



Social Work 750/ 751

MSW Field Practice Manual

**School of Social Work
2022-2023**

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INTRODUCTION

Students complete a 450-hour leadership-oriented placement over the duration of their MSW program. The placement is an opportunity to observe, do and reflect on leadership practice in an atmosphere that is open and education-centred.

The practicum, or field placement, is an essential part of the MSW *Critical Leadership in Social Services and Communities*. It is a course in which students meet learning objectives and for which they receive academic credit. Students attend an integration seminar at the university during the weeks when they are placed in their field settings.

Jennie Vengris is the MSW Field Education Coordinator and Marlene Dei-Amoah is the Seminar Leader.

This manual is designed to provide field instructors, students, and faculty with essential information and guidelines regarding field practice.

This manual serves as the agreement between the School of Social Work, field agencies and students regarding the placement of MSW students for field instruction.

PHILOSOPHY OF THE SCHOOL OF SOCIAL WORK

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

Objectives of the MSW Program

The goal of the School's master's program (MSW) is to prepare students for advanced practice in social work in keeping with principles of social justice.

The objectives of the MSW program are to give students the opportunity to develop:

- conceptual, theoretical and analytical skills in relation to social work practices and social policies.
- an appreciation of the material and discursive framings of social problems and the conceptualization and implementation of responses to them
- an appreciation of the contested and changing nature of social services and communities
- the capacity to move from analysis to consideration of the possibilities and limits of action and change in practices, policies and organizations
- the ability to apply these modes of understanding

Students in the MSW Critical Leadership stream apply these modes of understanding in the context of leadership. Leadership-focused coursework deepens their appreciation of the changing conditions in social services and communities and the complexities of ethical leading in the contemporary context, and draws on justice-oriented (feminist, Indigenous, post-heroic etc.) approaches to analyzing and facilitating change. A 450-hour leadership-focused practicum is an opportunity to observe, do and reflect on leadership practice, with mentorship from experienced and respected local leaders. The program also offers a chance to build community with people committed to engaging the daily work of leading and sustaining progressive public services.

MSW Critical Leadership FIELD PLACEMENT

Purpose of Field Placement

- To allow the student to observe as much leadership practice as possible
- To provide students with a personal experience of social work practice, through the opportunity to lead a project important to the agency
- To provide an opportunity for the consideration of social work principles and the development of leadership skills under supervision and while receiving instruction
- To provide an opportunity for students to integrate theory with practice
- To encourage the student in critical analysis and evaluation of existing practices and structures.

Field Placement Settings

McMaster University School of Social Work believes that there are mutual advantages to the School and the practicum settings. The educational needs of the students are met, the student's contributions enhance the agency, and both School and agency make operational their mutual responsibilities in developing responsible and skillful social work practitioners.

It is the experience of the School that the goals of social work education can be reached in a variety of community settings, not only within social work organizations. Citizen participation organizations and community projects offer a range of possibilities for learning for those students who are comfortable functioning in a less structured setting.

Guidelines for approval of a field instruction agency

- The setting has a philosophy of service that is compatible with the values and ethics of the social work profession, and with the philosophy and the educational objectives of the School of Social Work;
- The organization agrees that time allocated to the agency field instructor(s) for field education shall be sufficient for selection of assignments, student orientation, preparation for and at least weekly conferences with the student, meetings with the seminar leader and Field Education Coordinator, and completion of evaluation of student performance; relevant staff are interested in participating in social work education and can make time for student supervision;
- The setting shall have policies regarding discrimination and harassment on the basis of age, economic status, gender identity, national ancestry, ability, political affiliation, race, religion or sexual identity;
- The organization makes available suitable space and working facilities for students: consistent with the type of work and the context, these may include use of desk, privacy for interviewing, access to phones and equipment, office supplies, and transportation costs for out-of-office interviews, meetings, etc.; and,
- A qualified staff member will serve as field instructor. Normally, Field Instructors in the MSW: Critical Leadership stream have an MSW degree from an accredited social work program and must have a minimum of two years of post-graduation practice experience. In instances where field instructors do not have a social work degree, two supervisors are identified: the agency-based supervisor and a supplementary supervisor who holds an MSW, is familiar with the setting or sector, and is prepared to guide the student in social-work-specific learning from the placement experience.

Placement Matching

Students participate in selecting their field instructor and placement through a process which involves considering their learning needs along multiple dimensions outlined by the MSW Field Education Coordinator. The decision for each assignment depends on the student's interests, their leadership-related learning objectives and longer

term career goals, learning needs as assessed by student and the Field Education Coordinator, and the agency assessment of the student's suitability. Student choices are limited by placement availability. Normally placements are located in the greater Hamilton area. Students are strongly discouraged from finding their own placements; this process must happen in close consultation and with guidance from the Field Education Coordinator. Students may have a placement within their work setting provided that the placement meets the School's requirements, involves new learning and is supervised by someone other than their regular supervisor (link to the workplace placement policy is below). Students interested in this possibility should discuss with the Field Education Co-ordinator.

Accommodation in Field Placements

Students with disabilities are entitled to accommodation in field placements, as they are in University-based classrooms. Students are encouraged to discuss any accommodations required for their placement learning with the MSW Field Education Coordinator as part of the placement matching process. The Faculty of Social Sciences liaison to Student Accessibility Services, Michelle Alway, is available to assist in the identification and facilitation of accommodations in the placement setting.

Forms to complete

Before a student begins a field placement, a number of forms must be completed by the student and the field instructor (more information about these forms is available on the section on Insurance Coverage below). Three Health & Safety forms must be completed and returned to School of Social Work staff prior to beginning placement. The forms are available online at:

[Letter to Placement Employer regarding workplace insurance](#) (Field Instructor to complete)

[Student Declaration regarding insurance coverage on placement](#) (Student to complete)

[Safety Orientation Checklist](#) (Field Instructor & Student to complete)

Field Instructor's Responsibilities

Field instructors in the Critical Leadership program typically have many years of practice experience including in formal and informal leadership roles. The Field Instructor will be someone recognized as a leader (formal or informal) who is willing to allow the student to take risks, and willing to answer student-directed questions with vulnerability, truth and context.

Responsibilities of the field instructors include:

- orienting the student to the community and the agency;
- reviewing with the student the student's learning objectives, learning activities and evaluation criteria. The learning agreement should also identify the days and times of weekly supervision.
- selecting, and making available to the student, opportunities to observe leadership practice in the agency;
- integrating the student's work with that of other agency personnel;
- encouraging independent, yet supervised, practice, as the student undertakes their leadership project;
- holding regular discussions (normally one hour per ten hours of placement time) with the student regarding their learning and practice experience, based on direct observation of student's performance or written or taped material.
- continuous evaluation of student performance in addition to formal evaluations held in conjunction with the seminar leader, MSW Field Education Coordinator and student twice during the placement; and,
- conferring regularly with the seminar leader and participating in selected campus seminars and other meetings.

Student Responsibilities

- Students are expected to carry assigned work on an increasingly self-directed but supervised basis and are expected to work within the framework of agency policy and administrative practices.

- Students are expected to account for their work in the same manner as other workers in the agency.
- Students are expected to actively participate in the field instruction process. This includes preparing for and participating in the field instruction sessions. Participation involves bringing leadership-related material for discussion, identifying concerns about instruction and the agency, receiving and providing feedback and discussing other matters related to their learning.
- Students are expected to attend placement the required number of hours. When unable to attend placement, the student should notify the field instructor and make arrangements to make up the missed hours.

MSW Field Education Coordinator Responsibilities

- recruit and review potential field placements
- support and maintain established field placements
- provide students with information, support and guidance regarding their selection and participation in field placements; facilitate all MSW placement matching
- advising and interpreting to the student, field instructor and to the field instruction agency, the School policy and practice regarding MSW field instruction and field practice;
- consult with students, faculty and field instructors regarding issues related to field placements and practice education
- contribute a community/field perspective to curriculum and program development
- participate in the Field Instruction Committee and represent the MSW Critical Leadership program in those discussions
- contribute to the knowledge and practice of field instruction

Seminar Leader Responsibilities

- classroom teaching
- support the student and liaise with the MSW Field Education Coordinator regarding questions or concerns about the placement
- participate in evaluation meetings with field instructors, the MSW Field Education Coordinator, and students;
- evaluate student performance in the field in collaboration with the MSW Field Education Coordinator, and students
- assigning a grade for seminar course;
- as with other university courses, develop the specific form and content of the particular seminar
- consulting with, monitoring and advising field instructors regarding their role and,
- helping students problem solve issues or conflicts regarding teaching/learning and/or the student/field instructor relationship.

THE CLASSROOM EXPERIENCE: SOCWORK 750

The student will participate in a scheduled seminar held at the University, facilitated by a faculty member. Meetings are every two or three weeks over the span of three terms. The current seminar schedule is posted on the [School's website](#).

The seminar is as an essential vehicle through which theoretical material can be integrated with practice issues and leadership identity and skills development. The seminar provides a medium in which cognitive, affective and experiential learning in the field can be shared among group members and can be reflected on in a disciplined way. The seminar provides for coverage of conceptual and theoretical constructs and for relating current methods, skills and approaches to the student's leadership practice. The format of the seminar can vary from a lecture or discussion, to peer consultation, to experiential exercises. The assignments and seminar discussions are designed to support and assess students' integration of theory and practice.

Students are required to attend all seminar classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course).

STRUCTURE AND CONTENT OF FIELD PLACEMENT

Structure of MSW Field Education

Placements are structured to provide an opportunity for students to integrate leadership theory with practice. The placement has two key components – structured observation and reflection, and a leadership-oriented project – with approximately half of the placement time spent on each.

- *Structured Observation and Reflection:* Students spend focused time observing the leadership style and practice of one or more leaders in their placement organization. The Field Instructor should be the leader (or one of the leaders) being observed. Students develop a plan to be intentional about this observation – drawing on classroom education to orient them to key features of leadership practice and identifying ways to consider the implications of what they are witnessing for their own emerging leadership practice.
- *Leadership-Oriented Project:* Students take on a project that would be facilitated at the leadership level and that contributes to broader organizational change. The project is intended to help students build and reflect on practical skills that leaders use in their work - strategic planning, leading meetings, supervising people, communication, building healthy/ inclusive organizations and working with/ analyzing data. The project is expected to include multiple organizational (and sometimes community) stakeholders. The leadership project must be social work oriented (not too technical – for example revamping a website would likely not work), and will clearly be a learning opportunity (as opposed to a volunteer job). It must be embedded in an organization (that is, it cannot be a standalone project that could be completed with minimal interaction with the organization / community).

Timing:

September – December

Students will spend this time working with Jennie to establish placements. Students should commit to securing their placement by mid-November and plan to spend 6 days over the term orienting to the setting, getting to know their supervisor and negotiating their leadership project.

January – August

Students will be engaged in placement approximately two days per week. During this time, students will spend part of their time 1) observing the leadership in the organization and reflecting on what that observation means for their own development and 2) completing a leadership-oriented project. In the seminar, students will complete a series of assignments that will deepen their learning from their placement experiences.

Seminar and Placement Learning Objectives

By the end of their placement and seminar, students will have met a selection of the learning objectives defined by the program and outlined in the manual. For example, students may identify these objectives:

- Knowledge objective:
 - Theories – Group, Change, Critical (Feminist, Race, Disability), Anti-Racism/Anti-Oppression, Models of Leadership, Organizational Change.
 - Current Context – Deep understanding of the internal organizational context (staff dynamics, services provided, service users, policies and procedures) and external environment (community context,

social welfare impacts, funding climate, historical, current and potential partners, community partner dynamics, how politics impacts communities, organizations, staff and people who access services).

- Historical Context – that history is important, how to capture the history in a way that’s helpful for understanding the current situation and planning for the future, appreciate that things are constantly changing – that sometimes things progress, sometimes things regress.
- Personal/Professional objectives:
 - Self-reflection - nuanced understandings of power, balancing realistic expectations about change with hope, relationship to authority, values and their use in leadership practice.
 - Professional behaviours - self-awareness about use of self, time management, respectful communication, confidentiality.
 - Anti-Oppression - grounding principles of anti-racism and anti-oppression in all aspects of leadership (planning, supervising, mentoring, communicating).
- Skills objectives
 - Communication - capacity to tailor verbal and written communication to a variety of audiences inside and outside of the organization. Demonstrated understanding of the importance of listening, engaging and facilitation in communication.
 - Capacity to work with groups – grounding group theory in practice. Demonstration of facilitation, conflict resolution, knowing how to use/mediate power.
 - Encouraging/motivating, mentoring and developing others.
 - Assessment – demonstrated capacity to discern important information, assess issues and solutions and ability to use project management mechanisms to move work forward both materially and symbolically.
 - Evaluation – different models, choosing the right model and implementing it.
 - Organizing and participating in effective meetings.
 - Strategic financial acumen (reading, developing budgets, writing successful grants).

In addition to these general learning objectives, students define individual learning objectives and a learning plan as part of the integrative seminar (SW 750). These are refined in a collaborative process between the student, the seminar leader, the MSW Field Education Coordinator, and the field instructor.

Learning Plan

Students will develop individualized learning plans in SW 750. The learning plan should include three components:

- Learning Plan – learning objective, rationale, learning activity, evaluation strategy
- Observation Plan – the mechanisms you will use to observe leadership in action and the reflection tools you will use to integrate this into your own leadership journey and how these relate to your Learning Plan,
- Project Proposal – a two page overview of the project you will undertake including your role, the deliverables and how this relates to you Learning Plan.

The seminar leader will provide feedback and clarification in order to ensure that the expectations developed in the learning plan are clear.

Grading/ evaluation of student in placement

Normally, two evaluation meetings are held to review the student's progress in placement and to evaluate the student's learning and level of effectiveness. The student, MSW Field Education Coordinator and field instructor and seminar leader attend these meetings. The mid-point and final Evaluation Forms, completed by the student prior to the meeting, are included below.

The mid-term evaluation is an essential part of the field/educational process. At this point, students receive a formal assessment of their performance in the field and have the opportunity to review and revise their learning objectives. The final evaluation can serve as a guideline for continuing education, professional development and/or supervision when the student is employed. Final evaluations are kept in the student's file in the School of Social Work.

The final grade for the field placement is decided collaboratively between the seminar leader, the field instructor, and the MSW Field Education Coordinator. The seminar leader assigns the seminar grade. Students must achieve a passing grade in the seminar (B-), and 'pass' the placement, in order to graduate.

If a student does not pass placement and/ or seminar, may make a request in writing to the Director of the School of Social Work to be allowed to repeat **placement AND seminar**. Such requests will be reviewed by the Director of the School of Social Work in consultation with the MSW Field Education Coordinator, the seminar leaders, and the Chair of the Graduate Studies Committee. Seminar and placement may only be repeated when approval is given by the Director of the School of Social Work following consultation as described above. These decisions will be made on an individual basis. Students who subsequently fail to meet the minimum grade or Pass requirement after repeating the course or placement may not continue in the program.

Terminating field placements

It should be noted by all concerned parties that the placement of a student in a field setting should not be seen to imply or form a contract of intent that the student necessarily will successfully fulfill the field placement requirements of SOCWORK 751. Placements may be terminated at the request of the field instructor, the faculty of the School, or the student. While the School typically facilitates a replacement (drawing learning from the previous placement), there is no obligation on the part of the School or its faculty to replace a student who is not successful in their field placement.

POLICIES, RESOURCES, AND ADDITIONAL INFORMATION

CODE OF ETHICS OF CANADIAN ASSOCIATION OF SOCIAL WORKERS

Ethical behaviour is at the core of every profession. The [Canadian Association of Social Workers \(CASW\) Code of Ethics](#) sets forth values and principles to guide social workers' professional conduct.

From the preamble to the Code:

A code of ethics cannot guarantee ethical behaviour. Ethical behaviour comes from a social worker's individual commitment to engage in ethical practice. Both the spirit and the letter of this Code of Ethics will guide social workers as they act in good faith and with a genuine desire to make sound judgements.

The social work profession is dedicated to the welfare and self-realization of all people; the development and disciplined use of scientific and professional knowledge; the development of resources and skills to meet individual, group, national and international changing needs and aspirations; and the achievement of social justice for all. The profession has a particular interest in the needs and empowerment of people who are vulnerable, oppressed, and/or living in poverty. Social workers are committed to human rights as enshrined in Canadian law, as well as in international conventions on human rights created or supported by the United Nations.

Social workers uphold the following core social work values:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

The Code describes each of these values and discusses their underlying principles.

In Canada, social work legislation is the responsibility of the provinces/territories. To learn more about the ethical practice of social workers or to determine the current Code of Ethics adopted in each province/ territory, you can contact [the provincial/territorial social work associations](#).

LINKS TO POLICIES

Policy on ethical use of social media

[Policy on workplace placements](#)

[Confidentiality policy: use of agency material for educational purposes](#)

[Consents for recording, audiotaping or videotaping clients: client consent for recording](#)

[Out of town field placements](#)

[Securing and terminating field placements](#)

[Policy on infectious diseases, immunizations, police checks](#)

[Policy statement on strikes or other collective action taken at field placement agencies](#)

DISCRIMINATION AND HARASSMENT

McMaster University's [Discrimination and Harassment Policy](#) applies to students on field placements.

This policy prohibits discrimination and/or Harassment on the grounds articulated in the Ontario Human Rights Code: age; ancestry, colour, race; citizenship; ethnic origin; place of origin; creed; disability; family status; marital status (including single status); gender identity, gender expression; receipt of public assistance (in housing only); record of offences (in employment only); sex (including pregnancy and breastfeeding); and sexual orientation.

This Policy prohibits harassment which is a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment may include sexual and/or gender-based harassment, workplace sexual harassment, as well as harassment on any one or more of the grounds articulated in the Human Rights Code.

From the information guide about the Discrimination & Harassment process:

Community Members who have experienced unwelcome comment or conduct by another person are encouraged, although not obliged, to make it known to the other person that their behaviour is unwelcome. In situations where it is believed that addressing the other person could lead to an escalation of the comment or conduct, or to safety risks, this approach is not recommended. If the problem is not resolved, or if the Community Member feels they cannot speak directly to the other person, they should notify an appropriate Supervisor and/or intake office (such as the Equity and Inclusion Office) within the University of the matter

Students who feel they have been harassed or discriminated against in placement are encouraged to bring the situation to the attention of their seminar leader or a faculty member of the School. Students may elect to bring another person (a trusted friend, family member, faculty member) to this meeting to act as a support and advocate.

Students may also access one of the University's offices that have responsibility for assisting with resolution and complaints relating to Discrimination and/or Harassment, such as the Equity and Inclusion Office. Members of the Human Rights and Dispute Resolution program at the Equity and Inclusion office:

- Provide consultation for students on issues related to human rights;
- When requested, facilitate resolution of concerns and complaints using alternate dispute resolution practices;
- Act as an Intake Office for formal complaints of discrimination, harassment or sexual violence;
- Oversee and, where required, investigate formal complaints lodged under the University's Discrimination & Harassment Policy and/or the Sexual Violence Policy.

An appointment with a member of the Human Rights Program may be booked by [phone, email, or in person.](#)

INSURANCE COVERAGE AND UNPAID STUDENT PLACEMENTS

What is MAESD?

Ministry of Advanced Education and Skills Development (MAESD), formally known as MTCU-WSIB Insurance Program is Ontario's publicly funded Colleges and universities (Training Agencies) for students participating in unpaid work placements. MAESD manages students unpaid work placements in accordance with WSIB policy and procedures as well as with MAESD guidelines.

Training Agencies implement the new Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form, which replaces the Work Education Placement Agreement Form. Note: this is the only significant change to the program. The ministry can only outline the eligibility criteria but cannot give a “Yes” or “No” answer as to whether or not student placements are covered for insurance coverage. All unpaid student placements in funding-eligible ministry-approved programs are eligible for MAESD's coverage. Note: The Work Education Placement Agreement (WEPA) form for postsecondary students is no longer being used.

With the process there is a:

- Student declaration letter: To let the unpaid placement know, via sign-off, they have coverage via WSIB or Chubb Insurance (formally ACE) and to report incidents accordingly
- Letter to Placement Employers: To inform the placement employer that WSIB coverage (or Chubb insurance) is provided, via the MAESD, and therefore their respective WSIB standings (i.e. premiums) will not be affected. (this can be done within the agreement with your placement agency location)
- Pre-placement evaluation for health and safety purposes
- Pre-Placement Safety Orientation Checklist

In the event of a placement-related injury or illness:

- the student must **immediately** notify the agency supervisor and the university placement co-ordinator (Jennie Vengris) and the School's Administrator (Tammy Maikawa) of the accident
- the employer must **immediately** forward details of the accident to the university placement coordinator using the Safety/Incident Report (forms available from the School of Social Work)
- **the university placement coordinator will immediately (within one working day) notify the Department of Environmental and Occupational Health Support Services (EOHSS) at ext. 24083: contact Stacie Cameron, Health, Safety and Insurance Advisor.**

EOHSS will:

- Complete the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form and submit it to WISB and MAESD in the event of an injury/disease.
- Submit source documentation to the Ministry for WSIB payment/reimbursement via fax or e-mail:
 - MAESD Claim Form
 - WSIB Form 7
 - Letter of authorization to represent the employer

RISKS AND LIABILITY INSURANCE COVERAGE

There are four areas of risk to which students are exposed who have a field practice requirement as part of their approved curriculum. These are:

1. Risk of bodily injury related to travel to and from the field placement.
2. Risk of injury, physical or mental, which may occur in the performance of assigned and prescribed duties during the course of their field placement.
3. Risk of a suit for negligence in which students may be named by a client or clients with whom they are or have been engaged in their roles as 'care givers', teachers, counsellors, trainers, etc.
4. Risk of a suit for bodily injury or property damage if they have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged in their field practice responsibilities.

The University policy with respect to these four areas of risk is as follows:

1. Students Traveling to and From Field Placement

"They are at their own risk if they have provided their own transportation, either public or private. Students would have to provide their own coverage (O.H.I.P., Blue Cross, etc.), as they see fit."

2. Injury to Student

"In the event of personal physical or mental injury occurring to the student and the University is found responsible, then the University Liability Insurance Policy would respond, but only in the event that the University is found negligent as a result of the judicial process."

3. Suit for Negligence

"The University carries Third Party Liability Insurance which would respond to a suit against the University, its faculty, staff or students in the event of a claim against any of the above parties resulting from normal legal performance of duties and responsibilities associated with the academic activities of the University."

4. Students Transporting Other Students or Clients in A Personally Owned Vehicle

"In the event of an accident, again the student could be considered responsible and their own insurance would be looked to. If the University was named in a suit, the University's Non-Owned Auto Insurance would become operative and protect the University's interests in such a case- not the students' interest."

MID-POINT EVALUATION of MSW PLACEMENT

STUDENT NAME	
SUPERVISOR NAME/AGENCY	
DATE OF EVALUATION MEETING	

NOTES:

This evaluation is to be completed mid-way through the placement. In late January, Jennie will be in touch to inquire about a mid-point check in meeting – a meeting will take place if the students and/or supervisors think it would be helpful. If a meeting is scheduled, please complete this form in advance of the meeting. If a meeting is not scheduled, Jennie will indicate when it should be submitted. Another evaluation will be completed at the end of the placement and a meeting will be scheduled to discuss the placement overall.

The student should take the lead on coordinating the completion of this form.

As you will see, there is a section for the student, the supervisor and the seminar leader to complete.

You will need to refer to the MSW Critical Leadership seminar and placement learning objectives in the MSW Field Practice Manual and the student's Placement Plan.

Please offer examples when available and offer as much as possible to help tell a complete story of the progress made in the placement.

STUDENT REFLECTIONS

1. Write a brief synopsis of your placement to date – overview of major tasks, learning and opportunities.
2. Reflect on the seminar and placement learning objectives for the MSW in Critical Leadership (in the MSW Field Practice Manual). Which of them have you developed/learned through your placement so far? Which are you interested in working on in the next part of the placement?
3. Reflect on the observation component of your Placement Plan. How is it going? What are you learning (broadly) through observing leadership in action? What would you like to do more of or do differently in terms of observing leadership in the next part of the placement?
4. Reflect on the project component of your Placement Plan. How is it going? What are you learning (broadly) through working on your project? If there are elements of the project that are not going according to your plan, reflect on why that is and what that might mean for your project work moving forward.
5. Please comment on anything else in terms of skill development or personal growth you'd like to.
6. Are there any elements of leadership that you recognize (through your placement experience) are going to be difficult for you? What can you do to work on those elements in the next part of your placement?

SUPERVISOR REFLECTIONS:

1. Please describe the strengths you've witnessed in the student's development of their leadership identity and practice.
2. What do you think the student should focus on in terms of skills development and personal growth in the next part of the placement?

SIGNATURES:

Student Name – Printed	Signed/Date
Supervisor Name – Printed	Signed/Date
Seminar Leader Name – Printed	Signed/Date

*As an alternative to everyone signing, you can email the completed form to Marlene and cc your supervisor.

FINAL EVALUATION of MSW PLACEMENT

STUDENT NAME	
SUPERVISOR NAME/AGENCY	
DATE OF EVALUATION MEETING	

NOTES:

This evaluation is to be completed near the end of the placement. In late May, Jennie will be in touch to schedule a final check in meeting. Please complete this form in advance of that meeting – we will use this to discuss the student’s learning and progress.

As you will see, there is a section for the student, the supervisor and the seminar leader to complete.

You will need to refer to the MSW Critical Leadership seminar and placement learning objectives in the MSW Field Practice Manual and the student’s Learning Plan.

Please offer examples when available and offer as much as possible to help tell a complete story of the progress made in the placement.

STUDENT REFLECTIONS

1. Write a brief synopsis of your placement– overview of major tasks, learning and opportunities (you can very briefly recap the stuff you wrote for your mid-term evaluation).
2. Reflect on the seminar and placement learning objectives for the MSW in Critical Leadership (in the MSW Field Practice Manual). Which of them do you think you achieved significant growth on? How was that growth demonstrated? Which of the learning objectives were especially challenging for you and how will you continue to work on these?
3. Reflect on the observation component of your Placement Plan. What do you think were your most significant lessons from the observation work you did? How will those lessons impact your growth as a leader?
4. Reflect on the project component of your Placement Plan. How did it go? What were the most significant lessons you learned from completing the project? How will those lessons impact your growth as a leader?
5. Please comment on anything else in terms of skill development or personal growth you’d like to.

SUPERVISOR REFLECTIONS:

1. Please describe the strengths you’ve witnessed in the student’s development of their leadership identity and practice.
2. What do you think the student should focus on in terms of skills development and personal growth as they continue their leadership development in the field?

SIGNATURES:

Student Name – Printed	Signed/Date
Supervisor Name – Printed	Signed/Date

Seminar Leader Name – Printed	Signed/Date

*As an alternative to everyone signing, you can email the completed form to Marlene and cc your supervisor.