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School of Social Work

SCWK 5059 – Field Instruction III
MSW Foundational Year Placement
450 hours

2023-2024

School of Social Work
St. Thomas University
51 Dineen Drive
Fredericton, NB E3B 5G3

Tanya Smith
Field Education Coordinator
Brian Mulroney Hall, Room 307
506-452-7702 (Tel)
506-452-0611 (Fax)
tdsmith@stu.ca

Dr. Marilyn Dupré
Director
Brian Mulroney Hall, Room 303
506-452-9672 (Tel)
506-452-0611 (Fax)
mdupre@stu.ca

Pauline McIntyre
Administrative Coordinator
Brian Mulroney Hall, Room 311
506-452-0540 (Tel)
506-452-0611 (Fax)
pmcintyre@stu.ca

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THE SCHOOL OF SOCIAL WORK AT ST. THOMAS UNIVERSITY

The St. Thomas University 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 are able to 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.

The vision of the Faculty of Social Work at STU is to provide students with a social work education predicated on a progressive view of society and social work practice; a vision that is true to the profession's fundamental values of humanitarianism and egalitarianism. Faculty supports a dialectical understanding of society in which social welfare and social work contain contradictory forces, both liberating and repressive. The strategy for structural social work is to maximize the emancipatory potential of social welfare and social work, while neutralizing or minimizing their repressive elements. We believe that the goal of structural social work involves alleviating the negative effects on people of an exploitive and alienating social order, while transforming the social conditions and structures that cause the negative effects.

FIELD EDUCATION

"Field Education is a critical and distinctive aspect of social work education and takes place in the context of field education practicums. The purpose of field education is to integrate theory and practice, enabling students to further develop, refine, and enhance the values, knowledge, and skills reflective of the core learning objectives" (CASWE-ACFTS Standards for Accreditation, 2021 p. 12).

The School of Social Work at St. Thomas University places a high value on facilitating quality field placements for all students. One of the ways we try to achieve this is through the faculty liaison role, which includes a minimum of three meetings with the student and their field instructor.

The School of Social Work at St. Thomas University works collaboratively with our community partners and placement agencies. These partnerships are developed based on quality field placements, which may lead to joint research projects, program development and other collective work. Experience has shown that several factors can negatively impact field placements that are carried out in the place of employment, therefore, **students will be required to complete a field placement(s) in an agency outside their place of employment.**

DESCRIPTION OF ROLES

Field Education Coordinator

The field education coordinator provides leadership and is responsible for the development, coordination, administration and management of field education. The role also includes consultation and teaching regarding field education for faculty, field instructors, agencies and students.

Responsibilities include:

1. Ongoing development of field placements by:
    a. initiating and creating linkages with community agencies;
    b. reviewing agency policies and programs to ensure that students are provided with learning opportunities that are compatible with the values and principles of the social work profession;
    c. working cooperatively with agencies to develop, enlarge, and improve existing field placement opportunities;
    d. engaging students and field instructors to participate in a review and assessment of the field placement.

2. Development and administration of field education policies and procedures by:
    a. establishing clearly written policies on roles, attendance, practicum requirements, sexual harassment, discrimination, competency credit, confidentiality, appeal processes, etc.;
    b. developing guidelines and tools for the evaluation of students and the on-going evaluation of field instructors and field placements;
    c. consulting with students, faculty, and agency staff whenever disputes occur regarding policy violation or misconduct;
    d. providing mediation in situations where disputes are unresolved.

3. Development and implementation of educational events for faculty, field instructors, and students pertaining to field education by:
    a. conducting orientation sessions for students and field instructors before field placements begin;
    b. planning seminars and workshops for field instructors;
    c. distributing of updated field education information.

4. Development and implementation of the field placement selection process by:
    a. carrying out an orientation meeting for students on the field instruction program;
    b. providing information on available field placement options;
    c. making matches in collaboration with agencies;
    d. consulting with students, field instructors, and faculty liaison when issues arise that raise questions about the suitability of the match.

5. Chair of the Field Education Advisory Committee
    a. planning and chairing meetings a minimum of 3 meetings per year;
    b. circulating minutes and agenda;
    c. consulting with chair and faculty of the School of Social Work.

6. Liaising with university administration in the development of field curricula, grading practices, workload credit and budget requirements for the field program.

7. Participation as a member of the field education network that meets annually at the CASWE meetings. The field education coordinator may be active in any education or research projects initiated by this network.

8. Establishment of a comprehensive field education program evaluation that would occur whenever the school is completing the self-study for accreditation purposes.

Field Instructor and the Agency

The field instructor is usually a social worker employed by the host agency who meets the criteria as set out by the program and has primary responsibility for the students' field educational experience; that is, field assignments, supervision, and student evaluation. The field instructors are chosen by the field placement setting to fulfil that role and/or may volunteer to the field education coordinator directly. Field instructors cannot be friends, family members, or employers of the student they supervise in placement

Expectations of the Field Instructor:

1. Provides pre-placement interviews with student when requested.

2. Provides the student with an orientation to the agency and staff, its policies, programs and practices (hours, dress code, absence due to illness); and to the project goals and strategies.

3. Assigns learning opportunities to the student to meet the learning needs of the student(s).

4. Participates in educational or field instruction preparation workshops and meetings with the faculty liaison.

5. Provides day to day supervision, feedback and support to the student.

6. Participates in the students' Learning Contract, Mid-Term, and Final Evaluation Meetings.

7. Prepares a Mid-Term and Final Evaluation in collaboration with the student to be shared at the mid-term and final meetings.

8. Engages in consultation with the faculty liaison during the field placement and notifies/consults with the faculty liaison whenever concerns arise with respect to the student performance.

9. Ensures that the CASW Code of Ethics, Values and Guiding Principles (2024) are always upheld by the student.

10. Has the responsibility to adhere to and uphold principles of the NB Human Rights Section 6 of the *Human Rights Act*, they have a legal obligation to accommodate students with a disability short of undue hardship.

Expectations of the Placement Agency

1. Accepts the student without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; ensuring that the placement is free of discriminatory practices both in personnel practices and in delivery of services.

2. Participates in the matching process by interviewing interested students and assessing if they would be a good fit.

3. Informs the faculty liaison as soon as possible if there are any serious concerns or problems impacting the placement and collaborate in problem-solving to find acceptable solutions.

Faculty Liaison

The faculty liaison is responsible for liaising with students and their field instructor, for providing the link between a field placement setting, and the faculty, and ensuring effective three-way communication. The role includes coordination, collaboration, enrichment and quality assurance responsibilities with the field instructor and students.

Expectations of the Faculty Liaison

1. Attend educational workshops provided by the School on field instruction.

2. Become familiar with the policies and practices as outlined in the Field Instruction Handbook.

3. Facilitate a meeting to review the Learning Contract as established by the student and their field instructor and provide feedback on the draft. Review any changes, if needed, before all parties sign off on the document.

4. Clarify the School's expectations about students' learning, workload and evaluation requirements.

5. Assist the student to make links between field experiences and program curriculum and provide support to the student in their professional growth and development.

6. Assist and support field instructor in developing a teaching role that empowers students as learners.

7. Mediate conflicts and/or challenges that arise between students and their field instructor by attending or arranging meetings that may be necessary to resolve problems. These meetings should be held at the earliest sign of difficulty.

8. Facilitate the mid-term review meeting by reviewing progress on the student's Learning Objectives and by discussing feedback from Mid-Term Evaluation Form that is completed by the field instructor and students. Explore if there are any concerns that need to be addressed in order for the student to pass the field placement.

9. Ensure that written notification is given to a student when it appears that they may be asked to withdraw because of inadequate performance.

10. Facilitate the Final Evaluation Meeting, which includes a discussion of the Final Evaluation report completed by the field instructor.

11. Establish a final grade of pass or fail for the field placement in consultation with the field instructor and student.

12. Write the student's Final Evaluation in instances where the field placement requires faculty-based field instruction.

Student

Student learners engage in many activities and experiences which result in considerable personal and professional growth and add value to the work of an agency. The role of the students is defined more specifically through responsibilities that they are expected to assume in preparation for, and during, their field placement.

Expectations of the Student

1. Follow directions provided by the field education coordinator regarding placement selection.

2. Attend a pre-placement visit if requested to do so.

3. Attend any orientation sessions scheduled prior to beginning the field placement and become familiar with the Field Instruction Handbook.

4. Attend agency orientation activities, training sessions, and/or staff meetings as requested by the field instructor.

5. Identify Learning Objectives and participate in establishing a Learning Contract with the agency field instructor and the faculty liaison.

6. Apply social work values and abide by the NBASW Code of Ethics at all times and act in a professional manner as a representative of the agency, and sign the Confidentiality Agreement.

7. Work within the established policies and guidelines of the agency.

8. Actively participate with the field instructor and faculty liaison to review and analyse learning experiences.

9. Promptly notify the field instructor and faculty liaison in case of unavoidable absence.

10. Contact the faculty liaison regarding any problems with the field setting; it is imperative that the students seek assistance at the onset of any problem.

11. Recognize the fact that failure to meet the requirements of the field placement, as set forth in this handbook, may result in their withdrawal from the field placement.

12. Be prepared for the three formal meetings with the field instructor/supervisor and faculty liaison: Learning Contract Meeting, mid-term review and Final Evaluation.

SCWK 5059: FIELD INSTRUCTION III
(Foundational Year Placement)

This course provides practical experience in the field, in an approved field placement setting, under agency and faculty supervision. The focus throughout the field placement will be on integration of classroom and field learning. This course is to provide the student with an opportunity for beginning social work practice in the field, under the supervision of a faculty member in partnership with agency personnel. Students are expected to develop knowledge and skills in the field sufficient for initial professional practice with various client constituencies. The goal is to offer students a professionally supervised experience in which they will demonstrate the ability to plan and implement professional Social Work intervention with individuals, groups, and/or communities.

The field education coordinator will make every attempt to match students based on their learning needs and interests; however, the ultimate decision regarding where students will do their placements rests with agencies. If more than one student wishes to be considered for the same placement, agencies may request interviews with students, or may make their selection based on resumes and cover letter details only.

Students will be assigned to an approved field setting, five days per week, for a minimum of 450 placement hours, under the supervision of a social work field instructor.

FOUNDATIONAL YEAR PLACEMENT SELECTION PROCESS

In order to support our community partners, the School of Social Work encourages and supports field placements in the province of New Brunswick. There are often students who are accepted into the School of Social Work at St. Thomas University whose primary residence is outside the province. While placements outside of New Brunswick cannot be guaranteed, in an effort to support student placements outside the province, the field education coordinator works collaboratively with all students and placement agencies to ensure students receive the best possible learning opportunities during their placement.

The School of Social Work at St. Thomas University places a high value on facilitating quality field placements for all students. One of the ways we try to achieve this is through the faculty liaison role, which includes a minimum of three meetings with the student and their field instructor. The School

works collaboratively with our community partners and placement agencies. These partnerships are developed based on quality field placements, which may lead to joint research projects, program development and other collective work.

The selection of placements is initiated by the field education coordinator, based on the parameters of the School. When planning for student placements, the field education coordinator considers:

- The student's area of interest.
- The student's ability to meet agency/role requirements.
- The learning needs of the student.
- The region in which the student wishes to complete their placement.
- Opportunities available in the agency/role to develop skills and knowledge in advanced social work practice.
- Agencies available to provide placements that meet the parameters of the program.

Being placed at a particular agency or in a particular role by the School cannot be guaranteed. Placements are based on student learning, previous experience, and availability of agencies/supervisors that meet the program parameters. Students should not contact agencies directly to inquire about placements as this can complicate the placement process. Many organizations have a specific contact for placements, the School has processes that can vary depending on the potential placement agency's requirements, placements must have opportunities for social work skill building, and to be fair when multiple students are interested in a single placement position. Like most Schools of Social Work, STU uses a collaborative process working with students to explore agencies that meet our program requirements and the CASWE Standards for Accreditation.

PLACEMENT HOURS AND ATTENDANCE

According to the accreditation standards set by the Canadian Association of Social Work Education (CASWE), students enrolled in an accredited MSW program without a BSW must complete a foundational level practicum of **450 practice hours** in the field of social work. While 450 hours is the minimum requirement for the Foundational Year Placement, students must complete their 450 hours within the dates listed above; students are not permitted to complete their placements early. The start and end dates for placement should be treated like the start and end dates for any academic course.

Each student is responsible for keeping track of their own hours using the Log of Hours spreadsheet which will be distributed electronically by the field education coordinator. Students must submit this spreadsheet to their faculty liaison once the placement concludes. Students have placement 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 and deduct time for a lunch break. 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. Students should count an 8-hour workday as 7.25 placement hours to account for breaks where they are not engaged in placement activities.**

We ask that students not spend more than 40 hours in placement in one week, to reduce the risk of burnout and to ensure there is adequate time for processing information. If a student does accrue

"overtime" placement hours in a given week, their schedule for the following week should be adjusted accordingly.

If a student is going to be absent from their placement, they will inform both their faculty liaison and their field instructor at their earliest availability. The faculty liaison, student, and field instructor will develop a plan for how the student is to make up any time missed. The student is still responsible for any missed time due to illness or emergencies to fulfill the CASWE accreditation requirements.

OVERVIEW OF SCWK 5059: FIELD INSTRUCTION III (Foundational Year Placement) – 450 hours

Description and Key Elements

In addition to the Learning Objectives that will be outlined by each student in their Learning Contract, the School of Social Work has outlined the following Learning Objectives for students engaged in their field placement:

Personal Effectiveness

By the end of this placement, students should demonstrate the ability to:

- Understand and critically evaluate relationship skills in working with clients, and confidence in establishing and developing professional relationships.
- Assume major responsibility for the development of life skills as they affect professional practice.
- Assume major responsibility for professional development by recognizing one's strengths, opportunities for growth, and values and recognizing how this personal dimension affects one's practice.
- Communicate thoughts and feelings and to listen to others effectively.
- Learn new skills and to evaluate one's own practice.

Organizational Effectiveness

By the end of this placement, students should demonstrate the ability to:

- Work effectively in a learning setting, which approximates as closely as possible a beginning professional work experience.
- Establish and maintain relationships with colleagues and staff in the practice setting as well as colleagues from various disciplines as relevant to the practice setting.
- Participate successfully in supervision, consultation and other administrative processes.
- Understand and critically evaluate the service network relevant to the client constituency.
- Personal work management skills.
- Responsibility to act on behalf of a group, organization, or agency.
- Understand, interpret, and implement the policies and practices of the agency on behalf of the client constituency.

Professional Effectiveness

By the end of this placement, students should demonstrate the ability to:

- Complete a thorough analysis of a problem including the personal, cultural, societal, and economic factors influencing it.
- Develop a contract for appropriate intervention, including the goal(s) of the intervention and tasks to be undertaken.
- Demonstrate range of interviewing/intervention skills at differing levels; individual, family, group, etc.
- Evaluate effectiveness of intervention, and/or to modify intervention plans as needed.
- Communicate effectively in verbal and written form, and to conceptualize their practice.
- Understand the use of research in practice.
- Demonstrate an understanding of the profession, and identification with its activities, ethics, and interaction with other professions.

Evaluation

The marking system for field placements is either a **pass or a fail grade.** Formal evaluations will take place around mid-term and at the Final Evaluation Meetings.

- At the mid-term, the student, field instructor and faculty liaison will review the student's work using the Mid-Term Skills Evaluation Form provided and will also review the progress made on the Learning Contract.
- The Final Evaluation will be based on a sharing and discussion of the student's Learning Paper and the field instructor's written Final Evaluation. This will also include a review of the student's Learning Contract with the intent to identify opportunities for future development.

MAJOR ASSIGNMENTS & REQUIREMENTS AT-A-GLANCE

Assignment/Requirement	Date/Time	Location
On-site Orientation	Beginning of placement	Agency
Learning Contract Meeting	Contract components to be completed within first 2-3 weeks of placement. Student & field instructor complete the **Learning Contract** prior to meeting with the faculty liaison. Meeting date to be set by the faculty liaison and field instructor/supervisor.	The host agency (unless otherwise specified).
Mid-Term Evaluation Meeting	TBD by faculty liaison and field instructor (roughly around weeks 7-9) Student & field instructor complete the **Mid-Term Evaluation Form** prior to Meeting & Review of Learning Contract	The host agency (unless otherwise specified).
Final Evaluation Meeting	**Final Evaluation** (written by student and field instructor) and **Final Learning Paper** (written by student) to be completed before Final Evaluation Meeting (final weeks of placement). Meeting date to be set by the faculty liaison and field instructor.	The host agency (unless otherwise specified).

ASSIGNMENTS AND EXPECTATIONS

Beginning Phase: Overview of Assignments and Requirements

During the beginning phase of the Foundational Year Placement, students and field instructors are expected to engage in the following activities:

a) **Agency-based orientation** to the agency staff, policies and services/programs offered;
b) Clarification of the student's and field instructor's **roles** and expectations with respect to the placement;
c) Development of the **Learning Contract** (more details below);
d) **Learning Contract Meeting**—meeting date to be arranged between field instructor, student and faculty liaison.

The Learning Contract

Although there are educational objectives identified in the course outline for the Foundational Year Placement, it is important that all students identify their own individualized learning objectives. These Learning Objectives become central to the Learning Contract that each student develops in their field placement and is used as a road map in the learning process.

The main purpose of the Learning Contract is summarized in the following objectives:

1. To further clarify and specify the responsibilities of the student and the field instructor in the field placement.
2. To design and implement an individualized educational plan for each student.
3. To provide a means by which students can influence how and what they learn.
4. To learn skills in identifying one's own professional needs and undertaking to meet these.
5. To facilitate the field instructor's role in supervision by providing a practical tool for supervision.
6. To facilitate on-going evaluation of the student's learning.

The Learning Contract will be:

- central to the first stage of the field placement, which is focused on assessing the student's needs and identifying a plan of action for learning;
- the main focus of the first meeting with the faculty liaison, which will occur before the end of the fourth week of field placements. Thus, students are expected to have the first draft of the Learning Contract ready for this meeting;
- used as an on-going tool for supervision of the student's work, and for teaching/feedback purposes;
- used in conjunction with the Mid-Term Evaluation Form at the Mid-Term Evaluation. This will greatly assist us in reviewing the student's work, noting progress and whether or not changes should be made in the contract; and
- reviewed at the Final Evaluation in order to assess overall skill attainment and to assist in establishing a grade.

Components of the Learning Contract

- **Supervision Arrangements:** Students and field instructors will determine the frequency with which they will meet, and the format of meetings (e.g., how many individual, group meetings, etc.). Supervision should be occurring at least weekly.

- **Expectations of the Students:** Students and field instructors will determine what type of documentation of learning is expected of students in order to assess the work/learning (e.g., journals, task logs, direct observation, correspondence, summaries, etc.)

- **Learning Opportunities:** This refers to all the activities, experiences and assignments available in the agency, which would help the students to learn the identified skills. Brainstorming of activities

carried out by the social workers in your field placement setting can be a useful exercise to assist you with this component of the learning contract.

- **Learning Objectives:** Learning Objectives outline in writing what the students wants to learn in their field placement and allows them to focus some attention on their particular areas of interest or learning needs. Each student is required to develop at least one learning objective in each of the following three levels of learning: 1) knowledge, 2) skills, and 3) personal development. Skills need to be worded in behavioral terms, and be measurable, specific and attainable.

Writing Learning Objectives

The following pages will help students in the development of their Learning Objectives for the Foundation Year field placement. Field instructors can assist students in the development of these objectives where appropriate; however, much of the work should be the student's responsibility.

There are three levels of objectives**.** Please identify **at least two specific Learning Objectives under each of the three levels in your learning contract**.

1. Knowledge (content)
2. Skill (ability/integration of knowledge into action)
3. Personal Development (self-awareness, ability)

KNOWLEDGE	**SKILLS**	**PERSONAL**
agency mandate	interviewing	assertiveness
policies/procedures	work habits	self-appraisal
treatment model	time management	self-care/coping strategies
social problems	group work	self-awareness
community resources	use of supervision	integration of values

Each Learning Objective should include three parts and the sequence should look like**:**

a. **A goal/objective statement** (to....verb...) that you wish to achieve related to knowledge acquisition, skill and/or personal development
b. **The learning opportunities** are the activities or tasks that describe how the objective will be achieved.
c. **Evidence of accomplishment** refers to what it would look like if you achieved the objective.

Example**:**
(a. objective statement) *To improve my ability to ask open-ended questions…*
(b. activities, tasks to accomplish the objective) *…by observing social workers carry out interviews, by initially interviewing colleagues about their roles and by interviewing service users with my supervisor and then on my own.*
(c. evidence of accomplishment) *At the end of the field placement I will be confident asking open-*

ended questions, will have received feedback from my supervisor that I am asking open-ended questions as needed, and can easily think of questions of exploration to use when a client introduces a new topic for discussion.

Verbs to use in writing objectives:

increase	identify	practice	distinguish	review	research
acquire	develop	network	promote	carry out	explore

Evidence of Accomplishments

The purpose of this part of the learning objective is to inform the field instructor and faculty liaison, in descriptive terms, what the student is trying to attain. In naming the evidence of accomplishment, the student further **clarifies the degree of knowledge, skill development and personal development they are intending to achieve**. This ensures a much clearer picture of what the student is trying to achieve for everyone involved. This is entirely in the student's control as long as the Learning Contract is relevant to the field placement and also addresses increased competence for practice. Each student is unique and has varying levels of knowledge and skill development when beginning their field placement. Therefore, the same learning objective may have a different meaning and intended outcome for each student.

Criteria for Writing a Learning Objective

Before embarking on an objective related to a learning situation, it is helpful to test the proposed goal or objective against the following criteria:

1. Relevance (Is it Relevant?)
   The objective should be based on real needs. It should be in complete touch with the life, interaction, present movement, and experience of the agency/service user.

2. Clarity (Is it Clear?)
   Avoid double or multiple statements that tend to split attention and concern. Too many modifying clauses suggest a lack of clear intention. The statement should be one, direct, simple statement.

3. Attainability (Is it Attainable?)
   An objective should be possible to accomplish. Ask yourself, 'Can it be done?' If you haven't the resources to carry out the objective or can't get them, start over and prepare a new (more realistic) statement of objective.

4. Specificity (Is it Specific?)
   The objective should deal with specifics rather than general and vague problems, needs or learning areas.

5. Measurability (It is Measurable?)
   A statement of objective should contain within it some indication of the standards of

measurement by which the participants and/or planners will be able to tell whether or not it has been achieved.

6. Behaviorally-oriented (Is it Behavioral?)
   While beliefs, knowledge, attitudes and skills can all be changed, they have not really been learned until they have been internalized and become a part of the persons in such a way that they are demonstrated in specific behaviors that can actually be observed.

Examples of Non-specific and Specific Behavioral Change / Personal Learning Goals

Non-specific & Unmeasurable Objective (Uses Subjective Evaluation)	**Behavioral, Specific & Measurable Objective (Uses Objective Evaluation)**
To become more confident.	I will express my opinions verbally at least once during each session of this week's program in order to gain more confidence in group discussion.
To become a better listener.	In order to improve my listening skills, I will be deliberately attentive to every member and write down at day's end one key point expressed by each person during the day.
To stop interrupting people.	I will ask a particular group member to give me spontaneous feedback any time they observe me interrupting or distracting others.
To improve my feedback technique.	In order to improve my feedback skills, I will contract with another group member to meet after each session for ten minutes for giving and receiving feedback on our respective performance during the session.
To be aware of my daily learnings.	In order to sharpen my skills and awareness in identifying learnings, I will spend five minutes after each program session listing key learnings from the experience in my personal logbook.

<u>Reflection on Learning Objectives</u>

Imagine that you are at the point of ending your first field placement, what would you want to have learned about:

1. **Knowledge** - What area of knowledge would you like to be more aware of at your placement? Try to be specific. You can start with a broad statement and then break it down into smaller parts.
2. **Skills** - What skills would you like to be able to develop or improve before beginning your first job? What would you be doing differently with clients, colleagues, or supervisors if you achieve this skill development?

3. **Personal Development** - What areas of personal growth and development would you like to strengthen during your field placement? In your imagination, if you had achieved this goal, what would that look like in your attitude and behavior by the end of the placement?

Example of Learning Objectives in a Student's Learning Contract

Knowledge:

a. To explore information regarding the social problems single mothers are facing through a structural social work lens.
b. Though the process of parent interviewing and home visits I will learn more about the social problems that affect single mothers through their narratives.
c. At the end of my field placement, I will have a greater understanding of the social problems that affect single mothers and I will have documented this learning in my journals. I will also have discussed this with my field instructor to make connections to systemic factors.

a. To acquire more information about attachment disorders in children.
b. I will do this by reading the book, "When Love is Not Enough: A guide to parenting children with Reactive Attachment Disorder" at placement, as well as by potentially meeting children with attachment disorders and their parent/guardian.
c. At the end of my placement, I will have the ability to define Reactive Attachment Disorder and information surrounding this disorder such as causes, symptoms, and treatments. I will document this learning through journal writing and discussions with my field instructor.

a. To identify different community resources that are interconnected as a support network for children.
b. I will do this by talking with the Executive Director and caseworker about different resources they see as interconnected with Big Brothers Big Sisters. I will also learn about community resources through my interaction with clients at the agency.
c. At the end of my placement, I will be able to identify community resources that form together a child's support network and I will create a resource guide for the agency.

Skills:

a. To develop my interviewing skills by facilitating interviews with clients on a one-on-one basis.
b. I will be able to practice interviewing skills by participating in intake interviews and follow-up assessments with both children and volunteers.
c. At the end of my field placement, I will be able to ask questions for the interview without continuously reading from the form.

a. To improve my work habits by writing summary reports directly after an interview.
b. I will carry out this task by allotting time directly after screening interviews to write a summary report.
c. At the end of my placement, I will have developed the work habit of writing reports directly after interviews and I will know I have done this because my reports will be more detailed because I will have written them when they are fresh in my mind.

a. To acquire satisfactory use of supervision during scheduled meeting times.

b. I will have prepared my learning journals and have paper copies for my supervisor. I will prepare an agenda of what I would like to discuss and allow time for questions during our meeting. My supervisor will also have a list of things they would like to discuss and things I will need to cover in my next set of learning journals.
c. At the end of my placement, I will know I made good use of my supervision because I will have participated in scheduled meetings that I was prepared for and my field instructor will agree that I was prepared and made good use of scheduled supervision.

Personal Development:

a. To improve my confidence as a social worker by facilitating interviews with clients on a one-on- one basis.
b. I will be able to increase my confidence through conducting screening interviews, which will give me more experience interacting with clients one-on-one. The more experience I gain, the more confident I will feel with my skills and knowledge.
c. At the end of my field placement, I will be able to ask questions without my voice shaking; making eye contact with the client; being able to fully engage in genuine and empathic listening without being distracted by my nerves.

a. To improve my assertiveness.
b. I will be able to do this by having a voice during supervision, interacting professionally with staff, and confronting issues with clients where appropriate or on client's behalf where appropriate.
c. At the end of my field placement, I will be able to interact with staff and clients letting them know my own views and feelings in an honest and respectful way. I will be able to stand up for my own rights and other people's rights in a reasonable and clear way.

a. To develop self-care practices for my current field placement and my future employment.
b. I will carry out this task by practicing skills such as leaving "work at work" and writing learning journals to allow me to process my thoughts and feelings.
c. At the end of my field placement, I will be able to have a difficult experience and instead of taking that feeling home with me, I will write about it in my learning journal and do at least one activity at home that allows me to relax or have fun.

Mid-Term Phase: Overview of Assignments and Requirements

By the second phase of the Foundational Year Placement, students are often gaining confidence in their skills and abilities as a result of feedback and practice but may still be experiencing some doubt. It is important that, by the mid-term, students begin to perform some tasks independently. The field instructor and the student can discuss which tasks seem appropriate to perform independently, given the students' skill and confidence levels, and the nature of the work being performed. The wellbeing of the agency's service users should be prioritized when making such decisions.

This phase is also a time for reflection upon what has been accomplished so far in terms of skill building and the meeting of Learning Objectives outlined in the Learning Contract. Both the Mid-Term Evaluation Form and the mid-term meeting with the student, field instructor, and faculty

liaison provide an opportunity to assess where the student is at in their learning, and to discuss the next steps for the duration of the placement.

Overview of Assignments and Requirements:

a) Continue to perform **assigned tasks and duties** in consultation with the field instructor.
b) Prepare for the **Mid-Term Evaluation Meeting** by completing the **Mid-Term Evaluation Form**.
c) Attend the **Mid-Term Evaluation Meeting** with the field instructor and faculty liaison.

Mid-Term Evaluation

Step 1: Completing the Mid-Term Evaluation Form

The agency field instructor and the student complete the Mid-Term Evaluation Form together prior to the mid-term meeting with the faculty liaison and submit it to the faculty liaison prior to the meeting.

Step 2: Attending the Mid-Term Evaluation Meeting

The faculty liaison will contact the field instructor and student to set up a meeting time to review the Mid-Term Evaluation. The faculty liaison will facilitate conversation on the student's progress to-date on their learning objectives, and all parties will identify areas for further growth in the remainder of the placement. The faculty liaison, field instructor, and student will complete the mid- term evaluation summary form.

Final Phase: Overview of Assignments and Requirements

By the final phase of the Foundational Year Placement, students have begun to accomplish many of their Learning Objectives and are now aware of areas to continue to work on for the duration of the placement. They have had their Mid-Term Evaluation and are most likely working independently a great deal of the time (depending on their comfort level and the nature of work being performed in the agency). At the beginning of the final phase, students may experience a dip in their confidence as they begin taking on new responsibilities in their placements. With time and feedback from field instructors, students will begin to integrate the skills they are learning into their practice.

Overview of Assignments and Requirements: Final Phase

a) Continue to perform assigned **tasks** in consultation with the field instructor.
b) Complete the **Final Learning Paper** to be sent to the faculty liaison prior to the Final Evaluation Meeting.
c) A **Final Evaluation Form** to be completed by the field instructor and student using the guidelines in this handbook.
d) Attend the **Final Evaluation Meeting** with the field instructor and faculty liaison.

The Final Evaluation Meeting

The faculty liaison will set a time for the Final Evaluation Meeting with the field instructor and student. In advance of this meeting, the student completes the Final Learning Paper, and the field instructor and student complete a Final Evaluation. **The student and field instructor will discuss the contents of each of these written documents in advance of the meeting.** The Final Evaluation Meeting will be a discussion of the learning, strengths, and areas for further development demonstrated by the student during the placement.

Student Learning Paper

The Final Learning Paper must be ready for review at the Final Evaluation Meeting scheduled with the faculty liaison and field instructor.

Purpose of the Learning Paper

This paper is intended as a vehicle to help you reflect on your learning from this field placement and to look at how this learning might guide your professional practice and the continuation of your learning in the MSW program.

Content of the Final Learning Paper (Assignment Guidelines) – 5-6 pages

1. Learning Experiences – Identify 5-6 key activities and learning opportunities from your placement and their significance in the context of structural social work. Outline what you learned from these key activities/learning opportunities about yourself and about structural social work practice. This may include knowledge, awareness, or skills. Reflect back on your Learning Objectives and speak to these specifically.

2. Discuss how the experiences and insights gained will inform your future practice as a structural social worker. Indicate how your learning might be generalized to other practice settings when you leave the program.

3. Strengths - Outline what you feel your major strengths are at this point in your development.

4. Areas for Development - Outline what you feel are areas for development in social work practice. This may include knowledge, skill or awareness goals.

POLICIES

A full listing of all School of Social Work policies can be found here:
https://www.stu.ca/socialwork/policies/
Policy on Confidentiality
Social and Electronic Media and the Use of Electronic Devices in the School of Social Work Policy
Immunization Policy
Policy Governing Professional Readiness in the School of Social Work

CRIMINAL RECORDS CHECK

Social Service Agencies that host students for field placements require a criminal record and vulnerable sector check document most of the time. The School of Social Work requires students to obtain a criminal record and vulnerable sector check document from the police, and to give it to Pauline McIntyre, Administrative Coordinator, for filing until it is requested by the agency. The check can be no more than one year old when the placement begins (beginning of April). This must be completed by the beginning of March and a copy given to Pauline McIntyre. Cost for this process is the responsibility of the student. If you have any questions regarding this requirement, please contact Tanya Smith at tdsmith@stu.ca.

INSURANCE

Liability Insurance Policy

All social work students who are engaged in any activity related to their field placements are covered by the University's liability Insurance. The University's Errors and Omissions Liability Policy, among other coverage, covers students in accordance with the following clause:

> *"any person while registered as a student, undergraduate or otherwise, at the Named Insured, in respect of any activity related to the discipline in which so registered, in the furtherance of his or her education or training in such discipline, whether conducted on or off campus".*

Field placement host agencies are also expected to maintain, at their own expense, Comprehensive General Liability insurance and/or Professional Liability insurance for their own personnel.

Worker's Compensation Insurance

Students completing a field placement must be provided with additional coverage in the event of accidental injury incurred during the placement through WorkSafe NB. The School of Social Work will register each student at an approved field placement with WorkSafe NB. Student's Social Insurance Number will be requested by the field education coordinator prior to commencement of the field placement so that St. Thomas University can assume the students under its coverage with WorkSafe NB.

CONFIDENTIAL INFORMATION

Students shall not share any confidential information about the School of Social Work or its staff, faculty, field agencies or their members.

If students have any questions or are unsure about whether information is confidential or public, it is important to speak with a field instructor, the field education coordinator, and/or a faculty member before releasing information that may reflect negatively on the social work profession, the School of Social Work, its staff, faculty, field agencies or their members, or students in the social work program. **Students should always seek permission before they post information about a third party on public social media. Please review the School's policy on Social and Electronic Media and the Policy on Confidentiality.**

STUDENT-AT-RISK FOR FAILURE OF THE FIELD PLACEMENT

Occasionally students face difficult circumstances in their lives or in their field placement, which require them to address the question of prematurely terminating the field placement or making a request for another field placement match. It must also be recognized that some students will demonstrate problems in the field that simply could not have been detected in the classroom, or at least were not sufficiently problematic to warrant the student's discontinuance from the program.

In extraordinary cases, a host agency and/or the School may terminate a placement at any time, after consultation, where there is serious concern about any of the following:

- the student's negative impact on agency staff and/or service users;
- allegation of harassment against the student;
- serious difficulty with implementation of the student's learning objectives.

Whenever there are concerns about performance or aptitude that make the student-at-risk for failure, the **field instructor and student should follow these guidelines**:

1. Field instructor responsibilities:
   - Review the list of indicators of problems in practice, organizational behavior, and/or use of supervision.
   - Identify and share the concerns immediately with the student.
   - Contact the faculty liaison for consultation.
   - Attempt to achieve a mutual agreement with the new or revised objectives to be included in the learning contract.

2. Student responsibilities:
   - Ask for clarification of the concerns - it is best to have these documented in writing.
   - Share any concerns regarding the quality and quantity of supervision or any other issues at the placement with the field instructor immediately.
   - Be clear about your learning needs.
   - Contact the designated faculty liaison for consultation.
   - Attempt to achieve a mutual agreement with the new or revised objectives to be included in the learning contract.

Review Process

Any behavior, which may cause the field instructor or student to question the achievement of professional development, should result in a review of the situation in its total context. The student demonstrating a field performance problem must be viewed as the educational responsibility of all concerned parties.

- The field instructor has the primary responsibility for documenting and evaluating the achievement, or lack thereof, of the learning objectives. However, an informal review committee, comprised of the field instructor, faculty liaison, and student may be formed at the request of either the field instructor, faculty liaison, or student to provide a complete review of the situation.

- The outcome of the review will ordinarily be a revised Learning Contract with specific requirements for what the student needs to do in order to successfully complete the field placement.

- Termination of the placement may be initiated by the field instructor where a student's performance is unsatisfactory and fails to meet the primary service obligations of the agency.

- Students can request the termination of their field placement if, after an informal review, they believe that the learning needs as outlined in the contract will not be met within the field placement. The request must be made to the field education coordinator in writing, identifying the reasons for the change.

Behavioral indicators identifying students-at-risk for failure of their field placement (not an exhaustive list):

1. Indicators of Problems in Practice:
   - The student is consistently unable to demonstrate sufficient learning through changed behavior; there is little evidence of growth toward achieving core competence.
   - The student displays behaviors, which are destructive to others, e.g., physically injuring someone, appearing at the agency intoxicated.
   - The student demonstrates untrustworthiness or dishonesty.
   - The student is judgmental and/or critical of clients, attempts to impose their belief system, is consistently harsh, angry, or subtly depreciating.
   - The student is overly authoritarian, directive, and task-oriented to the extent that a working relationship based on mutuality cannot be established.
   - The student is unable to provide appropriate leadership and direction with clients.
   - The student consistently avoids responding to the client's strong affect and keeps the interaction superficial and/or social.

2. Indicators of Problems in Organizational Behavior and Professional Collaboration:
   - The student unilaterally contravenes agency policy without prior discussion with the field

instructor.
- The student is unable or unwilling to work collaboratively with other staff.
- The student consistently behaves inappropriately with other staff.
- The student is unable to appreciate their effect on others and continues to repeat inappropriate behavior despite considerable discussion in field instruction.

3. Indicators of Problems in the Use of Field Instruction Supervision:
   - The student is unable to integrate theory and practice and needs constant direction and structure.
   - The student is consistently unable to expose or discuss practice behavior, e.g., rarely submits evidence of practice in the form of tapes or reports and avoids attempts to promote reflection.
   - The student is consistently unable to hear constructive criticism and interprets criticism as a personal attack. The student remains defensive and unable to utilize the feedback to modify their practice.

A decision to terminate a field placement and prematurely withdraw from the course should include sending a written letter to the field education coordinator requesting termination of the field placement and notifying the Registrar's Office of their withdrawal from the course.

GUIDELINES FOR STUDENTS WHO WISH TO APPEAL A DECISION MADE IN RELATION TO A FIELD PLACEMENT

This policy refers to decisions that have a significant impact on students' well-being as learners. Although students are expected to participate fully in selecting their field placement, in negotiating the Learning Contract and in the actual learning process, they may not be aware of all the factors involved when making decisions. This appeal process allows for the decisions to be reviewed and, when appropriate, changed. Examples of decisions that a student may appeal are:

- the selection of a field placement;
- some of the conditions included or missing in the learning contract;
- the grade assigned by the field instructor and faculty liaison.

Steps To Be Followed:

1. The student needs to clearly identify the problem or need and develop recommendations for changes that would help to resolve the problem.

2. The student meets with the agency *field instructor* when the problem is related to the *conditions* of the field placement. The purpose of the meeting is to present the problem or the need and to discuss possible solutions.
   a. If the problem is not resolved with the field instructor, the student meets with the faculty liaison to discuss the concerns. The student and faculty liaison will review the situation and explore options.

b. A meeting between the faculty liaison and field instructor is the next step in making desirable changes to enhance the student learning or to negotiate changes in grading.

3. The student meets with the *field education coordinator* when the concern is related to the *choice* of field placement. The purpose of the meeting is to present the problem or the need and to discuss possible solutions.

4. If the student has worked through the previous steps and is not satisfied with the results obtained, then they may request a review of the situation with the field education coordinator.

5. If the student is not satisfied with the results of the review with the field education coordinator, they may appeal the "decision" to the director of the School of Social Work. Students will need to state their request in writing, identifying the decision or problem that needs to be reviewed by the School of Social Work.

6. Students appealing a final grade in the course may follow the university's Appeal Process, available at: https://www.stu.ca/socialwork/policies/

TOOLS FOR USE IN DOCUMENTING LEARNING

Included in this section are different examples of writing guidelines for use in documenting the students' work and drawing out their learnings. The student's individual learning style and the goal to be achieved are factors that will determine which tool is best suited for task. The following pages contain several tools:

Guide to Journal Writing

1. Recall and describe a particular practice situation which you would like to reflect further on; making sure to identify all important factors i.e. interpersonal, physical, cultural, economic, and political.

2. What impact did this situation have on you i.e. identify your feelings, thoughts, assumptions regarding the situation.

3. Identify and label what you did (professional response).

4. Identify what impact you think your response had on the practice situation.

5. What knowledge do you have that might help you to explain or analyse this practice situation i.e. (theory, concepts and life experience).

6. Based on this analysis, identify the response(s) which would be helpful in this situation (i.e. where do you go from here).

Daily Learning Journal

1. What did you experience?
    a. What are your thoughts and feelings about this subject matter?
    b. What have you learned from this experience?
    c. What theories or concepts can you apply to this experience?

2. Given what you have learned, what are some of the things that you want to do tomorrow to apply what you have learned?

Reflection Tool

What?

What stood out for you during your recent field placement experience? Describe the key event, or moment in a conversation, a person's behaviour, etc.

So What?

1. Emotional Impact?

2. Why do you think you had this emotional response?

3. What assumptions might you be making in this situation? What beliefs and values were touched off by this situation?

Assumptions:

Beliefs, values:

4. Write about the meaning this has for you. Some helpful questions might be:

Do you think your values might be clouding your interpretation of the situation? If so, how?

Have you been affected by similar situations in the same way? How have you responded?

6. Is it important for you to change your behaviour? Why?
Or is it important for you to consciously try to use this behaviour again in practice situations.

Now What?	
6. Based on the learning from this field experience what other behaviours might you consider in response to future practice situations? What questions remain for you to explore? What would be important to explore with your field instructor during supervision?	7. What might stop you from engaging in these new behaviours?
Objectives	
What Questions Remain?	

Reflective Log

Activities Carried Out	What I Learned (Information, Attitudes, Observation, etc.	Difficulties I Encountered	My Reactions, Feelings, Interpretations, Action	Where I need to Orient My Future Learning

FORMS

SCWK 5059 Field Education II Forms - completed by students and/or field instructor

- SCWK 5059 Field Education III Learning Contract
- SCWK 5059 Field Education III Mid-Term Evaluation
- SCWK 5059 Field Education III Final Evaluation

SCWK 5059 Field Education II Forms - completed by faculty liaison

- SCWK 5059 Field Education III Mid-Term Summary Form
- SCWK 5059 Field Education III Final Summary Form

SCWK 5059: FIELD INSTRUCTION III LEARNING CONTRACT

This form is completed by the student & field instructor prior to the Learning Contract Meeting with the faculty liaison. The form is sent via email to the faculty liaison prior to the meeting and brought to the meeting for signatures.

Student: Click or tap here to enter text.
Field Instructor: Click or tap here to enter text.
Agency: Click or tap here to enter text.
Faculty Liaison: Click or tap here to enter text.
Date: Click or tap here to enter text.

The main purpose of this contract is to facilitate teaching and learning in the field placement and to clarify supervision arrangements for students. It will be developed at the beginning of the placement when assessing the student's needs and setting up an educational plan. It will be negotiated and signed by all parties at the first meeting held with the faculty liaison.

1. Supervision
    a. Supervision Format: ☐Individual ☐Group ☐Other
    b. Supervision Arrangements: When/frequency of meetings?

    Click or tap here to enter text.

2. Describe student learning opportunities at, and related to, the placement.
    Click or tap here to enter text.

3. Expectations of the Student: What type of documentation and recording is expected of the student to assess the work/learning? (E.g., tapes, process recording, direct observation, correspondence, summaries, one way mirror, daily journal).
    Click or tap here to enter text.

4. Describe the assessment method used to monitor and assess the student's activities. This may include one or more of the following: process recordings, use of tape recordings or the one-way mirror, co-leading of interviews or group discussions, observation of the student's interviews, role-playing, reviewing student's written work, etc.
    Click or tap here to enter text.

5. List of Learning Objectives that relate to the three levels of knowledge, skill and personal development. Attach your learning objectives to the Learning Contract.

   Each learning objective will include the following:
   a. A goal/objective statement
   b. The learning opportunities
   c. Evidence of accomplishment

Signatures

Social Work Student: _____

Faculty Liaison: _____

Field Instructor: _____

Date: _____

SCWK 5059: FIELD INSTRUCTION III MID-TERM EVALUATION

This form is completed by the student & field instructor prior to the Mid-Term Evaluation Meeting with the faculty liaison. The form is sent via email to the faculty liaison prior to the meeting.

Student: Click or tap here to enter text.
Field Instructor: Click or tap here to enter text.
Agency: Click or tap here to enter text.
Date: Click or tap here to enter text.
Faculty Liaison: Click or tap here to enter text.
Number of Placement Hours Completed: Click or tap here to enter text.

OVERVIEW

The agency field instructor and student work collaboratively to answer the mid-term evaluation questions. Please refer to the Field Education Handbook and the student's Learning Objectives when completing these questions.
This form needs to be completed and sent to the faculty liaison prior to your mid-term evaluation meeting.

QUESTIONS

1. Itemize the experiences/assignments completed by the student to date.
   Click or tap here to enter text.

2. Identify the social work skills and/or practices demonstrated thus far in this placement. How has the student demonstrated structural social work practice within the placement setting, such as an understanding of structural roots of social problems? Discuss strengths and areas for improvement.
   Click or tap here to enter text.

3. Comment on the frequency and length of supervision provided. Was learning hindered or enhanced by the student's ability to make constructive use of the time together? If there were difficulties, what efforts were made by the field instructor and the student to resolve the problem, and what was the outcome?
   Click or tap here to enter text.

4. Briefly describe the assessment method used to monitor and assess the student's activities. This may include one or more of the following: process recordings, use of tape recordings or the one-way mirror, co-leading of interviews or group discussions, observation of the student's interviews, role-playing, reviewing student's written work, etc.
   Click or tap here to enter text.

5. Evaluate how the student has demonstrated professionalism. In your thinking of this, you can consider such things as dress, attendance, use of time, behavior, and/or attitude.
   Click or tap here to enter text.

6. Evaluate how the student has demonstrated the principles of the Code of Ethics, such as, showing respect for clients, and using a non-judgmental approach. Provide examples from practice. Discuss strengths and areas for improvement.
   Click or tap here to enter text.

7. What learning opportunities will the student be engaged in for the remainder of the placement?
   Click or tap here to enter text.

8. Provide an update on where the student is for their learning objectives. Did this student attain their learning objective? What factors facilitated or hindered this work? Will there be changes to existing learning objectives? If so, please explain.
   Click or tap here to enter text.

9. What are the student's primary strengths as you see them now? Which areas need improvement?
   Click or tap here to enter text.

10. Is the student: exceeding expectations, meeting expectations, or needs to improve? Is the student at risk of failing the placement? If the student needs to improve, please outline the plan for improvement.
    Click or tap here to enter text.

St. Thomas University

SCWK 5059: FIELD INSTRUCTION III MID-TERM SUMMARY

This form is completed by the faculty liaison at the meeting and signed by those present.

Student: _____

Field Instructor: _____

Agency: _____

Faculty Liaison: _____

The faculty liaison provides a summary of key comments and/or agreements for change based on the results of this meeting.

_____

_____

_____

_____

_____

_____

_____

_____

Signatures

Student: _____

Field Instructor: _____

Faculty Liaison: _____

Date: _____

SCWK 5059: FIELD INSTRUCTION III FINAL EVALUATION

This form is completed by the student & field instructor prior to the Final Evaluation Meeting with the faculty liaison. The form is sent via email to the faculty liaison prior to the meeting.

Student: Click or tap here to enter text.
Field Instructor: Click or tap here to enter text.
Faculty Liaison: Click or tap here to enter text.
Agency: Click or tap here to enter text.
Date: Click or tap here to enter text.
Number of Placement Hours Completed: Click or tap here to enter text.

OVERVIEW
The agency field instructor and student work collaboratively to answer the final evaluation questions. Please refer to the Field Education Handbook and the student's Learning Objectives when completing these questions.
This form needs to be completed and sent to the faculty liaison prior to your final evaluation meeting.

QUESTIONS

1. **Student**: The student is to itemize the experiences/assignments completed during the placement in point form for the field instructor to comment on in the final evaluation meeting.
   Click or tap here to enter text.

2. **Supervisor:** Comment on the frequency and length of supervision provided. How did the student relate to the supervision process? Who initiated the meetings? Was the student prepared or did they depend on the field instructor to lead the discussion? Was learning hindered or enhanced by the student's ability to make constructive use of the time together? How did they respond to constructive feedback? If there were difficulties, what efforts were made by the field instructor and the student to resolve the problem, and what was the outcome?
   Click or tap here to enter text.

3. **Supervisor:** Briefly describe the assessment method used to monitor and assess the student's activities. This may include one or more of the following: process recordings, use of tape recordings or the one-way mirror, co-leading of interviews or group discussions, observation of the student's interviews, role-playing, reviewing student's written work, etc.
   Click or tap here to enter text.

4. **Supervisor:** Does the student behave professionally? In your thinking of this, you can consider such things as dress, attendance, use of time, behavior, and attitude. Does the student integrate the principles of the Code of Ethics into practice, such as, showing respect for clients, and using a non-judgmental approach?
   Click or tap here to enter text.

5. **Student**: Please place a few words for each learning objective to provide a reminder to your supervisor of your learning objectives for each area:

   Learning Objectives were as follows:
   Skills: X
   Knowledge: X
   Personal: X
   Click or tap here to enter text.

6. **Supervisor**: Refer to the learning objectives listed by the student in Question 5: Did the student attain their learning objectives? What factors facilitated or hindered this work?
   Click or tap here to enter text.

7. **Supervisor:** Considering the various people the student has interacted with during the field placement, comment on their ability to form relationships with comfort and ease. Were there any areas of difficulty? What skills allow the student to be unusually effective or ineffective in relating to others?
   Click or tap here to enter text.

8. **Supervisor:** Comment on the student's written communication skills, i.e., can they write concisely and clearly? How much time is taken to produce acceptable work; are memos, summaries and case recordings written in accordance with agency guidelines?
   Click or tap here to enter text.

9. **Student:** What are your primary strengths as you see them now? Which areas need improvement? Consider the mid-term evaluation for a review of areas of personal, organizational, and professional effectiveness in assessing your strengths and opportunities for growth.
   Click or tap here to enter text.

10. **Supervisor:** What are the student's primary strengths as you see them now? Which areas need improvement? Consider the mid-term evaluation for a review of areas of personal, organizational, and professional effectiveness in assessing the student's strengths and opportunities for growth.
    Click or tap here to enter text.

11. Supervisor: Please make a recommendation for the student's grade (pass or fail).
    Choose an item.

St. Thomas University

SCWK 5059: FIELD INSTRUCTION III FINAL SUMMARY

This form is completed by the faculty liaison at the meeting and signed by those present.

Student: _____

Field Instructor: _____

Agency: _____

Faculty Liaison: _____

The faculty liaison provides a summary of key comments, including strengths and areas for further development, based on the results of this meeting

_____

_____

_____

_____

_____

_____

_____

_____

FINAL GRADE (please circle): PASS FAIL

Signatures

Student: _____

Field Instructor: _____

Faculty Liaison: _____

Date: _____