



St. Thomas University

LEADERS IN LIBERAL ARTS

SCHOOL OF SOCIAL WORK



MI'KMAQ / MALISEET
Bachelor of Social Work Program

SCWK5012 Field Instruction Handbook MMBSW

Winter/Spring 2017

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OVERVIEW OF THE BSW PROGRAM

Philosophy of Education of St. Thomas University¹

- Humanistic orientation rather than technical
- Faculty-student relationship is central to the educational process
- Concern for the education of those outside the mainstream of society
- Liberal arts university

Philosophy of School of Social Work

Within the humanistic context of the larger university, the School of Social Work subscribes to humanitarian and egalitarian goals. Underpinning our curriculum is the belief that all persons, despite their differences and their uniqueness as individuals, are of equal intrinsic worth. Hence they should be entitled to equal civil, political, social and economic rights, liberties and obligations. Governments at all levels should assure and facilitate the exercise of these equal rights.

Implicit in this belief is the notion that every individual should have the right and the resources to develop his or her inherent human potential. Every individual should also have the right to lead a fulfilling life free of domination, control, and exploitation by others. These rights are simply not available without social equality. Social equality is predicated upon government assuring equality for all in civil and political rights and in rights to life-sustaining and life-enhancing goods and services.

Structural Perspective of Social Problems

Given its humanitarian and egalitarian ideals and beliefs, the School of Social Work places major emphasis on understanding the structural roots of social problems in Canadian society. We see the causes of much of the suffering and inequality in society as being rooted in the social order and not in the individual, the family or the subculture. Although much of social work practice is concerned with the immediate needs of individuals, our belief is that the resolution of social problems necessarily involves interventions in our society's major social structures.

Generalist Model of Social Work Practice

To accommodate a structural perspective within our curriculum we have adopted the **generalist approach** to social work practice. At the time our programme commenced there was consensus within the Canadian social work education community that social work education at the baccalaureate level should reflect a generalist perspective. Our definition of generalist practice is borrowed from John F. O'Neill, Dean of Social Work at the Inland Empire School of Social Work and Human Services,

Generalist social work practice, regardless of the specific demands of an employer, involves: engaging people in problem solving and need achievement, promoting humane delivery of social services, developing and managing resource systems, and influencing social policy and legislation which promotes equity and social justice.

¹ To view the full St. Thomas University mission statement, please visit <http://w3.stu.ca/stu/administrative/registrar/services/documents/OverviewfromSTU2015-2016CalendarFullWeb.pdf>

Problem-solving Approach to Social Work Practice

The method used at St. Thomas to implement a generalist practice is the **problem-solving approach**. This approach to social work practice has emerged over the last decade and has been given various labels by those authors who have contributed to it: the problem-solving model (Compton and Gallaway, 1979), the planned change method (Pincus and Minahan, 1973), an objective framework (Klenk and Ryan, 1974), a problem-focused model (Spitzer and Welsh, 1969), and most recently, a problem-solving approach (Simons and Aigner, 1985). As Compton and Gallaway state,

for anyone or for any social system, effective movement toward purposive change, or altering something that one wishes to alter, rests on the ability of the system, or of the professional helper, to engage in rational goal-directed thinking and to divide this cognitive activity into sequential stages.

Curriculum Objectives

General (Liberal Arts) Objectives

- to obtain knowledge from the humanities and the social sciences, which inform social work;
- to gain an understanding of the socio-economic, political and psychological forces which impinge upon people's lives; and
- to obtain knowledge, which allows the students to broaden their understanding of themselves and their world.

Professional Objectives

- to develop in students' knowledge of social welfare as an institution in the Canadian context emphasizing its origins, development, and functions, administrative forms and methods of evaluating its impact on society; and particularly its impact on traditionally oppressed groups such as women, aboriginal people, the poor and so on;
- to develop in students' knowledge of the history of social work and of social work practice consistent with the generalist perspective, including its scope and limitations, and its interrelationship with other bodies of knowledge;
- to develop in students' knowledge of the origins, manifestations and dynamics of social inequality in Canada;
- to develop in students appropriate and purposeful use of skills within a wide range of social work roles and interceptive methods necessary for the elimination of social inequality and obstacles to social functioning;
- to develop in students intellectual skills, the use of scientific methods in professional practice, and a critical attitude towards the knowledge base, the consequences of intervention and professional issues;
- to develop in students the ability to identify value issues and assumptions associated with professional intervention; and
- to develop in students an understanding and commitment to social work purposes, values, ideals and a professional identity.

Course Outline

SCWK 5012: Field Instruction III

Calendar Description

This course provides the initial practical experience in the field, in an approved field placement setting, under agency and faculty supervision. The focus throughout the field program will be on integration of classroom and field learning. For SCWK5012 the field placement days will normally be on five (5) day per week basis for a minimum of 700 hours.

In most instances, the duration of the MMBSW field placement will be 700 hours unless the students have successfully completed the competency credit policy. In those situations the students would complete 500 hours of field placement.

Goal

The goal of 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.

Objectives

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 initial placement experience:

I. Personal Effectiveness

1. Demonstrated ability to understand and critically evaluate relationship skills in working with clients, and confidence in establishing and developing professional relationships.
2. Demonstrated ability to assume major responsibility for the development of life skills as they affect professional practice.
3. Demonstrated ability to assume major responsibility for professional development by recognizing ones strengths, opportunities for growth and values and by recognizing how this personal dimension affects ones practice.
4. Demonstrated ability to communicate thoughts and feelings and to listen to others effectively.
5. Demonstrated willingness and capacity to learn new skills and to evaluate one's own practice.

II. Organizational Effectiveness

1. Demonstrated ability to work effectively in a learning setting which approximates as closely as possible a beginning professional work experience.
2. Demonstrated ability to 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.
3. Demonstrated ability to participate successfully in supervision, consultation and other administrative processes.
4. Demonstrated ability to understand and critically evaluate the service network relevant to the client constituency.
5. Demonstrated personal work management skills.
6. Demonstrated responsibility to act on behalf of a group, organization, or agency.
7. Demonstrated ability to understand, interpret, and implement the policies and practices of the agency on behalf of the client constituency.

III. Professional Effectiveness

1. Demonstrated ability to complete a thorough analysis of a problem including the personal, cultural, societal, and economic factors influencing it.
2. Demonstrated ability to establish a contract for appropriate intervention, including the goal(s) of the intervention and tasks to be undertaken.
3. Demonstrated range of interviewing/intervention skills at differing levels; individual, family, group, etc.
4. Demonstrated ability to evaluate effectiveness of intervention, and/or to modify intervention plans as needed.
5. Demonstrated ability to communicate effectively in verbal and written form, and to conceptualize his/her practice.
6. Demonstrated ability to understand the use of research in practice.
7. Demonstrated understanding of the profession, and identification with its activities, ethics, and interaction with other professions.

Method of Instruction

Students will be assigned to an approved field setting on a five day per week basis for 700 hours under the supervision of a social work field instructor. Students will also be required to attend three seminars related to field integration which will be facilitated by their faculty liaison.

Attendance and Hours in Placement (please also see the School of Social Work Attendance Policy)

Students will be present in the placement from January 9, 2017 until a date negotiated with each individual placement (no earlier than the end of May 2017).

According to the [accreditation standards](#) set by the Canadian Association of 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 for the Direct Practice placement, students must complete these hours within the dates listed above; students are not permitted to complete their placements prior to June 30, 2017. A passing grade cannot be assigned until this requirement is met. **Note: As per CASWE regulations, hours spent in the Field Integration Seminars do not count toward the 700-hour minimum.**

Though daily work hours for each field placement may vary somewhat with schedules and agency service

patterns, students will be expected to follow the agency practices with respect to timetables. Students are responsible for notifying their Field Instructor(s) as well as their Faculty Liaison of unavoidable absences due to illness, etc., as soon as possible.

It is the responsibility of the student to compensate for any time missed due to illness, etc., and to ensure completion of the required number hours unless otherwise specified by the Field Education Coordinator.

Evaluation

The marking system for field placements is either a pass or a fail grade. Formal evaluations will take place at 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 'Skills List to Assist in Completing the Mid-term Review' (page 78) 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 if there are outstanding needs for further development in the final field placement.

Termination

In extraordinary cases, a host agency and/or the University 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.

Please see Policies section of this Handbook for more information on terminating, changing, or deferring a placement.

Assignments and Expectations:

A) Learning contract (please see p.18 for detailed description and guidelines)

At the beginning of the placement each student will participate in developing a set of learning objectives for the placement (learning contract), in consultation with the agency supervisor and the faculty liaison. Students will write at least **two or more objectives** in each of the following areas: a) knowledge; b) skills and c) personal development.

Agency supervisors will assign work based on the student's learning needs and readiness. In addition, the agency supervisor and the university objectives for the student's development will be considered in the assignment of work activities.

Students will have their work observed by the agency supervisor and/or the faculty liaison, and will meet on a regular basis with their primary supervisor for consultation and feedback. Tasks associated with the learning contract include:

- Writing learning objectives for the learning contract;
- Participation in the mid-term and final evaluations by filling out the mid-term form and by writing a learning paper based on the guidelines provided;
- Willingness to engage in monitoring his or her work either through journal writing, written reflections, direct observation, audio-tapes or video-tapes as requested or negotiated in the learning contract.

B) Field Integration Seminar 1: Assignment - Agency analysis (approximately 5 hours) (please see p.26 for detailed description and guidelines).

Students will come prepared with information about their field agencies to present during the seminar. Each student will present for approximately 10-15 minutes (at the discretion of the Faculty Liaison). Students may wish to provide hand-outs, or resources for distribution. The actual presentation on the agency should include information about the agency profile, service users, mandate and roles, learning objectives and strategies, and any other information the student feels is relevant to share.

C) Field Integration Seminar 2: Assignment – Practice Issue (Approximately 6 hours) (please see p.30 for detailed description and guidelines).

In preparation for the second workshop you should prepare a 10- 12 min. presentation about a case or some other challenging aspect of your work, such as workplace culture or a policy issue. Students who present cases should be prepared to describe their intervention plan objectives and relate these objectives to social work theory. Other class members will help the presenting student to evaluate the strengths and limitations of this approach to the work and explore other theories and alternative methods of intervention. As an alternative to a case, you may choose to present about some other issue in your field placement experience or agency that impacts your work or service delivery, for example: resource limitations, work environment or policy challenges.

D) Mid-Term Evaluation (Collaboration between Student and Field Instructor) (Please see p. 29 for detailed description and guidelines).

Step 1: Completing the Mid-Term Evaluation Form

The agency Field Instructor/Supervisor and the student should complete a review of the skills form on their own and write a summary of the student's strengths and limitations at the end of each section prior to the mid-term meeting with the Faculty Liaison. The sharing of these comments will be facilitated by the Faculty Liaison. **It's likely that some entire sections or certain skills in some sections may not apply to your specific field placement experience.** These should simply be acknowledged as non-applicable (NA).

Step 2: Attending the Mid-Term Evaluation Meeting

The Faculty Liaison will contact the Field Instructor/Supervisor 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.

E) Field Integration Seminar 3: Assignment – Credo (statement of the beliefs or aims that guide actions and /or practice). Oral presentation. (Approximately 6 hours) (please see p.31 for detailed description and guidelines).

In preparation for the third workshop students will reflect on their learning during the field placement and program to outline their personal credo of social work. The credo will contain the following elements:

- Rights and responsibilities to myself;
- Rights and responsibilities in my work with clients;
- Rights and responsibilities in my workplace;
- Rights and responsibilities to the community and to society.
- A “Contract for Practice” which describes how you intend to monitor and evaluate the credo contract during the first year of practice

Students will present their credo in the seminar and submit a written version of their credo to the faculty liaison. Each credo will be approximately 4-5 pages long. At least one page will be devoted to the four elements above (self, clients, workplace, society). Attached to this credo will be a single page “Contract for Practice”. This contract will explain how they intend to monitor and evaluate this contract during the first year of practice.

F) Self-Evaluation Learning Paper (please see p. 32 for detailed description and guidelines).

This paper is intended as a vehicle to help students reflect on their learning from this field placement and to look at how this learning might guide their professional practice. The learning paper must be ready for review at the final evaluation meeting scheduled with the Faculty Liaison (who will set the due date). Students will identify activities and learning opportunities to which they were exposed during the placement; outline what they learned in their placement setting about themselves and about social work practice; outline what they feel are their major strengths at this point in their professional development; and identify areas for further development.

G) Final Evaluation * Written by Field Instructor/Supervisor *** (please see p. 33 for detailed description and guidelines).**

Due prior to the final evaluation meeting with the Faculty Liaison. The final evaluation can serve a number of purposes for the student: as a letter of recommendation for employment; as a basis for assessing future training goals and as a tool for reflection on the varied experiences of the placement. The Field Instructor/ Supervisor will respond to a series of question under the following headings: A) Identifying Data; B) Experiences/Assignments; C) Method and Type of Supervision Provided; D) Student’s Use of Supervision; E) Assessment Method; F) Professionalism; G) Student’s Learning Objectives; H) Relationships with Others; I) Communication Skills; J) Summary of Strengths and Opportunities for Growth; K) Recommendation (Pass/Fail). The questions under each heading need not be responded to item by item, but are included to illustrate areas the supervisor and/or student may want to think about and address in the evaluation.

MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE

Assignment/Requirement	Date/Time	Location	Details on Page (#)
The Learning Contract	Contract components to be completed within first 2-3 weeks of placement. Meeting date to be set by the Faculty Liaison and Field Instructor/Supervisor.	The host agency (unless otherwise specified).	P. 18
First Field Integration Seminar: Agency analysis (presentation)	TBD by Faculty Liaison	TBD by Faculty Liaison	P. 26
Mid-Term Evaluation (Form must be completed prior to the evaluation by student and Field Instructor)	TBD by Faculty Liaison	The host agency (unless otherwise specified).	P. 29
Second Field Integration Seminar: Practice Issue (presentation)	TBD by Faculty Liaison	TBD by Faculty Liaison	P. 30
Third Integration Seminar: Credo Presentation (must submit printed copy of credo)	TBD by Faculty Liaison	TBD by Faculty Liaison	P. 31
Final Learning Paper	To be completed prior to the Final Evaluation (due date TBD by Faculty Liaison)		P. 31
Final Evaluation	Written Evaluation to be completed before Evaluation Meeting (final weeks of placement). Meeting date to be set by the Faculty Liaison and Field Instructor/Supervisor.	The host agency (unless otherwise specified).	P. 33

BEGINNING PHASE OF THE PLACEMENT

Overview of Assignments and Requirements: Beginning Phase

- a) *Orientation* to the Field Instructor/Supervisor, the agency, personnel, policies and procedures, facilities, and the services/programs offered;
- b) *Clarification* of the students' and instructor/supervisors' roles and expectations with respect to the placement (detailed role descriptions can be found in this Handbook from pages 46-54);
- c) Development and presentation of a team *Learning Contract* (more details on p.18);
- d) Attend the *First Field Integration Seminar* having completed the required assignment (more details on p.26).

Resources for Field Instructors/Supervisors: The Beginning Phase

The following sections contain helpful information that will help Field Instructors/Supervisors get started with their students. Information on how to document student learning can be found in the section titled "Documenting Learning in the Field Placement" (p.36).

Getting Started With Your Student

The following are some suggestions, which have proved to be helpful in the beginning phase of work with a student:

1. Take time to make the student feel welcome and a part of the organization. E.g. Introducing the student to other staff members; ensuring that they have a space to call "home", adequate supplies, access to telephone, etc.
2. Let students know when, and under what circumstances, you will be available to them; students are often worried about "bothering" their supervisors too much.
3. Meet briefly with the student first thing in the morning for the first two weeks. This will help them to get to know you and provides a structured time to discuss concerns, fears or questions she/he may have.
4. Have some activities planned for the student to participate in during the first few days of placement. These could be orientation, training or work activities. Students often appreciate an opportunity simply to "follow their supervisor around" for a period of time to observe the day to day activities of the agency.
5. Have a task lined up for the student to do early in the placement in order that they can get some feedback.
6. Ask the student to keep a journal and negotiate how this can be used in your work together.
7. Help the student get to know you by sharing with them your interests and work experience as well as your hopes, fears and expectations for the placement.
8. Encourage the student to share her/his hopes and fears for the placement, as well as what she/he needs from you as a field instructor.

Processes That Enhance Relationship Building

- Tuning in to our own needs, issues, anxieties as Field Instructors/Supervisors
- Tuning in to the student's needs, fears, and issues
- Observation and retrieval of indirect verbal and behavioural cues, and awareness of your emotional response to these cues
- Reflection on possible meanings for both you and the student
- Linkage to knowledge that unstated issues, which remain unresolved, may affect behaviour in the relationship
- Making a direct verbal response to the student that will facilitate further exploration and feedback that provides a climate in which the student can express confusion or disagreement
- This relationship work demonstrates parallel process because it allows us to teach how to build effective relationships with clients

Adult Learner Characteristics

1. Adults enter learning activities with an organized set of descriptions and feelings about themselves.
 - "Descriptions" refers to self-concept, which would include assumptions, beliefs, and a world view.
 - "Feelings" refers to self-esteem, which is how the individual feels about her/himself in comparison with others and with some ideal.
2. Since self-concept is already well organized in adults, new learning and the expectation for change may be perceived as a threat to self-esteem and self-confidence. Fear of failure may impede active involvement in learning.
3. Adults are motivated toward learning that is congruent with their own idealized self-concept. This may not be consistent with the standards and objectives set for them by the school.
 - For example, the student whose learning expectation is psychotherapy may not be interested in learning about social environment issues.
4. Adults react to learning experiences and information as they perceive them, not as the field instructor or client presents them.
5. Adults learn best when there are activities which allow them to organize and integrate new learning into their self-concept.
 - For example, a student whose self-concept incorporates a strong sense of family responsibility may need to reflect on this before confronting a neglecting parent.
6. Adult learners have individual learning and cognitive styles, which can be placed along a field dependent/field independent continuum.

Adapted from Brundage & MacKeracher (1980)

The Process of Learning

Most people seem to go through four distinct stages in learning.

1. **Beginning Awareness stage:**

The first stage involves an awareness that there are different ways of doing things.

2. **Awkwardness stage:**

In this stage you have increased awareness of alternatives but frequently experience difficulty in using the new skills you are learning. You are clumsy and mechanical in your use of the skills and they may even seem phoney to you. Using the new skills feels unnatural.

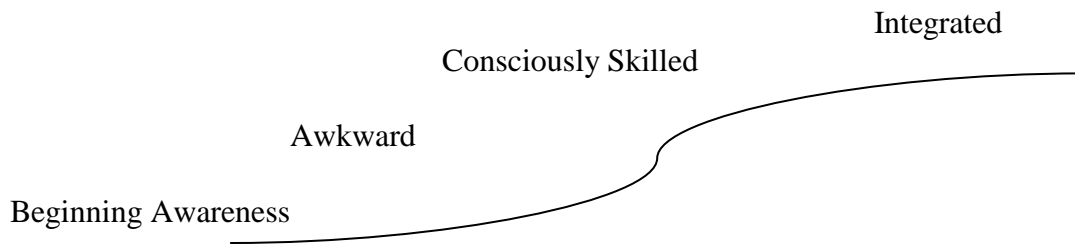
3. **Conscious Skilful stage:**

In this stage you begin to use the skills more effectively but you are still quite self-conscious when you use them. Using skills feels more comfortable, however, and you begin to use your own language in carrying out the skills. Nevertheless, you are still somewhat mechanical and your communication is not completely spontaneous. Frequently, you retain the sense that "this isn't fully me". Continue to feel somewhat unnatural.

4. **Integrated stage:**

This happens among people who continue to practise the skills and use them frequently in their daily lives. When you are in this stage you are able to use the skills spontaneously, comfortably, creatively, and congruently.

A diagram of these stages looks like this:



The diagram represents a series of progressions in the development of competence and comfort with the skills. The downturn in the curve indicates that you are likely to regress toward an earlier stage under stress. Many people find this frustrating because it is in these situations that they would most like to be able to use the skills. If this happens don't despair. If you continue to use the skills and use them in daily life, you will continue to move toward the integrated stage.

The Learning Contract

The Learning Contract Form is found in Appendix B. This form is to be completed by the Faculty Liaison, Field Instructor/Supervisor, and student at the Learning Contract meeting.

Although there are educational objectives identified in the course outlines for the clinical and social action field placements, it is important that all students identify their own 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/Supervisor 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/Supervisor's role in supervision by providing a practical tool for supervision.
6. To facilitate on-going evaluation of the student's learning.

It is important to note that in the first field placement, particular emphasis is placed on learning about:

- The functioning of a social service organization
- The role of social work within it
- The development of beginning practice skills with particular emphasis on the assessment and interventions phases of practice
- Increasing their personal effectiveness, professional effectiveness and organizational effectiveness

Components of the Learning Contract

A. Learning Objectives

This simply refers to what a student wants to learn in their field placement and allows them to focus some attention on their particular areas of interest. When identifying learning objectives the student is encouraged to draw on the criteria below as a guide.

B. Levels of Learning Objectives

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 behavioural terms, and be measurable, specific and attainable.

C. Learning Opportunities

This refers to all the activities, experiences and assignments available in the agency, which would help the student 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.

Uses of the Learning Contract

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 learning contract will be the main focus on discussion at 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.

The learning contract is also used as an on-going tool for supervision of the student's work, and for teaching/feedback purposes.

The learning contract will be used in conjunction with the skills evaluation tools 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.

Lastly, the learning contract will be reviewed at the final evaluation in order to assess overall skill attainment and to assist in establishing a grade.

Expectations of the Student

The student is expected to fill out the learning contract before the first meeting with the Field Instructor/Supervisor and Faculty Liaison.

The student will provide the Field Instructor and Faculty Liaison with copies of their learning objectives, which will be negotiated and signed by all parties.

Guidelines for Writing Learning Objectives

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

agency mandate
policies/procedures
treatment model
social problems
community resources

SKILLS

interviewing
work habits
time management
group work
use of supervision

PERSONAL

assertiveness
self-appraisal
self-care/coping strategies
self-awareness
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, see p. 77 for more details and examples

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 and can easily think of questions of exploration to use when a client introduces a new topic for discussion.

Example of a Skill Objective

To improve my ability to ask open-ended questions 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. By the end of the field placement I will be confident asking open-ended questions 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/Supervisor 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. The following example illustrates how the same skill objective may have a different intended outcome for three students:

To improve my ability to be comfortable with silence during a counselling interview by observing other social workers doing counselling, by practicing being still during pauses and silence in casual conversations and by allowing silence to occur naturally with my clients.

Evidence of accomplishment clearly reflects each student's **true intentions** by the differences identified in the following statements:

1. At the end of my field placement, I will be able to sit comfortably in silence for up to one minute.
2. At the end of my field placement, I will be able to invite a client to be still and just listen to their inner reactions in silence.
3. At the end of the field placement, I will stop my habit of jumping in to fill every pause and allow silence to occur.

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 the real needs of the group. It should be in complete touch with the life, interaction, present movement and experience of the group.

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 yourselves, '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. Behaviourally-oriented (Is it Behavioural?)

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 behaviours that can actually be observed.

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

Non-specific and
Unmeasurable Objective
(Uses Subjective Evaluation)

Behavioural, Specific and
Measurable Objective
(Uses Objective Evaluation)

To become more confident.

1. (In order to gain more confidence while participating in group discussion) to express my opinion verbally at least once during each session of this week's program.

To become a better listener.

2. In order to improve my listening skills, to be deliberately attentive to every member and write down at day's end one key point expressed by each person during that day.

To stop interrupting people.

3. To ask a particular group member to give me spontaneous feedback any time he/she observes me interrupting or distracting others.

To improve my feedback technique.

4. In order to improve my feedback skills, to 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.

5. In order to sharpen my skills and awareness in identifying learnings, to spend five minutes after each program session listing key learnings (from the experience) in a personal log book.

Example of Learning Objectives in a Student's Learning Contract

Knowledge:

1.
 - a. To explore information regarding the social problems single mothers are facing.
 - 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.

2.
 - 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.

3.
 - 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 document these discoveries in my learning journals.

Skills:

1.
 - a. To develop my interviewing skills by facilitating interviews with clients on a one-to-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.

2.
 - 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.

3.
 - a. To acquire satisfactory use of supervision during scheduled meeting times.
 - b. I will ensure use of supervision during meeting times 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 she 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 because of my learning journals.

Personal Development:

1.
 - a. To improve my confidence as social worker by facilitating interviews with clients on a one-to-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-to-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.

2.
 - a. To improve my assertiveness.
 - b. I will be able to do this by having a voice during supervision, interaction with staff, and confronting issues with clients where appropriate or on clients 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.

3.
 - 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. This will also be done by taking time at home to relax and take part in activities that I enjoy such as going for walks, taking bubble baths, or watching a movie.
 - 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.

Reflection on Learning Objectives

Imagine that you are at the point of ending your first field placement and getting ready for the last semester of your training.

Knowledge

What area of knowledge would you like to be more aware of at the end of Field Instruction 1? Try to be specific. You can start with a broad statement and then break it down into smaller parts.

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?

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 behaviour by the end of June?

First Field Integration Seminar

The date for the first Field Integration Seminar will be set by the Faculty Liaison. Students will come prepared with information about their field agencies to present during the seminar for **approximately 10-15 minutes (total time to be set by the Faculty Liaison)**. **Please allow 10 – 15 minutes for questions and/or sharing of information and ideas at the end of the seminar.** Students may wish to provide hand-outs, or resources for distribution.

IMPORTANT: Before beginning work on the presentation, students should complete the questionnaire on p. 27 titled “Orientation to the Placement Organization.” While it is not necessary to include all of this information in the presentation, the questionnaire will assist the student with gathering the following necessary information:

- **Agency Profile:**
 - The agency name, size, organizational structure, and its funding.

- **Service users:**
 - Who are they, how are they referred to the service, how are decisions about who gets a service and the nature of the service made? Please refer to the questions raised in the “Linking Personal Troubles to Public Issues” questionnaire (p.28) to inform your discussion of service users.

- **Mandate and roles:**
 - The role of social workers if the agency is multidisciplinary.

- **Learning objectives and strategies:**
 - Why you chose the agency, and what you hope to get out of the field placement experience? How you intend to engage in your field placement to get the most that you can from it.

- **Also?**
 - Anything else about the agency that will be of interest to students, could be your observations and so on.

Orientation to the Placement Organization

1. History *When did it begin and why?*
2. Mandate *Under what auspices did it begin?
What legislation affects its operation?*
3. Funding *What are the sources and size of its budget?*
4. Organizational Goals *What are its purposes and objectives?*
5. Organizational Structure *What is the power structure?
What are the different levels of decision making?*
6. Personnel *How many staff- paid? Volunteer?
What positions do they hold? What tasks do they perform?
What training is required, or what other criteria are used in their appointment?
What is the (approximate) social composition of the various groups at different levels? (e.g. social class, income, sex, age, etc.).*
8. Operational Policies *What services does the organization operate?
Where does the organization activity take place? (E.g. institution, community centre, private homes, etc.)
What policies govern the employees?
What policies govern the service to consumers?*
9. Values *What values are **stated** and what values are **implicit** in organizational policies?*
10. Consumers or Participants *Who participates in or uses this organization?
How did they come in contact with the organization?
What are their benefits from and rights in relation to the organization?
What access, if any, do they have to agency decision making and policy formulation?
What (typically) is their length of contact with the organization?*
11. Relation to the community *What is its special contribution?
What links does it have with other organizations?
What other key organizations are concerned with the same social issues, or are offering similar services?*

Linking Personal Troubles to Public Issues

1. Identify the social issue(s) which provide the theme of your field placement.
(For example, unemployed youth, battered women, refugees, physical disability etc.)
2. What is it like to *live* this social issue?
3. What are its many different individual variations and reactions?
4. What individuals and groups are, and have been, trying to address this issue? What other services/agencies/groups are concerned with this issue: How do they approach it?
5. What are the conflicts of interest and approach?
 - Within the network of concern about the issue?
 - In relation to other social issues?
6. What laws and policies are relevant to this social issue?
7. What courts and tribunals are relevant to this social issue? How do they operate? (Visit them if possible).

MIDDLE PHASE OF THE FIELD PLACEMENT

By the Middle Phase of the 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/Supervisor 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.

The Middle 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 (Appendix C) and the mid-term meeting with the student, Field Instructor/ Supervisor, 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: Middle Phase

- a) *Continue to perform assigned tasks and duties* in consultation with the Field Instructor/Supervisor.
- b) Prepare for the *mid-term evaluation* by completing the **relevant sections** of the mid-term evaluation form (see Appendix C).
- c) Attend the *mid-term evaluation meeting* with the Field Instructor/Supervisor and Faculty Liaison.
- d) Attend the *second field integration seminar* with the Faculty Liaison (see p. 30).

Mid-Term Evaluation

Step 1: Completing the Mid-Term Evaluation Form

The agency Field Instructor/Supervisor and the student should complete a review of the skills form (Appendix C) on their own and write a summary of the student's strengths and limitations at the end of each section prior to the mid-term meeting with the Faculty Liaison. The sharing of these comments will be facilitated by the Faculty Liaison. **It's likely that some entire sections or certain skills in some sections may not apply to your specific field placement experience.** These should simply be acknowledged as non-applicable (NA).

Instructions for Rating the Skills:

Field Instructors/Supervisors and students are asked to assess the level of skill development in the sections that are relevant to the work completed up to this point. **All students are required to complete Section A.** Sections B, C, and D are to be completed based on the nature of the work assigned to the student.

Step 2: Attending the Mid-Term Evaluation Meeting

The Faculty Liaison will contact the Field Instructor/Supervisor 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 (p.103).

Second Field Integration Seminar

Assignment – Practice Issue (Approximately 6 hours)

The Faculty Liaison will establish a date and location for the second field integration seminar. Students will prepare a 20-minute presentation about a case or some other challenging aspect of their work, such as workplace culture or a policy issue. Students who present cases should be prepared to describe their intervention plan objectives and relate these objectives to social work theory. As an alternative to a case, students may choose to present an issue in their field placement experiences or agencies that impacts their work or service delivery, for example: resource limitations, work environment or policy challenges. Other class members will help the presenting student to evaluate the strengths and limitations of this approach to the work and explore other theories and alternative methods of intervention.

*****Please allow 10 – 15 minutes for questions and/or sharing of information and ideas**

FINAL PHASE OF THE FIELD PLACEMENT

By the Final Phase of the 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/Supervisors, 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/Supervisor.
- b) Attend the *third field integration seminar* with Seminar 3 Assignment (Credo) completed and ready to hand in to the Faculty Liaison (details on p.31).
- c) Complete the *final learning paper* to be sent to the Faculty Liaison prior to the final evaluation meeting.
- d) A *final evaluation report* will be written by the Field Instructor/ Supervisor using the guidelines in this handbook (p.33).

Third Field Integration Seminar

Assignment – Credo (statement of the beliefs or aims that guide actions and /or practice).
Oral presentation. (Approximately 6 hours).

The Faculty Liaison will set the date and location for the third field integration seminar. In preparation for the third workshop students will reflect on their learning during the field placement and program to outline their personal credo of social work. Credo is a statement of the beliefs or aims that guide someone's actions, or practices. The credo will contain the following elements:

- Rights and responsibilities to myself;
- Rights and responsibilities in my work with clients;
- Rights and responsibilities to my workplace;
- Rights and responsibilities to the community and to society.
- A “Contract for Practice” which describes how you intend to monitor and evaluate the credo contract during the first year of practice

Students will present their credo in the seminar and submit a written version of their credo to the Faculty Liaison. Each credo will be approximately 4-5 pages in length. At least one page will be devoted to the four elements above (self, clients, workplace, society). Attached to this credo will be a single page “Contract for Practice”. This contract will explain how the student intends to monitor and evaluate this contract during the first year of practice. **Due during the third field integration seminar.**

Guideline for Students in Writing a Self-Evaluation of their first Placement (Learning Paper) SCWK 5012 Field Placement III (MMBSW)

The learning paper must be ready for review at the final evaluation meeting scheduled with the Faculty Liaison (who will set the due date).

A. 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.

It may be helpful to you in completing this paper if you follow the three **stages of the reflection process** when attempting to draw out learning from your field experience. **Please note that you don't have to write about the reflection process in your learning paper - you need only identify your conclusions or learning.**

1. **Identify** - recall the experiences or activities which had an impact on you, describing briefly your thoughts, feelings or observations regarding the experience.

You might find it helpful to begin by reviewing your journal notes, written exercises, and other course materials and then do a brainstorm of all the experiences which stand out for you. Then prioritize your list and start by working with the 5 or 6 experiences which are most important for you.

2. **Analyse** - take each identified experience and try to make some connections for yourself:
 - between your thoughts, your feelings and your behaviour,
 - between your experience and the context in which it occurred,
 - between this experience and other experiences you have had.

Basically this analysis involves exploring cause and effect relationships in an effort to make sense of your experience.

3. **Hypothesize** - draw whatever conclusions/learning you can from your analysis and explore how you might make use of this new awareness in your professional or personal life. Your conclusions may be about yourself specifically or they may be generalizations which you believe may apply to others as well. It's OK to be speculative - to identify hypotheses which you might test out through further experience.

It may be that you are not always able to arrive at a clear conclusion or learning statement from your analysis; but rather are left with questions or uncertainties. In this case try to articulate your questions or areas for further exploration as clearly as you can, and then identify possible goals for learning or growth which arise from this understanding.

B. Content of the Paper

1. Learning Experiences

Identify or list the activities and learning opportunities which you were exposed to during your placement.

2. **Learning**

Outline what you learned in this setting about yourself and about social work practice. This may include knowledge, awareness or skills. Be specific and indicate how your learning might be generalized to other practice settings.

3. **Strengths**

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

4. **Areas for Development**

Include both personal and professional development goals. This may include knowledge, skill or awareness goals.

Guideline for all Field Instructors/Supervisors in Writing a Final Evaluation

This guideline is to be used as an aid by Field Instructors/Supervisors in writing the final evaluation report. This final evaluation can serve a number of purposes for the student: as a letter of recommendation for employment; as a basis for assessing future training goals and as a tool for reflection on the varied experiences of the placement. The questions under each heading need not be responded to item by item, but are included to illustrate areas the supervisor and/or student may want to think about and address in the evaluation.

A. Identifying Data

Student's name, the level of training, the period of time covered by the evaluation, the date of the evaluation, the name of the agency, the unit or section in which the student trained, the name and title of the field instructor.

B. Experiences/Assignments

Describe the kinds of learning experiences made available to the student: How many cases did the student carry, and were they long or short-term? What kinds of presenting problems did he/she deal with? Did the student attend any training programs, staff meetings, participate in community or research projects, or have contact with other agencies? Did the student plan for or lead a group? These may be listed in point form.

Any special or extenuating circumstances that interrupted or affected the student's experience in placement should be described, i.e. was there a change in Field Instructor or agency in the middle of placement, did a departmental reorganization occur?

C. Method and Type of Supervision Provided

Comment on the frequency and length of supervision provided. What techniques were used in supervisory conferences, i.e. role-playing, modelling, case discussions and so forth? Was there anything unusual about your supervisory relationship or approach to the student?

D. Student's Use of Supervision

How did the student relate to the supervision process? Who initiated most supervision meetings? Was the student prepared or did he/she depend on the field instructor to lead the discussion? Was learning hindered or enhanced by the student's ability to make constructive use of supervision? How did he/she respond to constructive criticism? If there were difficulties, what efforts were made by the field instructor and the student to resolve the problem, and what was the outcome?

E. Assessment Method

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.

F. Professionalism

Does the student behave professionally? In your thinking of this, you can consider such things as dress, attendance, use of time, behaviour and attitude. Does the student abide by the principles of the Code of Ethics, such as, showing respect for clients, and using a non-judgmental approach?

G. Student's Learning Objectives

Please refer to the learning contract and the student progress in attaining his/her learning objectives. What factors facilitated or hindered this work?

H. Relationships with Others

Considering all the various kinds of people the student has interacted with during the field placement, comment on his/her 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?

I. Communication Skills

Comment on student's written communication skills, i.e. can he/she 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?

J. Summary of Strengths and Opportunities for Growth

What are the student's primary strengths as you see them now? Which areas need improvement? Refer to the mid-term evaluation form that reviews skills in the areas of personal, organizational and professional effectiveness in assessing the student's strengths and opportunities for growth.

K. Recommendation

Based on your observations, identify whether you recommend a pass or fail grade for this course.

This is an opportunity for the student to identify goals for continuing professional or career development if he/she so desires.

DOCUMENTING LEARNING IN THE FIELD PLACEMENT

Each student will be exposed to experiential learning during their field placement, which involves them as a person. Some learning situations will be less personal than others, but in every case, learning will be changing both individuals' behaviour and way of seeing things. Methods of learning must help provide clarity regarding what has been learned, and the meaning this learning situation has. Although reflection can occur through a dialogue or guided discussion in supervision meetings, many of the social work traditions have involved the use of writing. The following is a review of the writing approaches utilized in documenting learning.

Writing is a critical aspect of social work practice, especially in agencies and institutions where record keeping occupies a considerable amount of time and fills clients' files. The documents in those files describe, monitor, assess, and proscribe behaviour, and have far-reaching consequences for individuals, families, and communities. This profound influence and a number of other factors--including client access to files and increasing concern about legal accountability -- make writing a difficult and important part of professional life. For social work students, the field placement experience can be greatly affected by the extent of their participation in organizational writing practices.

In their work with students, Field Instructors/Supervisors first need to recognize the complexity of social work records, and the difficulties students face when they first encounter these influential texts. Second, students should be fully immersed in professional genres of writing in order to learn the skills, think critically about what is written, and why these records are kept.

Initially, "trial runs" or even "trial writings" and examination of texts certainly have some value for students in the beginning phase of a field placement. For a full understanding of records, and their place in practice, students must eventually participate as members of a "family of professionals" (see Anthony Pare and Helen Szewello Allen, p. 164, *Social Work Field Education: Views and Visions*, 1995).

Writing in the field placement is useful in meeting two distinct goals:

1. Learning to develop writing skills that meet professional and agency standards.
2. Reporting practice data, which can be utilized by the student and Field Instructor/Supervisor in supervision to document learning. This data allows the student to reflect about themselves and their practice, make linkages to theory and plan new professional responses.

Field Instructors/Supervisors are responsible to provide guidelines for students to follow in:

2. Keeping records that respect the confidentiality rights of clients.
3. Discussing ownership of professional records and writing used for learning purposes.

Monitoring the Student's Learning

Monitoring the student's learning really begins with the development of specific learning objectives contained in the learning contract (see p.18). The selection of the monitoring methods depend on the nature of the service; for example, where the student is learning community development, written reports may be preferred, while in learning to interview clients, audio or video tapes may be preferred (see Appendix F for guidelines on audio- or videotaping).

Direct Observation

Research studies (Barth & Gambrill, 1984; Larsen & Hepworth, 1980) consistently find that social work students prefer to learn through direct observation and immediate discussion and feedback. This suggests that Field Instructors/Supervisors must provide early and on-going opportunities for students to observe and comment on their work, and the work of other social workers. Opportunities for direct observation of the Field Instructor/Supervisor's work can establish a safer climate for asking to observe the student's work directly.

Students learn from immediate feedback about their work. This provides the foundation for learning to use less immediate methods such as process recording or reports. Where direct observation of the student's work is not possible because of time constraints, it is recommended that the Field Instructor/Supervisor request an audio tape. If it is not possible to review the entire tape, segments from beginning, middle, and end should be reviewed and feedback given to the student as soon as possible.

Through direct observation of the work of others, the student is able to come a step closer to being an active participant as well as a reflective thinker but still is not forced to be both simultaneously. The student is able to stand back from the needs of the practice role, which requires action, and develop the capacity to reflect on the situation, to link to social work knowledge, and to plan appropriate responses. The Field Instructor/Supervisor can point out the importance of melding these two modes as necessary to social work practice.

<u>Effective Feedback</u>	<u>Ineffective Feedback</u>
Empathetic	Critical
Immediate	Delayed
Clear and Direct	Vague and Masked
Reciprocal	Authoritarian
Based On Learning Objectives	Based On Unspecified Criteria
Stated In Behavioural Terms	Stated In Abstract Terms

Summary Recording

Summary recording provides the Field Instructor/Supervisor with information on the students' thinking about their work. The goal is to help students reflect on their actions and the effects these have on the client, to determine which interventions are effective and when alternate interventions should be used. It requires the student to think systematically about the case, linking practitioner intervention with client responses. Since actual practice data may be more difficult to retrieve, the Field Instructor/Supervisor may need to supplement this with verbal inquiries for supervision purposes.

Urbanowski and Dwyer suggest that the summary recording should include:

- pertinent facts
- client and student responses to those facts
- feeling content of the session
- client preparation for the next interview
- endings
- impressions and future plans

Journal Writing

Journal writing has also been a popular learning and teaching tool in field instruction. The nature of the journal writing will depend on the individuals' attitude toward the situation and the learning process. If we experience the learning situation as largely unrelated to who we are as persons, we will limit what we can learn in it. The following are examples of different approaches to journal writing.

1. Log of Activities

For students who wish to be relatively detached from the learning situation, a version of journal keeping, which focuses on external events will be appropriate. Student can find this type of documentation useful in keeping track of the daily work activities and responsibilities assigned to them and as a time management tool. Some Field Instructors find this helpful in tracking the student's work.

2. Process Journal/Reflective Log

Keeping a process journal is a way to grasp a fuller meaning of the many events and experiences, which occur in a field placement. Writing a journal does a number of things to facilitate learning:

1. It provides a *regular occasion for making explorations*;
2. It represents these events and situations in a *new form*. Individuals experience the meaning of an event or a concern differently depending on whether they talk about it, describe it in writing, or read aloud what we have written;
3. It brings many events together in one place, helping to see their *interrelations*. In other words, it helps us grasp a larger pattern or meaning in what is happening;
4. It provides a means for *getting in touch with the deeper meaning* that these events have for us at a subconscious level; and,
5. It enables us to return to our activities with a *fuller awareness* of the questions, values and alternative possibilities which they involve.

Tools for use in documenting learning

Included in this manual 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:

- | | | |
|----|--|---------|
| 1. | Reflection Tool | Page 40 |
| 2. | Guide to Journal Writing | Page 42 |
| 3. | Reflective Log | Page 43 |
| 4. | Daily Learning Journal | Page 44 |
| 5. | Recording Guidelines - Field Placement Interview | Page 45 |

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?
4. 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.	

<p style="text-align: center;">Now What?</p> <p>6. Based on the learning from this field experience what other behaviours might you consider in response to future practice situations?</p> <p>What questions remain for you to explore? What would be important to explore with your field instructor during supervision?</p>	<p>7. What might stop you from engaging in these new behaviours?</p>
<p>Objectives</p>	
<p>What Questions Remain?</p>	

Guide to Journal Writing

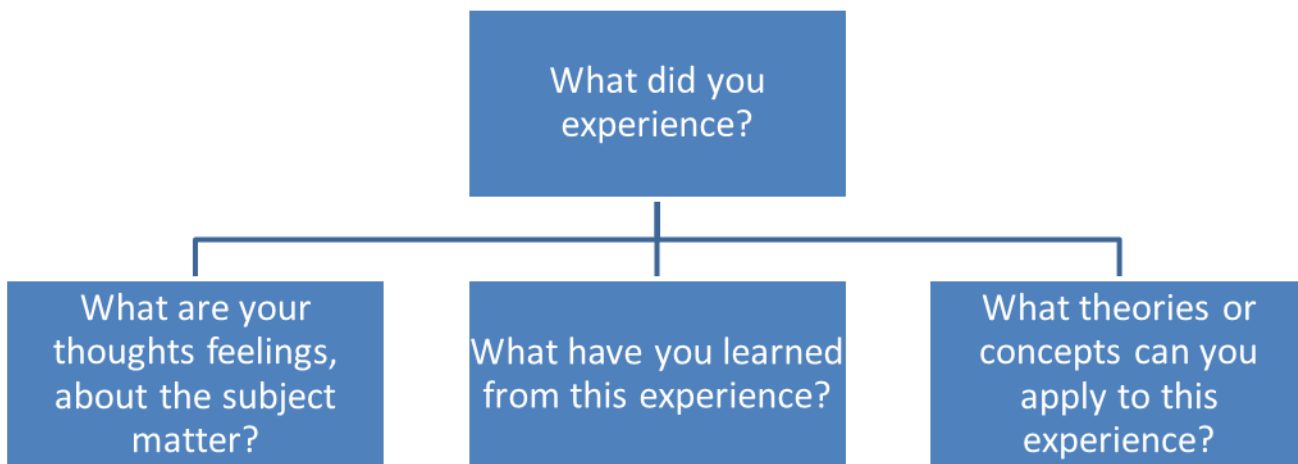
1. Recall and describe a particular practice situation which you would like to reflect further on; making sure to identify all important factors i.e. interpersonal, physical, cultural, economic, and political.
2. What impact did this situation have on you i.e. identify your feelings, thoughts, assumptions 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).

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

Daily Learning Journal

Day:



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

Recording Guidelines: Field Placement Interview

1. Name of the Client

It is preferable to present only a first name, initial or an identification that protects the client from breaches of confidentiality.

2. Identify the Presenting Problem

This should be stated succinctly to describe how the problem was identified by the referring source and/or by the client.

3. Identify the Intervention Plan and Describe the Outcome of Your Intervention

The intervention plan can cover a wide range of possibilities such as: gathering more information/facts about the presenting problem; building trust; partializing the problem situation into manageable steps developing problem solving skills; negotiating a contract or goal setting; identifying resources and supports in the client's network etc.

The outcome of your intervention should include a summary of the important points covered and the client response.

4. Identify Your Plan for the Next Session and any Interim Steps to be Taken Before the Next Interview

This can be written very succinctly and can also be presented in point form.

5. Describe any Significant Response on Your Part to the Work Done in This Session and Questions for Discussion/exploration in the Next Supervisory Meeting.

This part of the recording is useful for self-reflection and for helping you direct the supervisory meeting to meet your professional learning needs.

DESCRIPTION OF ROLES

The Role of 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:
 - initiating and creating linkages with community agencies;
 - 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;
 - working cooperatively with agencies to develop, enlarge and improve existing field placement opportunities;
 - 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:
 - establishing clearly written policies on roles, attendance, practicum requirements, sexual harassment, discrimination, competency credit, confidentiality, appeal processes, etc.;
 - developing guidelines and tools for the evaluation of students and the on-going evaluation of field instructors and field placements;
 - consulting with students, faculty, and agency staff whenever disputes occur regarding policy violation or misconduct; and
 - 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:
 - conducting orientation sessions for all students and field instructors before field placements begin;
 - planning seminars and workshops for field instructors; and
 - distributing of updated field education information.
4. Development and implementation of the field placement selection process by:
 - carrying out an orientation meeting for all students on the field instruction program;
 - providing information on available field placement options;
 - making matches in collaboration with agencies; and
 - consulting with students, Field Instructors, and Faculty Liaisons when issues arise that raise questions about the suitability of the match.
5. Chair of the Field Education Advisory Committee (FEAC)
 - convene meetings a minimum of 3 meetings per year;
 - responsible for note taking and conducting meetings;
 - circulate minutes and agenda; and
 - consult 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 CASSW meetings. The field coordinator would 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.
9. Responsible for the review and evaluation of applications made by students under the competency credit policy in consultation with the faculty of the School of Social Work.

The Role of Faculty Liaison

The Faculty Liaison is responsible for liaising with a student and their Field Instructor/Supervisor, for providing the link between a field placement setting and the School of Social Work, ensuring effective three-way communication and for facilitating the field integration seminars. The role includes coordination, collaboration, enrichment and quality assurance responsibilities with the field instructor and student.

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. Clarify the social work program's expectations around student learning, workload and evaluation requirements.
4. Ensure that each student has established a learning contract in their field placement.
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 Instructors in developing a teaching role that empowers students as learners.
7. Mediate disputes 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 (see Appendix A for information on the Student At-Risk).
8. Facilitate the mid-term evaluation meeting by reviewing progress on the student's learning objectives, and by discussing feedback based on the skills form, which is completed by the field instructor and student. Explore if there are any concerns that need to be addressed in order for the student to pass the field placement.
9. Plan and facilitate three field integration seminars for the assigned cohort of students based on the course outline requirements. The seminars will usually occur at the end of the first, second and third months.
10. Ensure that written notification is given to a student when it appears that he/she may be asked to withdraw because of inadequate performance.
11. Facilitate the final evaluation meeting, which includes a discussion of the student's learning paper and the final evaluation report completed by the field instructor.
12. Establish a final grade for the field placement in consultation with the field instructor and student.
13. Write the student's final evaluation in instances where the field placement requires faculty based field instruction.
14. Provide weekly or by-weekly supervision sessions that include a review of the students' actual work when the field placement requires faculty based field instruction.

The Role of the Field Instructor

The Field Instructor is usually a social worker who meets the criteria as set out by the program (next page); and has primary responsibility for the student's field educational experience (field assignments, supervision and student evaluation). This person may be a faculty member assigned this responsibility as part of their workload (Faculty Based Field Instructor) or an employee of a field placement setting who affiliates with the BSW program for this purpose (Agency Based Field Instructor).

The role requires that field instructors take on responsibilities that are not inherent in their setting and job description, including:

1. Teaching and enabling the students to integrate classroom theory with social work practice;
2. Administering tasks associated with the field placement;
3. Evaluating the student's performance and progress; and
4. Assuring quality of student service to agency client systems.

Expectations of the Field Instructor:

1. Participate in educational or field instruction preparation meetings and workshops;
2. Familiarize oneself with the School's objectives for the field education program and to some extent with the social work curriculum;
3. Provide pre-placement interviews with students when requested;
4. Provide orientation for the student to the agency, its policies, programs and practices (chart recording, filing, computer entries, work hours, dress code, absence due to illness);
5. Clarify the context in which learning will take place by reviewing expectations and need with respect to:
 - a. frequency and duration of supervision meetings
 - b. teaching tools used to monitor the students learning such as, written assignments, process recordings, audio and/or video tapes, journal, log book, role playing, case discussion, etc.;
6. Collaborate with the student in establishing a learning contract based on their learning objectives;
7. Assign learning experiences such as cases, observation of practice experiences, projects and tasks, staff meetings, seminars appropriate to meet the learning needs of the student;
8. Provide on-going feedback to the student;
9. Notify the Faculty Liaison at the first sign of concern with respect to the student's competency or behaviour (see Appendix A for information on Students At-Risk).
10. Participate in formal evaluation meetings, which normally occur at the mid-term and at the end of the field placement.
11. Prepares a written final evaluation of the student (following the guidelines) to be shared at the final evaluation meeting with the Faculty Liaison.

Expectations for the Mid-Term Evaluations:

- a. Review of the student's learning contract
- b. Scoring of the skills evaluation form with the goal of providing the student with this feedback.

Expectations for the Final Evaluation:

- a. Review of the work accomplished via the learning contract
- b. Preparation of a written evaluation of the student's work using guideline provided
- c. Recommendation of a pass or fail grade to the Faculty Liaison.

Field Instructor Selection Criteria

The Field Instructor plays an important role in the education of St. Thomas University BSW students. Selection of field instructors is based on the criteria listed below. However in the best interests of the student's learning objectives, the Field Coordinator reserves the right to waive certain criteria:

1. The Field Instructor must be a social worker with a **minimum of a BSW degree with 2 years of professional experience**. In certain instances field supervisors may be approved to supervise students with the understanding that the Faculty Liaison be more involved with the placement.
2. The Field Instructor is expected to have the following attributes:
 - knowledge of the agency/setting
 - a genuine interest in student's learning needs
 - interest in the teaching/learning process
 - ability to allow the student relative freedom in his/her search for practice competence
 - awareness of the social inequalities and their impact on clients' lives
 - willingness to utilize the "teachable moment"

Benefits for Field Instructors

The benefits of being a field instructor are primarily intrinsic in nature, since financial compensation is not possible. Field instructors are in fact fulfilling a professional responsibility outlined in the NBASW [*Code of Ethics*](#) to contribute reasonable time, and professional expertise, to activities that promote the integrity and the competence of the Social Work profession. The faculty fully recognizes the value of contribution made by its field instructors, and is therefore interested in ensuring that benefits are identified wherever possible. To this end, we have identified the following benefits:

- Attendance at seminars, training and workshops sponsored by the faculty;
- Access to expertise of faculty members for professional and agency development objectives;
- Exposure to inter-agency colleagues;
- Prestige and challenge of the role of field instructor;
- The opportunity to assist in bridging the gap between practice and the classroom setting, thus contributing to the advancement of social work education.
- Continuing education hours for your Provincial Association.

The Role of the Field Supervisor

The Field Supervisor is an employee of a field placement setting, who has been designated by the agency in collaboration with the faculty based field instructor to assist with the field education process. The faculty based field instructor is ultimately responsible for the student's field experience.

Expectations of the Field Supervisor:

1. Orientation of the student to the agency and staff;
2. Assignment of learning opportunities to the student such as cases, projects, etc., in consultation with the faculty based field instructor;
3. Day-to-day supervision, feedback and support;
4. Participation in the student evaluation process; assist the faculty based field instructor in preparing the written evaluation;
5. Participation in educational or field instruction preparation meetings and workshop and;
6. Liaising with faculty based field instructor.
7. Consultation with the faculty liaison; notify the faculty liaison at the first sign of concern with respect to the students competency or behaviour

The Role of the Student

The student in relation to the Field Instructor/Supervisor, the client system, and the School of Social Work is an integral part of the field instruction process. Many demands are made upon the student practitioner (learner), which result in considerable personal and professional growth.

The role of the student is defined more specifically through responsibilities that he or she is expected to assume in preparation for, and during, their field placement, and include the following:

1. Meet with the Field Education Coordinator in order to identify the type of field placement desired and to clarify general learning needs; complete the field placement selection form by deadline date; provide an updated resume and a cover letter for the selected field placement;
2. Attend a pre-placement visit if requested to do so;
3. **Attend the university orientation workshop held prior to beginning the field placement, read and be familiar with the Field Education Handbook;**
4. Attend agency orientation activities, training sessions, and staff meetings as requested by the field instructor;
5. Identify learning objectives and participate in establishing a learning contract with the field instructor; the learning contract should be completed and reviewed prior to the initial meeting with faculty liaison and field instructor;
6. Apply social work values and ethics in all practice situations and act in a professional manner as a representative of the agency (See Policy on Confidentiality, p. 78; sign form of confidentiality;
7. Work within the established policies and guidelines of the agency;
8. Actively participate with the field instructor to review and analyse learning experiences;
9. Participate in all three field integration seminars by completing assignments as outlined in the course syllabus;
10. Produce documentation such as tapes, case recordings, journal, reports, logs, etc. as required by the field instructor or faculty field liaison;
11. Promptly notify the field instructor in case of unavoidable absence. The minimum time requirements must be fulfilled. Please see the Attendance Policy on p.71 of this Handbook;
12. Contact the faculty field liaison regarding any problems with the field setting; (It is imperative that the student seek assistance at the onset of any problem and know that their faculty liaison is the first point of contact. See Appendix A for warning signs of Students-At-Risk.)

13. Participate in the mid-term and final evaluation process:

Mid-Term Evaluation

- reviewing his/her learning objectives established at the outset of the field placement with the goal of assessing his or her progress and making any necessary revisions
- scoring the skills evaluation form rating his/her own performance for all sections applicable to the placement

Final Evaluation

Preparing a written learning paper using the guideline provided in the manual. This would include a review of progress made in attaining the learning objectives set out in the learning contract. (The written self-evaluation must be ready for review at the final evaluation meeting.)

- complete an evaluation of the field placement experience, which will be shared with the agency, using the form provided in the manual.
- recognize the fact that failure to meet the requirements of the field practicum, as set forth in this manual, may result in his/her withdrawal from the field placement. A letter requesting a student to withdraw from the practicum constitutes a failure in the practicum.

POLICIES

A full listing of all School of Social Work policies can be found here:

http://w3.stu.ca/stu/academics/departments/social_work/policies

Criminal Records Check

Social Service Agencies that host students for field placements require a criminal records check document (CPIC) most of the time. The School of Social Work requires students to obtain a criminal record check document from the police, and to give it to Becky Soffee, Administrative Coordinator, for filing until it is requested by the agency. **This must be completed by October 31 and a copy given to Becky Soffee.** Cost for this process is the responsibility of the student. If you have any questions regarding this requirement, please contact Becky Soffee at beckys@stu.ca.

Insurance

Liability Insurance Policy (Currently Under Revision)

All BSW 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".

Worker's Compensation Insurance

BSW students completing a field placement must be provided with additional coverage in the event of accidental injury incurred during the placement. According to the *New Brunswick Worker's Compensation Act* RSNB 1973, c W-13, students are defined as Learners on Page 9 (see definition below). As per WorkSafeNB Policy 21-010, WorkSafeNB Directive 21-010.01, and WorkSafe NB Policy 21-300 (all found below), Learners are normally assumed under the Accident Employer's (i.e. host agency's) WorkSafeNB account. However, if the host agency is unable to assume the student under their WorkSafeNB or other provincial workplace insurance coverage (in the event of an out-of-province placement), then it must be expressly stated in writing. In the event that the host agency cannot assume the student under their coverage, then St. Thomas University will assume the student under its coverage. The Field Education Coordinator will contact host agencies prior to the commencement of placement to determine whether the host agency will assume the student(s) under its WorkSafeNB coverage. If the host agency cannot assume the student(s), the names and social insurance numbers of students needing coverage by the University must be submitted to WorkSafeNB by the University prior to the commencement of the placement.

Relevant WorkSafeNB Policies and Directives:

In the *Worker's Compensation Act*, placement students are defined as learners:

“Learner means any person who, although not under contract of service or apprenticeship, becomes subject to the hazards of an industry within the scope of this Act, for the purpose of undergoing training or probationary work supplied or stipulated by the employer as a preliminary to employment and includes a student attending an educational institution in the Province while participating in an approved work experience program at the place of business of an employer to whom this Act applies (p. 9).

WorkSafeNB Policy 21-010 (Definition of Worker), Section 2.2. on Learners states:

“Learners are individuals who do not receive remuneration for work being performed, but who are subject to the risks of an industry because of a training program supplied or required by an employer as a prerequisite to employment. This includes an individual who is required by employment to participate in an educational institution’s approved program, or a government-approved work experience program.”

WorkSafeNB Directive 21-010.01 (Learners) states:

“Examples of learners are as follows:

- Students undergoing work experience requirements of their course;*
- A challenged individual undergoing on-the job training as a preliminary to employment; or*
- A person doing job testing in order to obtain employment.*

If the above stated criteria is met, then learners are considered workers under the WC Act.”

According to WorkSafe NB Policy 21-300 (Allocation of Claim Costs), Section 2.1 on Learners:

“Normally WorkSafeNB charges claim costs for learners to the accident employer’s account.”

Sexual Harassment Policy

St Thomas University states in its mission statement that:

"We are a university primarily concerned with people, ideas and values. We are an institution with a social conscience. We are united in the belief that women and men of divergent backgrounds and abilities should have an opportunity to learn and practice critical thought and to realize their intellectual potential in an academic setting..."

As part of its mandate to provide such an environment, St Thomas is committed to instituting policies aimed at the prevention and resolution of problems of sexual harassment. The policy is based on the belief that sexual harassment is an issue of concern to the entire university community.

The intention of the policy is two-fold:

1. to provide a means to resolve specific incidences of sexual harassment, and
2. to provide an educational tool for increasing awareness of and sensitivity to the negative impact of sexual harassment.

Definitions:

The policy states that sexual harassment occurs when:

- a) attention which is sexually oriented and is of a persistent or abusive nature is made by a person who knows or ought reasonably to know that such attention is unwanted;
- b) there is an implied or expressed promise of reward for complying with a sexual advance or a request for sexual favour, such as employment, academic status or accreditation;
- c) there is an implied or expressed threat of reprisal in the form of denial of academic status or accreditation or opportunity in employment for refusal to comply with a sexual advance or sexual favour or for making a complaint of sexual harassment; or
- d) persistent, degrading or abusive verbal or physical conduct of a sexual nature which interferes with an individual's or group's work or academic performance or creates an intimidating, hostile or offensive working, learning or living environment.

The policy includes guidelines and procedures to protect students, staff and faculty from sexual harassment. Students, field instructors and social work faculty should familiarize themselves with the University's policy and procedures to proceed effectively if a person believes that harassment has occurred. The right to information about and protection from harassment extends to students in their field placement, to field instructors and to faculty.

Most agencies and institutions have developed harassment policies to protect their employees. Students may wish to access the services available under the agency sexual harassment policy as it may be a more practical means of resolving problems which involve agency staff.

For further information, consult the Field Education Coordinator.

Social and Electronic Media and the Use of Electronic Devices in the School Of Social Work Policy

June 2014

1.0 Preamble

The Canadian Association for Social Work Education (CASWE) requires that the School of Social Work have a policy that covers the “ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field placement community” and that demonstrates “how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE, and with the mission of the academic unit concerned.”

The School of Social Work recognizes that the use of social media and electronic devices can enhance learning and knowledge sharing, and support social justice goals. However, the widespread integration of social media into personal and professional life poses unique challenges and risks to professionals and service users.

Students are encouraged to familiarize themselves with policies related to ethical standards of communication including, but not limited to, the New Brunswick Association of Social Workers (NBASW) *Code of Ethics*, the Canadian Association of Social Workers (CASW) Code of Ethics, the New Brunswick Human Rights Act, and the St. Thomas University Code of Student Conduct and the Policy on Harassment and Discrimination.

2.0 Definitions

- 2.1 *Social Media*: “Social media” refers to socially interactive networked information and communication technologies by which information, opinions, and discussions are presented for public consumption on the internet. This includes, but is not limited to, Facebook, LinkedIn, Twitter, Texting, Email, Blogs, YouTube, Wikipedia, etc.
- 2.2 *Post*: “Post” refers to any user-generated information shared on a social media site. This includes, but is not limited to, Facebook status updates, tweets, blog updates, etc.
- 2.3 *Electronic Device*: “Electronic device” refers to any computer or wireless device that provides communication by e-mail, telephone, text messaging, internet browsing, or is used for recording purposes. This includes, but is not limited to, cellphones, smartphones, tablets, smart pens, laptops, etc.

3.0 Purpose and Scope

- 3.1 The purpose of this policy is to:
- Offer practical guidelines for responsible electronic communication;
 - Provide an awareness of and guidelines for appropriate and professional use of electronic devices;
 - Comply with the Canadian Association for Social Work Education (CASWE) requirements regarding ethical use of social media;
 - Protect the reputation of St. Thomas University, the School of Social Work, its staff, students, partner organizations, and service users.
- 3.2 This policy applies to all social work students in academic and field placement settings.
- 3.3 These guidelines apply to school and field placement related sites and issues and are not meant to infringe upon students’ personal interaction or commentary online. As social work students; however, it

is their responsibility to understand and live by the NBASW and CASW Codes of Ethics consistently.

3.4 All social media posts, publications, and sites should be treated as public and permanent. Social media communication or posts are never truly private; even private messages can be duplicated, and read not only by recipients but also by service providers. Students must recognize that they are legally liable for anything they write or present online. It must be noted that anything published on the web is not confidential. Students may be subject to a review (governed by the Policy on Professional Suitability) by the School of Social Work for commentary, content, or images that are defamatory, pornographic, harassing, libellous, or hostile.

4.0 General Guidelines for Appropriate Use of Social Media

- When communicating electronically, students should conduct themselves with the same level of professionalism as in a face-to-face environment;
- Students shall maintain respectful electronic communication with all members of the School of Social Work to ensure a professional working and learning environment;
- Students shall respect the privacy of colleagues and classmates. Defamatory, harassing, or insulting comments, or comments that produce a hostile work and/or learning environment, constitute unprofessional behaviour and violate St. Thomas University's Code of Student Conduct;
- Students should become familiar with the privacy controls on their social networks and ensure that the general public cannot see personal details of their lives that they prefer to share only with friends and family;
- Students should be aware that even the highest level privacy setting does not ensure complete privacy;
- Students should ensure that the content of publically accessible social media comply with the NBASW and CASW Codes of Ethics and the New Brunswick Human Rights Act;
- Students should ensure that social media comments or posts do not reflect negatively on the social work profession, the School of Social Work, or the reputation of any employee or student within the School;
- Students must strictly observe confidentiality by not including identifying information about service users; the School of Social Work; placement organizations; and/or staff and students (even if unnamed);
- Unless given written permission by the School of Social Work, students are not authorized to use electronic social media sites to represent the School of Social Work;
- Students shall respect copyright and intellectual property rights;
- Students shall not approach Field Instructors, faculty, staff, service users, or their family members to connect on social media sites. They shall use only their professional (work/field placement) email address to communicate with clients. They shall not connect with their clients (current or past), nor allow their clients to connect with them using social media: e.g., they shall not "friend" them on Facebook or "follow" them on Twitter.

5.0 Guidelines for the Use of Electronic Devices in Classroom and Field Placement

Students are required to approach the classroom environment with the same level of professionalism that applies to field placement and other professional work settings. It is important that the class is a place of focused attention to the material under review. In an effort to maintain educational integrity, respect for the rights of others, and a positive learning environment, the School of Social Work has developed the following guidelines:

- The use of handheld electronic devices during class time can be distracting, disrespectful, and viewed as unprofessional. Therefore, the use of such devices is limited to scheduled breaks;
- While laptop use in the classroom is generally discouraged, laptops may be used only in consultation with the course instructor;
- All handheld electronic devices, including cellphones, must be stored out of sight. For instance, no electronic devices should be on the table or a student's lap;
- Receipt and responses to electronic messages or phone calls during class or field placement are to be restricted to emergencies. When such a call or message is expected, the student should consult the professor or field supervisor in advance;
- Students must make themselves aware of and follow individual field placement policies regarding the use of electronic technologies; and
- It is prohibited to record classroom lectures and/or interactions through photography, audio-recording or video-recording unless authorized by the professor and all participating parties.

6.0 Consequences

Inappropriate use(s) of social media channels and/or electronic devices that violate the guidelines outlined in this policy may result in a Professional Suitability Review.

Parts of this policy are adapted from the University of Cumbria's Social Media Policy for Students; the University of British Columbia's Okanagan School of Nursing Policy on the Appropriate Use of Electronic Devices; and the Renison University College (University of Waterloo) School of Social Work's Social Media Policy.

Professional Suitability in the School Of Social Work Policy

June 2014

The Canadian Association of Social Work Education (CASWE) requires the School of Social Work to have in place procedures for assessing the suitability of their students for professional practice. St. Thomas University has developed the following policy to be invoked when there are concerns related to a student's professional suitability.

1. Scope and Purpose

1.1 All students in the Bachelor of Social Work program are expected to demonstrate attitudes, values, and conduct that are consistent with the Canadian Association of Social Workers' (CASW) and the New Brunswick Association of Social Workers' (NBASW) Codes of Ethics during classroom participation, through written assignments, in presentations, and in field contexts.

1.2 The purpose of this policy is to:

- Increase student and faculty awareness of the attitudes, values, and conduct that are suitable for a professional social worker;
- Comply with the requirements of professional regulatory bodies;
- Assist faculty in evaluating student suitability for social work practice; and
- Seek to ensure students are made aware of any concerns through a fair and transparent process.

1.3 All students at St. Thomas University are required to comply with Course Regulations, the Code of Student Conduct, the Policy on Harassment and Discrimination, academic appeal and dismissal procedures, and any other University policies. Students enrolled in our professional programs have additional responsibilities regarding personal and professional suitability through compliance with specific School of Social Work policies included in the University *Calendar* and in the PDBSW and MMBSW *Student Handbooks*.

2. Behaviour that May Result in a Suitability Review

2.1 Students must be aware that their behavior outside the University and social work practice environments, including certain aspects of their personal lives, may have an impact on their suitability for practice.

2.2 This policy is to be applied when it appears that a student is failing to maintain suitability for professional social work practice. The following is a non-exhaustive list of circumstances that may raise concerns about professional suitability and trigger a review process:

- Evidence of a violation of the Professional Code of Ethics of the New Brunswick Association of Social Workers (NBASW) and/or the Canadian Association of Social Workers (CASW); or of the New Brunswick Human Rights Act;
- Attempts to gain advantage or deceive, through falsification, forgery, or misuse of any record or document, or through false statements or representations;
- Harassment, or any threat, intimidation, or attempt to harm another person;
- Persistent substance use that interferes with the student's ability to function within a professional context;

- A physical or mental condition which impairs essential social work performance, recognizing that reasonable accommodation for the special needs of individuals is required by the New Brunswick Human Rights Act;
- Prevention or intent to prevent any person from exercising or intending to exercise his or her right to freedom of speech or freedom of belief;
- An acquired conviction due to a violation of the criminal code of Canada, which demonstrates lack of judgment and integrity, including, but not limited to, physical assault, sexual assault, or drug trafficking; and
- Failure to disclose pending criminal charges or convictions (except where convictions have been pardoned).

3. The Review Process

3.1 This process is designed to assist students in dealing with identified concerns that have an impact on their performance in the BSW program.

3.1 The following procedures will be followed should a breach of any of the School's, Practicum Agency's or University's policies, or Codes of Ethics occur. Depending on the nature of the infraction, the School of Social Work reserves the right to proceed with a review at any point that is deemed to be appropriate. Anonymous allegations will not be investigated; however, they will be kept in a confidential file in the office of the Director.

3.2 Records of any incidents that are subject to the review process will be placed in the student's confidential file in the Registrar's Office.

3.3 All parties, at all stages, will respect the confidentiality of information that may be disclosed during the review process.

Stage One Review

Classroom Instructor and Student: When a classroom instructor has concerns about a student's professional behavior, he or she should:

- a) Discuss those concerns directly with the student and seek to work with the student to resolve them;
- b) Involve the student's faculty advisor to assist in supporting the student to resolve the concerns;
- c) Document dates and content of all meetings with the student; and, if warranted,
- d) Notify the Director that Stage One of the review process is being undertaken.

Field Instructor and Student: When a Field Instructor has concerns about a student's professional behavior, he or she should:

- a) Discuss those concerns directly with the student and seek to work with the student to resolve them;
- b) Document dates and content of all meetings with the student;
- c) Notify the Faculty Field Liaison that Stage One of the review process is being undertaken; and, if warranted,
- d) Discuss the concerns with the Field Education Coordinator, who will, if warranted,
- e) Notify the Director that Stage One of the review process is being undertaken.

In many instances, meetings between the parties will resolve the concerns and will not lead to further reviews. The Field Education Coordinator shall record in writing the discussions at the meetings and the resolution of the matter at this time. If, after two weeks, the concerns are not resolved at this stage, the parties will proceed to the next stage.

Stage Two Review

Classroom Instructor and Student. When a Stage Two review is deemed necessary:

- a) The Instructor will notify the Director that the next stage of review is being requested;
- b) The Instructor and the Director will meet with the student to discuss the concerns. The student may elect to bring someone to the meeting. If the student plans to attend the meeting with someone, he or she must notify the Director in advance.

Field Instructor and Student. When a Stage Two review is deemed necessary:

- a) The Field Education Coordinator will inform the Faculty Field Liaison, the Director, and the student that the next stage of review is being requested relating to the field placement concerns; and
- b) The Director will meet with the student, the Field Instructor, the Field Education Coordinator and the Faculty Field Liaison to discuss the concerns. The student may elect to bring someone to the meeting. If the student plans to attend the meeting with someone, he/she must notify the Director in advance.

Either the Director (in the case of concerns arising from the classroom) or the Field Education Coordinator (in the case of concerns arising from the field placement) will determine the nature of the concerns and gather sufficient information to develop a written plan to address the concerns, if one is needed. No further action may be required, or the student may be asked in writing to modify his or her behavior and/or seek appropriate help. If, after two weeks, the concerns are not resolved at this stage, the parties will proceed to the next stage.

Stage Three Review

Intervention at Stage Three will require the following:

- a) Referral for formal disciplinary action, if appropriate, under the St. Thomas University Student Code of Conduct, the Policy on Harassment and Discrimination, or other relevant University policy;
- b) A meeting of faculty in the School of Social Work to determine if a recommendation should be made to the Vice-President (Academic & Research) that a student be dismissed from a course or field placement, or be required to withdraw from the BSW program.

4. Right of Appeal

Students who wish to appeal their dismissal from a course or Field Placement, or the requirement to withdraw from the BSW program, may do so by submitting a written appeal, care of the Registrar, to the Senate Admissions and Academic Standing Committee. Appeals should be based on substantial reasons with supporting documentation. For more detailed information about the appeal procedure, students may contact the Registrar's Office.

Competency Credit Policy

Students in the MMBSW program who have worked a minimum of two years in the field of Social Work may apply for a credit of 200 hours towards SCWK5012 Field Instruction 111.

If the application is successful, instead of doing a five day per week placement (700 hours), the student will be in placement on a three day per week basis and complete 500 hours.

In order for credit to be granted, the candidate must demonstrate that she/he has achieved the comparable knowledge and skill in the areas of Personal Effectiveness, Organizational Effectiveness and Professional Effectiveness.

Procedures

1. Any student who is considering an application for this competency credit is advised to first consult with their faculty advisor or with the Field Education Coordinator in order to ensure that they have the required relevant field experience. In addition the student must discuss options available for examples of work to be critiqued (see item # 4b) and establish an agreement with the Field Education Coordinator on examples to be submitted in the application for credit.
2. The material submitted for assessment must be received three months prior to beginning the field placement. This will allow sufficient time for review of the work, for any additional work to be completed as requested by the Field Education Coordinator and for arrangements to be made for the field placement.
3. Relevant experience is defined as activities which have a primary focus on enhancing the social functioning of individuals, families, groups or communities. This would include such functions as helping people to develop problem-solving skills; enhancing self-determination and the adaptive and developmental capacities of people; advocating and acting to obtain a socially just distribution of societal resources.
4. The following **documentation must be submitted** to the School of Social Work Field Education Coordinator:
 - a) An outline of relevant work experience, including dates and locations of work as well as a detailed description of work activities.
 - b) At least two examples of work for which the applicant has had primary responsibility. This could include such materials as: policy statements, policy analysis, research documents, grant or program proposals, group programs, or audio or video tapes of interviews or of group sessions. Included with this material should be a personal critique of the work submitted.
 - c) A critique of the strengths and weakness of one's over-all practice. This self-evaluation should address the three areas of development, Personal Effectiveness, Organizational Effectiveness and Professional Effectiveness. Please critique your practice based on the following objectives:

Personal Effectiveness

- Demonstrated willingness and capacity to learn new skills and to evaluate one's own practice
- Ability to communicate thoughts and feelings effectively and to listen to others accurately
- Ability to recognize one's strengths, opportunities for growth and values and to recognize how this personal dimension affects one's practice.

Organizational Effectiveness

- Demonstrated responsibility to act on behalf of a group, organization, or agency.
- Demonstrated ability to understand, interpret, and implement the policies and practices of the agency on behalf of the client constituency.
- Demonstrated ability to establish and maintain relationships with colleagues in the practice setting

Professional Effectiveness

- Demonstrated ability to develop positive relationships with service users.
- Ability to complete an assessment of a problem situation taking into consideration all influencing factors.
- Ability to effectively use resources available in assessing or addressing a problem or task.
- Ability to work in a structured, goal directed fashion along with an effective use of time.

d) An outline of specific learning objectives which flow out of the critique of one's overall practice. This document will be valuable in focusing the applicant's learning contract in the first field placement.

5. This material submitted for competency assessment will be reviewed by the Field Education Coordinator and at least one other faculty member who, they will determine whether the applicant has met the requirements of this policy.
6. The student will be notified in writing of the results of the competency assessment. Successful applicants will be granted 200 field hours towards SCWK 5012 Field Instruction III. Applicants who are not successful will be required to complete the full 700 hours of the field placement. The decision of the reviewing faculty is final. Students may apply for competency credit only once.

Guidelines for Matching Students with Field Placements

1. The Field Education Coordinator will develop a list of potential field placements available to students.
2. The Field Education Coordinator will inform students of available placements, and provide them with guidelines on the matching process.
3. The students will be requested to identify:
 - a) areas of interest in field practice
 - b) learning objectives
 - c) needs for supervision
4. There will be a consultation process with the Field Education Coordinator and/or field faculty liaison to discuss needs, field placement choices and to clarify any questions.
5. A list of potential field placements will be identified by the Field Education Coordinator in consultation with other faculty.
6. The students are then informed of the matches and given specific information about the agency in order to help prepare for the initial visit.
7. Students may be requested to attend a pre-placement visit in order to meet their field instructor and discuss learning needs and expectations.

Field Placement Selection Policy

Type of Field Placement:

All students in the Mi'kmaq/Maliseet BSW programme will complete a 700 hour field placement. If students have successfully completed a competency credit application, they can get credit for **200 hours of field time towards the first field placement**. Considering the requirements of a generalist program, students will be required to have a field placement in a direct practice setting in order to integrate the skills for practice.

Exceptions may be made for students who have significant experience in front-line work and express an interest in developing Social Work skills through research, program or policy development field placements.

Students in the Mi'kmaq/Maliseet BSW program and those who have completed a competency credit application for 200 field hours towards their first field placement may do a field placement in a research, program or policy development setting as long as two years of previous paid work experiences in a human service organization have been in an area of direct practice.

Field Placement Priority Guidelines

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.

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 the student's well-being as a learner.

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 clarify what the problem or need is in his or her own mind, and to develop some suggestions for the changes that would help to resolve the problem.
2. The student meets with the field instructor when the problem is related to that level of experience or 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.
3. 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.
4. A meeting with 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.
5. When the student has worked through the previous steps and is not satisfied with the results obtained, she or he may request a review of the situation with the Field Education Coordinator. This request can be made either verbally or in writing.
6. When the student is not satisfied with the results of Step 5, she or he may appeal the "decision" to the Chairperson 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.
7. In the event that a student is not satisfied with the results of Step 6, they may make a request to the Student Academic Grievance Committee at St. Thomas University for a review of the decisions made to date.

Policy on Terminating or Changing a 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. This policy is aimed at clarifying the steps to be followed in dealing with a request for change and to provide students with guidelines regarding their role and professional responsibilities in this process.

The principles guiding this policy are those of accountability to the agency and clients as well as respect and concern for the student's learning needs and for their professional development. With these in mind the following steps are recommended in carrying out a request for change or termination.

1. Identification of Issues

In instances where the student is concerned about the appropriateness of the field placement match, he or she should identify learning gaps or other concerns associated with the match. In cases where the student needs to terminate a field placement for personal reasons, these need to be clearly identified.

2. Communication of Concerns/Needs

The student will communicate his or her concerns and needs to the designated field placement supervisor or field instructor. This step is important in ensuring that the student has attempted to make their needs known and to negotiate desired changes. Professional development includes the ability to identify learning needs and to be assertive in taking steps to meet those needs. In cases where a student lacks confidence in carrying out this step, he or she may request the assistance of their faculty liaison to prepare themselves for this action.

3. Negotiation

Students are encouraged to make attempts to negotiate appropriate changes in their field placement arrangements with or without the assistance of the faculty liaison. When efforts to negotiate changes have been attempted without desired results, the student will consult with their faculty liaison to review the process and discuss the next step.

4. Requesting a Change

A decision to change a field placement should only be implemented after the following steps have been taken:

- a) student and faculty liaison review the student's unmet needs with the agency supervisor and attempt to further negotiate for changes or clarify reasons for ending the field placement;
- b) the student's caseload and/or commitments are reviewed with the goal of identifying which responsibilities need to be completed by the student before leaving the agency, establishing a plan for ending tasks and making appropriate referrals.
- c) the student makes a request to the Field Education Coordinator for a field placement change and begins a new selection process.

A decision to terminate a field placement and prematurely withdraw from the course should include completion of step (b); sending a written letter to the Field Education Coordinator requesting termination of the field placement; and notifying the Registrar's Office of his or her withdrawal from the course.

Policy Governing Deferred, Denied, Or Unsuccessful Field Placements in the School Of Social Work

June 2014

To ensure that the interests of Social Services users are a first priority, and to provide the best professional training possible, the following procedures will be followed in the case of a deferred, denied, or unsuccessful field placement.

1. Deferred Field Placement

A field placement may be deferred if the student submits a written request to the Director of the School of Social Work citing mental or physical health or other extenuating circumstances.

Should the field placement be deferred, the School of Social Work will negotiate a placement at the earliest possible time, consistent with the student's academic program and the availability of an appropriate field placement setting. Field placements are normally offered twice a year: from April until the end of June, and from September until early December. Alternative arrangements may be considered by the Field Education Coordinator at the request of the student and in consultation with faculty of the School of Social Work.

2. Denied Field Placement

The School of Social Work may deny a field placement for any of the following reasons:

- 2.1 The prospective student has not successfully completed required courses and/or course assignments;
- 2.2 There is confirmed evidence that the student has violated the Professional Codes of Ethics of the New Brunswick Association of Social Workers, the Canadian Association of Social Workers, or the New Brunswick Human Rights Act;
- 2.3 The student's health renders him or her incapable of carrying out the basic tasks and professional requirements of social work practice in a designated field placement;
- 2.4 The student has not provided a current adequate vulnerable sector/criminal record check, or disclosed pending criminal charges.

When a student is deemed not ready to begin a direct practice or social action field placement, the onus is on the student to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement. In the case of a postponement, the student may be required to pay a pro-rated tuition fee.

The University is obliged to arrange a placement for each student accepted into the program, unless the student has been denied a field placement based on the above reasons.

If, for some reason, no suitable placement can be identified, or a student is denied a placement due to circumstances beyond his or her control, arrangements will be made for a suitable placement at a later date at no additional cost to the student.

3. Withdrawal from a Field Placement

A student who chooses to withdraw from a field placement for a reason not deemed valid by the School of Social Work is not guaranteed a subsequent field placement. However, if a student withdraws from a field placement for valid reasons (on medical or compassionate grounds), arrangements will be made for a suitable placement at a later date at no additional cost to the student.

4. Dismissal from a Field Placement

The Field Education Coordinator and Faculty Field Liaison will support all students in resolving issues that arise in their field placements. When these efforts have not been successful, the School of Social Work and/or host agency (after consultation with the Director of the School of Social Work) may recommend to the Vice-President (Academic & Research) that a student be dismissed from a field placement when there is evidence of the following:

- 4.1 The student has failed to adhere to the attendance policy, and has failed to negotiate an acceptable alternative arrangement;
- 4.2 The student has violated the Professional Codes of Ethics of the New Brunswick Association of Social Workers, the Canadian Association of Social Workers, or the New Brunswick Human Rights Act;
- 4.3 The student has chosen to discontinue the field placement for any reason not deemed valid by the School of Social Work;
- 4.4 The School of Social Work has determined that the student is not suitable for social work practice as per the Professional Suitability Policy;
- 4.5 The student's behaviour or attitude has interfered with his or her ability to work with agency staff and/or service users;
- 4.6 The student has not followed through in meeting learning objectives;
- 4.7 The student has been charged with harassment or violations of ethical codes.

5. Procedure

When there is evidence that a student is not meeting the requirements for successful completion of a field placement, the Review Process outlined in Section 3 of the Policy Governing Professional Suitability will be followed.

Attendance in Field Placement Policy

According to the [accreditation standards](#) set by the Canadian Association of 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 listed above; a passing grade cannot be assigned until this requirement is met. **Note: As per CASWE accreditation requirements, hours spent in Field Integration Seminars do not count towards the 700-hour minimum.**

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. *Students are expected to make up any missed time due to illness, storm days, strike action and holidays.*

Immunization Policy

Social work students may come into contact with communicable diseases throughout the duration of their field placements. This policy outlines immunization requirement for health care workers, as recommended by the *Canadian Immunization Guide*².

All social work field students in healthcare institutions and/or settings governed by local health authorities are required to provide immunization records or documentation confirming immunity of infectious diseases. Completed immunization forms are to be submitted to the field placement coordinator no later than thirty (30) days prior to entering the field placement.

Records of immunity of the following communicable diseases are required by the Horizon Health Network: **Tetanus Diphtheria & Pertussis; Measles/Mumps/ Rubella; Varicella; Tuberculosis; Hepatitis B; Influenza is highly recommended but not required.**

Any costs associated with vaccines or immunizations are the responsibility of the student.

Failure to comply with this policy may delay entrance to the field placement and/or the student may not be permitted to practice in the placement setting.

Horizon Health Network Policy & Procedure Manual: Dress Code

POLICY

² Public Health Agency of Canada. (2007). *Canadian Immunization Guide: Part 3 Recommended Immunization*. <http://www.phac-aspc.gc.ca/publicat/cig-gci/p03-02-eng.php>

1. Horizon Health Network (Horizon) *employees* and *non-employee personnel* maintain standards of dress, conduct, appearance, and hygiene, reflective of a health care work environment and job activities.
2. Horizon requires its employees and non-employee personnel to maintain professional standards of dress to:
 - Comply with health, safety, and infection prevention and control standards.
 - Promote a professional and respectful work environment.
 - Reflect Horizon’s public image while in the *workplace* or while attending Horizon sanctioned events off site.
3. Employee and non-employee personnel providing services to Horizon patients and clients internally or externally will:
 - Dress professionally, neatly and conservatively.
 - Be well groomed, following high standards of personal hygiene and cleanliness.
 - Take into consideration the health, safety, and infection prevention needs of others.
 - Wear clothing and footwear appropriate to their job duties and area.
 - Avoid personal practices or preferences that are offensive to others.
 - Wear Horizon issued photo identification in accordance with the *Identification and Security Access Cards* policy (HHN-SA-008).
 - Comply with:
 - Applicable safety and infection prevention and control policies.
 - Departmental addendums to this policy.
 - Dress code standards.
4. Recognizing diversity of cultures and religions, Horizon takes a respectful approach when this affects dress and uniform requirements considering: clinical, health, safety, security, and infection control.
5. Failure to comply with this policy and the required corrective actions in accordance with the *Progressive Discipline* policy (HHN-OD-019) may result in formal disciplinary proceedings, up to, and including, termination.
6. Horizon reserves the right to prohibit any mode of dress or attire that:
 - Fails to promote a professional and respectful work environment thus reflecting poorly on Horizon’s public image.
 - Is disruptive to the working environment.
 - Fails to comply with health, safety, and infection prevention and control standards.

DIRECTLY AFFECTED

Employee and Non-Employee Personnel

PROCEDURE

1. Managers/delegate are responsible to ensure the Dress Code policy as well as department and *specialty area* dress standards are adhered to by employees and non-employee personnel.
2. Department and specialty areas are responsible to develop dress code addendums specific to their area when required. Required addendums are to be forwarded to Corporate Director of Organizational Development for inclusion in the Dress Code policy.
3. Employee and non-employee personnel will comply with the Dress Code policy and dress standards applicable within their specific department or specialty area. If unsure of any requirements, discuss with the department manager.
4. If special occasion costumes are approved to be worn by departmental managers (e.g. Halloween, Santa Claus) they will conform to dress code standards.

5. **General Guidelines**

- Horizon issued name and photo identification badges are to be worn at all times, at chest level, left side, visible to all patients and public [*Identification and Security Access Cards* policy (HHN-SA-008)].
- Clothing is moderate in style (non-revealing), professional, neat, clean, well maintained and wrinkle-free.
- Undergarments are not visible.
- Accessories and jewelry are moderate in style where permitted by safety and infection prevention and control guidelines [*Hand Hygiene* policy (HHN-IC-005)].
- Head coverings are permitted to be worn when required by infection control, safety policies, and religious affiliation.
- Garments with words, pictures, or logos that advertise products and/or which may be offensive, demeaning, or discriminatory to others are not worn.
- Nails are sufficiently short to ensure safe patient contact and good hand hygiene. Nail polish, artificial nails and nail enhancements are subject to [*Hand Hygiene* policy (HHN-IC-005)].
- False eyelashes are not permitted in the clinical environment.

6. **Uniforms**

- 6.1 Uniforms are clean, in good repair and fit properly. Staff ensure access to a spare uniform in case one becomes soiled during the shift.
- 6.2 The type and colour of uniforms are the responsibility of the department to determine. Managers provide direction regarding specific uniform requirements.
- 6.3 Where uniform color or color combinations are approved by the Executive Leadership Team to identify a department or profession; that color or color combination is reserved for the sole use of that department or profession.

7. **Individuals Not Required to Wear a Uniform**

Examples of appropriate standards of dress can be found in the chart below and include: acceptable business/professional attire of dresses, slacks, capri dress pants, dress pants, dress shirts (long or short sleeved), jacket/vest coordinated suits, ties and dress shoes.

8. **Scent-Free Workplace**

Scented products (i.e. hair products, deodorant, perfume/colognes/aftershave, lotions, cosmetics, etc.) may cause adverse physical effects that threaten the ongoing health and safety of staff, clients, visitors, and the public at large. All Horizon employees and non-employee personnel are required to avoid using and wearing scented products.

9. **Personal Protective Equipment and Clothing (PPE)**

- The provision of required PPE is the responsibility of the manager of the particular department or unit.
- Each manager ensures that PPE is available to the employee, if identified as necessary to conduct the duties of the job.
- Individuals in roles that require PPE are required to wear the PPE while carrying out their duties in accordance with health and safety requirements. If unsure about the requirements, discuss with manager.
- PPE safety cannot be compromised to increase the level of personal comfort.

10. **Footwear**

The minimum standards for footwear worn by individuals who work in areas where safety, biological, chemical, and other hazards exist (i.e. inpatient/outpatient areas, Laboratory Services, Operating Room, Food Service, etc.) are footwear that:

- Offers protection from safety, biological, chemical and any other hazards.
- Is made of a material that can be cleaned.
- Is safe, sensible, in good repair, clean, and meets safety and infection prevention and control standards.
- Fully covers the front section of the foot, with no perforations or holes.

Sandals, and stiletto heels, are **not permitted** in the above areas.

10.1 **Safety Footwear**

Certain roles require individuals to wear protective footwear. These staff must wear the proper footwear for undertaking their work. Where required, the protective footwear, appropriate to the hazard, conforms to CSA Standard CAN/CSA Z195-M1984, or equivalent. If uncertain about the requirements, discuss with manager.

11. **Casual/Dress Down Days**

Casual or dress down days are not permitted in any Horizon facility.

DEFINITIONS

Employee – A person, including a salaried physician, who is hired by Horizon Health Network for a wage, salary, fee, or payment to perform work but does not include an independent contractor and its representatives.

Medical Staff – Those medical practitioners appointed to Horizon Health Network who are granted privileges by the Board of Directors, and shall include all members of the dental profession who have been granted privileges at Horizon Health Network. (Some physicians may also be employees of the RHA based on the contract they have with the organization.)

Non-Employee Personnel – A term which collectively refers to all individuals, other than employees, who provide services to Horizon (paid or unpaid) and/or require access to Horizon facilities or other infrastructure (e.g. network access). This includes, but is not limited to, independent contractors and their representatives, *Medical Staff*, and *students*. Volunteers comply with the Volunteer Dress Code Policy.

Specialty Area – Areas and departments (e.g. Laboratory Services, Operating Room, Food Service, etc.) where there are safety, biological and chemical hazards which may cause injury.

Students – Individuals who attend an accredited educational institution and are involved in practicums and placements within Horizon Facilities.

Workplace – Horizon facilities, offices, community and other locations where services to clients are provided or when representing Horizon Health Network on committees, conferences, seminars, job fairs, social events, etc.

RELATED DOCUMENTS

Code of Conduct (HHN-0020)

Hand Hygiene (HHN-IC-005)

Identification and Security Access Cards (HHN-SA-008)

Progressive Discipline (HHN-OD-019)

REFERENCES

Capital Health. Administrative Policy and Procedure Manual: Dress Standards (CH 08-095). Halifax, NS. March 2011.

HR Downloads – Dress Code

Stanford Hospital and Clinics – Dress Code Guidelines

Sheffield Teaching Hospitals – Dress Code Policy

Southlake Regional Health Centre. Administrative Policy Manual: Dress Code (A D020). Newmarket, ON. March 2013.

Dress Code Standard Examples

Attire / Appearance	Appropriate	Inappropriate
Pants / Skirts	Business pants/slacks; dress pants; business capri pants; business dresses/skirts*. *Dresses and Skirts must be 10 cm above the knee or longer.	Sweat pants, exercise pants / yoga wear, leggings, overalls, shorts, form fitting spandex, clothing that resembles denim jeans or any item made of denim.
Shirts / Blouses	Blouses; sweaters; turtlenecks; men's shirts; dress or sport shirts where appropriate with collars. *Blouses, sweaters, and dresses must be of a style that is non-revealing.	Sweatshirts; hoodies, tank tops; halter tops; spandex; any top that does not cover to top of pant or skirt, exposes the midriff, or is visibly revealing.
Fit and Appearance	Clothing that is neat, clean, hemmed so as to not pose a health and safety risk, fits properly, and allows for ease of movement.	Clothing that is; stained, frayed, dirty, too tight to restrict movement, unhemmed, too loose as to catch on items or appear ill-fitting, wrinkled. Clothing you would wear to the gym, beach, for yard work, for a nightclub or cocktail party.
Footwear	<ul style="list-style-type: none"> • Comfortable footwear in good repair loafers, dress shoes, walking shoes, and sneakers. • Heels of a reasonable height 3" or under, not posing a health and safety hazard. • Depending on the work area, this includes a variety of types of shoes; dress sandals may be worn only if there are no safety concerns – consult your manager as to if these are appropriate in your area. 	<ul style="list-style-type: none"> • Flip flops • Slippers • Any footwear that may present a danger with respect to health and safety or infection control standards (i.e. Crocs with a perforated covering)
Miscellaneous: Hats; other head coverings	Department issued headwear as part of a uniform or worn for medical or religious purposes.	Headwear such as baseball caps or hats.
Tattoos	Tattoos if visible must be small and non-offensive.	Offensive or large tattoos are to be appropriately covered, i.e. depicting violence, pornography, or racial messages.
Jewellery and Piercing	Clinical employees, employees and non-employee personnel working in areas where safety hazards exist must ensure	Dangling necklaces, earrings, bracelets, or any other jewellery that may impede patient care or safety of

Dress Code Standard Examples		
Attire / Appearance	Appropriate	Inappropriate
	jewellery is kept to a minimum, is discrete and provides no safety or infection prevention and control risk to the wearer or patient.	the employee. Visible facial, head, body piercing (includes tongue studs) is not permitted and must be removed before reporting to duty. For staff with piercings for religious or cultural reasons, these must be covered and must not present a quantifiable health and safety or infection prevention and control risk.
Hair	<ul style="list-style-type: none"> • Neat and tidy • In a clinical or service environment or when operating machinery, long hair must be tied back. • Headscarves worn for religious purposes are permitted in most areas. 	Headscarves cannot be worn in areas such as operating rooms where they could present a health and safety and infection risk.
Facial Hair	Beards must be clean, short and neatly trimmed, unless this reflects the individual's religion in which case it should be clean and tidy.	Uncovered beards when undertaking aseptic procedures or where covered beards are required by departmental addendums to this policy.

Policy on Confidentiality

It is understood that all St Thomas University BSW students are expected to abide by the field placement agency's policy on confidentiality and to abide by the CASW Social Work Code of Ethics.

I, _____, have read the field placement agency's policy on confidentiality and understand its intent and limitations.

I hereby agree to protect all confidential information acquired in the course of my involvement with this field placement. I will disclose confidential information only when authorized to do so by the agency policy and procedure. I understand that a breach of this agreement could result in the termination of my field placement with this agency.

Signature: _____
MMBSW Student

Date: _____

Signature: _____
Field Instructor/Supervisor

Date: _____

APPENDIX A: THE STUDENT AT-RISK FOR FAILURE OF THE FIELD PLACEMENT

Social workers are trained to help, and believe in the potential for individuals to grow, develop, and change. When confronted with problematic behaviours on the part of a student this orientation is likely to prevail (Gogo

& Vayda). However, when a student is consistently unable to demonstrate enough learning through changed behaviour, the field instructor must review whether this student is at risk for failure.

It must 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.

Students will react to failing evaluations or at risk assessments in a variety of ways. While some will agree with the assessment, others may be upset or verbally hostile. It takes strength, conviction and commitment to standards for an instructor to take a stand regarding failure.

One of the major reasons for not failing a student is due to a lack of firm evidence. **Therefore it is critical that the field instructor document examples of the student's work lack of progress and/or problematic behaviour.**

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

Field Instructor

1. Review the list of **indicators** of problems in practice, organizational behaviour and use of supervision.
2. Identify and share the concerns immediately with the student (in general this should occur before or during the mid-term evaluation).
3. Contact the faculty field liaison or the Field Education Coordinator for consultation.
4. Attempt to achieve a mutual agreement with the new or revised objectives to be included in the learning contract.

Student

1. Ask for clarification of the concerns. (It is best to have these documented in writing.)
2. Share any concerns regarding the quality and quantity of supervision with the field instructor.
4. Be explicit about your learning needs; and
4. Contact the designated faculty field liaison or Field Education Coordinator for consultation.

Review Process

Any behaviour 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.

1. The field instructor has the primary responsibilities for documenting and evaluating the achievement, or lack thereof of the course objectives. However, an informal review committee comprised of a field

instructor, faculty member and student may be struck at the request of either the field instructor, student or faculty to provide a complete review of the situation.

2. 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 instruction course.
3. 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.
4. Students can request the termination of their field placement if, after an informal review, he/she believes 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.

Behavioural indicators identifying students-at-risk for failure of their field placement:

1. Indicators of Problems in Practice:
 - The student is consistently unable to demonstrate sufficient learning through changed behaviour; there is little evidence of growth toward achieving core competence.
 - The student displays behaviours which are destructive to others, e.g., physically injuring someone, appearing at the agency intoxicated or drugged.
 - The student demonstrates untrustworthiness or dishonesty.
 - The student is judgmental and critical of clients, attempts to impose his/her belief system, is consistently harsh, angry, or subtly deprecating.
 - 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 keep the interaction superficial and/or social.
2. Indicators of Problems in Organizational Behaviour 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 his/her effect on others and continues to repeat inappropriate behaviour 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 behaviour, 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 his/her practice.

APPENDIX B: LEARNING CONTRACT SUMMARY FORM

SCWK5059: Field Instruction I Learning Contract

School of Social Work, St. Thomas University

Date: _____

Student: _____

Agency Supervisor: _____

Name of Agency: _____

Agency Telephone: _____

Faculty Liaison: _____

A. 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 liaison faculty.

B. Supervision

Supervision Format: Individual Group Other

Supervision Arrangements: When/frequency of meetings?

Learning Opportunities at, and related to, the placement.

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

Some attempt should be made to determine the minimum expectation in the frequency of submissions (e.g. one recording per week, three tapes per term).

Documentation/Recording/Tapes	Frequency
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Other:

Field Supervisor _____

Social Work Student _____

Faculty Liaison _____

C. List of Learning Objectives that relate to the three levels of knowledge, skill and personal development (Please attach your learning objectives to the Learning Contract)

Each learning objective will include the following:

- a. A learning objective statement
- b. The relevant **activities and tasks** that provide opportunities to achieve the learning objective are provided in the previous examples.
- c. A statement that specifies the **degree** to which the student must perform or achieve the learning objective, thus, establishing a **standard for evaluation** are provided in the previous examples.

APPENDIX C: MID-TERM EVALUATION FORM

SCWK 5012 Field Placement III (MMBSW) Mid-Term Evaluation

Skills List to Assist in Completing the Mid-term Review

Instructions: The agency field instructor and the student should complete a review of the skills form on their own and write a summary of the student's strengths and limitations at the end of each section prior to the mid-term meeting with the faculty liaison. The sharing of these comments will be facilitated by the faculty liaison. **It's likely that some entire sections or certain skills in some sections may not apply to your specific field placement experience.** These should simply be acknowledged as non-applicable (NA).

Instructions for Rating the Skills

Field instructors and students are asked to assess the level of skill development in the sections that are relevant to the work completed up to this point. **All students are required to complete Section A.** Sections B, C, and D are to be completed based on the nature of the work assigned to the student.

The feedback provided to the student is based on a scale related to *effective use of the skill*. Please circle the point on the scale that best describes your observations of the student's ability to use the skills. If you feel that it is impossible to rate a student on a particular skill because of a lack of data or opportunity, you can indicate this by circling the first point next to *'no evidence of use'*

The student shows no use of the skill in practice.

No evidence of use Consistent and effective use

The student has difficulty understanding the skill and attempts to use the skill have been limited.

No evidence of use Consistent and effective use

The student understands the skill and offers evidence of tentative appropriate attempts to put into practice, yet needs much more practice of the skill.

No evidence of use Consistent and effective use

The student has demonstrated effective use of the skill with some regularity.

No evidence of use Consistent and effective use

The student uses this skill effectively and consistently.

No evidence of use Consistent and effective use

Qualifying comments can be written in the space provided if so desired.

A. Generalist Practice

Professional Values and Characteristics:

1. Is able to articulate social work values, ethics and principles.
No evidence of use *Consistent and effective use*
2. Is able to recognize and show respect for the range of cultural norms, values and ethics espoused by clients of different races, classes and gender.
No evidence of use *Consistent and effective use*
3. Is committed to the dignity and rights of clients to privacy and confidentiality.
No evidence of use *Consistent and effective use*
4. Is able to identify his or her strengths and limitations in relation to the professional role.
No evidence of use *Consistent and effective use*
5. Is able to assume responsibility to identify and meet his or her professional learning needs.
No evidence of use *Consistent and effective use*
6. Is open to being challenged on the values and beliefs that guide his or her practice.
No evidence of use *Consistent and effective use*
7. Is able to be assertive in carrying out his or her professional role.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Effectiveness Within the Agency

8. Is able to understand and explain the purpose of the agency.
No evidence of use *Consistent and effective use*
9. Is able to describe the social workers role in this setting (unit is more appropriate in large organizations).
No evidence of use *Consistent and effective use*
10. Is able to work cooperatively with agency staff.
No evidence of use *Consistent and effective use*

- 11. Is able to contribute one's own ideas as a member of the agency staff (team or unit).
No evidence of use *Consistent and effective use*
- 12. Is able to organize one's time effectively.
No evidence of use *Consistent and effective use*
- 13. Is able to establish priorities with respect to workload.
No evidence of use *Consistent and effective use*
- 14. Is able to write reports, case records that meet agency standards.
No evidence of use *Consistent and effective use*
- 15. Is able to meet recording and statistical deadlines.
No evidence of use *Consistent and effective use*
- 16. Is flexible in adapting to work interruptions, frustrations and changes.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Students Use of Supervision

- 17. Is able to take initiative in identifying when he or she needs help.
No evidence of use *Consistent and effective use*
- 18. Is able to raise questions about the client, the project, the identified problem and/or about his or her role in the work.
No evidence of use *Consistent and effective use*
- 19. Is able to accept and utilize feedback constructively.
No evidence of use *Consistent and effective use*
- 20. Is able to disagree with the supervisor in a constructive manner.
No evidence of use *Consistent and effective use*
- 21. Is able to establish a healthy balance between dependence and independence in the learning process.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

B. Professional Effectiveness - Direct Practice Skills

Engagement Skills

- 1. Begins session by tuning in and putting client at ease.
No evidence of use *Consistent and effective use*
- 2. Expresses acceptance and respect for the client.
No evidence of use *Consistent and effective use*
- 3. Accurately reflects the content of client messages.
No evidence of use *Consistent and effective use*
- 4. Accurately reflects the affect in client messages (empathy).
No evidence of use *Consistent and effective use*
- 5. Is able to express self clearly.
No evidence of use *Consistent and effective use*
- 6. Is comfortable with silence.
No evidence of use *Consistent and effective use*
- 7. Provides support through appropriate offers to help.
No evidence of use *Consistent and effective use*
- 8. Is able to use self-disclosure appropriately.
No evidence of use *Consistent and effective use*
- 9. Is able to use humour appropriately.
No evidence of use *Consistent and effective use*
- 1. Accurately connects the client's affect to the social situation (social empathy)
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Exploration and Clarification Skills

- 11. Paraphrases and summarizes accurately and concisely.
No evidence of use *Consistent and effective use*
- 12. Makes good use of open-ended questions.
No evidence of use *Consistent and effective use*
- 13. Clarifies vague or confusing statements /perceptions (concreteness).
No evidence of use *Consistent and effective use*
- 14. Chooses appropriate topics for further exploration (focusing).
No evidence of use *Consistent and effective use*
- 15. Refocuses discussion when the client gets off track.
No evidence of use *Consistent and effective use*
- 16. Partializes overwhelming or complex problems into manageable parts.....
No evidence of use *Consistent and effective use*
- 17. Is able to confront the client with inconsistencies.
No evidence of use *Consistent and effective use*

Summarize key observations about the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Skills that Foster Empowerment

- 18. Links client's situation/experiences with situations/experiences of others (universalizes).
No evidence of use *Consistent and effective use*
- 19. Provides support through normalizing.
No evidence of use *Consistent and effective use*
- 20. Provides affirmation by pointing out the client's strengths.
No evidence of use *Consistent and effective use*
- 21. Is able to use consciousness-raising as a tool to contextualize the client situation.
No evidence of use *Consistent and effective use*
- 22. Is able to reframe the problem in order to enable growth and change.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Assessment Skills

- 23. Is able to identify the cultural, social and economic factors influencing the clients' problems.
No evidence of use *Consistent and effective use*
- 24. Is able to redefine the presenting problem in social/political terms.
No evidence of use *Consistent and effective use*
- 25. Is able to depathologize the content of the presenting problem.
No evidence of use *Consistent and effective use*
- 26. Is able to identify the strengths and coping capacities of the client.
No evidence of use *Consistent and effective use*
- 27. Is able to identify the vulnerabilities of the client and assess the availability of support systems.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Development of an Intervention Plan

A) Goal Setting and Contracting Skills

- 28. Identifies and prioritizes key needs/issues.
No evidence of use *Consistent and effective use*
- 29. Sets specific and feasible goals.
No evidence of use *Consistent and effective use*
- 30. Is able to partialize goals and state them in concrete terms that can be acted upon.
No evidence of use *Consistent and effective use*

31. Clarifies the client's role and the social worker's role around the tasks to be carried out.
No evidence of use *Consistent and effective use*

32. Is able to develop a mutually agreed upon contract or plan.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

b) Exploring Alternatives and Resources

33. Identifies relevant personal and community resources to assist in responding to the needs/goals.
No evidence of use *Consistent and effective use*

34. Is able to strategize with client on action to be taken.
No evidence of use *Consistent and effective use*

35. Explores and identifies collective action options.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Implementation of an Intervention Plan

36. Is comfortable with being responsible for the flow and focus of the process and allows the client to be in control.
No evidence of use *Consistent and effective use*

37. Is able to identify and address barriers to growth and continuation of the process.
No evidence of use *Consistent and effective use*

38. Is able to begin demonstrating ability to use interpretation, confrontation and feedback as catalysts to growth e.g. (additive empathy).
No evidence of use *Consistent and effective use*

39. Demonstrates the ability to listen to painful feelings without needing to rescue and make the client feel better.

No evidence of use Consistent and effective use

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Ending or Transfer Skills

a) Ends each session appropriately by:

40. Summarizing the content of the session.

No evidence of use Consistent and effective use

41. Identifying the next step.

No evidence of use Consistent and effective use

42. Tuning in and checking out the client's reactions to the session.

No evidence of use Consistent and effective use

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

b) Ends the Helping Relationship by:

43. Summarizing the overall process.

No evidence of use Consistent and effective use

44. Addressing the emotional aspects of ending.

No evidence of use Consistent and effective use

45. Evaluating the overall process.

No evidence of use Consistent and effective use

46. Transferring or referring the client when appropriate.

No evidence of use Consistent and effective use

47. Ending the relationship and following up on the client's situation when appropriate.
No evidence of use *Consistent and effective use*
48. Is able to identify additional steps client can take, when appropriate, to fully attain goals or for goal maintenance.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Skills Related to Research and or Project Activities

49. Is able to identify clear goals and objectives related to the assigned project.
No evidence of use *Consistent and effective use*
50. Is able to define the parameters of the tasks involved.
No evidence of use *Consistent and effective use*
51. Is able to identify all the relevant factors and or restrictions related to the work..
No evidence of use *Consistent and effective use*
52. Is able to gather relevant data.
No evidence of use *Consistent and effective use*
53. Is able to formulate questions relevant to clarifying a particular problem or issue.
No evidence of use *Consistent and effective use*
54. Is able to apply logical reasoning to determine the relationships of variables.
No evidence of use *Consistent and effective use*
55. Is able to identify the implications of policy statements related to the project or research.
No evidence of use *Consistent and effective use*
56. Is able to test assumptions and utilize feedback in making revisions and corrections.
No evidence of use *Consistent and effective use*
57. Is able to coordinate resources toward the fulfilment of the desired objectives.
No evidence of use *Consistent and effective use*
58. Is able to negotiate changes in the direction or the development of the project.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Formation of the Group

- 59. Is able to identify and assess a need for the establishment of a group.
No evidence of use *Consistent and effective use*
- 60. Is able to identify the various types of formal and informal group structures.
No evidence of use *Consistent and effective use*
- 61. Is able to negotiate with the client group, the type of group structure (roles, style of leadership) best suited to meet its needs.
No evidence of use *Consistent and effective use*
- 62. Is able to plan or design a group meeting based on the identified needs of the group.
No evidence of use *Consistent and effective use*
- 63. Is able to work cooperatively as a member of a planning team or committee.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Presentation of Information Sessions

- 64. Is able to organize the content of the presentation in an effective manner.
No evidence of use *Consistent and effective use*
- 65. Is able to present the information clearly and effectively.
No evidence of use *Consistent and effective use*
- 66. Is able to adapt the presentations to various groups taking into account the group size, needs and interest.
No evidence of use *Consistent and effective use*

67. Is able to deal effectively with difficult situations when responding to audience questions or concerns.

No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Facilitation of Group Process

68. Is able to design activities that help a group get started in building trust.

No evidence of use *Consistent and effective use*

69. Is aware of and able to plan for different stages of group development.

No evidence of use *Consistent and effective use*

70. Is able to encourage group members to use their own and each other's resources.

No evidence of use *Consistent and effective use*

71. Is able to use self-disclosure appropriately.

No evidence of use *Consistent and effective use*

72. Is able to observe group dynamics by noting member's verbal and non-verbal reactions.

No evidence of use *Consistent and effective use*

73. Is able to facilitate the identification of goals and objectives.

No evidence of use *Consistent and effective use*

74. Is able to assist the group in identifying a decision-making process best suited to their needs.

No evidence of use *Consistent and effective use*

75. Is able to encourage the expression of ideas and opinions.

No evidence of use *Consistent and effective use*

76. Is able to summarize discussions.

No evidence of use *Consistent and effective use*

77. Is able to clarify issues or statements made in vague terms.

No evidence of use *Consistent and effective use*

78. Is able to face and deal effectively with difficult emotional situations.

No evidence of use *Consistent and effective use*

79. Is comfortable in dealing with silence in the group.
No evidence of use *Consistent and effective use*
80. Is able to uphold the rights of individuals in the face of group pressure.
No evidence of use *Consistent and effective use*
81. Is able to facilitate the group process of reaching agreement or consensus on issues.
No evidence of use *Consistent and effective use*
82. Is able to plan for and effectively terminate a group.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

**C. Community-Based Work
Networking Skills**

1. Is able to identify and initiate contact with relevant agencies
No evidence of use *Consistent and effective use*
2. Is able to search out informal resources and opportunities in the community, and local leadership.
No evidence of use *Consistent and effective use*
3. Is able to liaise and maintain on-going relationships with agencies and partners.
No evidence of use *Consistent and effective use*
4. Is able to link individuals and groups to resources in the community.
No evidence of use *Consistent and effective use*
5. Is able to expand the network of resources available to communities.
No evidence of use *Consistent and effective use*
6. Seeks opportunities for bridging with other communities.
No evidence of use *Consistent and effective use*

Summarize key observations about the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Issue Identification

- 7. Is able to assist the community in identifying unmet or inadequately met needs.
No evidence of use *Consistent and effective use*
- 8. Is able to research and interpret the history of the issue in that particular community context.
No evidence of use *Consistent and effective use*
- 9. Is able to develop a chronology of the development of the issue.
No evidence of use *Consistent and effective use*
- 10. Is able to develop a profile of all the stakeholders involved in the issue.
No evidence of use *Consistent and effective use*

Summarize key observations about the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Needs Assessment/Asset Building

- 11. Is able to engage the community in all aspects of the assessment process.
No evidence of use *Consistent and effective use*
- 12. Is able to identify the individuals, groups and population affected by the issue.
No evidence of use *Consistent and effective use*
- 13. Is able to work with the community to develop a methodology for assessing their capacities.
No evidence of use *Consistent and effective use*
- 14. Is able to carry out formal and informal interviews with stakeholders and those affected, using qualitative research methods.
No evidence of use *Consistent and effective use*

- 15. Is able to develop and conduct a survey of individuals and groups affected by the issue, using quantitative research methods.
No evidence of use *Consistent and effective use*
- 16. Is able to analyze and interpret the data.
No evidence of use *Consistent and effective use*
- 17. Is able to synthesize findings in written and verbal formats that are in tune with community needs.
No evidence of use *Consistent and effective use*
- 18. Is able to communicate findings to stakeholder and client groups through appropriate means (meetings, newsletters, posters, local radio and newspapers, etc.).
No evidence of use *Consistent and effective use*

Summarize key observations about the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Constituency Building (forming new groups, organizations or coalitions)

- 19. Is able to involve participants from various social sectors in a community.
No evidence of use *Consistent and effective use*
- 20. Is able to build relationships among individuals from different social classes and ethnicities.
No evidence of use *Consistent and effective use*
- 21. Is able to identify common interests among divergent members of a community and support interest-based partnerships.
No evidence of use *Consistent and effective use*
- 22. Is able to facilitate group building through various kinds of strategies (kitchen meetings, public forums, social events).
No evidence of use *Consistent and effective use*
- 23. Is able to foster democratic and inclusive processes of discussion and decision-making.
No evidence of use *Consistent and effective use*
- 24. Is able to identify and support the development of local informal leaders.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Program/Project Development Knowledge

- 25. Is able to facilitate setting goals and objectives with community members.
No evidence of use *Consistent and effective use*
- 26. Is able to develop and assess different options and strategies with community members and help the community to select effective strategies for community action.
No evidence of use *Consistent and effective use*
- 27. Is able to facilitate the selection of one particular option for project or program development with a clearly articulated rationale.
No evidence of use *Consistent and effective use*
- 28. Is able to facilitate the development of a plan of action which includes tasks, resources required, time frames and participant involvement.
No evidence of use *Consistent and effective use*
- 29. Is able to support participants and encourage effective collaboration in relation to tasks and group cohesion during implementation.
No evidence of use *Consistent and effective use*
- 30. Is able to facilitate on-going analysis and reflection with participants during implementation.
No evidence of use *Consistent and effective use*
- 31. Is able to facilitate an understanding of program/project outcomes through evaluation with participants, community members and stakeholders.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Policy Practice

a) Policy Development

Public Awareness

1. Is able to plan and hold public meetings or forums.
No evidence of use *Consistent and effective use*
2. Is able to publicize issues by means of press releases, PSAs, letters to editors, opinion pieces, etc.
No evidence of use *Consistent and effective use*
3. Is able to produce attractive and accurate flyers, handouts or leaflets that are appropriate for various constituencies and groups.
No evidence of use *Consistent and effective use*
4. Is able to use computer technology to publicize issues (list-serves, web sites, etc.).
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Issue/Problem Assessment

5. Is able to understand the "public interest" in the issue/s.
No evidence of use *Consistent and effective use*
6. Is able to identify all the relevant stakeholder groups.
No evidence of use *Consistent and effective use*
7. Is able to carry out research using methods appropriate to each constituency (eg. solicit studies and literature from academics, expert documents from professionals or citizen views via public forums, etc.).
No evidence of use *Consistent and effective use*
8. Is able to synthesize information, gathered from stakeholders, from multiple sources, and from prior work done on the issues, into the format of a briefing note or background fact sheet.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

b) Policy Analysis

- 9. Is able to articulate core issues and formulate policy goals based on the issues.
No evidence of use *Consistent and effective use*
- 10. Is able to identify viable policy options and provide a rationale for those options.
No evidence of use *Consistent and effective use*
- 11. Is able to apply value-based criteria to analyze potential policy options.
No evidence of use *Consistent and effective use*
- 12. Is able to apply specific criteria related to gender, race, orientation, age and other forms of discrimination so as to foster inclusive policy-making.
No evidence of use *Consistent and effective use*
- 13. Is able to develop alternative measures to achieve the same goals.
No evidence of use *Consistent and effective use*
- 14. Is able to develop alternative policy options to address the same issues.
No evidence of use *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

**C) Policy Implementation
Organizational Knowledge**

- 15. Understands the nature and culture of the organization (its particular characteristics).
No evidence of use *Consistent and effective use*
- 16. Understands how different groups may be affected by a policy/program.
No evidence of use *Consistent and effective use*

17. Understands the values, backgrounds and practice skills and interventions related to services being carried out to meet policy goals.
No evidence of use *Consistent and effective use*
18. Demonstrates a working knowledge of the structures and politics of the organization.
No evidence of use *Consistent and effective use*
19. Demonstrates a working knowledge of the government bureaucracies, agencies and constituencies to whom the organization is accountable .
No evidence of use *Consistent and effective use*
20. Is able to assess power dynamics in an organization and its relationship to the outer world.
No evidence of use *Consistent and effective use*
21. Demonstrates an understanding of negotiation and mediation in an organizational environment.
No evidence of use *Consistent and effective use*

Summarize key observations about the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

Lobbying/Advocacy

22. Is able to identify key persons in elected or influential positions.
No evidence of use *Consistent and effective use*
23. Is able to establish contact with key persons through written and oral means of communication.
No evidence of use *Consistent and effective use*
24. Is able to provide decision-makers with technical information and assessments of adopting positions on issues.
No evidence of use *Consistent and effective use*
25. Is able to be articulate, persuasive, concise and flexible when discussing issues with public officials.
No evidence of use *Consistent and effective use*

Summarize key observations about the student’s strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

d) **Policy Evaluation**

26. Is familiar with a variety of approaches to evaluating policies and programs.
No evidence of use ________ *Consistent and effective use*
27. Is able to determine the formal and informal goals of a policy/program.
No evidence of use ________ *Consistent and effective use*
28. Is able to assess the consistency between a policy's goals and the means for achieving the goals.
No evidence of use ________ *Consistent and effective use*
29. Is able to assess the difference between intended and unintended consequences of a policy/program.
No evidence of use ________ *Consistent and effective use*
30. Is able to examine the way in which services are being carried out (process evaluation).
No evidence of use ________ *Consistent and effective use*
31. Knows the difference between adequacy, effectiveness and efficiency and is able to develop criteria for evaluating them.
No evidence of use ________ *Consistent and effective use*
32. Is able to determine the impact of a policy in terms of social justice (for example, on the human rights and self-determination of the group or population affected).
No evidence of use ________ *Consistent and effective use*

Summarize key observations about the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

APPENDIX D: MID-TERM REVIEW SUMMARY FORM

SCWK 5012 Field Placement III (MMBSW) *Mid-Term Review Summary Group Mid-Term Review*

Student: _____

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

Signatures

Social Work Student _____

Faculty Liaison: _____

Field Instructor: _____

Date: _____

APPENDIX E: STUDENT FEEDBACK EVALUATION FORMS

SCWK 5012 Field Placement III (MMBSW) Student Feedback Evaluation Form

Name _____

Agency _____

Field Instructor _____

Date _____

This field placement was one of your choices. Yes No

Please rate your field placement experience by responding to the questions below according to the following rating scale:

1. **Unsatisfactory**
2. **Satisfactory**
3. **Very good**
4. **Outstanding**

- | | | | | |
|---|---|---|---|---|
| 1. This field placement was able to provide me with the kind of learning experiences I wanted to have. | 1 | 2 | 3 | 4 |
| 2. The length and frequency of supervision sessions were responsive to my needs. | 1 | 2 | 3 | 4 |
| 3. The field instructor's approach to supervision facilitated my learning. | 1 | 2 | 3 | 4 |
| 4. Supervision sessions helped me to integrate class-room knowledge and practice. | 1 | 2 | 3 | 4 |
| 5. The physical arrangements of this placement were conducive to learning. | 1 | 2 | 3 | 4 |
| 6. The social work curriculum prepared me adequately for this field experience. | 1 | 2 | 3 | 4 |
| 7. The learning contract was a useful tool in facilitating my professional development. | 1 | 2 | 3 | 4 |
| 8. The field placement selection process was useful and effective in making a good field placement match. | 1 | 2 | 3 | 4 |

Please take some time to answer the following questions:

1. What suggestions do you have for improving the overall quality and effectiveness of the field placement?
2. Do you have any suggestions for improving the overall field instruction program?
3. Other relevant comments are appreciated:

Thank you for taking time to give us feedback.

Please return to

Becky Soffee

School of Social Work

St. Thomas University

Brian Mulrone Hall, Room 311

beckys@stu.ca or fax 452-0611

SCWK 5012 Field Placement III (MMBSW)
Student Feedback Form - Role of the Faculty Liaison

Please rate the role of the faculty liaison by responding to the questions below according to the following rating scale:

- 1. Unsatisfactory**
- 2. Satisfactory**
- 3. Very good**
- 4. Outstanding**

- | | | |
|----|--|---------|
| 1. | The faculty field liaison was helpful in facilitating communication between are key parties in the field placement. | 1 2 3 4 |
| 2. | There were sufficient meetings with the field instructor, and faculty liaison during the field placement. | 1 2 3 4 |
| 3. | The faculty liaison was effective in assisting with the learning contract. | 1 2 3 4 |
| 4. | The faculty liaison was helpful in facilitating the mid-term evaluation and addressing issues of concern. | 1 2 3 4 |
| 5. | The faculty liaison was effective in facilitating integration seminars. | 1 2 3 4 |
| 6. | The integration seminars were relevant and enhanced the overall field placement learning | 1 2 3 4 |
| 7. | The integration seminars assisted me in making connections between the field placement experiences and the curriculum. | 1 2 3 4 |
| 8. | In your opinion what changes would increase the effectiveness of the faculty field liaison role in being more helpful with your field placement? | |
| 9. | In your opinion, what changes would help to increase the effectiveness of the field integration seminar? | |

10. What was the most helpful aspect of the faculty liaison's role in your field placement?

11. What was the most disappointing aspect of the faculty liaison's role?

Additional comments are appreciated.

Thank you for taking time to give us feedback.

Please return to

Becky Soffee

School of Social Work

St. Thomas University

Brian Mulrone Hall, Room 311

beckys@stu.ca or fax 452-0611

APPENDIX F: GUIDELINES AND CONSENT FORM FOR AUDIO OR VIDEO TAPING

Guidelines for Audio or Video Taping*

Research on skill acquisition has demonstrated that audio and videotaping of student-client interviews is an effective method to help students learn practice skills, explore different skill responses, and improve assessment skills, as well as feel comfortable with tape recording.

The following are some suggestions on how to optimize the taping:

1. Always ask the client for permission to tape the interviews. Be prepared to explain exactly why you want to tape it, who will hear the tape, and what you plan to do with it.
 2. Present your request in a comfortable manner. If you are uncomfortable with taping, the client may pick up your discomfort. Past experience indicates that clients are usually quite cooperative when they understand that the tape is a useful, educational tool to enhance your work with them. Keep in mind that depending on country of origin or cultural background, people you work with may have past negative associations with use of tape.
 3. Many persons who have never taped interviews before fear that the client will object. In reality, most do not object to taping. You might explain that you are a student and that taping the interview and going over it afterward with your instructor will help you learn and be of better service to the client. It will also give the client the benefit of the thoughts of your instructor and perhaps of other professionals with more experience. Further, if you do not need to be concerned with taking written notes you can devote your full attention to the interview itself. The client might be advised that the tape will be available for him/her to listen to as well, and that you and s/he can use it in your work together. The client may wish to be reassured that the tape can be erased immediately after its use. In this case, you must ensure that this procedure is followed.
 4. The taping might be introduced somewhat experimentally. Tell the client, "We'll try it for five or ten minutes, and if it bothers you, we'll shut it off." Most will agree, and chances are that after a few minutes both you and your client will have forgotten about the tape recorder.
 5. Always have the machine clearly visible. Never attempt to hide it or the microphone. Place it in a position that will clearly pick up the client's voice and your own. Avoid placing it near noise sources like open windows or air conditioners. Turn off nearby radio and televisions. Test the tape recorder before recording the interview.
 6. If the tape is to be used in a classroom or heard by anyone outside the agency, the client's written permission must be obtained. Taping requires both permission to tape the interview **and** permission to let others hear it.
- * Be sure to check agency policy on taping and use all forms required. If the agency does not have its own forms, you may wish to use the form provided her or a variation of this form.

Consent to Make an Audio and/or Video Taping

Additional Restrictions:

- < “Use by the participating social work student and their immediate instructor/and faculty liaison only.”
- < “Use by the participating social work student’s class and instructor only.”
- < “Use by the School of Social Work faculty and students in regular classes only.”
- < “Use by the School of Social Work regular classes only.”
- < “To be erased immediately following review by Faculty Liaison.”

The above are examples only, and other phrases may be composed and used, bearing in mind the need to be specific and avoid ambiguity.

SCWK 5012 Field Placement III (MMBSW)
Consent for Taping Form

St. Thomas University often finds it helpful to make audio or video tape recordings of sessions between its workers and clients. The tapes are used as valuable tools for education, and supervision purposes. They can also be beneficial in the work with client(s), by viewing and reflecting on some key excerpts of the tape together or asking the client(s) to view the audio/video at home as homework for the next meeting.

St. Thomas University recognizes that clients have a right to decide whether or not they wish to have a session taped. The tapes are made only with client consent.

I hereby grant _____ permission to make an audio tape or video tape recording of interview(s) held with myself and/or my family provided that such recording will be used solely for educational or therapeutic purposes and will be erased after its intended use.

I understand it will not be seen by any person other than:

- ___ the student and field instructor
- ___ the students and staff associated with the agency

I understand that the need for confidentiality and the intended use of the audio/video tape will be explained to the viewer(s) and the client(s) prior to use of this material. The ownership of the audio/video tape and the responsibility for erasure of the tape will be discussed with the client prior to signing this consent form.

Signature of Client

Date

Signature of Field Instructor

Signature of Social Work Student