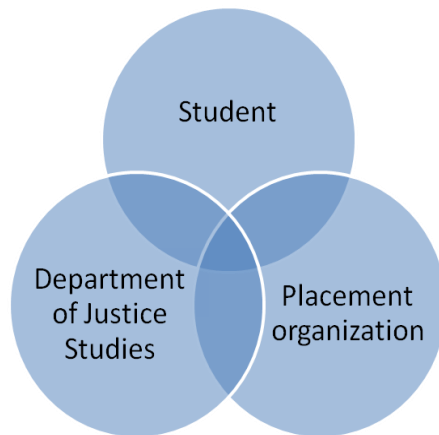

*Department
of
Justice Studies*

*Justice Studies Practicum
Field Placement Manual
For
JS 290 & JS 490*

University
of Regina

| *Faculty of Arts*



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*

*Department of Justice Studies
Faculty of Arts
University of Regina*

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 into practice

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

The JS 290 Practicum I (Introductory): Field Placement and the JS 490 Practicum II (Advanced): Field Placement prepare students for professional careers; applying the knowledge, skills and attitudes gained from coursework 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,

David Flomo

Practicum Coordinator

Department of Justice Studies, Faculty of Arts

University of Regina

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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 of 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 who were already practicing justice professionals and were required to have a post-secondary credential to advance their careers, 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 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's 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>

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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.

PRACTICUM COURSE INFORMATION

| <i>JS 290 Prerequisite for the Practicum I (Introductory): Field Placement</i> | <i>JS 490 Prerequisites for the Practicum II (Advanced): Field Placement</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>JS 090, JS 100, and JS 291; 65.00% PGPA and 60.00% UGPA; or permission of the Department Head.</i> | <i>90 credit hours including JS 290 and 291, 65.00% PGPA and 60.00% UGPA or permission of the Department Head.</i> |
| <i>6 credit course (equivalent of two courses) 292 agency hours (3 days/week) Grade: Pass or Fail Eligible for PLAR Can take 3 additional courses (9 credits) while completing JS290– See your Academic Advisor for additional advice Only offered in Winter and Fall terms</i> | <i>15 credit course (equivalent to full-time study) 392 agency hours (4 days/week) Grade: Pass or Fail Eligible for PLAR Can NOT take additional JS courses while completing JS490 without permission of the Faculty of Arts - See your Academic Advisor for additional advice Only offered in Winter and Fall terms*</i> |
| Students must complete JS 290 prior to applying for JS 490, and must have a minimum of 4 months between the end of their JS 290 practicum and the start of their JS 490 practicum | |
| <i>*In the case of international field placements or a provincial or federal program such as the FSWEP (Federal Student Employment Program), the student may be allowed to do a spring/summer practicum. However, the planning process should start no later than 12 months prior to the start of the practicum.</i> | |

Students are strongly encouraged to do their Introductory and Advanced practica in different organizations. This would allow them to explore different career and network pathways for their future.

In the case of a failed practicum, the student will normally be required to repeat their practicum with a different organization, provided the Practicum Coordinator can secure a new practicum placement in time to start the new semester. If the Practicum Coordinator is not able to secure a new practicum for the student, they may be allowed to repeat their practicum in the same organization in the following term. However, the student will be allowed to do so under a different field supervisor and if possible in a different department within the organization. No student will be allowed to do their practicum three (3) times in the same organization.

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: build on self-confidence, self-reliance, professionalism, and develop 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, and 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, and conversations with other students and professionals, students have the opportunity to evaluate themselves against the requirements of their placement and related coursework.

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-formulize 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.

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, followed by completion of the "Incident Report Form". 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 hours over 13 weeks for their introductory placement, and the expectation for the advanced placement is 392 hours. Students in the JS290 course may include their practicum seminar hours as part of their practicum hours. Students who will not complete the required hours for their practicum placement in the semester of record will be encouraged to apply for a deferral of their course work through the Arts Students Services Office and the Associate Dean of Arts (Undergraduate Affairs) and complete those hours as arranged through the deferral process.

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

ensure 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 AND SPRING/SUMMER 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 if there is no conflict of schedules between their

paid employment and their practicum hours. Another situation that often occurs is where students are already paid employees and the organization is willing to extend this status for their practicum placement. Students are encouraged to apply for Prior Learning Assessment and

Recognition (PLAR) credit. However, when the student and employer wish to consider the practicum placement, they must meet in advance of the application deadline with the practicum coordinator. In all approved cases, students and their respective field supervisors *must* ensure that their practicum field placement assignments are *different* from, *and are in addition to*, those paid employment assignments and meet the requirements of the practicum course. This means that students cannot continue in the same employment position and use that position to gain academic credit for their practicum field placement. Students requesting a field placement with their current employer will be encouraged to explore ways their learning goals can be met in other agencies. The JS Department strongly encourages students to complete practica where there is little chance for a conflict of interest. Should a student believe that their current or past employment experience would satisfy the introductory placement requirements, students are encouraged to explore receiving PLAR credit.

Students are encouraged to explore nationwide and international practicum opportunities. However, this opportunity is only limited to Advanced practicum placements. In addition to the fall and winter semesters, Advanced practicum students are allowed to do their practicum during the spring/summer semester if they are accepted into:

1. An international (overseas) practicum/internship placement such as the UN – see the Practicum Coordinator and UR International to explore various options - <https://www.uregina.ca/international/study-abroad/index.html>
2. Federal or out-of-province practicum opportunities such as the FSWEF program - <https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/students/federal-student-work-program.html>
3. Provincial Programs such as the Provincial Summer Program - <https://www.saskatchewan.ca/residents/jobs-working-and-training/find-and-apply-for-jobs/jobs-in-the-saskatchewan-public-service/jobs-available-to-students> or
4. Any other spring/summer student program, such as an international service learning project.
5. An advanced practicum placement if one of our practicum partners makes a special request to have a student work on their ongoing project in their organization.

WORKING WITH CLIENTS & STAFF

In general, students can have two different roles in 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 their placement start date. The required documents and instructions are available from the practicum coordinator or are online 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 communities, 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 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 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, 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.

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

| | | |
|-------------------|--------------------------------------------------------|-----------------------------------------------------------------|
| Time spent | Gives care within outlined hours of work/volunteerism. | Personal choice for how much time is spent in the relationship. |
|-------------------|--------------------------------------------------------|-----------------------------------------------------------------|

Source: adapted from:

<https://www.crnbc.ca/Standards/resources/casestudies/ethics/nurseclientrelationships/boundaries/Pages/PersonalVProfessional.aspx> as adapted from Milgrom, J. (1992). *Boundaries in professional relationships: a training manual*. Minneapolis, Minnesota: Walk-In Counseling Centre.

RESOLVING ETHICAL DILEMMAS: GUIDELINES

Setting Limits

Students should set limits, and 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 workplace. 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 programs 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
- 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 organization, 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 in understanding the nuances of 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 online.

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 worldview 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 the student gains a meaningful professional experience. Should problems arise, the Practicum Coordinator can assist in resolving 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 coordinator 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 online at UR Courses and samples are included in the appendix to this manual.

LEARNING GOALS AGREEMENT

Developing learning goals are crucial aspect 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 benchmark 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.

REFERENCES

Bjorkquist, B. (2002). *The principles of ethical reasoning: ethics and policing in a civil society*. Pearson Education Canada.

Gordon, R., Clegg, S., & Kornberger, M. (2009). *Embedded ethics: Discourse and power in the New South Wales Police Service*. *Organization studies*, 30(1), 73-100.

Jones, J.R. (2005). *Reputable Conduct*. 3rd edition. Pearson Prentice Hall, Toronto.

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

2. Appendix A:

1. **Appendices:**

Announcements for Students in Faculty of Arts Courses

This document is sent to the students separately and is updated every semester to reflect the semester's calendar.

3. Appendix B:

**University of Regina Agreement:
Winter 2024 Introductory or Advanced Practicum**

**University of Regina
Department of Justice Studies
General Practicum Agreement**

This Agreement is between _____ (the "Organization") and the University of Regina ("UoR"), regarding a practicum field placement for the following Justice Studies (JS) student: _____. The student is enrolled in the Department of Justice Studies _____ (HJ or PS) Program at the UoR. The parties agree as follows:

- 1. Purpose:** The Program includes an opportunity for the Student to acquire experience in a professional setting prior to graduating from the UoR. The Organization has suitable experiences, supervisors, and facilities available for the educational experience of the Student. It is mutually beneficial to the UoR and the Organization to have the Student participate as a practicum student at the Organization. Therefore, the purpose of this Agreement is to outline the cooperative arrangements, duties and responsibilities for the practicum.
- 2. Practicum Plan:** In conjunction with this Agreement, UoR, the Student and the Organization will develop a Practicum Plan following the sample in Appendix A. Included in the Plan are the specifics of the practicum, including details such as duration of the practicum, Student responsibilities, and Organization responsibilities.
- 3. Coordination and Communication:** The UoR, 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 UoR:**

Name/Title: **Flomo, David, Practicum Coordinator**
Department: **Justice Studies**
Address: **Classroom Building (CL343.3)**
3737 Wascana Parkway, Regina, SK S4S 0S2
Phone: **(306) 585-5237**
Email: david.flomo@uregina.ca

Liaison for Organization

Name/Title: _____
Address: _____

Phone: _____
Email: _____

Either party may change the designated Liaison or his or her contact information by notice in writing.

- 4. Orientation and Supervision:** The Organization will orient the Student to the policies, rules and schedules of the Organization. The Organization will assign a direct supervisor who will be on-Organization or readily available by phone or other electronic means for consultation, supervision and direction for the Student.

5. **Professionalism:** The Organization will 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.
6. **Student Status:** While engaged in the practicum, the Student shall retain the status of a student working towards the fulfillment of a degree requirement. The Student is not an employee or agent of the UoR. The Student shall not displace regular employees of the Organization. Unless negotiated between the Student and the Organization, the Student is not entitled to any monetary or other remuneration for services performed at the Organization.
7. **Evaluation:** the UoR will provide the Organization with evaluation materials (Appendix B). 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 provided. In cooperation with the Organization, the UoR will conduct the final evaluation of the Student's completion of the practicum and assign a grade to the Student as applicable.
8. **Removal of Student:** The Organization may remove the Student from placement for violating Organization rules and regulations or for such actions as the Organization views as detrimental to its operations. The Organization will consult with the Justice Studies, Practicum Coordinator before final action is taken.
9. **Organization Visit:** The Organization will permit, on reasonable notice and request, the inspection of the Organization's facilities.
10. **Compliance with Laws, Nondiscrimination:** Each party will comply with all municipal, provincial and federal laws applicable to this Agreement, including but not limited to Health and Safety and Workers Compensation (Appendix C and D respectively). Each party certifies that it will not discriminate in the performance of this Agreement on the basis of any legally protected characteristic, including but not necessarily limited to race, color, national origin, gender, sexual orientation (to include gender identity), religion, or the presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability, will not maintain facilities which are segregated on the basis of race, color, religion or national origin, and will comply with provincial and federal Human Rights legislation, regarding programs, services, activities and employment practices.
11. **Liability Provisions:**
 - a. Each party to this Agreement 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 nor does neither party assume 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.
 - b. The UoR and its officers, employees, and agents, while acting in good faith within the scope of their official duties, are covered by the University Act and the UoR policy and procedures. The Organization maintains liability coverage for its employees, officers, and agents in the performance of this Agreement.
 - c. The UoR insurance covers Students.
12. **General Provisions:**
 - a. 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.
 - b. This Agreement is entered into pursuant to and under the authority granted of laws of Saskatchewan and Canada. The parties' rights or obligations under this Agreement shall be construed in accordance with those laws. The provisions of this Agreement shall be construed to conform to those laws.
 - c. 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.

13. Authorized Signatures: The parties executing this Agreement below hereby certify they have the authority to sign this Agreement on behalf of their respective parties and that the parties agree to the terms and conditions of this Agreement as shown by the signatures below.

FOR THE UNIVERSITY OF REGINA

Flomo, David

SIGNATURE

Name: **Flomo, David**

Title: **Practicum Coordinator**

Date: **August 8, 2023**

FOR THE ORGANIZATION:

SIGNATURE (Practicum Filed Supervisor)

Name: _____

Title: _____

Date: _____

STUDENT

SIGNATURE

Name: _____

Title: _____

Date: _____

4. **Appendix C:** *Student Work/Practicum Placement Health & Safety* is a PDF document not attached to this manual. It is given to the students separately.

5. **Appendix D: Work-Based Learning Consent and Agreement** – a new form sent from WCB-Saskatchewan.

AGREEMENT

Between

Her Majesty the Queen in Right of the Province of Saskatchewan,
represented by the Minister of Advanced Education or successor (hereinafter referred to as “the Ministry of
Advanced Education”)

OF THE FIRST PART

- and -

The Workers’ Compensation Board (hereinafter referred to as the
“WCB”)

OF THE SECOND PART

WHEREAS the Ministry of Advanced Education desires to obtain workers’ compensation coverage for post-
secondary students engaged in work-integrated learning assignments;

WHEREAS annual expenditures pursuant to this Agreement will be less than \$50,000 in any fiscal year;

WHEREAS the Minister of Advanced Education is authorized to enter into this Agreement pursuant to section
18 of *The Executive Government Administration Act*,

WHEREAS the WCB desires to provide coverage for such students under terms and conditions compatible
with the purposes of *The Workers’ Compensation Act, 2013* (the “Act”);

AND WHEREAS pursuant to the Act, the WCB has ordered that any student for whom a *Consents and
Waiver of Liability* is completed pursuant to this Agreement, shall be a worker for the purposes of the Act, and
has determined that any injury sustained by such student while engaged in a work-integrated learning
assignment shall, for the purposes of section 43, “be an injury to a worker arising out of and in the course of
the worker’s employment.”

THEREFORE, the parties agree that the following terms and conditions will govern the provision of such
coverage:

DEFINITIONS

In this Agreement:

“participating student” means an individual who is engaged in a work-integrated learning assignment in the
province of Saskatchewan, and who is registered with a post-secondary institution.

“host organization” means the organization (private, public, non-profit organization, agency, business, or
association, etc.) at which a participating student undertakes a work-integrated learning assignment.

“post-secondary institution” means a post-secondary educational institution identified in Schedule “A” or “B”
as may be amended from time to time by the Ministry of Advanced Education.

“program” means an academic program taken by a student at a post-secondary institution.

“term” means a period of time during which students work toward completing the requirements of their post-secondary program. Schedules may vary between post-secondary institutions and programs.

“work-integrated learning assignment” means a program or a component of a program which:

- (a) is offered by a post-secondary institution; and,
- (b) provides for participating students to be engaged with a host organization without pay for more than one day in the performance of work normally undertaken by the host organization for the purpose of learning.

But does not include those work-integrated learning assignments which:

- i. take place outside of Saskatchewan; or,
- ii. take place on a First Nation in Saskatchewan, or in an industry or occupation excluded from coverage under the Act unless the First Nation or host organization has applied to the WCB for inclusion under section 3 of the Act and the WCB has approved said application.

1. Workers’ Compensation for Students

The workers’ compensation benefits referred to in this Agreement will apply to participating students for whom a *Consents and Waiver of Liability* (in the form found in Schedule “C” attached hereto) has been completed by the participating student and the parent or guardian of a minor participating student prior to engaging in any work-integrated learning assignment(s), and with respect only to injury or death occasioned during the participating student’s engagement in their work-integrated learning assignment.

2. Scope of this Agreement

The parties intend that this Agreement will ensure, subject to any changes to benefit entitlement contained in paragraph 5, that participating students are workers for the purposes of the Act, and are eligible for compensation, as if such students were workers under the Act and were injured or killed in the course of their employment.

3. Responsibilities of the Ministry of Advanced Education The Ministry of Advanced Education will:

- (a) update Schedules “A” and “B” as necessary.
- (b) indemnify the WCB, where applicable, under the terms and conditions of the attached Indemnity Agreement which forms part of this Agreement;
- (c) pay premiums or levies which may be charged in accordance with paragraph 6;
- (d) ensure that post-secondary institutions fulfill the following responsibilities:
 - i. approve unpaid work-integrated learning assignments;
 - ii. liaise with host organizations, including communicating safety expectations and monitoring adherence to safety standards;
 - iii. maintain appropriate records associated with unpaid work-integrated learning assignments;
 - iv. advise participating students of the details of their workers’ compensation coverage;
- v. for any academic program that includes a work-integrated learning assignment, obtain a signed *Consents and Waiver of Liability* form (Schedule “C”) from each participating student prior to the start of any work-integrated learning assignment(s). The *Consents and Waiver of Liability* form will apply to all work-integrated learning assignments undertaken by the student throughout the course of the academic program;
- vi. ensure that, in the event of injury, students and host organizations carry out the necessary reporting and claims submission procedures;
- vii. ensure, per the definition of “work-integrated learning assignment”, that no work- integrated learning assignments are carried out on a First Nation in Saskatchewan or in an industry or

occupation excluded from coverage under the Act, unless the First Nation or host organization has applied to the WCB for inclusion under section 3 of the Act and the WCB has approved said application;

viii. provide an annual report to the Ministry of Advanced Education by June 30 of each year, which confirms:

- a. the total number of participating students for the current academic year;
- b. the number of work-integrated learning assignments undertaken in the current academic year; and
- c. that each participating student has signed a *Consents and Waiver of Liability* form (Schedule "C") for his or her respective program.

4. WCB Responsibilities The WCB will:

- (a) establish and maintain WCB policy as is necessary to give effect to this Agreement;
- (b) make all determinations regarding eligibility for benefits, level of benefits and overall administration of claims submitted by or on behalf of participating students, and make all payments in relation thereto as may be required to provide workers' compensation coverage to participating students pursuant to this Agreement; and
- (c) report the number of annual work-integrated learning claims (July 1 — June 30 inclusive) to the Ministry of Advanced Education by August 1 of each year.

5. Earnings Replacement

The WCB will pay compensation for participating students as follows:

- (a) Benefits respecting loss of earnings are to be paid during a school term only where there is actual loss of earnings demonstrated.
- (b) If there is a loss of earnings between school terms or following termination of schooling which arises from injury occurring during a work-integrated learning assignment, the calculation of wage lost benefits will be based on:
 - i. all earnings from employment in industries covered by the Act (section 3); or
 - ii. Where there are no covered earnings:
 - a. for the first 24 months of demonstrated earnings loss, the provincial minimum wage for a forty-hour work week; and,
 - b. after wage loss benefits have been paid for a period of 24 consecutive months, two-thirds of the average weekly wage as of June in the year immediately preceding the year in which the loss of earnings or ability to earn occurs.
 - c. In the event of a fatality, benefits to dependents will be based on the provisions of the Act (sections 80-93).

6. Financial Arrangements

- (a) The WCB may, in determining premiums or levies charged under the Act to the Government of Saskatchewan, take into consideration such claims as may be paid to participating students pursuant to this Agreement, in like fashion as if such students were employees of the Ministry of Advanced Education.

(b) The WCB will assess no other premiums, levies, fees or charges against a host organization, a post-secondary institution, or the Ministry of Advanced Education with respect to this Agreement.

7. Term and Termination This Agreement:

- (a) supersedes all prior Memoranda and/or Agreements between the WCB and the Ministry of Advanced Education or its predecessors;
- (b) will expire five (5) years from the date hereof; and,
- (c) before expiration may be terminated without cause by one year written notice given to either party by the other.

THIS SPACE HAS BEEN LEFT BLANK INTENTIONALLY. THE FOLLOWING PAGE IS THE SIGNATORY PAGE

Execution

The WCB and the Ministry of Advanced Education agree to be bound by the terms and conditions of this Agreement effective the first (1st) day of July, 2021.

The Ministry of Advanced Education



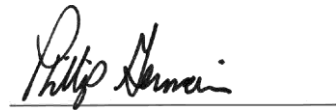
Deputy Minister of



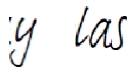
Witness

Advanced Education

The Workers' Compensation Board



Chief Executive Officer



Witness

Schedule “A”

Students registered with any of the following Saskatchewan post-secondary institutions, and who pursue a work-integrated learning assignment in Saskatchewan, are eligible for workers’ compensation coverage pursuant to this Agreement.

University of Regina University of Saskatchewan Saskatchewan Polytechnic Carlton Trail College
Cumberland College
Great Plains College Lakeland College Northlands College North West College Parkland College Southeast
College
Gabriel Dumont Institute, *including its subsidiaries: Dumont Technical Institute, Saskatchewan Urban Native
Teacher Education Program and Gabriel Dumont College*
Saskatchewan Indian Institute of Technologies Campion College
First Nations University of Canada Luther College
St. Thomas More College Briercrest College and Seminary College of Emmanuel and St. Chad Horizon
College and Seminary Lutheran Theological Seminary
St. Andrew's College St. Peter’s College

Schedule “B”

The Government of Saskatchewan holds several inter-provincial agreements in order to reserve seats for Saskatchewan students in out-of-province programs that are not currently offered in Saskatchewan.

Saskatchewan students occupying reserved seats as part of the inter-provincial agreements with the following programs are eligible for workers’ compensation coverage pursuant to this Agreement while they are engaged in a work-integrated learning assignment in Saskatchewan.

- Magnetic Resonance Imaging, Northern Alberta Institute of Technology
- Diagnostic Medical Sonography, Southern Alberta Institute of Technology
- Nuclear Medicine Technology, Southern Alberta Institute of Technology
 - Respiratory Therapy, Southern Alberta Institute of Technology
- Cardiovascular Perfusion, British Columbia Institute of Technology
- Electro-Neurophysiology, British Columbia Institute of Technology
- Orthotics and Prosthetics, British Columbia Institute of Technology
 - Occupational Therapy, University of Alberta

Schedule “C”
Work-Integrated Learning Consents and Waiver of Liability

Introduction: For the purposes of this Agreement, work-integrated learning involves a student being placed with a work-placement employer (“host organization”) without pay as part of an educational program (“participating student”).

The Workers’ Compensation Board (the “WCB”) has signed an Agreement with the Ministry of Advanced Education, and has passed a policy under the authority of *The Workers’ Compensation Act, 2013* (the “Act”) to ensure that post-secondary students pursuing unpaid work-integrated learning assignments are entitled to workers’ compensation coverage.

To be eligible for coverage pursuant to this Agreement, participating students must:

- (a) be registered with an eligible post-secondary institution or program;
- (b) complete their work-integrated learning assignments in Saskatchewan and in an industry, occupation, or First Nation that has been approved by WCB for coverage under section 3 of the Act; and,
- (c) complete and sign the *Work-Integrated Learning Consents and Waiver of Liability* form prior to the start of any work-integrated learning assignment(s). The signed form will apply to all work-integrated learning assignments undertaken by the student throughout the course of the academic program.

A participating student is subject to the legal rights, benefits, obligations and restrictions while placed with a host organization, as if the student was a worker in the course of employment.

Workers’ compensation is a collective liability no-fault protection plan for workers, and thereby participating students, who are 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 worker nor a worker’s dependents may sue any employer/host organization or another worker covered by workers’ compensation, with respect to an injury or death sustained by the worker in the course of employment. By signing this Consent and Waiver, the participating student acknowledges and agrees to be subject to the same benefits and restrictions provided in the Act. As such, neither the participating student nor the participating student’s dependents may sue any employer/host organization, post-secondary institution, Government of Saskatchewan as represented by the Ministry of Advanced Education, or another worker covered by the Act with respect to any injury or death sustained by the participating student in the course of their work-integrated learning assignment.

For information on the Act and the Agreement, see the following [Government of Saskatchewan webpage](#).

Contact person:
Adam Mills
Director, Technical and Indigenous Institutions Sector Management and Relations Branch
Ministry of Advanced Education
Tel: 306-787-6076
Email: adam.mills@gov.sk.ca

CONSENTS AND WAIVER OF LIABILITY

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

- a. **Consent(s) to the student participating** in one or more work-integrated learning assignments associated with the program described as _____ offered by _____ (the post-secondary institution)
- b. **Consent(s) to the Minister of Advanced Education having applied on behalf of the student** to the WCB for an Order that the student be brought within the scope of *The Workers' Compensation Act, 2013* (the "Act") as a worker.

C. agree(s), in consideration of being permitted to take part or be engaged in any work-integrated learning assignment, and in consideration of being entitled to coverage under the Act at no cost to the student, to be bound by the terms of the Act and subject to all rights and restrictions contained in the Act, except as modified in paragraph 5 of the Agreement.

d. Acknowledge(s) that by agreeing to be bound by the terms of the Act I forfeit my right to sue any employer/host organization or worker who may have caused me injury in exchange for the no fault coverage provided by the Act, except as modified in paragraph 5 of the Agreement.

e. **Waive(s)** all claims against the WCB, any employer/host organization or worker as defined in the Act, the post-secondary institution, and the Government of Saskatchewan as represented by the Ministry of Advanced Education, for any loss or damage(s) with respect to injury or death that occurs in the course of being engaged in a work-integrated learning assignment.

Dated at _____, Saskatchewan this __ day of _____ 20 ____

Student First and Last Name

Student Signature

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

Revised: January 16, 2025

INDEMNITY AGREEMENT

Whereas the Workers' Compensation Board (the "WCB") has, pursuant to a request by the Ministry of Advanced Education and with a view to ensuring that certain students injured while enrolled in work-integrated learning assignments are afforded workers' compensation coverage and are subject to the same legal rights, benefits, obligations and restrictions while engaged with a host organization, as if the student was a worker injured during the course of employment,

(1) entered an Agreement with the Ministry of Advanced Education (the "Agreement").

(2) issued an order pursuant to subsection 3(6) of *The Workers' Compensation Act*, 2013 (the "Act") that certain students while engaged in work-integrated learning assignments shall be workers under the Act, and

(3) passed a policy pursuant to clause 18(5) of the Act, determining that students injured while engaged in work-integrated learning assignments shall be deemed to be injured while engaged in the course of their employment (the "resolution").

Now therefore the Ministry of Advanced Education, in consideration of the WCB agreeing to extend coverage to students pursuant to the Agreement, hereby indemnifies the WCB from all damages that the WCB may sustain in any action or proceedings by an employer/host organization that is sued by a student on the basis that the resolution is ultra vires or invalid.

Dated at _____, Saskatchewan this __ day of _____

20 _____

Ministry of Advanced Education

6. Appendix E:

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.

7. Appendix F:

*Department
of
Justice Studies*

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*Justice Studies Practicum
Field Placement Manual
For
JS 290 & JS 490*

Revised: January 16, 2025

University
of Regina

| Faculty
of Arts

Field Placement Student Evaluation

DEPARTMENT OF JUSTICE STUDIES

Revised: January 16, 2025

Identification Information

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|--------------------------------------------------------------------|
| STUDENT NAME: |
| |
| STUDENT ID #: |
| |
| NAME AND ADDRESS OF STUDENT'S FIELD PLACEMENT ORGANIZATION: |
| |
| FIELD SUPERVISORS NAME/PHONE AND EMAIL ADDRESS: |
| |
| DATE: |
| |

Please return to: **Flomo, David, Practicum Coordinator**
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Evaluation Criteria

| Points | Explanation |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 90.0-100 4.5 – 5.0 | An outstanding performance with very strong evidence of: <ul style="list-style-type: none"> - an insightful and comprehensive grasp of the subject matter; - a clear ability to make sound and original critical evaluation of the material given; - Outstanding capacity for original creative and/or logical thought; an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing. |
| 80.0-89.9 4.0 – 4.5 | Very good performance with strong evidence of: <ul style="list-style-type: none"> - a comprehensive grasp of the subject matter; - an ability to make a sound critical evaluation of the material given; - a good capacity for original, creative, and/or logical thinking; - A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing. |
| 70.0-79.9 3.5 – 4.0 | Above average performance with evidence of: <ul style="list-style-type: none"> - a substantial knowledge of the subject matter; - a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; - Some capacity for original, creative, and/or logical thinking; - an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing. |
| 60 – 69 3.0 - 3.5 | A generally satisfactory and intellectually performance with evidence of: <ul style="list-style-type: none"> - an acceptable basic grasp of the subject material; - a fair understanding of the relevant issues; - a general familiarity with the relevant literature and techniques; - an ability to develop solutions to moderately difficult problems related to the subject material; - a moderate ability to examine the material in a critical and analytical manner, And to express thoughts in writing. |
| 50 – 59 2.5 – 3.5 | A barely acceptable performance with evidence of: <ul style="list-style-type: none"> - a familiarity with the subject material; some evidence that analytical skills have been developed; - some understanding of relevant issues; some familiarity with the relevant literature and techniques; - Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material critically and analytically; - Basic competence in writing. |
| Under 50.0 Less than 2.5 | Unacceptable performance. Failing work. |
| Incomplete (IN) No Paper (NP) | "IN" and "NP" grades are submitted at the discretion of the instructor. "IN" grades mean that due to <i>extenuating</i> 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?



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0: None of fully No, 5: Fully Yes

1A. What specific knowledge, skills and abilities did the student acquire (text answer)?

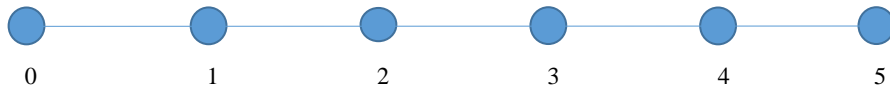
2. Was the student able to demonstrate problem-solving skills affecting: clients, peers, supervisors and other organizations? (Note: Consider the degree to which the student was able to show initiative and independence)



0: None of fully No, 5: Fully Yes

Commented [w1]: Please provide the 0-5 scale indicators below each scale for each question.

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



0: None of fully No, 5: Fully Yes

Commented [w2]: Please provide the 0-5 scale indicators below each scale for each question.

4. Was the student able to work independently? Was the student able to work collaboratively? Did the student accept and act on feedback?

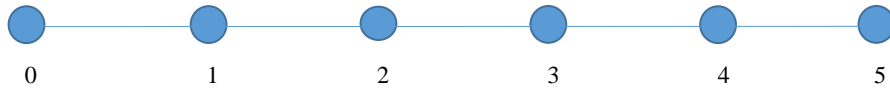


5. Was the student able to fit into the organization? That is, build proper and working relationships with a supervisor, coworkers, clients and other organizations?

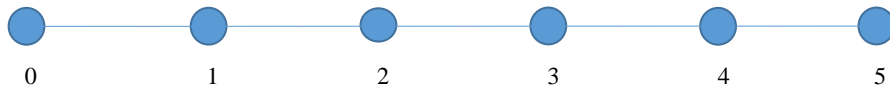


6. Is the student learning or enhancing specific skills or techniques (e.g. interviewing,

assessment, referral, and group work, etc.)?

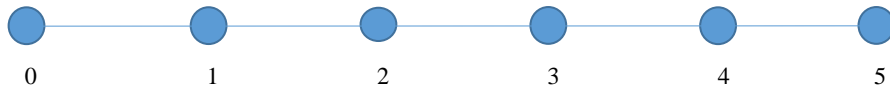


7. Is the student participating in the organization's activities? Is the student able to contribute (e.g., budgeting, administration, board meetings, staff meetings, and grant writing, other)?



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?



0 1 2 3 4 5

Professional Writing


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



0 1 2 3 4 5

Justice Issues


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



0 1 2 3 4 5

Organization Skills and Abilities

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



0 1 2 3 4 5

Technology

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



0 1 2 3 4 5

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. ____

Overall Score for 16:



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 ____
 - Group ____
 - Community ____

Overall Score for 17:



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? ____

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- 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? ____

Overall Score for 18:



19. Overall Rating and Recommendations:



Comments/Recommendations: