but must understand that they must follow agency and Social Service Worker program policy on reporting absences and must make up any missed hours.
**HOURS AND DURATION OF FIELD PLACEMENT**

First semester Intensive SSW students will begin their placement in the latter half of the summer semester and will complete 260 hours before the end of the summer semester (August). Second semester students are expected to complete 265 hours over the course of the entire fall semester.

Practicum days for Intensive SSW students may be on any day of the week outside of scheduled classes, depending on the needs of the placement. Students may be required to work shifts (e.g. 8 - 4 pm, 4 - 12 am, 12 - 8 am). It is expected that students will be flexible to shift work hours as most social service agencies operate on a twenty-four hour basis. Occasionally agencies request that the student attend on alternate days of the week. Students who wish to complete practicum activities at periods outside the regular practicum days must negotiate in advance with their Agency Supervisor and Field Placement Liaison.

Students are expected to be at placement during all regularly scheduled hours and only receive credit for actual hours on placement. Students are governed in principle by the Employment Standard Act (ESA) with regards to placement hours on a Statutory Holiday. Although Labour Day is a Statutory Holiday, students begin their second practicum on the day following Labour Day. As a result hours will not be accrued for Labour Day. For the summer and fall semester of 2015, Statutory Holidays will be Canada Day, August Civic Holiday.

If an agency is closed on a Statutory Holiday the student will accrue the hours normally collected (e.g. 7.5 hours) and will be required to submit a Weekly Learning Record indicating the hourly accrual and the Statutory Holiday for the Liaison’s records.

If the agency is open on a Statutory Holiday, the student should attend placement as requested by the placement supervisor understanding that some agencies still provide client care. However the student has now earned time and a half for all hours worked. They need to indicate this on their weekly learnings logs.

Students follow the agency’s direction regarding the taking of a lunch. If staff at the agency are considered working during the lunch break and are paid for this time, students who are also considered working during the lunch break can accrue this time. Direction should be taken from the supervisor. Documentation in the Weekly Learning Record should reflect this activity. If staff at the agency are not paid for their lunch, students will also take their lunch and will not accrue this time.

If the college is closed but the agency is open, the student will generally be expected to attend their practicum. The exception to this is during study break, when students are not expected to be at their practicum, but may attend with the approval of both their supervisor and their liaison. If the student desires or is requested by their supervisor to work different hours, it must be approved by their liaison. Any student requiring a modification of placement hours or duties due to a disability is required to get an Accommodation Plan from Accessible Learning Services that clearly states this need (see 'Students with Disabilities’ under Supports for more information).

Students are expected to be at the agreed upon practicum for the duration of the semester. If a student completes their hours early, they are still expected to continue at their practicum. However a student may complete their placement one week early if all their hours are completed and their supervisor agrees to this. Seminar attendance is still mandatory.
Incompletes

Incompletes are only provided to students at the end of term with the authorization of the Field Placement Co-ordinator. It is expected that students will complete their hours within the academic deadlines of the College. If a student does not reach that goal due to illness it is expected that the student will make the hours as soon as possible under the guidance of the placement Supervisor and the Liaison.

Students that are Incomplete in hours at the end of the semester without previous authorization from the Field Placement Co-ordinator face possible failure.

CONFLICT OF INTEREST

Conflicts of interest arise when an employee with a formal responsibility in an organization also has a relationship with a student which may jeopardize his or her professional judgement and objectivity due to personal interests.

Therefore, a student cannot receive, either directly or indirectly, supervision from a family member if that family member has formal responsibilities in the organization. A student can only be placed in an organization employing a student's relative if the relative of the student is not contributing to the evaluation of the student, either directly or indirectly, and specific permission was given by the Field Placement Co-ordinator.

A student will not be permitted to do their practicum at an agency if that student has been a consumer of services of the organization within the past year (12 months)

Employment at the Practicum Agency: Generally students may not complete a practicum at an agency from which they have been employed or volunteered; either full time or part time during the past year. This includes working or volunteering at a future placement agency during the summer. Exceptions may be made to this if a student can demonstrate a good reason. The agency will also need to demonstrate that supervision will be given by a different person and that there will be additional learning at the placement. Any exception must be approved by the Placement Coordinator.

Students also may not work at their field placement agency while completing the field placement course (including holidays, weekends, etc.). If an agency wishes to hire a student for employment during this time period, it must be at an alternative site/location and the supervisor cannot be the field placement supervisor.
Appendices

- Field Placement Goal Plan
- Weekly Learning Record
- Verification of Hours Record
- Field Placement Agreement
Mohawk College - Social Service Worker Program – Field Placement Learning Plan

Student Name: ______________________________ Date: ______________

Agency Name: ________________________________________________

Field Placement Supervisor’s Name: ______________________________

1. Interpersonal Goal:
   a. Objective

   b. Learning Activity/Strategies

   c. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

1. Social Service Worker Goal # 1:
   a. Objective

   b. Learning Activity/Strategies

   c. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?
2. **Social Service Worker Goal # 2:**
   a. Objective
   
   b. Learning Activity/Strategies
   
   c. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

3. **Knowledge or Non Direct Service Goal:**
   a. Objective
   
   b. Learning Activity/Strategies
   
   c. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

Signature of Student:______________________________________________

Signature of Supervisor:____________________________________________

Signature of Faculty Liaison:________________________________________
SOCIAL SERVICE WORKER PROGRAM

Field Placement Weekly Learning Record

Date: ___________________

Hours Day 1: ________________

Hours Day 2: ________________

Total Hours to Date: ________________

Name: ________________________

Agency: ________________________

<table>
<thead>
<tr>
<th>DAY ONE:</th>
<th>DAY TWO:</th>
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<tr>
<td>TIME:</td>
<td>ACTIVITY:</td>
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CONTACT WITH MENTORS: Provide feedback received by your supervisor or other mentors, and other items communicated:

______________________________
## LEARNING ACTIVITIES DONE TO ACHIEVE GOALS:

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<thead>
<tr>
<th>GOAL:</th>
<th>ASSOCIATED LEARNING ACTIVITY:</th>
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<tr>
<td>Goal 1 (Interpersonal/Personal):</td>
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<td>Goal 2 (Skill):</td>
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<td>Goal 3 (Knowledge-based/Indirect Service):</td>
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## REFLECTIONS:
Reflect on your learning this week and select 2 activities that you believe advanced your learning the most. For example, what actions resulted in a positive outcome and explore why you believe it did? What actions resulted in a negative outcome and explore why it did? In what way did this activity advance your learning goals? Discuss any personal/professional reactions to practice situations you are involved in, agency/personnel interactions or ethical issues.

<table>
<thead>
<tr>
<th>Brief Description Learning Activity:</th>
<th>Outcomes/Feelings/Concerns:</th>
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Verification of Hours

Month ……………………………………………………………………………………………...  
(Please Print)

Student …………………………………………………………………………………………….  
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Agency …………………………………………………………………………………………...  
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Supervisor ………………………………………………………………………………………...  
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<tr>
<th>Date</th>
<th>Hours Completed Today</th>
<th>Supervisor's Signature</th>
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Total Hours for the Month

☐ Supervisor requests Field Placement Support Officer to contact them.

Additional supervisor’s comment:
FIELD PLACEMENT AGREEMENT

1. **ACKNOWLEDGEMENT:** The candidate acknowledges that they have received, read, and understood and agree to the contents of the *Student Field Placement Manual* for the field placement in which they are registered for. The candidate agrees to comply, at all times, with the philosophy, practices, procedures and rules described in this document.

2. **STUDENT CONDUCT:** The candidate is familiar with, and agrees to act in accordance with, the *Student Code of Conduct* policy and other relevant Mohawk College policies. The candidate also agrees that while on field placement, they will comply with the rules, regulations and practices of the associate agency. The candidate will follow the role description provided and understands they are not to assume full responsibility of any tasks which are the obligation of a fully trained and qualified professional.

3. **PLACEMENT SELECTION:** The Practicum Coordinator will initialize contact with the field placement site. Once approved, student candidates should arrange a meeting with the site and those who will oversee their progress to review expectations and timelines. While candidates will have opportunities to request preferred sites and locations, these selections are not guaranteed. Over the course of placement(s) candidates are required to gain experience in multiple areas and disciplines - in some cases, varied placements are a requirement to graduate. Candidates should refer to specific program manuals for details.

4. **SCREENING/CLEARANCE:** The candidate is aware that medical screening, police clearance or other pre-requisites may be required to begin a field placement. Student candidates can acquire a letter from Mohawk College requesting Vulnerable Sector Screening to obtain such clearance at a reduced cost, but are encouraged to do so well in advance. Candidates should refer to specific program manuals for details.

5. **CONFIDENTIALITY:** The candidate understands that field placement agencies are required to comply with the regulations of the Freedom of Information and Protection of Privacy Act (FIPPA). The candidate therefore agrees to safeguard the confidentiality of personal information of children, staff, clients, and programs which they may acquire or be subject to during a field placement. No identification of specific persons shall be used in oral communication or written assignments associated with field placement assessment and evaluation. Candidates understand that failure to respect these privacies and maintain confidentiality could result in unsuccessful completion of the practicum and/or the program.

6. **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY:** The candidate understands that Mohawk College is also required to comply with the Freedom of Information and Protection of Privacy Act (FIPPA), which limits access to personal information, including educational history, without disclosure. The candidate understands that this agreement hereby authorizes Mohawk College to release their personal information to field placement agencies or prospective employers if requested to secure a practicum opportunity.

7. **RELEASE:** In consideration for services provided to the candidate by Mohawk College, and in particular relating to activities in field placement experiences, the candidate releases and agrees to indemnify Mohawk College from any and all claims which they may have, or may hereafter have, against the College for damages resulting from personal injury, losses or expenses of any kind, including damages to property arising out of, or in any way related to, their instruction as a student of the College, except for damages caused by the negligence of the College. In particular, the candidate agrees they are fully aware of the potential risks involved in field placements and thereby releases Mohawk College and its governors, officers, employees, agents and representatives from any liability. This release shall be binding upon the candidate and his/her heirs, executors and administrators.

8. **WSIB INFORMATION AND DECLARATION OF UNDERSTANDING:** Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on unpaid work placements as required by their program of study. MTCU also provides private insurance to students should their unpaid placement required by their program of study take place with an employer who is not covered under the *Workplace Safety and Insurance Act*.

I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, Colleges and Universities while I am on unpaid work placements as arranged by the university as a requirement of my program of study.

I acknowledge that I fully understand the nature and terms of this agreement, and that I have been afforded an opportunity to obtain independent legal advice with respect to its details and confirm that I execute it freely, voluntarily and without duress.

**Student Name:** ____________________________  **Student Number:** __________________

**Student Signature:** ________________________  **Date:** _______________