They [students] develop a greater interest in academic work when they see the connection between jobs and the classroom. They evaluate career decisions early in their college years. They expand their critical thinking skills, knowledge, enthusiasm, self-confidence, and focus. And upon graduation, they have the experience and skills to succeed in the workplace, along with valuable professional contacts and references.

Mary Robinson (2001)
former President of Ireland

Prepared by:
Hirsch Greenberg, MSW
Practicum Coordinator
Department of Justice
Faculty of Arts
University of Regina
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Dear Student:

Welcome! This manual contains important information for your Justice Studies practicum field placement. Practica engage students in pre-service professional experiences and the integration of coursework. As a value-added component of a student’s Bachelor of Human Justice or Bachelor of Arts Police Studies degree, field placement experiences offer opportunities:

- To build valuable professional networks;
- To explore career related work experiences; and
- To integrate theory in practice

As pre-service professionals, students will acquire competencies in justice knowledge, skills and attitudes towards developing an identity as a justice professional.

The JS 290 Practicum I (Introductory): Field Placement and the JS 490 Practicum II (Advanced): Field Placement prepares students for professional careers; applying the knowledge, skills and attitudes gained from course work to lived experiences.

The content of this manual describes the expectations and responsibilities of students, field supervisors/organizations and the Department of Justice Studies. We look forward to students, field placement supervisors and faculty connecting mutually, rewarding experiences and shaping, lasting relationships.

Sincerely,

Hirsch A. Greenberg, MSW
Practicum Coordinator
Department of Justice Studies, Faculty of Arts
University of Regina
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Practicum Coordinator

Host Organizations
  Orientation
  Field supervisors
  Assisting students to build professional relationships
  Preparing for an evaluation of a student

Administration
  Forms
  Learning goals agreement
  Site visits

Appendices
  General Practice Agreement
  Field Placement Evaluation
  Student Work Placement Health and Safety Checklist
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ABOUT THE DEPARTMENT OF JUSTICE STUDIES

SECTION OVERVIEW

- Department history
- Contact information
- Faculty and staff members

DEPARTMENT HISTORY

As a student with a major or minor in Justice Studies, you have a place in one the oldest (circa 1971) justice degree programs in Canada. Originally housed in the Faculty of Social Work at the University of Regina as the School of Human Justice, the Bachelor of Human Justice (BHJ) degree was offered to adult learners as a pathway to earn an undergraduate degree. For many that were already practicing justice professionals and were required to have a post-secondary credential to advance their career, the BHJ was an attractive option. Another reason was to offer a university degree that would have its central focus on (in)justice, particularly as it touched the historical and existing lives of Indigenous peoples in Saskatchewan and Canada.

The designation, human justice was adopted from the expression human service organizations. In designing the degree, the drafters believed that justice held a unique place in social work practice and deserved its own home among undergraduate degrees in the academy.

The Bachelor of Human Justice degree grew in popularity as its course offerings captured the interest and imagination of an increasing number of students. There have been many changes over the years (~ 45 years old as of 2016). The School moved to the Faculty of Arts in the mid-nineties; and in the mid-2000s, the School became the home of two other Arts degrees: a Bachelor of Arts, Police Studies and a Bachelor of Arts, Justice Studies (the latter will no longer be offered after April 31, 2017 and the department closed admission to new students for this program as of September 2012). Eventually, the School of Human Justice became the Department of Justice Studies, as it’s known today, housing the BHJ and the BA in Police Studies. We also offer a Minor in Justice Studies for non-JS students and new for the 2016 fall semester, the department will be offering certificate and diploma programs of 15 or 30 credit hours respectively that ladder into the BHJ or the BA, Police Studies degrees. There are two post-graduate degrees: Master in Justice Studies and Police Studies

The mission statement of the department (the complete mission statement can be found in the Academic Calendar, Department of Justice section) describes different viewpoints students will be able to apply in their study of justice. In part, these approaches reflect the interdisciplinarity and diversity of justice environments: legal, criminal, social, practical, restorative, and corrections.

As Justice Studies’ students you will also share with other Faculty of Arts’ students, a general liberal arts education that includes: critical thinking and problem-solving; writing as a Researcher and a professional; research methods; analytical skills; study of theories; ethical practices and more.
Students are encouraged to visit our website and explore our department’s justice programs: http://www.arts.uregina.ca/justice-studies

CONTACT US

By telephone: (306) 585-4779
Drop by: Department of Justice Studies (due to restrictions associated with the Pandemic, we are all working from home at the moment. We will be happy to meet with you as soon as we return to our respective offices).
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Introduction to Practicum Courses

SECTION OVERVIEW

- Introduction
- Prerequisites
- Goals of the practicum field placement
- Developing student objectives
- Building a relationship with your field supervisor
- Absences and field placement hours
- Practicum evaluations
- Developing professionally

The goal of the practicum field placement is to attain professional experience and achieve personal career goals. Students will have the opportunity to apply their knowledge, skills and attitudes acquired from their university courses and their personal lived experiences during their field placements. Complementary course work (JS 291 - Professional Communications and Writing, and JS 492 - Major Project) crafts a pre-service professional justice identity.

While organizations offer students excellent observational and hands-on experiences, students should not be too disappointed should all of their expectations go unmet. Remaining positive and open to the advantages being offered will enrich your experience. As you gain acceptance from the professional staff at your placement, intended and unintended expectations will morph into an appreciation of justice realities.

PREREQUISITES

<table>
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<th>JS 290 Prerequisite for the Practicum I (Introductory): Field Placement</th>
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<td>1) JS 090 and 100; 2) 65% PGPA and 60% UGPA; or permission of the Department Head.</td>
<td>1) JS 090,100, 290, &amp; 291; 2) Completion of 90 credit hours; and 3) 65% PGPA and 60% UGPA.</td>
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GOALS OF THE PRACTICUM FIELD PLACEMENT

The JS 290 Introductory Practicum Field Placement introduces students to human service organizations in the justice field. For many students, this will be their first involvement with a professional justice organization. The JS 490 Advanced Practicum Field Placement extends opportunities to: building on self-confidence, self-reliance, professionalism, and developing knowledge, skills and attitudes. The principal goals of the practica for students are:
Acquire applied justice knowledge: Students observe how justice organizations employ theories and practices in justice, professional communications, report writing, policies and procedures and professional ethics.

Demonstrate an understanding of complex justice issues and problems. Returning to the classroom, students will have a deeper understanding of criminal, restorative, legal, social and/or human rights issues.

Understand the range and role of justice practice. Students observe the roles of various justice professionals including but not limited to: social advocates; correctional staff; police; working with adults and youth; women, minorities and Aboriginal Peoples and thus learn about various roles and responsibilities within the justice community.

Understand professionalism. Students will gain an appreciation of professional expectations: developing professional competencies (knowledge, skills and attitudes); adhering to ethical conduct; and adopting a pro-active attitude when working with individuals, families and communities as primary practice considerations.

Build relationships. Students will have the opportunity to establish personal and professional relationships with multiple stakeholders: individuals, families, communities, professionals, and organizations.

Acquire analytical and problem-solving skills. Students are expected to use problem-solving case approaches based on the needs of individuals, families, communities.

Contribute to organizations and communities. Students are expected to contribute to the fabric of human service practices.

Evaluate their career choices. Through self-reflection, conversations with other students and professionals, students have the opportunity to evaluate themselves against the requirements of their placement and related course work.

DEVELOPING STUDENT LEARNING OBJECTIVES

Students are expected to submit a minimum of five (5) learning objectives as part of each practicum application. These objectives should operationalize – put into practice - the goals identified in the section above. These objectives are not set in stone as the student and the field supervisor will review and re-formulate these objectives during the first week of the field placement.

BUILDING A RELATIONSHIP WITH YOUR FIELD SUPERVISOR

Students’ primary contact with an organization is their field placement supervisor. It is important from the onset to clarify expectations (i.e. goals and objectives of the placement) between the student and the field supervisor during the first week of the semester. Reviewing the course goals and objectives will assist in defining the role and relationship between the supervisor and the student and serve as a guide in defining expectations and evaluating a student’s performance.

Revised January 5, 2021
ABSENCES AND FIELD PLACEMENT HOURS

Absences from a student’s field placement for classes and exams must be pre-arranged in cooperation with the student’s field supervisor. Absences for personal sick leave or family illnesses must be reported to the student’s field placement supervisor, as soon as possible. Students do not earn credit towards their hours for the aforementioned absences. If extended absences are necessary, the student must report the circumstances to the practicum coordinator and the student’s field supervisor to discuss how to complete the balance of hours remaining. Absences for vacation are not acceptable during the semester and students may risk being discontinued from their field placement for such absence. If there are questions with respect to placement scheduling, students ought to discuss this with their field placement supervisor and the practicum coordinator.

Students are expected to complete 292.5 hours over 13 weeks for their introductory placement; and the expectation for the advanced placement is 390 hours.

PRACTICUM EVALUATION

The student’s field placement supervisor is responsible for completing the final written student evaluation. The evaluation is available on UR Courses and it is the responsibility of students to assure that the field placement supervisor receives a copy – either an e-copy or a hardcopy. A mid-term, site-visit by the practicum coordinator, with the student and his or her field placement supervisor, is intended to review a student’s progress towards the completion of a student’s goals. Course assignments also contribute to a student’s final grade. These assignments are focused on practice and professional conduct.

The practicum courses are graded as a “Pass” or “Fail”. Students in JS 290 must achieve a minimum numerical grade of 70% to “Pass” the course. Students in JS 490 must achieve a minimum 75% numerical grade to achieve a “Pass”.

PROFESSIONAL DEVELOPMENT

As pre-service professionals, it is understood that students are improving their practices as they acquire: knowledge, skills and attitudes. It is probable that students will be challenged by their practicum experiences: may encounter self-doubt, for example; and will need opportunities to debrief. The practicum program provides seminars during the semester to debrief practicum experiences with other students and the practicum coordinator. Field placement supervisors are invaluable resources and students should avail themselves of this support.
FAQ

SECTION OVERVIEW

- Introduction
- Paid Practica
- Working with clients
- Relationship to the hosting organization
- Liability protection and insurance
- Transporting clients
- Ethical conduct

Students often have questions regarding their status as a pre-service professional while on their placement. Can I be compensated? What is my liability? Can I transport clients? Should I use my own car? What if I don’t receive a positive evaluation from my field placement supervisor? Should I be offering advice to a client or have a counselling role? Each of these questions is addressed below.

PAID PRACTICA

Students are allowed to receive financial compensation for their practicum placement under specific conditions, including an organization’s policy of compensating students. Some organizations offer placements in anticipation that students will become paid employees at some future date. Students have also been offered casual or temporary paid employment during their placement; both are acceptable conditions.

Another situation that often occurs is where students are already a paid employee and the organization is willing to extend this status for their practicum placement. When this occurs, students must ensure that their practicum field placement assignments are different from those paid employment assignments. This means that students cannot continue in the same employment position and gain academic credit for their practicum field placement.

WORKING WITH CLIENTS and STAFF

In general, students can have two different roles towards completing their practicum field placement:

1. Working directly with clients; and
2. Working with staff on a project for the organization such as a research assignment.

Students may only work with clients under the supervision of their field placement supervisor or his or her designate. The extent of the student’s role is determined by their field placement supervisor. Examples of working with clients could include assisting the supervisor with implementing a client’s case plans, writing reports, responding to inquiries, leading client activities and/or participating in staff meetings. Working alongside staff is an essential ingredient for students in acquiring knowledge, skills and attitudes. Students are encouraged to set aside time to have discussions with as many staff as possible, to learn the ins-and-outs of an organization and more broadly, the justice field.
Working on a project for the organization will also require oversight from the field supervisor. There may be, however, fewer restrictions such as less direct oversight when working on a research project as there is less direct risk involved than with clients.

**RELATIONSHIP TO THE HOST ORGANIZATION**

During a field placement, students are expected to “learn with, about and from” others. This requires that students immerse themselves in the organizational culture, ask questions and demonstrate initiative. There should never be a time when there is nothing to do. Approaching staff and clients to offer assistance is critical to developing professional relationships.

**LIABILITY PROTECTION AND INSURANCE**

As part of the practicum placement, students are required to complete the University’s Human Resource risk and liability document, Workers Compensation document and the Agreement document, within one week of the their placement start date. The required documents and instructions are available from the practicum coordinator or are on-line from the JS 290 or JS 490 UR Courses. Questions pertaining to completing the documents should be directed to the practicum coordinator.

Students completing their field placement in Saskatchewan are covered by Saskatchewan’s Workers’ Compensation. Students completing their field placement outside of Saskatchewan are not covered by Saskatchewan’s Workers’ Compensation and thus should consider additional medical and/or insurance coverage.

There is always some level of risk in any field placement position. While the University has taken precautions to minimize any risk by approving an organization as a placement, unanticipated situations can and will arise when working with individuals, groups and families in various community, agencies, institutions, and/or client home settings. It is important that students familiarize themselves with the risks involved during their placement interview by discussing potential risks and how to best mitigate them.

**TRANSPORTING CLIENTS**

Students are NOT permitted to use their own vehicle for field placement related activities other than for personal transportation to and from the organization. Students are permitted to drive clients in agency vehicles and are insured through the University. It is strongly recommended that students do not transport clients without being accompanied by an agency employee.

**ETHICAL CONDUCT**

Ethical conduct is defined as “conduct that is consistent with the norms that specify what is right or wrong in human relationships in a civil society (Bjorkquist, 2002, pp. 13-14). An important point to consider is that “regardless of your personal ethical positions, you will need to meet the demands that will be placed on you as a result of ethical standards in the profession [or organization] you desire to join.” (Gordon et al, 2004, p.73). While it is not plausible to consider
every possible ethical scenario the following discussion will assist students with some ethical questions for consideration.

CORRUPTION AND MISCONDUCT

Corruption can be defined as “the misuse of one’s official role to obtain personal gain.” (Gordon et al, 2004). For an example, accepting a bribe. Misconduct can be defined as “various kinds of behaviour prohibited by the agency.” (Gordon et al, 2004). Examples are: coercion of clients; or, use of force.

WORKING AT YOUR COMPETENCY LEVEL

Students will often be confronted by cases and settings that raise questions about their competency, questioning their ability to respond to clients or to staff appropriately. For example, a student may be confronted by a client who has suicidal ideation. It is a student’s obligation to report such encounters to their field placement supervisor or, in his or her absence, to a designated person in authority. This may appear to expose a student’s lack of knowledge or confidence, yet consulting with a supervisor or other staff member sends a message that you understand your limits and are willing to ask for help. This is considered to be a positive response.

MAINTAINING CONFIDENTIALITY

There is no such confidential practice as protecting, unequivocally, information about another person. Even a lawyer, who in Canada, can protect information disclosed by his or her client from the courts and others, it is likely that the support staff in the lawyer’s office will see the files. Confidentiality, then, is contextual to the organization and to a professional code of conduct (i.e. ethical standards). Students are asked to consider confidentiality in two interrelated contexts:

1. Confidentiality belongs to the client and not the professional or organization; and
2. Explain the limits of confidentiality to the recipients of service at the start of the professional relationship.

It behooves students to discuss confidentiality with each client as part of the client-professional relationship. Do not presume that confidentiality is an unspoken attribute of professional practice or that the limitations of confidentiality are understood. Students should clarify with their field placement supervisor, the organizational policy regarding confidentiality and then ensure that this is shared with clients and is understood.

MAINTAINING APPROPRIATE INTERPERSONAL RELATIONSHIPS

Many students entering the human services system have a natural propensity to form positive relationships with others: family, friends, colleagues, etc. Students are cautioned, however, that forming relationships with clients and professional staff, while sharing similar attributes with personal relationships, have distinct characteristics. The table below serves as a guide.
What are the differences?
Knowing the differences between personal and professional relationships can help you recognize when professional boundaries between the two may be blurred or crossed.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Professional (Intervener-client)</th>
<th>Personal (casual, friendship, romantic, sexual)</th>
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<tbody>
<tr>
<td>Behavior</td>
<td>May be regulated by a code of ethics and professional standards. Framed by agency policy.</td>
<td>Guided by personal values and beliefs.</td>
</tr>
<tr>
<td>Remuneration</td>
<td>Most often paid to provide care to client, but may also act in an official volunteer role</td>
<td>No payment for being in the relationship.</td>
</tr>
<tr>
<td>Length</td>
<td>Time-limited for the length of the client’s needs.</td>
<td>May last a lifetime.</td>
</tr>
<tr>
<td>Location</td>
<td>Place defined and limited to where an intervention is provided.</td>
<td>Place unlimited; often undefined.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Provides care within a defined role and follows an establish plan of in meeting the client’s needs.</td>
<td>Pleasure, interest-directed.</td>
</tr>
<tr>
<td>Structure</td>
<td>Provides program/service to client.</td>
<td>Spontaneous, unstructured.</td>
</tr>
<tr>
<td>Power</td>
<td>Unequal: intervenor has more power due to authority, knowledge, influence and access to privileged information about client.</td>
<td>Relatively equal.</td>
</tr>
<tr>
<td>Responsibility for</td>
<td>Intervener (not client) responsible for establishing and maintaining professional relationship.</td>
<td>Equal responsibility to establish and maintain.</td>
</tr>
<tr>
<td>Preparation for</td>
<td>Requires formal education, knowledge, preparation, orientation and training.</td>
<td>Does not require formal knowledge, preparation, orientation and training.</td>
</tr>
<tr>
<td>Time spent</td>
<td>Gives care within outlined hours of work/volunteerism.</td>
<td>Personal choice for how much time is spent in the relationship.</td>
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RESOLVING ETHICAL DILEMMAS: GUIDELINES

» Setting Limits

Students should set limits, personal and professional boundaries, with clients and staff. With clients, sharing personal and contact information is often frowned upon by many organizations and should be avoided. An example could be a client asking: how old you are, or for your home phone number or cell phone number. Relationships with staff could be difficult, as maintaining objectivity in value based situations, such as differing opinions on the nature of crime or opinions about treatment might create unresolved tensions in the work place. This is not to suggest that students should refrain from engaging with other professionals. It is more to suggest that regardless of whether you agree with others, their opinions, even whether factually incorrect, should be respected.

» Principle of Benefit Maximization

The principle of benefit maximization states that before acting, the ‘consequence’ of each potential act is measured (Jones, 2005). To say it in another way, if the outcome is predictable, it is the client’s choice, within legal limits, to make. If the outcomes are not predictable or cannot be anticipated, there may be good reason to delay a decision until more information (facts) are known. Furthermore, in deciding among courses of action, students are encouraged to ensure, at a minimum, that no harm is done to themselves or the client.

For example, a client may not think that his substance use/abuse is a problem. Although, his work is affected and his family is concerned, the choice to continue his substance use/abuse is his to make. A second example, where no action is taken, is a client is accused of a breach of probation. There is no substantive proof that the client breached his probation and a decision may be delayed until more facts are known. A third example could arise, if the client is a victim of domestic violence and she is trying to decide between leaving her spouse and giving him another chance. In this case, a safety plan could help to ensure no harm is done.

» The Bell, the Book and the Candle

Jones (2005) references Michael Josephson of the Josephson Ethics Institute of California, citing three steps to respond ethically:

1. Are there any BELLs going off? Does something appear to be not quite right?
2. What does the BOOK say: legal, policy regulations, codes of conduct or other written forms of guidance?
3. How would a decision look when held up to the CANDLE, held up to the light? If the decision was reported by the media?
Critical Thinking

Finally, critical thinking is where students use their combined education and experience to problem-solve. Jones (2005) stated, “critical thinking means that we should refrain from taking any idea or point of view at face value – that we should examine it carefully before making a personal judgment about it.” (p.117). Put another way, trust everybody but verify everything.

WHERE ARE PLACEMENTS AVAILABLE?

SECTION OVERVIEW

- Introduction
- Placement opportunities

There are many justice organizations in Saskatchewan, Canada and internationally affording students practicum field supervision. There are 80 practicum student requests, on average, between the Human Justice and Police Studies program each year. Most students request their field placements to be located in Regina. To further chances of finding a preferred field placement, it is recommended that students consider placements outside of the two large Saskatchewan urban centres: Regina and Saskatoon.

While every effort is made to locate a field placement in a desired centre. Advanced Practicum students will be given priority. Students may choose to delay their field placement for a semester in anticipation that their desired location will become available. Students should keep in mind that delaying their field placement is no guarantee of either a field placement in a desired location or field of interest.

PLACEMENT OPPORTUNITIES

Field placements in Saskatchewan are available with municipal, provincial, and federal governments. First Nations and Métis Nation organizations also have field placement opportunities on and off-reserves. There are a large number of community-based organizations (CBOs) that will consider students for their field placement. Areas of interest include criminal and social justice.

CRIMINAL JUSTICE PLACEMENTS

- Parole/probation
- Crown prosecutors, Legal Aid, and private law firms
- Police (municipal and federal)
- Canadian Border Services
- Community based organizations (e.g. John Howard Society, Regina Alternative Measurers Program)

SOCIAL JUSTICE PLACEMENTS

- Advocacy Groups (e.g. Regina Anti-Poverty Ministry, Carmichael Outreach)
- Violence against women
- International human rights
- Ombudsmen offices

Revised January 5, 2021
- Residential programs for youth and adults
- Neighbourhood programs (e.g. North Central Community Association)
- Collaborative professional practice (e.g. SEARCH)
- Substance abuse and mental health organizations

**Students**

**SECTION OVERVIEW**
- Fitting in and preparing for the interview
- Organizational relationships
- Relationships with colleagues
- Relationships with coworkers
- Relationships with field supervisors
- Relationships with clients
- Syllabi

**FITTING IN AND PREPARING FOR THE INTERVIEW**

Fitting into an organization’s culture is of the utmost importance for the successful completion of a student’s practicum. Organizations are likely to interview for: competencies, maturity, flexibility, problem-solving skills and whether you will be an asset or a hindrance. The interview should leave the interviewer with the impression that, although you’re a student, you can contribute to the work, take direction, demonstrate flexibility, and show willingness to learn. You should prepare for the interview by anticipating what you could be asked. The following suggestions will assist students in their preparation.

- Research your prospective field placement – ask for job descriptions and/or talk with someone who is already doing the job
- Take a copy of your resume, and goals and objectives with you to the interview
- Be punctual – first impressions are important. Always arrive a little early
- Dress for the interview – dress for the interview, not the job, to show your prospective organization that you can present yourself professionally
- Practice being interviewed by someone
- Facial expressions are important, smile when you greet someone
- Speak clearly, do not mumble
- Respond to the interviewer politely, even if the conversation does not excite you
- Listen before you answer questions
- Provide brief answers and be succinct - get to the point
- Thank the interviewer for his/her time

**ORGANIZATIONAL RELATIONSHIPS**

Students should take the time to understand and appreciate the various roles and work individuals do for an organization. This includes those in director, management, administrative, professional and support staff positions. Field supervisors are encouraged to expose students to
the various roles in an organizational, and how the organization fits into other justice and human service organizations (e.g. government and community-based organizations).

**RELATIONSHIPS WITH COLLEAGUES**

Relationships with colleagues refer to all individuals that students may come into contact with on a regular basis to accomplish their work. Providing the time and space for students to find out how each person contributes to the organization will enhance a student’s professional understanding of systems.

**RELATIONSHIPS WITH COWORKERS**

Coworkers are specific individuals with whom a student interacts with on a daily space. These individuals provide a student with support, direction and someone to turn to for immediate assistance (e.g. supervisors, line staff).

**RELATIONSHIP WITH FIELD SUPERVISORS**

Students may or may not have daily or even direct contact with their field supervisor. Although the field supervisor is a member of the organizational unit, he or she may have responsibilities outside of direct work in the unit. It is important for field supervisors to arrange regular meetings (e.g. at least monthly) with their students to ensure he or she keeps track of and understands their progress.

**RELATIONSHIP WITH CLIENTS**

Client relationships depend on a student’s level of knowledge, skills, and abilities. Building a relationship with a client takes time and requires that students engender trust and empathy. It is critical that students not engage clients as friends, but it is equally important to be friendly. Field supervisors can assist students to understand the nuances in working with clients and working within their level of competence. As client relationships evolve, elements of genuineness, respect, professional curiosity about the client’s story, empathy, listening, and acknowledgement will emerge as foundational client building relationship skills.

**SYLLABI**

The syllabi for JS 290 and 490 are posted each semester on UR Courses. The syllabi are formal agreements between the student and the instructor. The terms and conditions of each course are explained.

**ASSESSING STUDENT PROGRESS**

**SECTION OVERVIEW**

- Seminars
- Working towards the final evaluation
SEMINARS

During the semester, a bi-weekly JS 290 seminar offers students the opportunity to reflect upon and gain insights into their field placement experiences. Field supervisors are invited to attend. JS 490 seminars are on-line.

WORKING TOWARDS THE FINAL EVALUATION

Written assignments will ask students to prepare reflections on their placement for discussion in class. By sharing experiences with other students during the seminar, conversations will uncover insights and broaden a student’s world view of professional justice services and engagement in positive critiques.

Students are required to submit a final written evaluation, completed by their field supervisor. It is strongly recommended that students discuss their progress with their field supervisor on a monthly basis.

PRACTICUM COORDINATOR

The faculty Practicum Coordinator facilitates a student’s placement and ensures that he or she gains a meaningful professional experience. Should problems arise, the Practicum Coordinator can assist to resolve issues. Students are expected to adapt and use problem-solving skills to resolve most difficulties, but can also consult with the practicum coordinator at any time.

The practicum coordinator is responsible for determining a student’s final grade in consultation with the student’s field supervisor. The practicum is also available to discuss a student’s progress with the field supervisor.

HOST ORGANIZATIONS

SECTION OVERVIEW

- Orientation
- Field Supervisors
- Assisting students in building professional relationships
- Preparing for an evaluation of a student

ORIENTATION

It is expected that an orientation for the student to the organization will be offered. The orientation should include:

- Hours of operation
- Student work schedule
- Policies and procedures to be aware of
- Performance expectations
- What to do if a student will be absent (e.g. sick leave)
- Dress code
- Working within student competencies
- The nature of services and programs that are offered
- The person who the student reports to
- The person a student can ask questions
- Who to contact in case of an emergency

**FIELD SUPERVISORS**

Mentoring a student will take time. It is an excellent opportunity to transfer knowledge and experience upon which a student can build a professional repertoire. Students are asked to create an agreement between their field supervisor and themselves. This agreement will be one part of a student’s evaluation. Consider the following questions in developing an agreement as suggested by Ward and Mama (2006):

- What do students want to learn from their practicum experience?
- What specific knowledge do students want to develop?
- What specific skills or techniques do students want to learn or enhance (e.g. interviewing, assessment, referral, and/or group work)?
- Is there an area of justice work that a student doesn’t have a grasp on or feel that he or she can fully integrate (e.g. why policy or research is important to daily justice practice)?
- Does a student wish to learn how to work independently?
- Is there flexibility in hours, or are schedules set?
- Are there other organizational activities to participate in (e.g. budgeting, administrative tasks, board meetings, grant writing)?
- What kind of a relationship do I want with my supervisor? My coworkers?
- Any other thoughts/opportunities.

**ASSISTING STUDENTS TO BUILD PROFESSIONAL RELATIONSHIPS**

Students are required to explore and develop professional relationships. There are six (6) relationships students will be evaluated on: 1) organizational relationships; 2) relationships with colleagues — those with whom students work with every day and are peers, support staff and others outside of the immediate work environment including the staff of other organizations; 3) relationships with co-workers (those in the same or similar profession); 4) relationship with supervisors; 5) relationship with the faculty Practicum Coordinator; and 6) relationships with clients.

**PREPARING FOR AN EVALUATION OF A STUDENT**

There are three (3) requirements for students to complete for their placement evaluation:
1) a learning goals agreement; 2) a site visit by the Practicum Coordinator; and 3) a final written evaluation of a student’s acquired competencies: knowledge, skills and attitudes.

The learning goals prepared by the student form a practice guide for student progress. These goals are shared with the practicum coordinator and the field supervisor.

In addition, these goals are the source for the site visit evaluation. The date, time and location of the site visit for each student is found on UR Courses.
The final written evaluation is completed by the field supervisor and is discussed with the student. This evaluation is a measure of progress rather than the fulsome completion of the specific itemized criteria. A scale is provided with the written evaluation as a guide.

ADMINISTRATION

SECTION OVERVIEW
- Forms
- Learning goals agreement
- Site visits

FORMS
The Human Resources department of the University of Regina requires students enrolled in a field placement to complete an evaluation of risk and to acquire travel authorization off-campus. These forms are available on-line at UR Courses and samples are included in the appendix to this manual.

LEARNING GOALS AGREEMENT
Developing learning goals are crucial aspects of developing professional practice. Field supervisors’ evaluations are dependent on understanding what each student wishes to achieve. To measure this achievement, a student must provide the field supervisor with a bench mark upon which to be evaluated.

SITE VISITS
In preparing for their site visits, with the Practicum Coordinator and field supervisor, students should review their learning goals and placement assignments. The site visit is a discussion format and there are no written requirements to prepare.
University of Regina Agreement # 201__ - _____

University of Regina  
Department of Justice Studies  
General Practicum Agreement

THIS AGREEMENT made in duplicate the ________ day of _________ 2021 between:

THE UNIVERSITY OF REGINA  
(the “University”)

AND

______________________________________________________________  
(the “Organization”)

WHEREAS:

A. The University offers Justice Studies programs (the “Program”) which includes an opportunity for students to acquire experience in a professional setting prior to graduating from the University;
B. The University has requested the Organization to provide a practicum field Practicum (including direction and supervision) (the “Practicum”) for ____________________________ (the “Student”);
C. The Organization has suitable experiences, supervisors, and facilities available for the educational experience of the Student and has agreed to provide the Practicum for the Student on the terms and conditions set out herein;
D. The University and the Organization (collectively, the “Parties”) wish to enter into this agreement (this “Agreement”) in order to set out their respective roles and responsibilities.

NOW THEREFORE in consideration of the mutual covenants and agreements contained herein, the sufficiency of which is acknowledged, the Parties agree as follows:

1. The Practicum

1.1 The Organization will serve as a practicum facility for practice education for the Student and will provide personnel who will direct and supervise the Student during the Practicum.

1.2 While engaged in the Practicum, the Student shall retain the status of a student working towards the fulfillment of a degree requirement and shall not replace the Organization’s staff, or render services except as identified by the University for educational value and that are compatible with the Program objectives. The Student is not an employee or agent of the University. The Student shall not displace regular employees of the Organization. The Student is not an employee of the Organization during the Practicum nor will the Student be entitled to receive any remuneration from the Organization for any services the Student may render during
the Practicum unless prior approval is granted by the Department of Justice Studies, Practicum Coordinator.

1.3 The University shall be under no obligation to compensate either the Organization or any of its employees for educational work or services provided by the Organization or any of its employees in connection with this Agreement.

1.4 All relevant rules, regulations, policies and procedures of the Organization will apply to persons involved in the Practicum unless otherwise agreed by the parties. For further certainty, the Student must comply with the requirements of this Agreement and all reasonable directives of the Organization. If a Student fails to do so, the Organization may refuse the Student access to Organization facilities and may require termination of the Practicum.

1.5 In conjunction with this Agreement, the University, the Student and the Organization will develop and execute a Practicum plan following the sample in Appendix A (the “Plan”). Included in the Plan are the specifics of the Practicum, including details such as duration of the Practicum, the Student’s responsibilities, and the Organization’s responsibilities.

2. Duties of the Organization

2.1 The Organization agrees as follows:

(a) To provide an educational practice experience for the Student.

(b) To provide a reasonable orientation for the Student to acquaint him/her with the facilities of the Organization and the policies, rules, regulations, procedures and schedules of the Organization.

(c) To direct and supervise the Student engaged in the Practicum. The Organization will assign a direct supervisor who will be on-site or readily available by phone or other electronic means for consultation, supervision and direction for the Student.

(d) To have the Student assigned to Organization staff who have the knowledge and understanding of the purpose and objectives for the Student’s learning experience.

(e) To provide the Student with adequate workspace and resources (e.g., office supplies, access to computer) needed to conduct Practicum activities. The Organization will treat the Student as a pre-service professional.

(f) To provide support services to the Student as would be normally required to carry out the work of the Organization.

(g) The Organization will permit, on reasonable notice and request, the University to inspect the Organization’s facilities.

(h) At the end of the Practicum program, the Organization will contribute to evaluation of the Student’s performance in the Practicum, in the manner requested by the University. The
Organization will provide at least one oral evaluation during a pre-scheduled meeting with the Student and the Practicum Coordinator and one final written evaluation of the Student using the materials attached as Appendix B. In cooperation with the Organization, the University will conduct the final evaluation of the Student’s completion of the Practicum and assign a grade to the Student as applicable.

2.2 In the event of circumstances beyond the control of the Organization such as a community disaster, job action by Organization employees, a fire or other situation in which the continued provision of facilities under this Agreement would substantially interfere with the Organization's primary duty of care to its clients or other services such as research, policy development, etc., the Organization reserves the right to suspend performing its obligations under this Agreement immediately and until such time as the Organization determines that the facilities are again suitably available for use.

3. Duties of the University

3.1 The University agrees as follows:

(a) To provide all relevant Program information and guidelines to the Organization contact(s) to facilitate a positive and practical learning experience for the Student.

(b) To discuss with the Student, prior to the Practicum, their responsibilities during the Practicum including the maintenance of confidentiality in matters entrusted to them.

(c) To arrange meetings as required to handle any issues arising from the Practicum.

4. Coordination and Communication
The University (through the Department of Justice Studies) and the Organization will coordinate and cooperate regarding the Student’s Practicum. Each party will designate a liaison (“Liaison”) for such communications. The Liaisons are the following persons: Liaison for University:

Name/Title: __________________________________________________________
Department: _________________________________________________________
Address: ___________________________________________________________
_________________________________________________________
Phone: _____________________________________________________________
Email: _____________________________________________________________

Liaison for Organization
Name/Title: _________________________________________________________
Address: ___________________________________________________________
_________________________________________________________
Phone: _____________________________________________________________
Email: _____________________________________________________________

Revised: January 5, 2021
Either party may change the designated Liaison or his or her contact information by notice in writing.

5. **Performance Issues**

5.1 If issues arise concerning the performance of a Student during a Practicum, a plan shall be developed to assist the Student to meet the goals of the Practicum. If reasonable efforts to carry out the plan are not successful, the Organization or the University may recommend discontinuation of the Practicum for that Student.

5.2 The University or the Organization may initiate action as is mutually agreed upon through discussion to suspend the participation of any Student in the Practicum if (i) the Student violates the Organization’s rules and regulations or for engaging in any action that the Organization views as detrimental to its operations, (ii) the Student’s continued participation in the Practicum is not in the best interest of the Student or the Organization, or (iii) the Student acts in any other inappropriate manner. The Organization shall supply written reasons for its actions to the University as soon as reasonably possible. The Organization will consult with the Justice Studies, Practicum Coordinator before final action is taken.

6. **Liability, Indemnification and Insurance**

6.1 Each party will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement. The arrangement under this Agreement shall not, under any circumstances, constitute a partnership, employment agreement (unless and otherwise permission is granted by the Department of Justice Studies, Practicum Coordinator) or joint venture between the parties or an employment relationship between the Organization and the Student, nor shall any agency relationship arise as a consequence of this Agreement. Neither Party has the authority to bind the other party.

6.2 The University agrees to indemnify and hold the Organization and its employees, directors, officers, and agents harmless from all loss, cost, expense, judgment or damage on account of injury (including death) or property damage, to the extent that they arise from or are caused by the negligence (whether through omission or commission) or wilful misconduct of the University or its Student, faculty members, employees, servants or agents related to or arising out of the Program, the Practicum or other matters to which this Agreement pertains, including all reasonable legal expenses and costs incurred by the Organization in defending any legal action pertaining to the above.
6.3 The Organization agrees to indemnify and hold the University and its employees, directors, officers, students and agents harmless from all loss, cost, expense, judgment or damage on account of injury (including death) or property damage, to the extent that they arise from or are caused by the negligence (whether through omission or commission) or wilful misconduct of the Organization, its employees, servants or agents related to or arising out of the Program, the Practicums or other matters to which this Agreement pertains, including all reasonable legal expenses and costs incurred by the Institutions in defending any legal action pertaining to the above.

7. General Provisions:

7.1 This Agreement and any Practicum Plan to be attached hereto constitute the entire agreement between the parties. The parties may modify this Agreement by a subsequent written Agreement executed by the parties.

7.2 This Agreement shall be construed in accordance with the laws of the Province of Saskatchewan and the federal laws of Canada applicable therein.

7.3 All notices, requests, or other communications given from one party to the other will be in writing and will be emailed, mailed by first-class mail, or transmitted by hand delivery or facsimile, addressed to the respective party Liaison specified above. All notices, requests or communications that are not hand delivered will be deemed received three (3) days after deposit in the Canada Post, postage prepaid; or upon confirmation of successful facsimile or email transmission.

7.4 This Agreement shall ensure to the benefit of and be binding upon the parties hereto and their respective successors and permitted assigns.

7.5 The parties shall do and perform and cause to be done and performed such further and other acts and things as may be necessary and desirable in order to give full effect to this Agreement.

IN WITNESS WHEREOF the Parties have caused this Agreement to be executed by their duly authorized officers as of the date first above written.

FOR THE UNIVERSITY OF REGINA

SIGNATURE
Name: ____________________________
Title: ____________________________
Date: ____________________________

FOR THE ORGANIZATION:

SIGNATURE
Name: ____________________________
Title: ____________________________
Date: ____________________________

Revised: January 5, 2021
APPENDIX A
PRACTICUM PLAN

GUIDELINES FOR LEARNING AGREEMENT

I. Parties Involved:
   - **Student:** Student Name
   - **Student ID#**
   - **Mailing Address**
   - **Phone Number**
   - **Email Address**
   - **Organization:** Organization Name
   - **Supervisor’s Name**
   - **Mailing Address**
   - **Phone Number**
   - **Email/Fax, if available**

II. Duration:
   Specify the starting date and final date of the Practicum: **dd/mm/yyyy to dd/mm/yyyy**

III. Hours:
   Specify weekly work schedule on-site. (e.g. Mon: 2-5, Wed: 11-3). As a general rule, a student must work:
   - For the Introductory Practicum: Three (3) days per week; 7.5 hours/day for thirteen (13) weeks during a fall or winter semester (292.5 total hours).
   - For the Advanced Practicum: Four (4) days/week; 7.5 hours/day for thirteen (13) weeks during a fall or winter semester (390 total hours).

IV. Student Learning Goals:
   Specify the professional and career development goals this Practicum will help the Student achieve in priority of importance. Include general learning objectives; specific goals:
   - ____________________________________________________________________________________________
   - ____________________________________________________________________________________________
   - ____________________________________________________________________________________________

V. Student Responsibilities:
   Specify the Student’s responsibilities to the Organization during the Practicum.
   - ____________________________________________________________________________________________
   - ____________________________________________________________________________________________
   - ____________________________________________________________________________________________
   - ____________________________________________________________________________________________
   - ____________________________________________________________________________________________

Revised: January 5, 2021
VI. Supervisor Responsibilities
A. Plan on a significant time commitment initially. Structure an orientation to both the organization and specific role to be assumed. Attendance at ongoing staff meetings is desirable, if possible.

B. Feedback - Regular feedback sessions should be formally arranged to facilitate consistent supervision, guidance, and constructive criticism on a regular basis. These times should be specified and adhered to. Specify how feedback will be given on an ongoing basis. A formal, oral midterm conference date will be set.

C. Final Evaluation - A final written evaluation from the supervisor of the student’s performance is required. Specify due date (in syllabus).

VIII. Consent
By participating in the Practicum the Student consents to the sharing of personal information pertaining to the Student and his/her participation in and performance related to the Practicum between the University and the Organization.

Agreed to this ___ day of __________________ , 2021

Name of Student: ______________________________________________________

Name of Organization: _________________________________________________

Per: _____________________________________
Supervisor

UNIVERSITY OF REGINA

Per: _____________________________________
Practicum Coordinator
# Field Placement Student Evaluation

**DEPARTMENT OF JUSTICE STUDIES**

## Identification Information

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
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<tr>
<th>STUDENT ID #:</th>
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<table>
<thead>
<tr>
<th>NAME OF STUDENT'S FIELD PLACEMENT ORGANIZATION:</th>
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<table>
<thead>
<tr>
<th>FIELD SUPERVISORS NAME:</th>
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<tr>
<th>DATE:</th>
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</thead>
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**Please return to:**  
Flomo, David, Practicum Coordinator  
Department of Justice Studies, Faculty of Arts  
University of Regina  

**Mail:**  
3737 Wascana Parkway, CL 343.3  
Regina, SK. S4S 0A2  

**Email:**  
David.flomo@uregina.ca  

**Fax:**  
(306) 585-5237

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Revised: January 5, 2021
# Evaluation Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding performance with very strong evidence of: an insightful and comprehensive grasp of the organization's mandate; an exceptional ability to make sound decisions; an excellent ability to organize, analyze, synthesize and integrate theory into practice; and to express ideas both in speech and writing.</td>
</tr>
<tr>
<td>4</td>
<td>Very good performance with strong evidence of: thorough grasp of the organization's mandate; clear ability to make sound decisions; good capacity to organize, analyze, synthesize, and integrate theory into practice; and to express ideas both in speech and writing.</td>
</tr>
<tr>
<td>3</td>
<td>Above average performance with evidence of: a substantial knowledge of the organization's mandate; ability to make a decision; a capacity to organize, analyze, and to integrating theory into practice; and to express ideas both in speech and in writing.</td>
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<tr>
<td>2</td>
<td>A satisfactory performance with evidence of: adequate knowledge of the organization's mandate; ability to make decisions with supervision; a moderate ability to organize, analyze and to integrate theory into practice; and to express ideas in speech and writing.</td>
</tr>
<tr>
<td>1</td>
<td>A barely acceptable performance with evidence of a familiarity with an organization's mandate; some evidence to make decisions under supervision; minimal capacity to organize, to analyze and to integrate theory into practice; some ability to express ideas in speech and writing.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable performance. Failing work.</td>
</tr>
</tbody>
</table>

**Incomplete (IN)**  
**No Paper (NP)**  

"IN" and "NP" grades are submitted at the discretion of the instructor. "IN" grades mean that due to *extenuating* circumstances the student was unable to meet all course requirements. "NP" grades typically say that student has abandoned the course; this may happen at any time up to the final examination and due dates.
EVALUATING STUDENT PERFORMANCE AND PROGRESS

By applying the student’s goals agreed upon between the student and the field supervisor, evaluate the following as applicable:

**General**

1. Was the student able to acquire necessary knowledge, skills and abilities required by the organization to perform at an entry level position? What specific knowledge, skills and abilities did the student acquire?

2. Was the student able to demonstrate problem-solving skills affecting: clients, peers, supervisors and other organizations? (Note: Consider the degree to which the student was able to show initiative and independence)

3. What did the student learn about justice roles and responsibilities: In the hosting organization? In other organizations?

4. Was the student able to work independently? Was the student able to work collaboratively? Did the student accept and act on feedback?
5. Was the student able to fit into the organization? That is, build proper and working relationships with a supervisor, coworkers, clients and other organizations?

6. Is the student learning or enhancing specific skills or techniques (e.g. interviewing, assessment, referral, and group work, etc.)?

7. Is the student participating in the organization's activities? Is the student able to contribute (e.g., budgeting, administration, board meetings, staff meetings, and grant writing, other)?
**Critical Thinking**
8. Is the student able to draw meaning and identify advantages and disadvantages from particular policies?

9. Is the student able to make informed decisions: distinguishing between opinion and fact and question personal beliefs in the light of new information?

**Applies Knowledge and Skills**
10. Is the student able to demonstrate an understanding of appropriate policy and procedures?

11. Is the student able to adapt and apply policies based on the needs of the client and professionals within the organization?

Revised: January 5, 2021
**Professional Writing**

12. Does the student appropriately use grammar in speech and writing? Can the student effectively communicate ideas in speech and writing?

![Scale from 0 to 5]

**Justice Issues**

13. Does the student demonstrate an understanding of the justice issues facing the organization?

![Scale from 0 to 5]

**Organization Skills and Abilities**

14. Does the student show organizational and time management skills; and completes assignments on time, etc.?

![Scale from 0 to 5]
**Technology**

15. Does the student demonstrate an appropriate skill level in using technology such as word documents, databases, etc.?

![Quiz](image)

16. **Professional skills (Rate the student from 0-5)**
   a. Student is familiar with organization’s culture and participates in organization’s formal and informal activities. ____
   b. Student is familiar with office procedures. ____
   c. Student appropriately consults with supervisor and/or other staff. _____
   d. Student follows direction with supervision; with minimal supervision; without supervision. ____
   e. Seeks out and takes advantage of learning opportunities? ____
   f. Completes assigned duties in a timely manner? ____
   g. Student’s personal dress and grooming is appropriate? ____
   h. Student is reliable, punctual and responsible? ____
   i. Student has completed the required number of hours? ____
   j. Student has respect for and practices of organization’s confidentiality policy. ___

17. **Communication Competencies (Rate the student from 0-5)**
   a. Student communicates ideas and questions clearly and articulately? ____
   b. Student establishes open, honest and appropriate communication with all staff? ____
   c. Student establishes open, honest and appropriate communication with clients? ____
   d. Student demonstrates ability to accept criticism and change behaviour? ____
   e. Student demonstrates flexibility and adaptability in new situations? _____
   f. Student shows tact, judgment and discretion in working with others? ____
   g. Student exhibits understanding and respect toward staff and clients? ____
   h. Student demonstrates ability to critically listen and respond appropriately? ____
   i. Student can apply practice skills to work with various clients:
      - Individual ____
      - Family ____

Revised: January 5, 2021
18. Management Competencies (Rate the student from 0-5)
   a. Student is able to select and use organization’s materials appropriately? ____
   b. Student displays resourcefulness and innovation? ____
   c. Student understands administrative concepts and procedures? ____
   d. Student demonstrates decision-making and positive problem-solving skills? ____
   e. Student understands the organization’s role and purpose in the community? ____

19. Overall Rating and Recommendations:

   Recommendations/Comments:
APPENDIX C

UNIVERSITY OF REGINA

Human Resources Health & Safety

STUDENT WORK PLACEMENT HEALTH & SAFETY CHECKLIST

Student Name: ____________________________

Work Placement Organization ____________________________

Address ____________________________

Telephone ____________________________ Fax ____________________________

Contact for compliance with the requirements of Health & Safety Legislation:

Name ____________________________

Position ____________________________

If you say no to any of the following questions please use the explanation form attached to clarify.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>1. Do you have a written health &amp; safety policy?</td>
<td></td>
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<tr>
<td>2. Do you have an occupational health committee?</td>
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<tr>
<td>3. Do you ensure health &amp; safety related training is provided for people working in your undertaking including use of vehicles, plant &amp; equipment, and will you provide all necessary health and safety training for the placement student?</td>
<td></td>
<td></td>
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<tr>
<td>4. Is the organisation registered with the Workers’ Compensation Board?</td>
<td></td>
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<tr>
<td>Risk Assessment</td>
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<tr>
<td>5. Have you carried out risk assessment of your work practices to identify possible risks whether to your own employees or to others within your undertaking?</td>
<td></td>
<td></td>
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<tr>
<td>6. Are risk assessments kept under regular review?</td>
<td></td>
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<tr>
<td>7. Are the results of risk assessment implemented?</td>
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<tr>
<td>Accidents and Incidents</td>
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<tr>
<td>8. Is there a formal procedure for reporting and recording accidents and incidents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Are procedures in place in the event of serious and imminent danger to people at work in your undertaking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Will you report to the university all recorded accidents involving placement students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Will you report to the university any sickness involving placement students, which may be attributable to the work?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed ____________________________ Dated ____________________________

Position ____________________________

Thank you for completing the questionnaire. Please return it as soon as possible to:

Faculty/Department

Health & Safety
Human Resources - AH 435
University of Regina
3737 Wascana Parkway
Regina SK S4S 0A2

Revised: January 5, 2021
Safety and your student work experience

You need to know...

The Saskatchewan Employment Act provides you with three basic rights as a student worker:
1. The right to know about the things that could hurt you at work and how to deal with them
2. The right to participate in finding and controlling workplace safety issues
3. The right to refuse work that you believe is unsafe

Right to Know:

You have the right to get information about how to be safe in your workplace. If your supervisor doesn't tell you, ask! Ensure you know what can potentially hurt you at your workplace and ensure you understand the right way to stay safe.

Right to Participate:

If your supervisor is unable to help you with your safety concerns, discuss the concerns with your workplace Occupational Health Committee or your academic supervisor.

Right to Refuse:

You have the right to refuse to do anything you have reasonable grounds to believe is unsafe. An unusual danger could include:
- A danger that is not normal for the job (e.g., field sampling in inclement weather);
- A situation for which you are not properly trained, equipped, or experienced to do the work assigned (e.g., driving a forklift without training, working alone in an isolated area without means of communication, etc).

How you can help to ensure your safety:

- Follow safe work procedures set out by your workplace;
- Use safety equipment, machine guards, safety devices, and personal protective equipment;
- Find out how to report unsafe situations;
- Report incidents and dangerous occurrences, injuries, or illnesses immediately to your workplace supervisor;
- Work and act safely and help others to work and act safely;
- Co-operate with committees and others on health and safety issues; and
- Refrain from causing or participating in the harassment of another worker.

Adapted from: Government of Saskatchewan Safety in the Workplace info. More info can be found here: https://www.saskatchewan.ca/business/safety-in-the-workplace

University of Regina | Human Resources
Health, Safety & Wellness

Realize. Safety first.

Revised: January 5, 2021
Work-Based Learning Consent and Agreement

Introduction

Work-based learning is a program where a student is placed with a local employer as part of a school course. Students are not paid.

The Workers’ Compensation Board (the Board) has signed a memorandum with Saskatchewan Ministry of Advanced Education and has passed a policy under authority of The Workers’ Compensation Act, 1979 (the Act) with a view to ensuring that a student participating in Saskatchewan in a program and for whom the following consents and agreement are completed, is eligible for worker’s compensation and is subject to legal rights, benefits, obligation and restrictions while placed with a local employer, as if the student was a worker in the course of employment. Workers’ compensation is a collective liability no-fault protection plan for workers injured or killed by a chance event. Benefits (including long-term benefits) may include some compensation for medical expenses, lost future wages, permanent functional impairment and death.

The Act provides that neither a (student) worker nor the (student) worker’s dependants may sue any employer or another worker covered by workers’ compensation, with respect to an injury sustained by the (student) worker in the course of employment. Information for obtaining a copy of the Act, the Board policy and the memorandum which more particularly detail the rights and obligations of students, may be obtained by phoning the Co-ordinator at the Ministry of Advanced Education (Regina information 306.787.5748).

Consents and Agreement

The student and (if the student is a minor) the student’s parent/guardian

a. consent to the student participating in a work-based learning assignment associated with the course as described as ___________ while placed with ________________ (the local employer);

b. consent to the Minister having applied on behalf of the student to the Board for an Order that the student be brought within the scope of the Act as a worker; and

c. agree (in consideration of receiving workers’ compensation coverage at no cost to the student) with the local employer and workers covered by the Act, the relevant school, post-secondary institution, or community-based organization and with the Ministry of Advanced Education and the Board, to be subject to the legal rights, benefits, obligations and restrictions while placed with the local employer more particularly described in the above introduction.

Dated at __________, Saskatchewan this ___ day of ________, 20____.

__________________________
Student Signature

__________________________
Parent/guardian (of a student under 18) or Witness (for a student 18 or older)

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Student Insurance

Students have the following insurance coverage from the University:

a) **Liability Insurance** – When students are performing any duty or taking part in any activity which is considered part of regular or extraordinary studies or recreational activities connected with the University, they are insured persons under the University liability policy. **Fleet Insurance** – When students operate vehicles during their practica or while involved in approved activities, they are considered to be acting as agents for the University. They are thereby covered by the University’s liability insurance while operating a vehicle.

b) **Student Accident Insurance** – The University self-administers a plan whereby when students are injured during their studies, the University will reimburse them for certain medical expenses which are not covered by regular provincial medical insurance or the student’s personal insurance coverage. This covers items such as dental work, ambulances, crutches, etc.

c) **Students Travelling** – Students involved in travel authorized by the University are required to complete a “Travel Authorization Request Form”. Once this form is completed, Out-of-Country Medical Insurance and Travel Insurance are put into place. Only one form with an attached list of participants is required for teams or classes travelling together.

d) The students are covered under University insurance policies while travelling for course or practicum placements.

The above are formal insurance provisions maintained by the central University administration. Coverage can and does change from time to time. If in doubt, coverage should be verified with Financial Services at (306) 585-4749. If a student incurs other medical expenses that are not covered by these provisions, it is within the Dean’s discretion to pay for such additional medical costs from their operating budget.
REFERENCES


University of Regina (2011-2012). Undergraduate calendar and course catalog.