

Dept. of Health, Aging and Society
Faculty of Social Sciences
McMaster University
Term 1, Fall 2016

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HLTH AGE 3BB3: FIELD EXPERIENCE

Sept. 6 – Dec. 6, 2016

Tuesdays 3:30 – 5:20 p.m.

Office hours: Tuesdays, 1:15- 2:15 p.m. or by appointment

Please Note:

If you require the course information in an alternate/accessible format, please contact Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

PURPOSE:

The Field Experience course is designed to give you an opportunity to integrate knowledge about health and aging with experience in the field. In this course, you will enhance your knowledge and understanding of health programs and policy related to various population groups and particularly older adults. You will pursue individual learning goals as well as examine current issues and challenges facing different groups of individuals in our community and the services and programmes that are available to them. You will also have the opportunity to develop some skills through field observation and interaction with people (e.g. children, youth, older people, women) as well as service providers who work in various practice settings. Together we will explore and critically reflect on various concepts, issues, approaches, methods and opportunities for working with individuals and their families and learn about people's unmet needs that currently exist and explore strategies and advocacy approaches useful for addressing these needs.

OBJECTIVES:

Students in this course are expected to:

1. Expand and integrate their knowledge of health and aging and needs of specific populations through reviewing current literature and observation and/or interaction with people in various field settings.
2. Increase their understanding of the contributions, needs and concerns of specific groups and the current issues and gaps in programmes and service delivery
3. Critically examine practice and policy issues, programmes, methods and skills used by professionals, community agencies and institutions in working with selected population groups and their support networks.
4. Increase awareness about the opportunities available to become informed, involved and employed in the fields of health and aging.
5. Develop skills in communication, advocacy, problem solving and self-directed learning.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Important Notice re email:

Please do NOT email the Instructor using Avenue to Learn. Send email directly to Instructor to the McMaster e-mail accounts from your own McMaster e-mail account. Due to university policy, we are unable to reply to emails sent from gmail and other personal e-mail accounts.

STRUCTURE:

1. Field Placement

Each student will spend a **minimum of 40 hours** during the term in a selected field setting as well as attend a **two-hour weekly classroom seminar**. During the seminars, students will be expected to share experiences and raise issues related to their field observations as well as to participate in a problem based learning experience. **Attendance and participation in class is important and expected.**

Field Observation is a supervised experience. Each student will have a designated supervisor(s) in the agency/organization. This individual will be approving the learning objectives, providing the orientation and advising on the procedures and expectations and offering advice and guidance. The supervisor will be completing a written evaluation on the student's involvement and learning experience. The student is expected to meet with his/her field supervisor regularly during the term.

2. Problem Based Learning Experience

Students will participate in a Problem Based Learning (PBL) experience in at least three different class sessions as well as work in small groups and make a brief presentation to their peers based on their research on the selected situation. The PBL package will be provided in class and further details for PBL will be discussed during class.

3. Seminars:

The two hour weekly seminars will address (with the aid of guest speaker(s) and alumni) current debates on topics such as: personhood; practice issues; advocacy; assessment, programme and service delivery issues; and employment in the field of health and aging. Many of the class discussions will focus on the issues raised by the students from their field observations and experiences.

ASSIGNMENTS AND EVALUATION:

1. FIELD OBSERVATION CONTRACT: (15%)

This assignment will provide a focus and direction for the field observation and provide a basis for evaluation. As such, it can be a useful tool for the field supervisor and student to use together. In this **written assignment (appr. 4-5 pages in total)**, the student provides:

- a **1-2 page overview** of the field setting where they are doing the placement;
- a list of **four (4) learning objectives** which are appropriate to the student's individual learning needs and the opportunities available in the setting
- an **outline** of the strategies and resources the student proposes to use in achieving his/her learning objectives
- A clear **description** of how learning objectives will be evaluated by the student and the supervisor.

To assist you with the development of this learning plan, it is highly recommended that you review the document *Learning Plan Resource* on McMaster Experiential Education, Faculty of Social Sciences website.

See following website link (you will likely need to copy and paste link below):

<http://experiential-ed.mcmaster.ca/documents/spg-1/EE%20Guide%20to%20Learning%20Plans%20and%20Objectives.pdf>

It is critical that the Field Supervisor be aware of and in agreement with the learning plan you develop.

Please obtain the Field Supervisor's signature on this report prior to submitting it. DUE: Sept. 27 (or earlier), 2016

2. Problem Based Learning Project (30%)

Students will select from problems which they will work on in small groups and individually. Active and full participation in the small group and an oral class presentation will be required. Written details of this assignment will be provided in class.

DUE: Presentation Summary
Presentation Dates

Due Nov. 10th
Nov. 15, 22, 29 and Dec. 6, 2016

3. Field Experience Evaluation and Knowledge Integration (45%)

There are three parts to this assignment: (A, B and C).

- A. The first part consists of a 4 page report about your learning experience. This report should include how you achieved your learning objectives in the organization or agency you selected. State whether you encountered any difficulties, and what new knowledge, skills, values and ideas you learned about working in the field. Discuss how your experience during the 40 hours of observation/interaction and your participation in the class seminars helped you to meet your learning objectives as well as the course objectives (see page one of this course outline). This report is not just a description of what you did but more about what you learned from this experience.
This portion of the assignment accounts for **15%** of the grade.

- B. Prepare a brief literature review based on current scientific research on a topic directly related to your placement. This review should be completely based on journal articles (at least 8) from the past five - six years (2010+). This **5 page review** should be on a topic that is new to you (not previously researched for another assignment or course). Include a bibliography.
This portion of the assignment accounts for **10%** of the grade.

The second part of this section is to integrate the findings from the literature review as well as your current knowledge with what you learned from your field experience. This will require you to critically reflect on your knowledge about health and aging, the theories and concepts you have learned in your various health studies and/or gerontology courses and apply them to real life situations. You are not simply repeating what the readings or your instructors stated but instead you are demonstrating critical thinking skills by analyzing the various sources of information and critically examining the content based on your understanding, your personal experiences and your reflection on this information. This portion of the assignment accounts for **10%** of the grade.

- C. The third part of this evaluation consists of an actual evaluation form which is to be completed by the supervisor and discussed with you.
The Course Instructor will assign the grade for the field experience based on the input provided by the supervisor on this evaluation.
This third portion of the assignment accounts for **10%** of the grade
DUE: Dec. 6, 2016 IN-CLASS

4. CLASS PARTICIPATION:

(10%)

Students are expected to attend the weekly class, participate in classroom discussions and problem based learning groups, as well as raise issues from the field and discuss their placement experiences. Specific questions to guide the discussion about placement experiences will be provided in class. Students will also evaluate peers on PBL group participation and the presentations. You will be asked to provide input into the assessment of your class participation.

This will account for 10% of the final grade

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at

<http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism e.g., the submission of work that is not one's own or for which other credit has been obtained
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations

General Assignment Guidelines

Your assignments are assessed on the following: content, analysis, conciseness and organization. In addition, here are some guidelines you should follow for completing the written assignments:

- * All assignments should be typed, double spaced, using 1" margins and 12 pitch regular font (average size)
- * Do not use binders or any other assignment covers. Just staple your pages.
- * Use proper referencing style (accurate and consistent, preferably APA). Check with the reference desk at Mills library if you need help.
- * Use correct grammar and spelling.
- * Keep within the specified word limit.
- * Always use a cover page indicating your name, assignment title, course name, assignment submission date, and instructor's name.

Return of Assignments:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope with assignments for return by mail;
4. submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Support Services and Accommodations

Academic Accommodation of Students with Disabilities: Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

The Student Accessibility Services (SAS) office (*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email: sas@mcmaster.ca

Website: <http://sas.mcmaster.ca/>

Location: MUSC B107

Student Wellness Centre (SWC)

Medical and Counselling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email: wellness@mcmaster.ca

Website: <http://swc.mcmaster.ca/>

Location: MUSC B101, 107, and 106

Please feel free to discuss necessary accommodations with the instructor.

Grading Scale

The following McMaster Grading Scale will be used as noted in the McMaster Undergraduate Calendar.

<u>MARK</u>	<u>GRADE</u>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Penalty:

Planning your work, scheduling time and meeting deadlines are important skills and a reality of life inside and outside the university. As incentive to develop this skill, and to be fair and equitable to all involved, late papers will be penalized at the rate of three (3%) percent per day, including weekend days, except in the most extenuating of circumstances.

University, Course & Instructor Policies

In this course if you miss an assignment due date because of an excused absence, it is the Professor's policy that credit will not be transferred to another course assignment. You must complete all assignments in a timely manner in this course.

Absences, Missed Work & Illness: All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting less than three (3) days in duration, you must use the McMaster Student Absence Form. The form can be accessed at: <https://pinjap01.mcmaster.ca/msaf/> . Missed course work must be worth 24% or less of grade
2. Absences lasting more than three days must be reported to Faculty's Associate Dean's Office and appropriate documentation must be provided. For medical absences, the University reserves the right to require students to obtain medical documentation from the Campus Health Centre.
3. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
4. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
5. You may request relief of academic missed work ONCE using the McMaster Student Absence Form per academic term. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

E-mail Communication Policy (FACULTY OF SOCIAL SCIENCES)

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

AVENUE TO LEARN

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Step 1: Make sure you are in the Avenue to Learn system.

If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course. The Avenue to Learn student database will be updated automatically from the Office of the Registrar several times weekly for the first few weeks of classes, so please be patient while your name is being added.

Step 2: Logon to Avenue to learn.

Go to <http://Avenue.mcmaster.ca/>

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

Step 3: Support

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

DATE	TENTATIVE WEEKLY SCHEDULE
Sept. 6	Course Overview and Requirements/Field Placements Developing learning objectives and identifying learning strategies
Sept. 13	Health and Aging, Policy and Practice Issues Introduction to Problem Based Learning (PBL)/Tutorial Session
Sept. 20	Advocacy/ PBL Groups
Sept. 27	Discussion of Placements/ PBL Learning Objectives Assignment Due
Oct. 4	Working in Health and Aging Fields McMaster Graduates
Oct. 11	Break Week – No Class
Oct. 18	Working in Health and Aging Fields McMaster Graduates
Oct. 25	PBL Presentation Proposals Due Discussion of Students' Placements
Nov. 1	TBA
Nov. 8	Discussion of Students' Placements
Nov. 15	PBL Presentations (4)
Nov. 22	PBL Presentations (4)
Nov. 29	PBL Presentations (4)
Dec. 6	PBL Presentations (4)
	Course Evaluation and Wrap-up Completed Placement Evaluation Form and Final Assignment Due

Some suggestions/guidelines for the structure and content of your reflections:

Basically you are addressing three simple questions: **What?/ So What? Now What?**

What ?

Descriptive account (brief)
Facts, what happened, with whom
Substance of group interaction/activity

So What ?

Shift from descriptive to interpretive
Meaning of experience for you
Feelings involved, lessons learned
Understanding “why” of the experience and activity?

Now what?

Contextual - what does this activity, experience/situation mean in the broader context
Applying lessons learned / insights gained to new situations
Setting future goals (e.g. learning goals or plan of action)

Here are some questions you may consider addressing in your reflections:

What are three things that were the highlights of this experience and why?
How were you a different person when you left the activity compared to when you entered?
What have you learned about yourself by participating in this experience?
What connections do you see between this experience and what you have learned in your courses at McMaster or elsewhere?
What have you learned about a societal issue through this activity/experience?
How did this experience challenge your assumptions and stereotypes about aging or any other population group?
How has your experience/ participation in this activity contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuits?
How would you do something differently in a particular location/setting if you were in charge?
How can society better deal with the problem/issue that you have identified?
How can this experience apply to other situations in your life?
How can some of the solutions you saw/heard/ experienced apply to other problems of other groups?
What was the most challenging thing that happened during your experience?

Reference: Facilitating Reflection : A Manual for Higher Education, (n.d.) Retrieved August16, 2003 from http://www.uvm.edu/~dewey/reflection_manual/activities.html

Finding an Academic Placement Health, Aging, & Society 3BB3

- 1) Sign into OSCARplus at <https://www.oscarplumcmaster.ca> under the student login.
- 2) Once on the home screen, update your profile:
 - Select **My Account** (beside the Overview button, NOT at the top of the screen) and ensure all information is correct and complete.
 - Once you have made all your changes, select **Save** at the bottom of the screen to ensure all your information is saved.
- 3) Search for positions:
 - Select **Placements** in the grey navigation bar on the left.
 - It should default to **Academic Placements Home**.
 - Once on the **Academic Placements** home page, select **Placement Postings**.
 - Under **Quick Searches** select **HLTH AGE 3BB3**.
 - Review available positions and follow application instructions on each posting.

IMPORTANT NOTE: OSCARplus will only allow you to access Academic Placements if you have previously been on the system. If this is the first time you have accessed OSCARplus, you will be logged off the system when you attempt to view Academic Placements. If this happens, please email Ruthanne Talbot at the email below with your student number and she will add access for you.

For assistance, please contact:
Ruthanne Talbot
Faculty of Social Sciences, Experiential Education
talbotr@mcmaster.ca
905-525-9140 ext. 23382
KTH Room 102
905-525-9140 ext. 23382
KTH Room 102

Important Information for Students in HLTH AGE 3BB3: Field Experience

(Prepared by **Ruthanne Talbot**, Programming and Outreach Manager Experiential Education, Faculty of Social Sciences, McMaster University p: 905-525-9140 Ext. 23382 w: <http://experiential-ed.mcmaster.ca/> t: [@McMasterEE](https://twitter.com/McMasterEE) f: [McMaster Experiential Education](https://www.facebook.com/McMasterExperientialEducation/))

Students may choose any placement that relates broadly to health or aging, but you are strongly encouraged to make choices based on your learning objectives – Which skills do you want to learn? What are your career or academic goals? Are you looking to diversify your current experience?

You can choose to seek out your own placement or explore one of the many that are posted on OSCARplus for you. Anything posted on OSCARplus will already be approved for the course, but if you find your own placement, you must have it approved by your instructor.

We encourage you to start looking for your placements as soon as possible.

Students are required to complete a minimum 40 hours of placement. The intent is that this time be spread out over the duration of the term and not compressed. Travel time does not count, nor does any time meeting with staff or attending orientation meetings prior to being welcomed on officially as a volunteer/placement student. Students are expected to commit to the placement for the full duration of the term, which may result in more than 40 hours.

*****Please review the below information before contacting a possible placement site.**

Choosing a Placement

Participating in a community-based placement or project is a unique opportunity. It allows you to be part of the community and learn more about the world around you.

It also allows you to see the theories learned in class played out in a practical setting; to build skills, experience and professional contacts; and to explore possible career options.

Some practical items should be considered such as the **days and times** you are required to participate as well as the **location** of the placement, but looking at your placement as a learning opportunity, you are encouraged to consider the following:

- Which skills am I hoping to gain or enhance?
- What type of work setting am I hoping to gain experience in?
- What are my personal interests and values?
- Is there a particular demographic of individuals I am passionate about working with?
- Have all of my past experiences been somewhat similar and is this an opportunity for me to diversify my experiences, skills and networks?
- What are my future career or academic plans?

Each student should decide what is most important for them, while understanding that you will likely not be able to address all of these in one placement. Give some thought to what is most important for you.

While your own personal goals are certainly important to help determine a placement, students should not forget one important concept – reciprocity.

Reciprocity is the notion of an exchange that is **mutually beneficial**. In other words, the community partner is not expected to “provide” a learning opportunity for you, they are looking for a partnership where their particular needs are met through your engagement and learning, and you will learn through helping them meet their goals and actively participating in the organization through your placement.

We ask all students to watch the below video by Wesley Urban Ministries before reaching out to your possible placement. There are many valuable topics covered and things to consider. This will assist you with having the right frame of mind before beginning the placement process, regardless of which organization you volunteer/complete your placement with. You can watch it on this link: <http://bit.ly/1FizMQR>

Contacting a Community Partner/Host Organization

In the Faculty of Social Sciences, we are fortunate to have developed relationships with many wonderful, dedicated and unique community partners over the years and it is important to maintain these positive relationships. One way for students to demonstrate respect for the organization, their time and their clients, is to be prepared before contacting the organization to inquire about a placement.

We have received feedback from community partners that they appreciate when students do the following before contacting them:

Take the time in advance to read through their website.

Even if you have read a position description, or think you know about the organization, it is important to invest the time in getting to know the organization so that you have a clear understanding of their mission and values, the services they provide and the clients they may work with. This information will not only help you determine if the organization is a fit for you, but it will show the community partner that you aren't just looking for a place to complete hours, but that you have a genuine interest in their organization and are willing to put in time to get to know them. When you meet with someone from the organization, you will already know a bit about what they do, and hopefully will have a few great questions to ask to show your interest.

Prepare a resume.

Although not all organizations will ask you for this, it is a good idea to have it ready. Think of this as a professional learning experience. Organizations are not obligated to accept you as a volunteer. They have particular criteria each volunteer must meet and being able to provide them with a quick snapshot of who you are through your resume may help them gain some insight about you more quickly. As most students only have one academic term to complete their placement, anything you can do to complete possible requirements in advance is helpful in getting through the process more quickly and starting your placement so that there is more time to get involved, contribute and learn.

Communicate clearly, professionally, and respectfully.

If you contact the organization by telephone, be sure to speak clearly and slowly, leave your name and phone number, indicating why you are contacting them. If they are not able to understand your message, they cannot return your call. It is also a good idea to leave some days and times that you are available to be reached, and be sure to be available at those times. Remember that you may be expecting a phone call, so answer calls professionally with a “Hello”

(not with “Hey” or “Hi”), and ensure that the voicemail greeting on your phone is appropriate.

If contacting the organization by email, be sure to use professional etiquette – do not write emails as though you are texting a friend. Address your email to “Dear *name of supervisor*” (do not just start writing without a greeting, and do not start with just “Hey” or “Hi”). Also be sure to sign off with “Sincerely, *your name*”. Do not expect them to know who you are by your email address. Avoid all email and texting slang or short forms. Also, please consider using your McMaster email address, or a professional personal address. Some personal email addresses may not convey a professional tone when contacting employers.

Whether you are calling or emailing, you are making a first impression and differentiating yourself from other students and volunteers. This is an opportunity to demonstrate your communication skills, enthusiasm, professionalism, and interest in the position.

Please understand that staff at community organizations are very busy and their priority is to ensure the effective running of programs and services at their organization for the benefit of their clients. Some staff may also work part-time. You may have to wait several days to hear back from whomever you contacted. Please keep this in mind and plan your time accordingly. Do not wait until the last minute to reach out. Reach out as soon as possible to provide ample time to hear back and get the process moving.

If you do not hear back from the person you contacted, we recommend a polite follow up 3-4 business days after the initial contact. If you emailed the first time, try a telephone follow up and vice versa. Simply let them know you are following up to your previous email/phone call and express your interest in learning more about possible roles at the organization. You can mention that it is for a course during the term, but please do not put pressure on them to call you back in a particular time frame. Most organizations are aware of the course durations and will get back to you as soon as they can. That being said, if you are short for time, you may wish to consider reaching out to an alternate organization.

Ruthanne Talbot

Programming and Outreach Manager Experiential Education, Faculty of Social Sciences,
McMaster University p: 905-525-9140 Ext. 23382 w: <http://experiential-ed.mcmaster.ca/>
t: [@McMasterEE](#)
f: [McMaster Experiential Education](#)
b: [EE Beyond the Books Blog](#)

Health and Safety Requirements

Students completing unpaid placements as part of an academic course are required to complete the following documents and return them to your instructor:

- 1) Students must sign the [student declaration letter](#), required to let them know, via sign-off, they have coverage via WSIB or ACE/private coverage and to report incidents accordingly;
- 2) Placement “employers” sign off on [letter to placement employers](#), noting that they have been informed that WSIB coverage (or ACE/private coverage) is provided via the MTCU, and therefore their respective WSIB standings (i.e. premiums) will not be effected, and;

3) Students and placement “employers” will sign off on the [Pre-Placement Safety Orientation Checklist](#).

*Effective August 28, 2016.

(Copies of the above mentioned documents will be provided in class).

Police Record Check Information for Students

If you had a police check/vulnerable sector search done within the 12 months previous to the start of your placement and still have the original document, you may not be required to have another police check completed if it meets the requirements of your placement organization. Please bring this original document along with you when you return to school in September or meet with the organization as this could help you get started more quickly.

Your academic placement may require you to complete a police record check depending on the nature of your responsibilities at the placement. This document provides information to help make the process run more smoothly.

The below information is referenced from the Hamilton Police Service web site and was accurate at the time of printing. Visit www.hamiltonpolice.on.ca/hps for updated information.

There are three types of police checks for volunteering: Police Criminal Record Check (\$15), Police Information Check (\$20), and Police Vulnerable Sector Check (\$25). Depending on the type of volunteer work you will be doing, your host organization will advise you as to which check you need to complete.

Police Record Check Information for Students

Your academic placement may require you to complete a police record check depending on the nature of your responsibilities at the placement. This document provides information to help make the process run more smoothly.

The below information is referenced from the Hamilton Police Service web site and was accurate at the time of printing. Visit www.hamiltonpolice.on.ca/hps for the most current information.

There are three types of police checks for volunteering: Police Criminal Record Check (\$15), Police Information Check (\$20), and Police Vulnerable Sector Check (\$25). Depending on the type of volunteer work you will be doing, your host organization will advise you as to which check you need to complete and may provide you with a letter to bring to the police station.

To obtain a Police Record Check:

- Go to the Records Business Centre at the Hamilton Police Service Central Station at **155 King William Street** in Hamilton (**open Mon-Fri 8:30am-6:00pm**),
- Fill out the appropriate form,
- Show acceptable identification (see below), and

- Pay the applicable fee (**to be paid by cash, debit or credit only**)

Bring any police record check letter that your placement agency or course instructor provided you with to prove that that your police record check is for a volunteer placement and for a course and therefore less expensive than for employment, and will also distinguish which of the three police record checks is required. NOTE: If you get the wrong police record check completed, your organization may require you to complete it again, which may delay you starting in your placement and may also cost you for the additional police record check.

Hamilton Police Service no longer accepts requests for police screening from persons residing outside the City of Hamilton. ****However, for students who reside temporarily in Hamilton (but your permanent residence is outside of Hamilton) this policy will be waived and you will be allowed to have your screening done at Hamilton Police Service if you can show proof of temporary residence in Hamilton** (eg. a lease agreement, a bill with your name and address on it, verification of residence on campus, etc.). For students who have no Hamilton address, you must go to the police service that serves the municipality in which you permanently reside. The processes, policies and fees listed above may be different in other municipalities.

NOTE: If acceptable identification verifying your identity, along with proof of volunteer or student status, is provided at the time of “application” for your police record check, the completed search results may be mailed back to you and you will not have to visit the police station again to pick up.

Acceptable Identification

Every applicant must have **two** pieces of identification, one of which **must** be government-issued and include all of the following: 1) applicant’s name, 2) applicant’s date of birth, 3) applicant’s signature and 4) photo of the applicant.

Government-Issued

- Driver’s License (issued by Canadian province or territory)
- Foreign Driver’s License
- Canadian/Foreign Passport
- Canadian Citizenship Card/ Permanent Residence (PR) Card
- Certificate of Indian Status
- International Student Identity Card
- Firearms Acquisition Certificate (FAC)
- Canadian National Institute for the Blind (CNIB) Identification Card
- Federal, provincial or municipal employee identification card
- Military Family Identification Card (MFID)
- Health Card (with photo)
- Student Card (with photo)

If you are unable to supply identification from this list, your alternative is to submit fingerprints to the RCMP for search and comparison.

A **second** piece of ID may include any of the following or a second from the above list:

- Birth Certificate
- Immigration Documents
- Ontario Age of Majority Card
- Employment ID (with photo)
- Baptismal Certificate
- Marriage Certificate
- Student Card (with photo)
- Vehicle Insurance or Ownership
- Utility bills or government mail with your name and current address

S.I.N. cards or credit cards are **NOT** accepted as forms of identification.

On-Line Screening Checks

There is an option to apply for a police check online. **Please note:** online screening checks may not be suitable for everyone. Please review the information carefully to determine if this is the right choice for you as they do not recommend the system be used by anyone who:

- Has lived in Canada for less than one (1) year, and/or;
- Is under the age of twenty-one (21) years, and/or;
- Has no established personal credit history - i.e. no credit cards, bank loans, mortgage, etc. - that is required in order to authenticate your ID using EIV

In order to use the online solution, **a \$9.95 processing / authentication fee will be added to the price of each police background check.** Full information can be found here: <http://www.policelutions.ca/checks/services/hamilton/>

If you have any questions about your placement or how to obtain a police check, please contact Ruthanne Talbot, Faculty of Social Sciences, at talbotr@mcmaster.ca or 905-525-9140, ext.23382.

AFTER YOUR PLACEMENT HAS BEEN ARRANGED: After you have arranged your placement, you must complete information about your placement **on Avenue to Learn by Sept. 30, 2016** (type of information you need to know is on the last page of your course outline). For the 'confirmation' on Avenue you are to provide information about your placement: the name of the agency or organization and the name, position, email and telephone number of your immediate supervisor. You must also write a brief description of what your responsibilities will be at your placement. The information must be completed and submitted on Avenue **by Sept 30, 2016.**

HLTH AGE 3BB3

**PLACEMENT CONFIRMATION FORM
Fall 2016**

The information on this form must be submitted on Avenue to Learn once you have chosen your experiential learning option. Please complete the Avenue form on or before **Sept. 30th, 2016**
IT IS IMPORTANT THAT YOU KEEP A COPY OF THIS FORM FOR YOUR RECORDS.

Student Name: _____ Student Number: _____

Placement Experience:

Agency Name: _____ Agency Phone Number: _____

Agency Address: _____

Placement Supervisor's Name and Position: _____

Supervisor's Phone Number: _____

Supervisor's email address: _____

Supervisor's Signature: _____ **Date** _____

Placement begin date: _____

Placement Duties/Responsibilities: _____
