



SCHOOL OF SOCIAL WORK

**STUDENT HANDBOOK
2025 - 2027**

INTRODUCTION

We hope you will find this handbook a useful reference. If you have any suggestions for changes or additions to this handbook, please pass them along to Sabrina Jolin, Administrative Coordinator – sjolin@stu.ca as it is updated on a regular basis.

The purpose of this handbook is to provide you with information that will be helpful to you during your studies. Please note that information on university-wide academic regulations, curriculum, and so on is not provided in this handbook. We suggest that you consult the university calendar to obtain the information you need. The University Calendar is available online at: <https://www.stu.ca/registrar/academic-calendar/>

The university calendar contains essential information including all academic regulations and procedures, course descriptions, tuition fees, registration, and so on. Please look through the calendar and consult it throughout your time at St. Thomas University.

WELCOME MESSAGE

WELCOME to the School of Social Work at St. Thomas University. You are joining a social work education program that is accredited with the Canadian Association for Social Work Education (CASWE). Over the next two years you will encounter a variety of learning opportunities including experiential, group and more traditional approaches, which are designed to prepare you for a career as a professional social worker. Reports from the field indicate that social work graduates from the School have done very well both, at graduate school and in their employment. Graduates report that they feel well-prepared to begin work as professional social workers.

St. Thomas University School of Social Work offers one of the few social work education programs in North America which advocates a structural perspective. The mission statement of the School explains the philosophy and principles which inform this approach to social work practice:

The STU School of Social Work is committed to a politicized social work practice that is grounded in a structural approach to social work practice. This approach advances an awareness of broad and intersecting injustices caused by oppressive structures while preparing students to be effective and ethical practitioners. A central goal is that graduates can integrate vision, knowledge and skills for practice that may lead to social transformation toward a more equitable and just society. While seeking to develop and teach a politicized social work practice, we strive to remain open to new ideas, analyses, and realities that challenge and inform our ongoing efforts.

The mission reflects our core principles:

- To promote theoretical frameworks which address oppression in its multiple and intersecting forms.
- To foster the research and teaching of practice strategies which facilitate the empowerment of people and groups experiencing oppression; and
- To engage in ongoing critical reflection and analysis on our pedagogy and praxis as a School.

PROGRAM OVERVIEW

St. Thomas University's Bachelor of Social Work degree program aims to provide you, the future practitioner, with the ability to apply professional social work knowledge and methods at a level of competence suitable for beginning practice.

The School uses a critical pedagogy approach and supports a culture of political dialogue. Students are encouraged to think critically and to apply academic knowledge to real-world examples while reflecting upon their politicized subject locations and experiences. Learners are expected to fully engage in class discussions and other course related activities, as well as to reflect on the ways in which diverse perspectives compliment or contradict traditional social work ways of 'thinking' and 'doing'. Students are encouraged to voice their questions and concerns to instructors inside and outside the classroom. In all social work classes, it is critical that we respect each other's viewpoints even when we disagree on the subject matter. Ideological conflict should not be avoided nor aimed to be solved at all costs. One can think of many instances (e.g., labour disputes, human rights rallies) where conflict is necessary for the betterment of society.

Classroom Environment

To provide a physical environment that is healthy and conducive to effective learning and teaching practices by:

- providing classroom space of appropriate size, with comfortable furnishings;
- having appropriate technology and equipment to support various approaches to teaching;
- attending to health-related factors such as, air quality, scent allergies, hearing and other physical disabilities. For example, to improve the quality of life for all members of the social work community, a *No Scent Policy* has been adopted.

Classroom Culture

Students are expected to contribute to the creation of a respectful and constructive learning environment, to **read ALL assigned materials** in preparation for class, to attend class on time and to be present for the full duration of the class. A formal break will be provided in the middle of each class. Class dialogues are important and encouraged. Students should view the class discussions and the assignments as opportunities to develop and sharpen their analytical and critical thinking skills.

It is expected that an environment of collegiality and respect will be maintained in all class interactions. This means that, within the classroom, the students and the instructor will:

- ☐ Listen with an open mind to all that is shared
- ☐ Refrain from interrupting or talking when someone else is speaking
- ☐ Carefully assess the comments and points of view of others
- ☐ Ask for clarification when needed
- ☐ Respectfully challenge content (not persons) in ways that lead to greater understanding for all; meaning that students are encouraged to challenge the 'ideas' expressed by someone and not the individuals who happen to express these very same 'ideas'
- ☐ Refrain from dismissive body language and voice tones
- ☐ Support one another by arriving on time, refraining from parallel talk, and avoiding entering or leaving the classroom outside of prescribed breaks

We expect students to do well academically as they acquire the theoretical knowledge they need; but we also hope that you will learn to take risks, challenge yourself personally and academically, and grow personally as you develop as a professional. We are proud of our program at St. Thomas University and regularly revise and develop the structure and content of the program to meet changing student and community needs. As a final comment, our experience has revealed that students frequently come into the program with unreasonable expectations of themselves and they sometimes also have unreasonable expectations of the program. We suggest that you will be more successful in the program if you keep the following points in mind:

- *I must take the initiative to make sure that my educational experiences give me what I want.*
- *Whenever I find myself dissatisfied with anything I will ask myself "What actions can I take to make things better?"*
- *The faculty is a group of ordinary human beings whose good intentions frequently exceed their capabilities; however, they are eager to help in any way possible.*

Developing a sense of community based on the values of mutual respect, open-mindedness, acceptance, compassion, flexibility, and creativity are essential to a learning environment that is empowering for all those who participate in the PD BSW community.

In the context of a learning community, we strive for student/faculty relationships based on mutuality and reciprocity. Thus, students are involved extensively in the governance of the Department. While we strive to operate by consensus among faculty and with students, this is not always possible in working collectively. However, we are committed to resolving issues through constructive and creative problem solving.

Although we strive for optimum standards in our teaching environment, we understand that conflict is normal, and that confusion and uncertainty are a natural part of the learning process. These challenges help us to appreciate our humanity and acknowledge our limitations, thus motivating us to foster healing and reconciliation on a personal and collective basis.

We believe that learning is a collaborative, social process. Students derive many benefits from participating in the classroom learning process with other students. Students' sharing, questioning, and exploration of issues are a critical element in the integration of concepts presented by faculty. Paradoxically, it is through collaborative learning that individuality and diversity are revealed. This provides us with rich opportunities for learning in which we address the differences in a respectful manner.

Student/Calendar Perspective

Course Allocation

Program Requirements

1st Semester Fall Schedule

SCWK 3163	Addressing Diversity in Social Work	3.0 credit hours
SCWK 3503	Research Methods for Social Work	3.0 credit hours
SCWK 3903	Theory for Social Work Practice I	3.0 credit hours
SCWK 3943	Social Work Values and Ethics	3.0 credit hours
SCWK 3283	Preparation for Professional Practice	3.0 credit hours

Total = 15 credit hours

2nd Semester Winter Schedule

SCWK 3053	Field Instruction I	3.0 credit hours
SCWK 3253	Organizing for Action with Diverse Groups	3.0 credit hours
SCWK 3343	Social Policy in the Canadian Context	3.0 credit hours
SCWK 3553	Generalist Social Work Practice Skills I	3.0 credit hours
SCWK 3613	Social Work Practice and Human Development	3.0 credit hours

Total = 15 credit hours

3rd Semester Fall Schedule

SCWK 4013	Group Work Theory and Design	3.0 credit hours
SCWK 4533	Generalist Social Work Practice Skills II	3.0 credit hours
SCWK 4723	Child Welfare	3.0 credit hours
SCWK 4783	Law and Social Work	3.0 credit hours
SCWK 4903	Theory for Social Work Practice II	3.0 credit hours

Total = 15 credit hours

4th Semester Winter Schedule

SCWK 4089	Field Instruction II – Direct Practice (450 hours)	9.0 credit hours
SCWK 4613	Field Integration Seminar	3.0 credit hours
Elective Course		3.0 credit hours

Total = 15 credit hours

Total 60 credit hours

Please see Web advisor for details on course date, time and instructor.

FIELD PLACEMENTS

The social work program views the Field Placement component as a critical to a social worker's professional education. Field work experience under the supervision of a professional social worker, or equivalent, will constitute a major portion of the student's training.

Included in the BSW curriculum requirements are two **unpaid** field practicums totaling 700 hours (SCWK 3053: Field Instruction I and SCWK 4089: Field Instruction II). Both field placements must occur at a location within the Maritime provinces. The Field Education Coordinator will meet with you on an individual basis to discuss your learning objectives and to help you find a placement that meets your learning needs. The Field Education Coordinator will also schedule a number of student group sessions to discuss the format of the two placements, to provide students with information on available placements, and to explain expectations.

SCWK 3053: Field Instruction I – Social Action (250 hours, 3 credit hours)

This course will provide practical experience in the field, in an approved setting, 3 days per week. Students are expected to develop knowledge and skills in small teams utilizing a community-based approach to practice under the supervision of field instructor and faculty liaison.

SCWK 4089: Field Instruction II – Direct Practice (450 hours, 9 credit hours)

This course provides a base for professional practice by introducing the values and ethics of the profession, and theories relevant to social work practice with individuals, groups, and communities. Knowledge drawn from the social sciences and other disciplines will be integrated with methods of intervention.

Prerequisite: SCWK 3053: Field Instruction I. Available to BSW students only.

Expenses incurred by the student in carrying out service responsibilities in the practicum may be met by the agency, but students may incur certain costs in connection with the practicum (for example, parking fees and tickets, gas for travel to and from the placement each day).

The following are some of the locations (Fredericton and surrounding areas) where students have been placed in the past:

- AIDS NB/SIDA NB Inc.
- Addiction & Mental Health Services
- Atlantic Institution on Aging
- Autism Connections Fredericton
- Chimo Helplines Inc.
- NB Media Co-Op
- Green Party
- Horizon Health

- John Howard Society Fredericton/Oromocto
- Muriel McQueen Ferguson Centre for Family Violence Research
- NB Association of Social Workers
- NB New Democratic Party
- Reproductive Justice NB
- Social Development
- Fredericton Downtown Community Health Centre

Please note that new placements are found each year, and we do our best to accommodate a student's preferences.

Attendance in Field Placements

According to the accreditation standards set by the Canadian Association for Social Work Education (CASWE), students enrolled in an accredited Bachelor of Social Work program must complete a minimum of 700 practice hours in the field of social work, not including time spent in integrative activities (e.g. Field Integration Seminars). While 700 hours is the minimum requirement, students must complete their 700 hours within the dates prescribed in the school timetable. A passing grade cannot be assigned until this requirement is met.

Students work according to their host agency's hours. For example, if the agency's hours of operation are Monday-Friday, 8:30 AM – 4:30 PM, then students will begin at 8:30 AM and end at 4:30 PM. Some placements may involve after-hours work on occasion. Agencies should inform students and the Field Education Coordinator of their hours of operation and if any after-hours work will be required before the placement is finalized.

If a student is going to be absent from their placement, they will inform both their Faculty Liaison and their Field Instructor/Supervisor at their earliest availability.

Important Dates and Deadlines: 2025 - 2026

2025

August 30	Welcome Week Starts
September 1	Labour Day – University closed
September 3	Classes begin
September 7	Opening Mass
September 12	Last day to confirm registration by arranging payment of fees
September 12	Last day to add Fall term and full-year courses
September 30	National Day for Truth and Reconciliation – University closed
October 10	Deadline to opt out of the Health Plan
October 13	Thanksgiving Day – University closed
October 24	Last day to withdraw from first-semester courses without academic penalty
October 24	Last day for partial refunds of first-semester fees
November 3	Early Degree Conferral - November Graduation In Absentia
November 10	Fall Reading Week Begins - No classes
November 11	Remembrance Day - University closed
November 14	Fall Reading Week Ends - No classes
November 21	Last day to hold class tests in first semester
December 9	Last day of classes for first semester
December 10	Reading Day - No classes
December 11	December Examination Period Starts
December 17	December Examination Period Ends
December 18	Make-up Exam Period
December 23	University Closed - Winter Break

2026

January 2	University Offices Open
January 6	Classes resume
January 16	Deadline to pay fees for second semester
	Last day to add Winter term courses
	Last day to withdraw from full-year courses without academic penalty
January 30	Application deadline for MSW
February 16	NB Family Day – University closed
February 27	Last day to withdraw from second-semester courses without academic penalty
	Last Day for partial refunds of first-semester fees
March 2 - 6	March Reading Week- no classes
March 6	Early Degree Conferral - Graduation In Absentia
March 9	Last day to apply for May Graduation
March 13	Student Research & Ideas Fair
March 27	Last day to hold class tests in second semester
April 3	Good Friday - University closed
April 6	Easter Monday - University closed
April 13	Last Day of classes in second semester
April 14	Reading Day - No classes
April 15-22	April Examination Period
April 23	Make-up Exam Period

May 4	Early Intersession begins
May 11	Baccalaureate Mass
May 12	Spring Convocation
May 18	Victoria Day - University closed
May 29	Early Intersession ends
June 1	Late Intersession begins
June 26	Late Intersession ends
June 29	Summer Session begins

NOTE: *Dates for the Education and Social Work programs may differ. Please consult with the appropriate department.*

SCHOOL OF SOCIAL WORK FACULTY

Clive Baldwin, Professor

BA (Cambridge, UK); MA (Cambridge, UK); MA (Leicester, UK); Certificate of Qualification in Social Work (Leicester, UK); PhD (Sheffield, UK); Postgraduate Certificate in Management and Leadership in Higher Education (Bradford, UK)

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Clive was born in the UK and moved to St Thomas in May 2011 to take up his post as Canada Research Chair in Narrative Studies. He has degrees from the universities of Cambridge, Leicester and Sheffield, UK, and is a qualified social worker with experience in mental health, community work and not-for-profit sector development. His PhD thesis focused on allegations of child abuse and he has published on this in legal, criminology, medical and social work journals. He has also published on narrative and its contribution to ethics, policy, social work and the Self.

Clive has taught in the Division of Dementia Studies at the University of Bradford, UK where he was the coordinator of the Master's program and, prior to moving to St Thomas University, was the Program Director of the MA in Mental Health in the Department of Social Work at the University of Bradford. His teaching focused on ethics and values, mental health and research methods.

Sara Carder, Assistant Professor

BA, MA, MA, PhD (University of East Anglia, UK), Post graduate certificate in Consulting and Leading in Organizations (Tavistock Clinic, London, UK), RSW (NB)

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Sara was born and raised in England, and came to St Thomas University in July 2024 to take up her post as Assistant Professor. Sara has 20 years of professional experience in child and family social work practice. This includes child welfare, residential care, adoption and children and young people with disabilities. Sara is also a qualified art psychotherapist and has integrated her social work and art therapy training to provide psychotherapeutic support to children and families as well as clinical supervision to practitioners. Sara's practice and research has evolved with a particular interest in organizational wellbeing and support in the helping professions. Sara completed her PhD at the University of East Anglia in 2023. Her ethnographic study explored emotional labour in child and family social work teams. More recently, her research in the UK and in New Brunswick has focused on retention and what can be learnt from long term career social workers including practical applications for practice.

Valerya Edelman, Assistant Professor

BSW (University of British Columbia); MSW (University of Victoria); RSW

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Valerya worked in Vancouver's Downtown Eastside for 16 years. As a social worker/case manager on a healthcare team, she enjoyed facilitating low-barrier groups, outreach, and advocating. She moved to Fredericton in 2014 where she developed healthcare delivery services at Clinic 554 that addressed gaps in sexual, reproductive, 2SLGBTQ+, and addictions care in New Brunswick. Valerya started teaching at STU in 2023. She acknowledges the complexities in structural social work and aims to co-create space for grace, tolerance for mistakes and for acts of accountability while fostering collaboration, collectivity, and interdependence. Her social work research is focused on dismantling structures of marginalization among highly stigmatized populations, aiming to provide practical knowledge for community groups and to inform government policies and service provision. Valerya continues to participate in grassroots community organizations that strive to change economic and social conditions.

Jenni Cammaert, Associate Professor

BA, BSW, MSW, Ph.D (University of Windsor), RSW

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Jenni was raised in southwestern Ontario and holds degrees from the University of Windsor. Jenni has over 10 years of social work practice experience in the area of eating disorder service provision, teaching social work practice courses, and clinical supervision. She is currently finishing her PhD at the University of Windsor. Jenni's dissertation focusses on the social, cultural, and economic factors that influence health and mental health service utilization for women that are at risk for developing an eating disorder. Jenni has also received her University Teaching Certificate from the Centre of Teaching and Learning at the University of Windsor, which focused on integrating teaching practice with the ecological design science of permaculture. Her research always emphasizes the need for the practical application of research.

Arielle Dylan, Associate Professor

BA, MA, MSW, PhD (University of Toronto)

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Arielle has fifteen years of professional social work practice experience in the area of community-based mental health, concurrent disorders, mental health recovery, shelters and homelessness, supportive housing, newcomer populations, and women's crisis centres. Practice experience in these areas includes counseling with individuals and families, group facilitation, program development, community development, and strategic leadership. Arielle's teaching includes Professional Writing for Social Workers, Social Research II and Quantitative

Methodology, Violence in Families: Multilevel Intervention in Interdisciplinary Practice, Social Work Practice with Individuals and Families, Group Work Theory and Design, Theory for Social Work Practice I, Theory for Social Work Practice II, and Ecology and Social Work. Arielle's research includes environmental social work and social justice, complementary and alternative approaches to addictions issues, and spirituality and social work.

Charles Furlotte, Assistant Professor

BA (Hons) Psychology (Mount Allison University), MSW (Carleton University), PhD Candidate (McMaster University), RSW (NB & ON)

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Charles Furlotte is Assistant Professor at St Thomas University's School of Social Work. Charles has been a registered social worker for over ten years and has worked in primacy care clinic, hospitals, and in private practice in Ottawa and Hamilton, ON. His practice experiences include counselling and psychotherapy, case management, and discharge planning. Charles' eclectic approach to social work practice incorporates mindfulness with diverse populations. Charles' teaching includes Theory for Social Work Practice II and Generalist Social Work Practice Skills. Charles research is concerned with critical approaches to the social study of aging, with an emphasis on growing older with complex chronic health conditions, including HIV/AIDS. His research has focused on long-term care for older lesbian, gay, bisexual and transgender (LGBT) people, HIV and aging, and incorporating mindfulness into social justice approaches to social work practice.

Michelle Greason, Associate Professor

BA, BSW (St. Thomas University), PhD (University of New Brunswick), RSW

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Michelle Greason has taught part-time in the School of Social Work since 2018 and recently started her position as an Assistant Professor in 2020. Michelle is a STU alumni, having completed her BA and BSW at STU. She has a PhD from the University of New Brunswick. Michelle has practice experience in the area of aging and LTC, working with individuals and families. Her research is largely concerned with aging and LTC, especially in a NB context; ethics and ethical decision-making; narrative care, and; interdisciplinary/multidisciplinary work. In all her research, she focuses on practical methods of knowledge mobilization. Michelle is passionate about teaching, and the connection between policy, practice, and social justice.

Tanya Smith, Assistant Professor / Field Education Coordinator

BA (UNB), BSc (UNB), BSW (STU), MSW (Dal)

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Tanya is a registered social worker with experience in the areas of child protection, sexual violence, trauma-informed practice, and impacts of trauma-exposed work. Tanya has provided workshops, training, and consultation to service providers and organizations in the areas of

sexual violence, intervention services, trauma-informed practices, and the impacts of trauma-exposed work.

As the field education coordinator, Tanya is responsible for the development, coordination, administration and management of field education in the School of Social Work.

Tanya has a strong passion for trauma-informed practices, maintaining wellness in trauma-exposed work, and connecting social work theory to practice. Research interests include trauma-informed practice, gender-based violence, and social work field education.

STUDENT REPRESENTATION - SCHOOL OF SOCIAL WORK

The School of Social Work gives students an active voice in the governance of the school. As a result, students have a representation on a number of committees and have their own social work society.

Field Education Advisory Committee

Two students are selected by students to sit as representatives on the FEAC which meets on a quarterly basis. The purpose of the FEAC is, as follows:

1. To provide a mechanism to discuss new initiatives, programs, and policies related to the Field Education Program, School of Social Work, STU;
2. To receive direction and recommendation from members of diverse organizations who have a vested interest in the Field Education of STU's Social Work program;
3. To provide and receive information related to the field education program, including feedback from students, field instructors, and faculty liaisons;
4. To seek diverse opinions related to field education issues and concerns;
5. To encourage inter-organization exchange and cooperation.
6. To participate in the Accreditation process as it pertains to Field Education.

In addition to the committees listed below, students participate in graduation and hiring committees. The following two committees are organized by students for students:

Social Work Social Committee

Social work students generally have a social committee to plan events throughout the year. All students are welcome to attend meetings and become involved.

***New Brunswick Association of Social Workers (NBASW)**

Social work students are welcome to attend and participate in the activities of the Fredericton Chapter. Students may register in the NBASW without charge and are encouraged to do so prior to Field Placement. Website: www.nbasw-atsnb.ca

PROFESSIONAL EXPECTATIONS

The School of Social Work at St. Thomas University is charged with fostering and evaluating

professional learning and behavior for all students in the social work program. Also, the School of Social Work is accountable to the larger community to graduate competent professional social workers who consciously exhibit the knowledge, values and skills of the profession of social work. Professional suitability is demonstrated by a good understanding of social work knowledge, values and skills, and the performance of appropriate behaviors in personal and practice situations. Satisfactory performance in both academic coursework and in field practicums is a prerequisite, but not the sole criteria for advancement and graduation. Social work students are expected to behave in a professional manner in all aspects of the program and are responsible and accountable for their actions.

In accordance with *The Policy Governing Professional Readiness in the School of Social Work* (2014, revised 2017), all students in the Post Degree Bachelor of Social Work Program are expected to demonstrate attitudes, values, and conduct that are consistent with the Canadian Association of Social Workers' and the New Brunswick Association of Social Workers' *Codes of Ethics*. To assist students to understand the qualities associated with the profession of social work, and to assist faculty in evaluating student readiness for social work practice, the following criteria have been developed from the CASW *Guidelines for Ethical Practice 2005*:

Value 1: Respect for the Inherent Dignity and Worth of Persons

- 1.1 Hears and considers viewpoints different from one's own
- 1.2 Does not discriminate against any person on the basis of age, abilities, ethnic background, gender, language, marital status, political affiliation, race, religion, sexual orientation or socio-economic status.
- 1.3 Encourages sharing of different perspectives
- 1.4 Understands and promotes self-determination
- 1.5 Treats everyone with respect, honesty, courtesy and fairness
- 1.6 Acknowledges and considers the impact that their own heritage, values, beliefs and preferences have on their own viewpoints

Value 2: Pursuit of Social Justice

- 2.1 Demonstrates an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
- 2.2 Endeavours to engage in social and political action to address discrimination, exploitation, and systemic oppression for the purpose of improving social conditions
- 2.3 Promotes conditions that respect cultural and social diversity within the School, within Canada and globally
- 2.4 Advocates for a clean and healthy environment and advocates for the development of environmental strategies consistent with social work values

Value 3: Service to Humanity

- 3.1 Understands, appreciates, and employs the principles of anti-oppressive social work practice
- 3.2 Understands and practices skills that assist in managing and resolving conflicts

Value 4: Integrity of Professional Practice

- 4.1 Practice decisions are guided by theory, research, and knowledge
- 4.2 Identifies gaps and limitations in knowledge and skills and acknowledges areas where improvement is needed
- 4.3 Seeks feedback on performance, is willing to try new approaches, accepts challenges, and takes risks
- 4.4 Demonstrates capacity for personal change
- 4.5 Takes responsibility for own decisions and actions
- 4.6 Establishes appropriate boundaries in relationships
- 4.7 Collaborates effectively with others to achieve learning goals and objectives
- 4.8 Respects and is courteous to faculty, staff, colleagues within the School and within other academic programs
- 4.9 Honestly acknowledges the work and contributions of others, and only takes responsibility and credit for work that they have performed or contributed to
- 4.10 Is open to the constructive comments of others on practice or behavior

Value 5: Confidentiality in Professional Practice

- 5.1 Respects the confidentiality of information shared or observed (Maintain any information shared in class, dyads or smaller groups within that unit. Never use names of clients or disclose other identifying information in the classroom or out in the community)
- 5.2 Treats people in a manner that respects their right to privacy and freedom from harassment/abuse
- 5.3 Understands the limits to confidentiality and complies with legal requirements to report abuse
- 5.4 Uses judgment in self-disclosing information of a very personal nature in the classroom or in the field placement setting. (Class time should not be used as therapy or treatment)

Value 6: Competence in Professional Practice

- 6.1 Identifies and discloses to relevant others any issues that can affect competence (e.g. to a faculty member, field instructor, student services)
- 6.2 Strives to work toward greater awareness of personal issues that may impede effectiveness with clients
- 6.3 Communicates professionally and effectively both orally and in writing (uses non-judgmental language, practice positive, constructive, respectful and professional communications skills)
- 6.4 Is punctual, dependable and responsible in all tasks and efforts (attends class and placement, arrives on time, returns from breaks in a timely manner, comes prepared with readings and other homework completed, and meets all deadlines given by your instructors.)
- 6.5 Takes responsibility for own learning both in course work and field placement
- 6.6 Understands the importance of critical self-reflection and reflective practice
- 6.7 Ability to evaluate outcomes of actions
- 6.8 Observes the established conventions of ethical conduct when engaged in study, research practices and activities related to field practicums

- 6.9 Is aware that no outside interests will bring the profession into disrepute
6.10 Upholds the dignity and integrity of the profession and informs their practice from a recognized social work knowledge base

* ***Adapted from the Suitability for Professional Practice Policy Undergraduate Program (October 24/07) Memorial University School of Social Work, Newfoundland & Labrador.***

Teaching Objectives - Pedagogical/Content Competence

To develop empowering approaches to teaching that are embedded in the values of acceptance, the right to self-determination, respect for diversity, inclusivity and accountability as we engage in the following activities:

- communicate course objectives, assignments and expectations;
- review grading criteria that are congruent with course objectives;
- teach relevant and current course content and knowledge;
- discuss complex and cognitively or emotionally difficult material;
- recognize and respond to classroom communication patterns that involve power imbalances, including but not only, sexism, racism, classism, ableism, heterosexism, naturism, and ageism;
- use a variety of instructional methods to support the pedagogical goals and various learning styles;
- provide opportunities for course review and feedback through written and dialogical formats.

STATEMENT OF MUTUAL ACADEMIC EXPECTATIONS OF INSTRUCTORS AND STUDENTS

Expectations of Instructors and Students

In the interest of promoting an optimal learning environment, the St. Thomas University Senate has adopted this statement of the mutual academic expectations of students and instructors. The statement articulates what we agree to be the essential elements of a strong academic culture. It thereby provides both instructors and students with an ideal of what each should be able to expect from the other in their shared quest for a successful educational experience. This document is intended to serve as a statement of principles only. For specific regulations, consult with the University Calendar.

Assignments and Evaluation

As professionals, both instructors and students take seriously their mutual responsibilities regarding assignments and evaluation. Instructors ensure that the value of each assignment, test, or examination is clearly established in the course outline and do not alter those values without the consent of the class. They strive to ensure that they grade students in accordance with clearly stated criteria and in accordance with prevailing standards. They return student work in a timely

fashion and provide adequate comments to enable students to understand the reason for the grade. Finally, instructors show flexibility in the application of deadlines when students have legitimate reasons for special consideration.

Students accept the primacy of a scheduled test or examination over travel plans or work schedules. They respect deadlines for submission of assignments, keep backup copies, and take care to deliver assignments only to appropriate places. Students make use of the instructor's comments in order to improve their performance in the future.

Conduct in the Classroom

St. Thomas University is dedicated to free and reasoned discussion, to critical debate, and to the exploration of diverse and competing ideas.

Students can expect to be encouraged to participate actively in classes, to enter into intellectual debate, and to have their contributions treated respectfully by their instructors. Instructors can expect students to attend class regularly and to come prepared to contribute effectively to the work of the class.

Students can expect their instructors to terminate verbal and other behavior in the classroom that is not respectful of others. Instructors can expect students to cooperate in the maintenance of a climate that is free from personal intimidation, insult, and harassment.

Policy on Academic Misconduct Policy (Plagiarism): https://www.stu.ca/edia/stu/site-content/current-students/policies/AcademicMisconductPolicy_.pdf

Policy on Non-Academic Misconduct (Harassment): https://www.stu.ca/student_policies/

Evaluation and Grading

Social Work Department - Marking Schema

A+	=	95-100
A	=	90-94
A-	=	85-89
B+	=	80-84
B	=	75-79
B-	=	70-74
C+	=	65-69
C	=	60-64
C-	=	55-59
D	=	50-54
F	=	-49

REQUEST FOR REVIEW OF A GRADE ON AN ASSIGNMENT

When a student disagrees with a mark or with evaluation feedback received on an assignment, they have a responsibility to demonstrate that they have been marked unfairly or inconsistently. The student must:

Explain to the instructor, in writing, why the mark is not satisfactory, referring to the learning outcomes of the assignment and how the outcomes were achieved at a higher level than the mark given would indicate; and

Identify the areas/questions and the written feedback where s/he believes that the evaluation was unfair and explain why.

Once a written appeal is received by an instructor, the mark will be reconsidered in light of the arguments presented by the student. If the instructor decides that the mark should not be revised, then a second instructor may be consulted to review the assignment.

Students should be aware that a request to have an assignment reviewed by a second instructor may result in a lower grade, if the second instructor evaluates the assignment to be deserving of a lower mark. The grade given by the second instructor is final and will not be reviewed.

RESOURCES AND SERVICES FOR STUDENTS

Accessibility Services

St. Thomas University is committed to creating an equitable environment by ensuring that all members of our community have access to the full range of university life. This means supporting students with disabilities in their full participation in the educational, social and cultural life of our university. Sharing responsibility with each student for their success, our accessibility program is consistent with our academic standards as we strive to make reasonable and appropriate accommodations to allow students to enjoy the benefits of higher education. After admission, students are encouraged to register with the Student Accessibility Services Office and to provide documentation of their disability. All disclosed information is confidential. Accommodations and services are determined on an individual basis for each student.

Student Accessibility Services Office

The Student Accessibility Services (SAS) Office is located on the first floor of George Martin Hall, room 104. You can visit us in person, Monday through Friday from 8:30 am until 4:30 pm. They can be reached by email at accessibility@stu.ca with questions or concerns.

Wabanaki Student Centre

A culturally and spiritually rich environment for academic and personal support, the Wabanaki Student Centre serves as a daily starting point for many Indigenous students at St. Thomas. Whether it is to have a coffee, finish an assignment, or relax with friends, the Centre is a home away from home. The space includes a small kitchenette and is decorated with Indigenous artwork and photos that reflect the history of First Nations in New Brunswick.

Web address: https://www.stu.ca/indigenous_student_services/wabanaki-student-centre/



Elder in Residence – Elizabeth Augustine



Elder in Residence – Ron Tremblay

eaugustine@stu.ca

rtremblay@stu.ca

Meet the rest of their team: https://www.stu.ca/indigenous_student_services/support-team/

Bookstore

Textbooks and supplies are available at the [University Bookstore](#). This modern and well-equipped bookstore is centrally located in the Student Union Building. Business hours are Monday to Friday, 9:00 a.m. to 4:00 p.m.

UNB Campus: 21 Pacey Drive, Fredericton, NB

Email: unb@bkstr.com

Tel: 453-4664

Tel: 453-4664

Bus Pass

All full-time students of St. Thomas University are granted a universal bus pass for Fredericton's public transport by paying \$151.00 in their student fees (subject to change). Originally the bus pass was meant for use from September to May. However, Fredericton Transit has agreed to allow us to use our bus passes throughout the summer at no extra cost! After you have paid your student fees, simply get your STU ID validated and receive your bus pass sticker to use the bus for free. If you are having a new photo ID taken, the bus pass will appear on your ID card and only a validation sticker is required. Bus schedules are available at the Help Desk in James Dunn Hall.

Campus Ministry

St. Thomas University welcomes students of all religions and, while acknowledging its Roman Catholic heritage, seeks to respond to the spiritual and faith practice needs of all members of the University community.

The University seeks to foster personal well-being by offering the pastoral presence of a University Chaplain and Campus Minister through the Campus Ministry office located at George Martin Hall,

Room 203. The office is open Monday through Friday for informal drop-in visits, a listening space, advice, pastoral or referral counselling, or to provide a liaison with university and community agencies.

Campus Ministry offers or sponsors various activities, some centred in the St. Thomas Chapel—liturgical celebrations, including Sunday and weekday masses (for current times please consult www.stu.ca), ecumenical prayer services and interfaith dialogue, as well as sacramental preparation and celebration (adult Christian Initiation, baptism, marriage, reconciliation), and faith development. Students are encouraged to participate by sharing their gifts as lectors or readers, servers, musician and cantors, hospitality, and environmental art.

Website: <https://www.stu.ca/campusministry/>

Contact Page: <https://www.stu.ca/campusministry/connect-with-us/>

Counselling Services

St. Thomas University provides students with free and confidential on-site counselling. Counselling Services can assist students with a broad range of issues, including body image, grief, loss, self-esteem, stress management, academic difficulties and relationship conflicts. Students can access a maximum of ten counselling sessions during the academic year. To book an appointment, please drop by:

All information regarding current Counselling offerings can be found by visiting the [Counselling website](#) or by Dropping in to see Shane Clark in George Martin Hall Rm 307 or by emailing mentalhealth@stu.ca

Employment Services

Students of St. Thomas University may access employment and career support through a variety of means. Students may access the STU Student Employment website for job postings, employment resources and upcoming employment and career related events, such as on-campus Employer Information Sessions and Career Fairs. Students will have access to one-on-one employment and career counselling services through the office of the Employment and Student Life Coordinator; appointments can be made through tzelmer@stu.ca. Career Development Workshops are offered in partnership with UNB Career Counselling services.

[Career Development Website](#)
[Student Job Board](#)

For general career / employment related inquiries, send an email to: careerdevelopment@stu.ca

Financial Services

Oversees the University's cash collection, financial aid disbursement, and accounts receivable and payables functions in accordance with the policies of the University and the provincial and federal governments.

Melanie Aubin, Financial Services Officer

Email: financialservices@stu.ca

Phone: 506-452-7703

Laura Tucker, Accounts Receivable
Email: laura@stu.ca
Tel: 452-0534

Health Services

A medical clinic for full-time St. Thomas students is located at the third floor of Jones House on the UNB campus. Students may call the [Student Health Centre](#) for an appointment please call

Phone: (506) 453-4837. Clinic hours are:

September to April:

Monday to Thursday - 8:15 am to 3:45 pm

Friday - 8:15 am to 3:30 pm

Closed daily from 11:30 a.m. - 1 p.m

Phones are answered Monday - Friday: 8:30 - 11 a.m. and 1:15 - 3 p.m

For further information, please visit the [Student Health Centre website](#).

There is an after-hours clinic not far from campus. The **Fredericton Medical Clinic** is located at **1015 Regent Street** and can be reached at **(506) 458-0200**.

Also nearby is a full-service regional hospital. The **Dr. Everett Chalmers Hospital** is located at **700 Priestman Street** and can be reached at **(506) 452-5400**.

You will need your Provincial Healthcare card for both locations. Please note that out-of-province students are charged a fee at the Fredericton Medical Clinic.

Help Desk

The STU Help Desk is there for all students. It offers students a wide array of services including the following: a free phone for local calls, change for the photocopier, lost and found, bus schedules, STU clothing, academic calendars, a fax machine, a first aid kit, poster approving and stamping, postal stamps for sale, supplies you can borrow (e.g. pens, stapler, tape, etc.), phone numbers and directions, applications and various forms, tons of general STU info, and the Legal Info Centre.

Sir James Dunn Hall
Email: helpdesk@stu.ca
Tel: 452-0405

Library

St. Thomas students have the use of the Harriet Irving Library and branch libraries serving the faculties of Education, Engineering, Science and Forestry, while the Law Library is an integral part of the Faculty of Law. The collections consist of over 1,100,000 print volumes, 2.2-million microforms, 220,000 government documents, 47,000 maps, and 4,836 current periodicals, as well as many rare books, manuscripts, the University archives, and a number of other special collections. General library tours are offered for all students during Welcome Week. More detailed instruction sessions are also provided later in the term by librarians in each library on campus. Staff is also available to give individual instruction on Quest and on locating material in the library's collections.

Books and periodicals are shelved in open stacks for easy access by library users, and most may be borrowed for home use. Since 1981, the library has had an online catalogue which lists material in all of

the campus libraries. Quest, the online catalogue, provides access to our collections. It also provides access to a variety of indexes and abstracts. Study tables and individual carrels are provided in all libraries. Photocopiers are provided for student use in each library, and reader/printers to make prints from microform are available in the Harriet Irving Library, the Law Library, Education Resource Centre, and the Engineering Library.

Each library contains a reference collection covering appropriate subject areas. These collections include dictionaries, encyclopaedias, handbooks, bibliographies, indexes and abstracts, and CD Rom databases. Many indexes and abstracts may be searched online for a fee. Librarians are on hand to give individual assistance in the selection and use of library materials, including online searching. Brochures on collections and services are also available. Students should feel free to ask for help from any staff member. Many information resources including some 8,000 full-text journals, a number of major indexing and abstracting tools, and a variety of reference materials are available online from the library website. These electronic resources can be accessed through computers on campus or at home. Opening hours are posted on the main door of each library and on the library website at <http://www.lib.unb.ca>. To schedule a library tour or research consultation, please contact:

Visit the Harriet Irving Library's Research Help Desk anytime at:

Harriet Irving Library, 5 MacAulay Lane - UNB
Email library@unb.ca
Tel 453-4740

New Brunswick Association of Social Workers (NBASW)

This is the organization which represents professional social workers in this province. The objectives of the NBASW are to establish and maintain standards of practice; to promote public awareness of the role of social work; to pursue social justice and to effect social change. Social work students are encouraged and welcome to attend and participate in the activities of the Fredericton Chapter, and can also register as a student member.

Website: www.nbasw-atsnb.ca

Off-Campus Housing

Students are responsible for making their own arrangements for off-campus housing. UNB maintains an Off-Campus Housing Office to assist students with finding suitable off-campus housing. For further information concerning off-campus housing, contact:

Off-Campus Student Housing Office
UNB, Box 4400, Fredericton, N.B. E3B 5A3.
Email: housing@unb.ca or <https://www.unbsu.ca/offcampushousing>
Tel: (506) 476-1250

Or contact the ***Student Life and Retention Office*** at (506) 452-0578 between 8:30 a.m. and 4:30 p.m.

Parking

Along with UNB and NBCC, STU has updated our parking on campus by using a [HotSpot](#) Parking Portal. The change will provide the STU community and visitors with a more convenient and streamlined approach to on-campus parking. Long-term parking permits for students, faculty, and staff can be purchased through the [HotSpot](#) portal.

Please note: when logging into the portal, use your STU.ca email and password. The portal will prompt you to select a municipality. Select "STU" from the drop down menu.

For questions, please refer to parking@unb.ca, monitored Monday to Friday from 8 am to 4 pm. For urgent or after-hours matters, please call UNB Campus Security at (506) 453-4830

Photocopying

- James Dunn Hall – ITS room 207 offers scanning to print service. The cost of copies will come off your student print credit. Black & white each 8 ½ x 11 copies cost \$0.10 per single side and \$0.15 per double side. Color each 8 ½ x 11 copies cost \$0.20 per single side and \$0.30 for double side.

For large quantity or specialty printing you can go to Marshall D'Avery Hall – Graphic Services, University of New Brunswick Campus or copy center like Staples or Mail boxes etc.

Post Office

The UNB Student Union-run Canada Post Outlet is located at the Paper Trail in the Student Union Building. The Outlet provides a full range of postal services. Phone (506) 447-3079 for operating hours or contact the UNB Student Union at (506) 453-4955 for more information. There are also mailboxes located outside of Vanier Hall residence (near the parking lot).

Registrar's Office

The Registrar's Office is responsible for overseeing all students currently taking classes at the university. The Registrar's Office records courses and marks on transcripts, advises students, schedules exams and generally provides information on academic procedures and regulations. Student records are kept there and transcripts issued. Any questions concerning university regulations can be answered by someone in this office. Students can get address change forms, applications for bursaries/scholarships, information regarding graduation and convocation by emailing the office or going [here](#)

George Martin Hall, Room 101

Email: registrarsoffice@stu.ca

Tel: 452-0530

Residence Life and Conference Services

The Residence Life Office is responsible for all residence affairs at St. Thomas. We strive to provide students with a living environment that is conducive to personal growth and academic success. The Office oversees the day to day operations of the residence community, organizes residence programming, and acts as a resource for all residence students. The Residence Life and Conference Services office is located in:

George Martin Hall, Room 303

Email: residencelife@stu.ca
Tel: 452-0578

Safe Wheels

St. Thomas Safe Wheels typically runs weeknights from 9:30 pm-11:30 pm, although the hours are made definite at the beginning of each school year. The Students' Union hires a van taxi-cab to drive STU students home for free. While Safe Wheels does not travel everywhere in the City, it will take students to most areas on Southside Fredericton so that students will not be forced to walk home by themselves at night. Safe Wheels also runs when the bus does not.

Scholarships & Bursaries

For a complete listing of scholarships and bursaries please refer to the STU website:
[Scholarships and Bursaries - St Thomas University](#)

Unless otherwise indicated, the deadline for scholarship and award applications is September 1st. The Scholarship Application Form is available at the Office of the Registrar, or can be downloaded at the above website. Note that some scholarships require additional application materials.

Unless otherwise indicated, the deadline for bursary applications is October 31st. The Bursary Application Form is available at the Office of the Registrar, or can be downloaded at the above website. Note that some bursaries require additional application materials.

For information on Emergency Bursaries, please visit Student Services in George Martin Hall, Room 311, or call 453-7213.

Student Advising

Faculty members are available for consultation:

- If you need information or advice about course selections.
- If you have questions or are struggling with aspects of the program, the social work profession, or your own preparation for professional work.
- If you need information or assistance in making career plans (i.e. graduate school, choosing a field of work, which will allow you to best utilize your strengths).
- If you have personal or family difficulties which are interfering with your ability to function in the program.

Note:

If personal problems are hindering your performance or ability to be involved in your learning, it is very important to let someone on faculty know so they can help you problem-solve, get connected with the professional or support services you might need, or facilitate the readjustment of your course load or assignment schedule. **Please do not hesitate to ask for assistance!**

Student Advocate

The Student Advocate's Office, located in Room G10 of Edmund Casey Hall, is charged with hearing student grievances. In general, the Student Advocate is able to handle grievances with the SRC, the University administration, or any of the three levels of government. More specifically, the Student Advocate regularly assists students with grievances such as academic appeals, student loan problems,

and landlord/tenant issues. There is also a Legal Information Centre located within the Help Desk where you may go to receive legal advice.

Email: su_advocate@stu.ca

Tel: 460-0307

Student Health Plan

Full-time students participate in a Student Health Plan which provides supplementary coverage for prescription drugs and major medical expenses not included in provincial Medicare plans. Full-time students also have the option to participate in a Student Dental Plan. Coverage under these plans extends from September 1 to August 31 of the following year. Complete information on the plans is available at www.studentbenefits.ca.

Participation in the Student Health Plan is mandatory unless proof of other medical insurance is presented. Participation in the Student Dental Plan is optional. This year, the single plan fees for health and dental have been placed on each student's account and will remain to be paid unless they are waived by the process described below.

If you do not require health or dental benefits under the student plans, you must opt-out by October 11. The fees for the health and dental plans will be reversed in full after October 15 upon successfully completing the waiver forms. Refer to the opt-out tab at www.studentbenefits.ca and complete the required information. An e-mail confirming you have waived coverage will be sent on completion. You should save this receipt for your records.

Student Union Building

The Student Union Building (SUB), completed in January 1969, is the result of student-administration cooperation. The cost was shared among the students of the University of New Brunswick, St. Thomas University, and the former Teachers' College, with the University of New Brunswick matching the student contribution. The SUB houses the offices of several student groups and organizations. Both the St. Thomas University and the University of New Brunswick student newspaper offices, the yearbook office, the New Brunswick Student Alliance, as well as CHSR-FM, the student radio station and the student union offices are located in the office wing. In the main part of the building there are several meeting rooms, a lounge area, a large cafeteria, The Cellar, the College Hill Social Club, the ballroom and the main administrative office for the SUB. For the convenience of the students, there are also several retail outlets such as a clothing store, a hair styling salon, a travel office, a sundry shop and a jewellery store. The Student Union Building is governed by a Board made up of UNB and STU students and members of the Board of Governors of UNB who strive to provide the services and atmosphere which will make student life enjoyable.

Helpful Web Sites on Writing Styles

For APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

Writing Centre

The Writing Centre is a free service available to all students during the regular academic year (September-April). Writing Centre staff can assist students at any stage of the writing process. The Centre can help you organize your thoughts, improve your assignments, sharpen your grammar skills,

and learn APA citation style.

The Writing Centre is located in:
Edmund Casey Hall, Room 102

POLICIES, REGULATIONS AND STANDARDS

University Regulations

Please follow the link below for the current Academic Calendar for further information on the University Regulations (*Section Seven: Regulations*):

<https://www.stu.ca/registrar/academic-calendar/>

- A. Residence Discipline
- B. Course Regulations - class attendance and class cancellation, withdrawal from course, withdrawal from Aquinas, dismissal from course, repeating courses
- C. Evaluation and Grading - evaluation of students' performance, grading system
- D. Academic Standing - good standing, academic probation, academic dismissal, application for readmission
- E. Code of Student Conduct - academic misconduct, social misconduct, constitution and authority, residence standards and regulations
- F. Withdrawal from University
- G. Appeal Procedures - exemptions, appeal of final grade in course, academic grievance procedures
- H. Scholarship Renewal for Study Abroad

SCHOOL OF SOCIAL WORK POLICIES

Please follow the link below for the current School of Social Work policies:

[Social and Electronic Media and the Use of Electronic Devices in the School Of Social Work Policy](#)
[Immunization Policy](#)

[Request for Review of a Grade on an Assignment](#)

[Policy Governing Professional Readiness in the School Of Social Work](#)