

# PROJECT DESCRIPTION FORM

**Chapter:** University of Saskatchewan

**Program year:** 2024-2025

**Project Name:** Wage Garnishment

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## SECTION A – ORGANIZATIONAL INFORMATION

- 1. Name of Organization:** Radius
- 2. Mailing Address of Organization:** 611 1<sup>st</sup> Ave N Saskatoon SK S7K 1X7
- 3. Website of Organization:** <https://radiuscentre.com>
- 4. Type of Organization:**
  - Charity
  - Not-for-profit
  - Association
  - Government
  - University
  - Law firm
  - Other
- 5. Brief overview of the organization's mandate (2 to 4 lines maximum):**

Radius is a non-profit organization offering services for children and adults in Saskatoon, Saskatchewan. Radius is a leader in helping people connect to the community through education, participation, and skills training. Radius provides services that support individuals looking for work, businesses in strengthening their employee development programs, and families of youth with acquired brain injuries connect with support workers for recreation and social activities.
- 6. Organization Contact Person**

Name: Dorothy Hyde  
Title: Executive Director  
Telephone Number: (306) 665-0362  
Email Address: [dorothy.radius@sasktel.net](mailto:dorothy.radius@sasktel.net)
- 7. Preferred mode of contact:** Phone  Email
- 8. Lawyer supervisor(s)**

*Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.*

Type of Lawyer Supervisor:

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*Note: Please check only **ONE** of the following.*

- Lawyer Supervisor - Insured  
 Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Travis Kusch

Title: Lawyer

Organization/Firm: [REDACTED]

Telephone Number: [REDACTED]

Email Address: [REDACTED]

The lawyer supervisor is:

- An employee of your organization  
 A board member  
 Other - Travis works primarily in the field of insolvency and debt restructuring. He works with creditors and debtors and has experience assisting creditors with knowing and enforcing their rights.

**9. How often will the lawyer supervisor be available to meet with the student(s)?** The Lawyer Supervisor will be available to meet with students as required to ensure that the law is correct before the students begin their presentations.

**10. Can student volunteers on this project complete their work virtually and from home?**

Yes  No  However, the presentations will likely take place in-person at Radius.

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## SECTION B – PROJECT INFORMATION

**11. Please describe the project tasks:**

*Note: If there are multiple projects, please complete a separate Project Description Form for each project. Include details on the final deliverable and expected timelines, etc. Include details on the division of workload, etc.*

### Description of Project

Wage garnishment is when a creditor forces a debtor to make payments, often by taking money directly from an individual's paycheck. This can be stressful and scary for individuals, especially if their household income is lower or in a precarious job placement.

The project consists of two finished products: a plain language resource and a PowerPoint Presentation.

Students will, together, create a plain language resource on the topic of wage garnishment in Saskatchewan (with a focus on individual claims only) and address the following questions:

- What is wage garnishment?

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- How or when does wage garnishment take place?
- What steps must a creditor take before they can engage in wage garnishment?
- How much can be garnished?
- What are individuals' right and exemptions when wage garnishment is enforced upon them?
- What are possible resources for individuals dealing with wage garnishment?
- When should an individual seek help from a professional (like a lawyer)?
- What are the statutes and legislation concerning wage garnishment?

### PowerPoint Presentation:

- Minimum of one 45-minute presentation with 15 min Q&A.
  - Students may be encouraged to reach out to other organizations who may be interested in this presentation.
- The target audience is Radius staff members working with clients who are seeking information on what happens if they claim bankruptcy.
- PowerPoint slides should summarize the main points highlighted in the plain language resource.
- Students may **not** answer personal questions from the audience (i.e. \_\_\_ happened, is this legal?).
  - These types of personal and specific questions about the law should be directed to the Lawyer Supervisor. If the Lawyer Supervisor is unable to attend the presentation, students should only respond with answers that have been vetted by the Lawyer Supervisor.

*\*Before students conduct presentations, all materials will be reviewed by the organization and lawyer supervisor for accuracy. A PBSC disclaimer must also be included in the presentation.\**

### Role of Student Volunteers

- Create research memo.
- Create PowerPoint presentation.
- Connect with Partner Organization to arrange for presentation dates and times.
- Connect with Lawyer Supervisor to review research memo prior to creating PowerPoint presentation.
- Give presentations to RADIUS staff and clients. Possibly give the presentation to other organizations.
- Update Organization Contact once a month on progress.

### Role of Supervising Lawyers

- Ensure the students' presentation is an accurate reflection of the law in Canada and Saskatchewan.
- Attend at least one practice session before the students deliver the presentation. (This may take place virtually.)

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- Attend the presentations to ensure students share only legal information.
  - If unable to attend a presentation, the Lawyer Supervisor will practice presentation with student volunteers, especially potential questions that may arise during the Q&A session.

### Which types of law are used in this project?

Bankruptcy law, judgement enforcement law

### 12. What is the main project deliverable?

Select **ONE** option.

- A.  Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B.  Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C.  Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

### 13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form. If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A.  I consent to PBSC saving a duplicate of the project deliverable.
- B.  I do not consent to PBSC saving a duplicate of the project deliverable.

### 14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?

**Note: PBSC's Client Impact Survey** is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

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For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.

**15. A work plan is required for this project:** Yes  No

*If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.*

**16. Is this a joint project with students from any other PBSC chapters?** Yes  No

**17. What type of training will the organization provide to the student(s)?**

*Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.*

Students will receive general training from PBSC.

**18. How many students would you like assigned to this project?**

2 students

**19. How many hours per week will the student volunteer(s) be expected to work?**

*Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.*

Students are expected to volunteer 3-5 hours per week.

**20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?**

The work will be flexible, but the students will be expected to attend meetings and meet deadlines.

**21. Is workspace provided for the student volunteer(s) at your organization?** Yes  No

**22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)**

Students will need access to the internet, a computer and Zoom.

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## SECTION C – STUDENT REQUIREMENTS

23. Is there an expectation for the student(s) to be bilingual? Yes  No

24. Can first year law students volunteer for this project? Yes  No

25. Please list any law school prerequisites required for this project. (e.g., administrative law, family law, immigration and refugee law.)

There are no prerequisites required for this project.

26. Please list any other requirements or expectations for this project. (e.g., professional or academic background, experience, etc.)

There are no requirements, but it will be helpful for students to have taken bankruptcy law and/or judgement enforcement law and have a degree of comfort presenting to an audience.

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## SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

27. Which project model(s) most accurately describes this project? If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project's activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

28. Which communities does this project serve? Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below.

- \_\_\_ Children & Youth
- \_\_\_ Domestic Violence Survivors
- \_\_\_ Women
- 3 Homeless & marginally housed
- \_\_\_ Immigrants, refugees & newcomers
- \_\_\_ Indigenous (First Nations, Inuit, Métis)
- \_\_\_ LGBTQ+

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- Linguistic minorities
- 2 People living in poverty
- People living with disabilities & chronic illnesses
- People living with HIV
- People living with mental health challenges
- 1 Precariously employed individuals
- Prisoners & former prisoners
- Racialized communities
- Religious minority communities
- Self-represented litigants
- Seniors
- Trans and gender diverse individuals
- Two-Spirit individuals
- Veterans
- Other: General Project – no specific community being served (***note: comments are mandatory if this option is selected***)

Project reviewed by On-site Supervisor

*Heather Heavin*  
Signature

July 17, 2024

Date

**Note: A final/complete copy of this Project Description Form must be provided to:**

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office