SCWK 5053 – Field Instruction I
SCWK 5089 – Field Instruction II

2019-2020
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St. Thomas University
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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW OF THE PDBSW PROGRAM AT ST. THOMAS UNIVERSITY</td>
<td>6</td>
</tr>
<tr>
<td>DESCRIPTION OF SOCIAL ACTION FIELD PLACEMENTS</td>
<td>8</td>
</tr>
<tr>
<td>DESCRIPTION AND KEY ELEMENTS</td>
<td>8</td>
</tr>
<tr>
<td>PROJECT EXPECTATIONS</td>
<td>9</td>
</tr>
<tr>
<td>PLACEMENT HOURS AND ATTENDANCE</td>
<td>11</td>
</tr>
<tr>
<td>BEGINNING AND END DATES</td>
<td>11</td>
</tr>
<tr>
<td>MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE</td>
<td>12</td>
</tr>
<tr>
<td>SECTION I: ASSIGNMENTS AND EXPECTATIONS</td>
<td>13</td>
</tr>
<tr>
<td>BEGINNING PHASE: OVERVIEW OF ASSIGNMENTS AND REQUIREMENTS</td>
<td>13</td>
</tr>
<tr>
<td>ORIENTATION TO THE PLACEMENT ORGANIZATION</td>
<td>13</td>
</tr>
<tr>
<td>TEAM BUILDING GUIDE</td>
<td>14</td>
</tr>
<tr>
<td>THE LEARNING CONTRACT</td>
<td>14</td>
</tr>
<tr>
<td>MIDDLE PHASE: OVERVIEW OF ASSIGNMENTS AND REQUIREMENTS</td>
<td>18</td>
</tr>
<tr>
<td>THE MID-TERM REVIEW</td>
<td>18</td>
</tr>
<tr>
<td>FINAL PHASE: OVERVIEW OF ASSIGNMENTS AND REQUIREMENTS</td>
<td>19</td>
</tr>
<tr>
<td>WRITING A FINAL GROUP EVALUATION</td>
<td>19</td>
</tr>
<tr>
<td>ADJOURNING THE PLACEMENT</td>
<td>21</td>
</tr>
<tr>
<td>OVERVIEW OF THE BSW PROGRAM &amp; FIELD INSTRUCTION II PHILOSOPHY OF THE</td>
<td>22</td>
</tr>
<tr>
<td>SCHOOL OF SOCIAL WORK</td>
<td></td>
</tr>
<tr>
<td>STRUCTURAL PERSPECTIVE OF SOCIAL PROBLEMS</td>
<td>22</td>
</tr>
<tr>
<td>GENERALIST MODEL OF SOCIAL WORK PRACTICE</td>
<td>22</td>
</tr>
<tr>
<td>PROBLEM-SOLVING APPROACH TO SOCIAL WORK PRACTICE</td>
<td>22</td>
</tr>
<tr>
<td>COURSE OUTLINE: SCWK 5089 FIELD INSTRUCTION II</td>
<td>23</td>
</tr>
<tr>
<td>CALENDAR DESCRIPTION</td>
<td>23</td>
</tr>
<tr>
<td>GOAL OF THE COURSE</td>
<td>23</td>
</tr>
<tr>
<td>COURSE OBJECTIVES</td>
<td>23</td>
</tr>
<tr>
<td>METHOD OF INSTRUCTION</td>
<td>24</td>
</tr>
<tr>
<td>ATTENDANCE AND HOURS IN PLACEMENT</td>
<td>24</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>25</td>
</tr>
<tr>
<td>TERMINATION</td>
<td>26</td>
</tr>
<tr>
<td>ASSIGNMENTS AND EXPECTATIONS</td>
<td>26</td>
</tr>
<tr>
<td>MAJOR ASSIGNMENTS &amp; REQUIREMENTS AT-A-GLANCE</td>
<td>29</td>
</tr>
<tr>
<td>ASSIGNMENTS AND EXPECTATIONS</td>
<td>30</td>
</tr>
<tr>
<td>BEGINNING PHASE OF THE DIRECT PRACTICE FIELD PLACEMENT</td>
<td>30</td>
</tr>
</tbody>
</table>
OVERVIEW OF ASSIGNMENTS AND REQUIREMENTS: BEGINNING PHASE ................................................. 30
THE LEARNING CONTRACT .................................................................................................................. 30
FIRST FIELD INTEGRATION SEMINAR ............................................................................................... 38
MIDDLE PHASE OF THE DIRECT PRACTICE FIELD PLACEMENT .................................................. 40
OVERVIEW OF ASSIGNMENTS AND REQUIREMENTS: MIDDLE PHASE ........................................ 40
MID-TERM EVALUATION .................................................................................................................... 41
SECOND FIELD INTEGRATION SEMINAR ............................................................................................ 41
FINAL PHASE OF THE DIRECT PRACTICE FIELD PLACEMENT ....................................................... 43
OVERVIEW OF ASSIGNMENTS AND REQUIREMENTS: FINAL PHASE ............................................ 43
THIRD FIELD INTEGRATION SEMINAR: CREDO ASSIGNMENT ...................................................... 43
THE FINAL EVALUATION MEETING ................................................................................................. 44
DOCUMENTING LEARNING IN THE FIELD PLACEMENT ................................................................... 47
WRITING IN THE FIELD PLACEMENT ............................................................................................. 47
MONITORING THE STUDENT’S LEARNING ....................................................................................... 48
DIRECT OBSERVATION ...................................................................................................................... 48
SUMMARY RECORDING ................................................................................................................... 50
JOURNAL WRITING .......................................................................................................................... 50
SECTION II: DESCRIPTION OF ROLES .............................................................................................. 51
THE FIELD EDUCATION COORDINATOR ......................................................................................... 50
FIELD INSTRUCTOR/SUPERVISOR AND THE AGENCY ............................................................... 51
THE FACULTY LIAISON ...................................................................................................................... 53
THE STUDENT .................................................................................................................................. 54
SECTION III: POLICIES ...................................................................................................................... 55
HARRASEMENT AND DISCRIMINATION ......................................................................................... 57
SOCIAL AND ELECTRONIC MEDIA AND THE USE OF ELECTRONIC DEVICES IN THE SCHOOL OF SOCIAL WORK POLICY ............................................................................................................. 57
IMMUNIZATION POLICY ................................................................................................................... 57
POLICY GOVERNING PROFESSIONAL READINESS IN THE SCHOOL OF SOCIAL WORK ............ 57
CRIMINAL RECORDS CHECK .......................................................................................................... 57
INSURANCE ...................................................................................................................................... 55
LIABILITY INSURANCE POLICY ....................................................................................................... 55
WORKER’S COMPENSATION INSURANCE ...................................................................................... 55
CONFIDENTIAL INFORMATION ........................................................................................................ 57
FIELD PLACEMENT SELECTION POLICY ................................................................. 58
GUIDELINES FOR STUDENTS WHO WISH TO APPEAL A DECISION MADE IN RELATION TO FIELD PLACEMENT ........................................................................................................... 61
POLICY ON TERMINATING OR CHANGING A FIELD PLACEMENT (STUDENT) ................................................................. 59
ATTENDANCE IN FIELD PLACEMENT POLICY ...................................................................................... 63
HORIZON HEALTH NETWORK POLICY & PROCEDURE MANUAL: DRESS CODE ..................................... 64
SOCIAL WORK CODE OF ETHICS ........................................................................................................... 68
A CODE OF PRACTICE FOR RADICAL/PROGRESSIVE SOCIAL WORKERS ............................................. 68
THE STUDENT-AT-RISK FOR FAILURE OF THE FIELD PLACEMENT ................................................... 74
OVERVIEW OF THE PDBSW PROGRAM AT ST. THOMAS UNIVERSITY

The main objective of the Post-Degree Bachelor of Social Work (PD BSW) degree is to provide graduates with a generic practice framework so that they are prepared to deliver services to various client constituencies at a level of competence suitable for beginning practice. The PD BSW at St. Thomas places major emphasis on understanding the structural roots of social problems in Canadian society. The cause of much of the suffering and inequality in society appears to be rooted in our social and economic order, and not in the individual, the family, or the subculture. All interventions are seen within the context of this understanding and, although much of social work practice is concerned with the immediate needs of individuals, the resolution of social problems is seen as necessarily involving interventions in our major social institutions.

Post-Degree Bachelor of Social Work Program

The PD BSW is designed for university graduates whose undergraduate programs include a substantial liberal arts component, and who are familiar with, and committed to, a career in social work. Limited in enrolment, the PD BSW is an intensive, 60-credit hour, 15-month program. It builds on previous undergraduate education and leads to the professional PD BSW credential. The PD BSW is limited in enrolment to 52 students. Admission is highly competitive and possession of minimum requirements does not guarantee admission. Candidates are assessed on the basis of academic preparation and professional suitability. The PD BSW program is designed to provide students with 60 credit hours in social work courses over a period of four semesters. The following is a description of the program design, and orientation. Prior to acceptance, applicants will have completed an empirical research methods course, which provides familiarity with a broad range of qualitative and quantitative research methods as well as research ethics. This course will be reviewed by the admission committee.

STU Progressive (Social Action) Field Education Model

The pursuit of social justice is a core value of both social work education and social work practice. Our approach to social justice is based on a structural social work perspective. Structural social work derives from critical social theory. “Critical theory seeks to change a society whose institutions, practices, and processes are exploitative and discriminatory to one that is emancipatory and free from domination” (Mulally, 2007, p.108).

We seek to apply the following components of critical theory in our classroom teaching and in field education:

- the ability to see and analyze sources of domination in actual social practices in existing economic, political, and social institutions, including social services.
- the ability to articulate dimensions of an alternative social vision based on progressive social work values i.e. what constitutes “the good life” for those excluded from it.
- the ability to assist people who are marginalized and oppressed to engage in social analysis and to effect political change.


In other words, a structural approach to social work includes, but goes beyond, critical analysis to develop alternatives and involve people in the social change required to create more just and healthy conditions for life to flourish. Rubin and Rubin (1992) suggest that there are five goals of social change: improvement of the quality of life through the resolution of shared problems; reduction of the level of social inequalities caused by poverty, racism, and sexism; the exercise and preservation of democratic values as part of the
process of organizing; enabling people to achieve their potential as individuals; and the creation of a sense of community (cited in Shragge, 2003, p.43).

From a teaching and learning perspective, “these principles, applied to practice, are insufficient if social work practitioners do not identify themselves with progressive social work as a form of political practice” (Withorn,1984, cited in Bombyk, 1995, p.1937). Progressive social work practitioners act in solidarity with service users as citizens to challenge and propose alternatives to institutionalized domination and oppression. Advocacy, activism, and organizing for social justice must be part of “larger collective strategies rather than random, individual acts that expose smaller policies or practices of injustice but leave the larger systems untouched (Baines, 2007, p.51). As a political practice, social action to effect social justice can operate at both micro and macro levels of social work provision, through discovering ways of expanding existing practice to create linkages and build bridges for social change activities (Bombyk, 1995, p.1934). For example, a number of our social action placements are geared to helping conventional agencies think more strategically about their education, research and outreach kinds of activities, in order that they have more direct impact in the public domain and influence policy-makers and politicians more effectively.

From the standpoint of professional responsibility, social work is the only profession with a mandate to bring about social justice. Social Work codes of ethics in Canada and the United States explicitly identify this pursuit as a primary objective. Thus, social workers can, and should, be held publically accountable for our ability or failure to do so. According to the IFSW and the IASSW (2004), social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work; this includes challenging negative discrimination, recognizing diversity, distributing resources equitably, challenging unjust policies and practices, and working in solidarity. A code of ethics relevant to progressive social work practice has been developed by Fraser and Briskman (2004). See Appendix A for the full text.

“Many progressive social workers believe that the success of social work in the 21st century depends on further legitimizing progressive social work, improving social work education, preparing practitioners with improved methods, becoming more deeply involved in political practice in the public domain, and asserting a greater progressive presence within and outside the profession” (Bombyk, 1995, p.1940). In our classroom teaching and field education, social action in pursuit of social justice is a critical component of our progressive social work vision.

References

DESCRIPTION OF SOCIAL ACTION FIELD PLACEMENTS

Description and Key Elements

Progressive field education provides experiences and knowledge that will enable social work students to integrate a social justice orientation into their practice framework and develop an understanding of the links between private troubles and public issues. Some of the key elements of progressive field education are: social justice, human rights, inclusion, empowerment, and advocacy.

St. Thomas University’s School of Social Work supports progressive field education in all student placements. Specifically, SCWK5083 Field Instruction I: Social Action field placement has been developed to provide an opportunity to learn about community-based practices that promote social change. The focus of the placement is usually an initiative or project related to a social issue such as poverty, homelessness, violence against women, bullying in the workplace and schools, racism, homophobia, discrimination, or inequality. As Martin (2007) explains, social action or activism is “action on behalf of a cause, action that goes beyond what is conventional or routine. The action might be door-to-door canvassing, alternative radio, public meetings, rallies or fasting. The cause might be women’s rights, opposition to a factory, or a gap in services.” It can also include “working behind the scenes” to secure support for an initiative through research, consensus building, grant applications, and public engagement. However, in all social action placements, there is a clear political goal for change and a public face to the social action.

One of the ways a social action field placement differs from our direct practice field placement is that its focus on social issues is broader, targeting community level interventions, rather than individual and family interventions. Another difference is the team-work focus where we match 2-4 students with each social action placement. Students are expected to practice the skills of team work with each other and agency staff in carrying out the initiative or project. We have an expectation that this project experience will allow them to learn more about sharing leadership skills and work responsibilities in a respectful and collaborative manner.

Preparation of students to engage in social action field placements

It has been our experience that when social work students are confronted with the possibility of doing a social action field placement, many will express reservations and concerns and some will be excited about this opportunity. Students who enter a social work and human service program with a strong social justice-related background and value base are often keen to engage in social action field placements.

Students may make assumptions about social action field placements that reflect society’s stereotypes about social activists being the ‘rebel type’ who may engage in burning placards or in activities that lead to getting arrested. This view would obviously conflict with most students’ goal of getting a job with an established organization, or provincial or territorial government. The Field Education Coordinator’s job is to demystify the social action field education and clarify misconceptions that get in the way of students’ ability to fully engage in their placement. All PD BSW students are prepared for the social action field placement through their course work, such as the SCWK5013: Group Work Theory and Design and SCWK5223: Organizing for Action with Diverse Groups where they learn the historical context, fundamental concepts and the direct skills necessary for organizing and enacting social change efforts within diverse contexts and with diverse groups.

References:

Project Expectations

Media Engagement

Each social action project should provide opportunities for students to engage the media as a means of advancing the goals of the social action project. Media can be used for a variety of purposes: to help make an issue “social”, to advocate for a course of action, to critique existing policy or programs, or to increase the public profile and credibility of organizations or groups. Media can also be used at different stages in a social change process. For example, at the beginning, organizations often create events to draw public attention to an issue that has been ignored. Public activities can be designed to demonstrate positive or negative effects of a proposed policy to influence political decision-making, in the midst of a campaign or debate.

Examples of media activity include press releases, press conferences, media advisories, letters to editors, and “op-ed” or opinion pieces in editorial sections of mainstream print or online media. Students should also be aware of key websites and blogs related to the issue they are working on.

Political Engagement

Each social action team of students should have an opportunity to design an activity to engage the formal political system at the relevant municipal, provincial and/or federal government level in order to advance the goals of the project in your placement. The design should focus on meeting with appropriate politicians or presenting before a relevant public or government committee. It is important for the students to consider the agency’s history of political advocacy, and any relationships they have with various political actors, when designing this activity. It is also necessary to understand the positions and actions undertaken by other organizations working on the issue in order to design an effective strategy.

In making a presentation to the agency supervisor or staff, the team of students should explain: what activity they designed to engage politicians; the purpose of the activity in relation to the project and the issue they are working on; and, what the students and the agency learned from designing this activity. The decision about whether or not to implement the political strategy rests with the agency.

Examples of strategies and actions for social action field placements

(This list can provide some ideas to consider for action steps in developing a proposal to meet your project goal). Strategy refers to a plan of action designed to achieve a particular goal. In the context of social action field placements, a strategy could involve:

- an overall design for building power to influence social change;
- an approach for making a government or other body do something in the public interest that they would not otherwise wish to do;
- an overall plan for researching and introducing, or revising, a service to a marginalized group.
Examples of strategies that could be included in your proposal

➢ a strategy for influencing the government
➢ a strategy for influencing public opinion to change attitudes
➢ Open Space Technology
➢ research and social planning
➢ writing grant applications in support of social action planning new services
➢ community consensus building
➢ general, sympathy, and wildcat strikes
➢ development of or support for existing coalitions
➢ public education activities
➢ building mass movements and organizations
➢ collective bargaining
➢ parliamentary political action – supporting political parties position on issues
➢ participation in electoral politics
➢ extra-parliamentary political action such as public protest
➢ lobbying
➢ resistance and protests
➢ boycotts of products
➢ building culture and identity
➢ internet advocacy
➢ changing legislation and policies
➢ training to address gaps in knowledge and skill
➢ media work
➢ campaigns of collective claims that consist of a series of organized planned action
➢ direct action
➢ consciousness-raising
➢ creating social space and building collective identity
➢ building international ties

Actions

Actions are the steps used in carrying out a strategy; the specific things that students could do to influence those in positions of power to bring about change; or activities to help community groups more effectively achieve project goals.

Examples of actions

➢ lobby day, i.e., to support the passing of a piece of legislation
➢ media events
➢ publicity
➢ picketing
➢ sandwich boards
➢ mass demonstrations
➢ marches
➢ photo voice exhibitions
➢ picketing an MLA or MP’s office
➢ public hearings
➢ postcard campaign
➢ pressure campaign
➢ leaflets, pamphlets
➢ letter-writing campaign
➢ petition drive
➢ debates
➢ art
➢ testimonies and first person stories
➢ rallies
➢ people chaining themselves to chairs in the House of Commons
➢ picnics
➢ fundraisers
➢ symbols and songs
➢ prayer and worship
➢ meetings
➢ turnout events
➢ meetings with public officials and politicians
➢ direct action, i.e., people chaining themselves to trees or Parliament, occupying buildings
➢ educational teach-ins and sessions
➢ civil disobedience and non-violent resistance
➢ boycotts
➢ blockades
➢ speak out
➢ hunger strikes
➢ sit-ins, die-ins, kiss-ins, pray-ins, wade-ins, stand-ins
➢ voter registration
➢ public statements and manifestos
➢ popular education
➢ community action
➢ street theatre
➢ celebrations
➢ memorials and vigils
PLACEMENT HOURS AND ATTENDANCE

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). At St. Thomas, we divide these hours between a minimum 250-hour Social Action placement, completed in the third semester, and a minimum 450-hour Direct Practice placement, completed in the fourth and final semester. While 250 hours is the minimum requirement for the Social Action placement, students must complete their 250 hours within the dates listed. A passing grade cannot be assigned until this requirement is met.

Students work according to their host agency’s hours. For example, if the agency’s hours of operation are Monday-Friday, 8:30 AM – 4:30 PM, then students will begin at 8:30 AM and end at 4:30 PM. If the agency’s hours of operation include evenings and weekends, students, Field Instructors, and Faculty Liaisons should work out a schedule that works best for everyone, while aiming to keep work hours within the typical workday from Monday-Wednesday. Some placements may involve after-hours work on occasion. Agencies should include their hours of operation and if any after-hours work will be required in their proposals. Students should count an 8-hour workday as 7.25 placement hours to account for breaks where they are not engaged in placement activities.

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.

Beginning and End Dates

The first day of placement is Monday, April 6th and the last day is Wednesday, June 24, 2020. Social Action field placements are three days per week, Monday-Wednesday, for 12 weeks (7.25 hours per day).
## MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE

<table>
<thead>
<tr>
<th>Assignment/Requirement</th>
<th>Date/Time</th>
<th>Location</th>
<th>Details on Page (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Placement – On-site Orientation</td>
<td>April 6, 2020</td>
<td>Agency</td>
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</tr>
<tr>
<td>The Learning Contract Meeting</td>
<td>Contract components to be completed within first 2-3 weeks of placement.</td>
<td>The host agency (unless otherwise specified).</td>
<td>P. 14</td>
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<td>Students &amp; Field Instructor/Supervisor complete the <strong>Learning Contract</strong> (and Team Building Guide) prior to meeting with the Faculty Liaison.</td>
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<td>Mid-Term Review</td>
<td>TBD by Faculty Liaison (Roughly around Weeks 7-9)</td>
<td>The host agency (unless otherwise specified).</td>
<td>P. 18</td>
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<td>Students &amp; Field Instructor/Supervisor complete the <strong>Mid-Term Evaluation Form</strong> and “Qualities of a Well-Functioning Group” Rating Scale prior to Meeting &amp; Review of Learning Contract</td>
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<td>Final Group Evaluation</td>
<td>Evaluation Write-Up to be completed before Evaluation Meeting (final weeks of placement).</td>
<td>The host agency (unless otherwise specified).</td>
<td>P. 19</td>
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<tr>
<td>Social Action Fair (part of the SCWK 5223 Course)</td>
<td>TBD</td>
<td>STU Campus; Great Hall (GMH)</td>
<td>P. 21</td>
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<tr>
<td>Last Day of Placement</td>
<td>June 26, 2020</td>
<td>Agency</td>
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</tr>
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Field Instruction Handbook I & II 2019-2020
SECTION I: ASSIGNMENTS AND EXPECTATIONS

Beginning Phase: Overview of Assignments and Requirements

During the Beginning Phase of the Social Action Placement, students and Field Instructors/Supervisors are expected to engage in the following activities:

a) *Agency-based orientation* to the agency staff, policies and services (see “Orientation to the Placement Organization” below);

b) Engagement in a team building process utilizing the *Team Building Guide* (p. 14) and development of the team’s *Group Guidelines*: *This activity should be completed prior to the first meeting with the Faculty Liaison (the Learning Contract meeting)*; and,

c) Development of a team *Learning Contract* by coming to a consensus on team-based learning objectives, and identifying objectives to be included on an individual basis. Group Guidelines and responses to the Team Building Guide should be attached to the Learning Contract. **Complete details on developing a Learning Contract can be found starting on p.14**

d) *Learning Contract Meeting*—meeting date to be arranged between Field Instructor/Supervisor, students and Faculty Liaison. Full description can be found on p.17.

Orientation to the Placement Organization

As part of the orientation process, students should familiarize themselves with the following information about the agency or community group they are placed with, within the first two weeks of the field placement:

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.)*
7. 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?*
8. 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?

Team Building Guide

As a first step in the Team Building Guide, students should discuss the questions below as a group and come to an agreement on how they want to work together in achieving the social action project objectives. As a second step, students should discuss their responses to the questions below with the Field Instructor/Supervisor. *This activity should be completed prior to the first meeting with the Faculty Liaison (the Learning Contract meeting).*

- a. What resources (knowledge, skills, experience, abilities, personal qualities, access to relevant resources) do you bring that may help this team to complete the social action project?
- b. What resources do you **not** bring that will need to be obtained from other team members in order to accomplish the tasks of the social action project?
- c. What is your worst fear about working together in this team? Worst fear about completing this social action project?
- d. What are your hopes for your team, and about accomplishing the social action project?
- e. Discuss your project goals: what steps have to be taken to reach your goals?
- f. How will you proceed together? How will you make decisions? Who will have leadership responsibilities and functions (be specific) for the team? Does the team need a chairperson?
- g. How does the team want to deal with conflict when it arises?
- h. As a result of completing this team-building discussion, identify the **group guidelines** that will guide your work with respect to communication patterns, decision-making and dealing with conflict.
- i. Attach the team’s **group guidelines** and your responses to the questions above to your Learning Contract.

The Learning Contract

This section contains information on the Learning Contract and provides guidance on how to write effective learning objectives. The Learning Contract Form (completed by the Faculty Liaison during the Learning Contract Meeting) can be found on the website Learning Contract.

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

1. To further clarify and specify the responsibilities of the students and the Field Instructor/Supervisor in the field placement.
2. To design and implement a group educational plan for students.
3. To provide a means by which students can influence how and what they learn.
4. To learn skills in identifying individual and group professional needs and how to meet them.
5. To assist the Field Instructor/Supervisor’s role in supervision by providing a practical tool for supervision.
6. To guide on-going evaluation of the students’ learning.

Once the Learning Contract has been developed, students will:

- Submit a copy of the completed and agreed upon Learning Contract to the Faculty Liaison in advance of the Learning Contract Meeting at a time to be determined by the Faculty Liaison.
- Present the Learning Contract for discussion and approval at the Learning Contract Meeting.
- Engage in carrying out the tasks associated with the social action project.
- Review the Learning Contract at each subsequent meeting between the students, Field Instructor/Supervisor, and Faculty Liaison, to determine student progress toward the achievement of the Learning Objectives and to check in regarding other components of the Contract, including: supervision, evaluation, and the Team Building Guide/ Group Guidelines.

Components of the Learning Contract

A. Supervision Arrangements: Students and Field Instructors/Supervisors will determine the frequency with which they will meet, and the format of meetings (e.g. how many individual, group, etc.)

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

C. Learning Opportunities: This refers to all the activities, experiences and assignments available through the social action project and in the agency, which would help the students to learn the identified skills. Brainstorming of activities can be a useful exercise to assist you with this component of the learning contract.

D. Learning Objectives: Learning objectives outline in writing what students want to learn in their field placement, and allow them to focus some attention on their particular areas of interest or learning needs.

Writing Learning Objectives

The following two pages will help students in the development of their learning objectives for the Social Action field placement. Field Instructors/Supervisors can assist students in the development of these objectives where appropriate; however, the majority of the work should be the students’ responsibility.

There are four levels of objectives:

1. Knowledge (content)
   - A learning objective specific to the project content or topic area
2. Skill (ability/integration of knowledge into action)
   • A learning objective about media work related to the project
   • A leaning objective about political action related to the project
   • Other relevant skills

3. Personal Development (self-awareness, ability)
   • A personal development learning objective

4. Team work (group engagement and process)
   • A learning objective about team-work

Reflection to Assist in the Development of Learning Objectives

When identifying learning objectives the students are encouraged to draw on the following criteria as a guide:
   • A personal assessment of their own and the group’s strengths and opportunities for growth in relation to the social action project.
   • An identification of their own areas of interest and learning needs.

For Students—consider the following questions:

Knowledge: What knowledge would you like to be more aware of in relation to your social issue?

Skills: What skills would you like to be able to develop or improve before beginning your first job, considering that social workers frequently engage in Advocacy and Social Action? What would you be doing differently in the agency, community, with clients, colleagues or supervisors if you achieve this skill development? What would you like to learn to be more effective in doing media work or in developing a political action strategy?

Personal Development: What areas of personal growth and development would you like to strengthen during your field placement? What would this growth look like in your attitude and behavior?

Team work/Group Process: What skills would improve your effectiveness as a team member? What do you need to work on to be more effective in dealing with group conflict?

Learning Objectives should include three parts:

➢ A goal statement (to....verb...) related to knowledge acquisition, skill or personal development
➢ An action statement, which describes how the goal will be achieved, i.e., activities and tasks to be carried out in helping you to achieve the objective
➢ Evidence of accomplishment: what it would look like if you achieved the objective
Example:

To *(goal)* improve ............... by *(action, means to accomplish goal)*.

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

Example Goals:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>PERSONAL</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>agency mandate</td>
<td>media skills</td>
<td>assertiveness</td>
<td>developing group guidelines</td>
</tr>
<tr>
<td>policies/procedures</td>
<td>work habits</td>
<td>self-appraisal</td>
<td>problem-solving with team members</td>
</tr>
<tr>
<td>action strategies</td>
<td>organizing activities</td>
<td>self-care/coping strategies</td>
<td>clarifying roles</td>
</tr>
<tr>
<td>social problems</td>
<td>group work</td>
<td>self-awareness</td>
<td>sharing responsibilities</td>
</tr>
<tr>
<td>community resources</td>
<td>use of supervision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 students are actually trying to attain. In naming the evidence of accomplishment, the students further clarify the degree of knowledge, skill development, personal development and team work development that they are intending to achieve. This ensures a clearer picture of what the students are trying to achieve for everyone involved. This is entirely in the students’ control as long as the learning objective 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. Group goals, however, should reflect possibilities of learning for all of the students in the group.

Examples:

1. At the end of my field placement, I will be able to understand and to use the internet and alternative media to publicize an issue or advocate a position.
2. At the end of my field placement, I will be able to articulate, and be persuasive, concise and flexible when discussing issues with public officials.
3. At the end of the field placement, I will be familiar with a variety of approaches to evaluating policies and programs.

Learning Contract Meeting

The purpose of the Learning Contract Meeting is to establish the goals and expectations of each person involved in the placement. The date for the Learning Contract Meeting will be established by the Faculty Liaison, in conjunction with the Field Instructor/Supervisor and the students. The Learning Contract Meeting normally occurs within the first two weeks of the placement start date. In advance of
this meeting, a draft of the Learning Objectives, Team-Building Guide responses, and the Group Guidelines should be sent to the Faculty Liaison by the date they request it. Field Instructors/Supervisors and students should be in agreement on the content of these documents and should be mutually aware of them prior to the meeting time. The meeting will take roughly 1-1.5 hours, and will involve a review of all components outlined in The Learning Contract Form.

Middle Phase: Overview of Assignments and Requirements

a)  *Continue to work* on the project in consultation with the Field Instructor/Supervisor.
b)  Prepare for the *Mid-Term Review* by completing Part 1 and Part 2 of the Mid-Term Evaluation instructions (see below) in advance of the Mid-Term Evaluation Meeting.
c)  Participate in the *Mid-Term Evaluation Meeting* which occurs between the students, Field Instructors/Supervisors, and the Faculty Liaison (see below).

The Mid-Term Review

The purpose of the mid-term review is:

➢  To review the students’ *Learning Contract* to assess progress and identify opportunities for growth during the remainder of the placement.
➢  To collaborate with students in reviewing appropriate sections of the skills review form, with the goal of providing feedback to the students.
➢  To assess as a group the level of functionality and empowerment of each group member by the wider group.

Process:

The Faculty Liaison will schedule the Mid-Term Evaluation Meeting around the mid-way point of the placement; both in terms of calendar weeks and in terms of progress to-date. Mid-term reviews typically occur around Weeks 7-9, but may occur earlier or later, depending on the work plan of the individual placement.

**Part 1** of the Mid-Term Review process is for students, along with their Field Instructor/Supervisor, to complete the *Mid-Term Review Evaluation Tool* found on STU.ca website. It is likely that some entire sections or certain skills in some sections may not apply to your specific project. These should simply be acknowledged as non-applicable (N/A). **It is very important that this activity be completed in advance of the Mid-Term Evaluation Meeting, and that a draft be sent to the Faculty Liaison by a date of their choosing in advance of this meeting.**

**Part 2** of the Mid-Term Review process is for students to complete the *Qualities of a Well-Functioning Group Rating Scale* (found in the Mid-Term Review Evaluation Tool). The Rating Scale assessment should be attached to the Mid-Term Evaluation Tool, and sent to the Faculty Liaison and Field Instructor/Supervisor in advance of the Mid-Term Evaluation Meeting.
Part 3 of the Mid-Term Review process is to attend and participate in the **Mid-Term Evaluation Meeting**. Students and Field Instructors/Supervisors should be prepared to summarize students’ progress, and revisit the Learning Contract to assess progress against the Learning Objectives. During this meeting, any issues and/or concerns should be discussed, with the Faculty Liaison acting as a facilitator of open dialogue.

**Final Phase: Overview of Assignments and Requirements**

a) **Continue to work on the project** in consultation with the Field Instructor/Supervisor.

b) **Students will prepare a final evaluation report** in collaboration with the Field Instructor/Supervisor using the guidelines in this handbook on “**Writing a Final Group Evaluation**” (below).

**Writing a Final Group Evaluation**

This guideline is to be used as an aid by Field Instructors/Supervisors and students in writing the final evaluation report. This final evaluation can serve a number of purposes for the students: as a tool for reflection on the varied experiences of the placement; as a basis for assessing future educational goals, and as a letter of recommendation for employment. The questions under each heading need not be responded to item by item but are included to illustrate areas the supervisor and students may want to think about and address in the evaluation. **The students are responsible for completing sections 2, 9 and contributing towards section 10 of this guideline; however they can assist with the other sections as requested by the supervisor.**

1. **Identifying Data**
   Project title, students’ names, 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 students trained, the name and title of supervisor(s), the name and title of the Faculty Liaison.

2. **Experiences/Assignments**
   Describe the kinds of learning experiences made available to the students: What kinds of projects did they work on? Did they have a chance to deeply explore their social action issue? Were they able to meet with government officials, stakeholders, policy makers? Did the students attend any training programs, staff meetings, participate in community or research projects, or have contact with other agencies?

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

3. **Supervision**
   Comment on the frequency and length of supervision provided: How did the students relate to the supervision process? Who initiated most supervision meetings? Were the students prepared or did they depend on the Field Instructor to lead the discussion? Was learning hindered or enhanced by the student’s ability to make constructive use of supervision? How did they respond to constructive criticism? If there were difficulties, what efforts were made by the supervisor and the students to
resolve the problem, and what was the outcome? Was there anything unusual or unique about your supervisory relationship or approach to the students?

4. **Relationships with others/Group Process**
   Considering all the various people the students have interacted with during the field placement, comment on their abilities to form relationships with comfort and ease. Were there any areas of difficulty? What skills allowed the students to be unusually effective or less effective in relating to others? Were they able to organize meetings and/or mobilize participation from stakeholders? How did the students work with others in group situations? Did they support or encourage other team members? Did the students plan for or lead a group? What kinds of issues did they work on? Were there any difficulties they experienced in working with others in the group process? What strengths did they bring to the group situation?

5. **Community/ Social Action**
   **Political Issues:** Were the students able to articulate and/or advocate the agency’s position to decision makers (e.g. politicians, local officials, agency directors or boards)? Were they able to use a variety of information sources to publicize issues or understand positions (e.g. press releases, letters to the editor, etc.)? Were the students able to use organizing skills to empower themselves and others to take action on social issues? Did the students appear to understand their strengths and limitations regarding using power to effect social change?

   **Analytical Skills:** Were the students able to understand and interpret agency programs/ services in terms of social justice and did they see the connections with social, economic and political barriers to social change? Were they able to assess the political climate and interests of stakeholders as they related to the issue and if so were they able to develop strategies directed toward change? Were they able to gather and synthesize research information accurately and use the information to further the agency’s goals? Do they understand participatory research approaches and the ethics involved in using these methods?

6. **Professionalism**
   Did the students behave professionally? Consider such things as dress, attendance, use of time, behaviour and attitude. Did the students abide by the principles of the Social Work Code of Ethics, or the codes of your agency, such as, showing respect for clients, and using a non-judgmental approach?

7. **Communication Skills**
   Comment on students written communication skills. E.g.) Were documents written concisely and clearly? How much time was taken to produce acceptable work? Were messages, memos, summaries and reports written in accordance with agency guidelines and your expectations?

8. **Summary of Group’s Strengths and Areas for further Development**
   What were this group’s primary strengths as you see them now? Which areas need improvement?

9. **Students Learning Objectives**
   Please refer to the learning contract and discuss key learning acquired in the process of working on attaining your learning objectives. What factors facilitated or hindered this work?
10. **Overall Assessment and Recommendation**
Overall, how did the students understand and respond to the challenge of social action? Based on your observations, identify whether you recommend a pass or fail grade.

**Adjourning the Placement**

The successful completion of the Social Action project is cause for celebration. Students, Field Instructors/Supervisors, and Faculty Liaisons have all worked hard to ensure the process has gone as smoothly as possible. Even if every goal originally set out in the Beginning Phase was not accomplished, the Adjournment stage of group development can offer a time for reflection on what has been learned throughout the process. This year, as part of a mandatory course that accompanies the Social Action field placement, SCWK 5223: Organizing for Action with Diverse Groups, students will be displaying their accomplishments for the general public, including host agencies, at a Social Action Fair - Date TBD.
OVERVIEW OF THE BSW PROGRAM & FIELD INSTRUCTION II

Philosophy of the 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.*

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.

**Course Outline: SCWK 5089 Field Instruction II**

*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. The field placement will normally be five (5) days per week for three months.

*Goal of the Course*

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.

*Course Objectives*

In addition to the learning objectives that will be outlined by each student in their Learning Contract (please see p. 30 for detailed information and instructions). The School of Social Work has outlined the following learning objectives for students engaged in their initial placement experience:

I. **Personal Effectiveness**

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

II. Organizational Effectiveness

• Demonstrated ability to work effectively in a learning setting, which approximates as closely as possible a beginning professional work experience.
• 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.
• Demonstrated ability to participate successfully in supervision, consultation and other administrative processes.
• Demonstrated ability to understand and critically evaluate the service network relevant to the client constituency.
• Demonstrated personal work management skills.
• 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.

III. Professional Effectiveness

• Demonstrated ability to complete a thorough analysis of a problem including the personal, cultural, societal, and economic factors influencing it.
• Demonstrated ability to develop a contract for appropriate intervention, including the goal(s) of the intervention and tasks to be undertaken.
• Demonstrated range of interviewing/intervention skills at differing levels; individual, family, group, etc.
• Demonstrated ability to evaluate effectiveness of intervention, and/or to modify intervention plans as needed.
• Demonstrated ability to communicate effectively in verbal and written form, and to conceptualize his/her practice.
• Demonstrated ability to understand the use of research in practice.
• 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, five day per week, for a minimum of 450 placement hours, under the supervision of a social work field instructor. Students will also be required to attend three field integration seminars, which will be facilitated by their faculty liaison. All Field Integration Seminars will take place in person, at St. Thomas University campus or another centralized location of the Faculty Liaison’s choosing. It is students’ responsibility to plan to travel to and from the seminar location.
**Attendance and Hours in Placement**

Students will be present in the Direct Practice placement from September 8 until December 18, 2020. 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). At St. Thomas, we divide these hours between a minimum a minimum 250-hour Social Action placement, completed in the third semester, and a minimum 450-hour Direct Practice placement, completed in the fourth and final semester. While 450 hours is the minimum requirement for the Direct Practice placement, students must complete their 450 hours within the dates listed above; students are not permitted to complete their placements early. The start and end dates for placement should be treated like the start and end dates for any academic course. 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 450-hour minimum.

Each student is responsible for keeping track of their own hours using the Log of Hours spreadsheet which will be distributed electronically by the Field Education Coordinator. Students must submit this spreadsheet to the Field Education Coordinator electronically once the placement concludes. 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.** We ask that students not spend more than 40 hours in placement in one week, to avoid burnout and to ensure there is adequate time for processing information. If a student does accrue “overtime” placement hours in a given week, their schedule for the following week should be adjusted accordingly. **Students are permitted to accrue up to the amount of time they will be absent from placement for the purposes of field integration seminars or unexpected illness. Students cannot use accrued time to justify ending placement prior to the specified end date.**

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. The Faculty Liaison, Student, and Field Instructor will develop a plan for how the student is to make up any time missed. If a student misses more than two days of placement due to illness, a doctor’s note will be required. The student is still responsible for any missed time due to illness.

**Evaluation**

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

- At the mid-term, the student, field instructor and faculty liaison will review the student’s work using the [mid-term skills evaluation form](#) provided and will also review the progress made on the learning contract.
- The final evaluation will be based on a sharing and discussion of the student’s learning paper
and the field instructor's written final evaluation. This will also include a review of the student's learning contract with the intent to identify opportunities for future development.

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.30 for detailed description and guidelines)

At the beginning of the placement each student will participate in developing a Learning Contract that outlines the terms and expectations of their field placement. The components of the Learning Contract include:

- Learning objectives for the placement, developed by the student in consultation with the Field Instructor/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;
- Learning opportunities: the activities, programs, and services at the agency that the student can be involved in during their field placement. The Field Instructor/Supervisor will assign work based on the student’s learning needs and readiness. In addition, the learning objectives for the students’ development will be considered in the assignment of work activities;
- Documentation of learning: how the student will keep track of their learning throughout the placement (e.g. journaling, video/audio recordings of sessions, etc.); and
- Supervision, Evaluation and Feedback: Students will have their work observed by the Field Instructor/Supervisor and/or the Faculty Liaison, and will meet on a regular basis with their primary supervisor for consultation and feedback. The Learning Contract outlines the frequency and format of these meetings.

B) Field Integration Seminar 1: Assignment - Agency analysis (approximately 5 hours)

(please see p.19 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) **Mid-Term Evaluation** (Collaboration between Student and Field Instructor) (Please see p. 22 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 together 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.** The student’s Learning Contract will be revisited to assess the progress made to-date on the learning objectives.

D) **Field Integration Seminar 2: Assignment – Practice Issue** (Approximately 6 hours) (please see p.38 for detailed description and guidelines).

Students will prepare a 20-minute presentation about a challenging aspect of their work, such as workplace culture, a policy issue, resource limitations, or a recurring issue they are seeing in the placement that has a negative effect on service participants. Students should develop a strategy to begin to address this issue and present this to their seminar group. 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.

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.42 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. 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 and last seminar.**

F) **Self-Evaluation Learning Paper** (please see p.43 for detailed description and guidelines).

This paper is intended 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. 43 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.

The field placement grade will only be submitted when all of the assignments are completed.
## MAJOR ASSIGNMENTS & REQUIREMENTS AT-A-GLANCE

<table>
<thead>
<tr>
<th>Assignment/Requirement</th>
<th>Date/Time</th>
<th>Location</th>
<th>Details on Page (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Learning Contract</strong></td>
<td>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</td>
<td>The host agency (unless otherwise specified).</td>
<td>P.30</td>
</tr>
<tr>
<td><strong>First Field Integration Seminar: Agency analysis (presentation)</strong></td>
<td>TBD by Faculty Liaison</td>
<td>TBD by Faculty Liaison</td>
<td>P. 38</td>
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<tr>
<td><strong>Mid-Term Evaluation</strong> (Form must be completed prior to the evaluation by student and Field Instructor)</td>
<td>TBD by Faculty Liaison</td>
<td>The host agency (unless otherwise specified).</td>
<td>P. 40</td>
</tr>
<tr>
<td><strong>Second Field Integration Seminar: Practice Issue (presentation)</strong></td>
<td>TBD by Faculty Liaison</td>
<td>TBD by Faculty Liaison</td>
<td>P. 41</td>
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<tr>
<td><strong>Third Integration Seminar: Credo</strong></td>
<td>TBD by Faculty Liaison</td>
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<td>P. 42</td>
</tr>
<tr>
<td><strong>Final Learning Paper</strong></td>
<td>To be completed prior to the Final Evaluation (due date TBD by Faculty Liaison)</td>
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<td>P. 43</td>
</tr>
<tr>
<td><strong>Final Evaluation</strong></td>
<td>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.</td>
<td>The host agency (unless otherwise specified).</td>
<td>P. 43</td>
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ASSIGNMENTS AND EXPECTATIONS

Beginning Phase of the Direct Practice Field 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 page 50);

c) Development and presentation of a *Learning Contract* (more details below);

d) Attend the *First Field Integration Seminar* having completed the required assignment (more details on p.38).

The Learning Contract

The Learning Contract Form is found on our website [https://www.stu.ca/socialwork/field-handbook-forms/](https://www.stu.ca/socialwork/field-handbook-forms/). 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 outline for the Direct Practice placement, it is important that all students identify their own individualized learning objectives. These learning objectives become central to the learning contract that each student develops in their field placement, and is used as a road map in the learning process.

The main purpose of the learning contract is summarized in the following objectives:

1. To further clarify and specify the responsibilities of the student and the Field Instructor/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.

*Uses of the Learning Contract*

- Central to the first stage of the field placement, which is focused on assessing the student’s needs and identifying a plan of action for learning;
- The main focus of the first meeting with the Faculty Liaison, which will occur before the end of the fourth week of field placements. Thus students are expected to have the first draft of the Learning Contract ready for this meeting;
- Used as an on-going tool for supervision of the student’s work, and for teaching/feedback purposes;
➢ Used in conjunction with the 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; and
➢ Reviewed at the final evaluation in order to assess overall skill attainment and to assist in establishing a grade.

Components of the Learning Contract

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

B. 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.

C. Supervision Arrangements & Evaluation
This refers to the way(s) in which a student will be supervised and evaluated during the placement by the Field Instructor/Supervisor and Faculty Liaison, including: frequency and format of supervision meetings; how students should prepare for these meetings; the expectation of students pertaining to documenting their learning (e.g. journaling, audio/video recordings, direct observation, etc.)

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)
<table>
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<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>PERSONAL</th>
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<tbody>
<tr>
<td>agency mandate</td>
<td>interviewing</td>
<td>assertiveness</td>
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<tr>
<td>policies/procedures</td>
<td>work habits</td>
<td>self-appraisal</td>
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<tr>
<td>treatment model</td>
<td>time management</td>
<td>self-care/coping strategies</td>
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<tr>
<td>social problems</td>
<td>group work</td>
<td>self-awareness</td>
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<tr>
<td>community resources</td>
<td>use of supervision</td>
<td>integration of values</td>
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Each Learning Objective should include three parts and the sequence should look like:

a. A **goal/objective statement** (to,...verb...) that you wish to achieve related to knowledge acquisition, skill and/or personal development

b. The **learning opportunities** are the activities or tasks that describe how the objective will be achieved.

c. **Evidence of accomplishment** refers to what it would look like if you achieved the objective.

**Example:**

(a. **objective statement**) To improve my ability to ask open-ended questions…

(b. **activities, tasks to accomplish the objective**) by observing social workers carry out interviews, by initially interviewing colleagues about their roles and by interviewing service users with my supervisor and then on my own.

(c. **evidence of accomplishment**) At the end of the field placement I will be confident asking open-ended questions 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.

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

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

| Non-specific and Unmeasurable Objective (Uses Subjective Evaluation) | Behavioral, Specific and Measurable Objective (Uses Objective Evaluation) |
To become more confident.  
participating in 
verbally at

1. (In order to gain more confidence while 
group discussion) to express my opinion
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 
oberves me interrupting or distracting 
others.

To improve my feedback technique.  
contract

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

Reflection on Learning Objectives

Imagine that you are at the point of ending your first field placement:

Knowledge

What area of knowledge would you like to be more aware of at the end of Field Instruction I? 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 behavior by the end of the placement?
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.
First Field Integration Seminar

The date and location 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 “Orientation to the Placement Organization” (see below). 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.40) 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

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<td>1.</td>
<td>History</td>
<td><strong>When did it begin and why?</strong></td>
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</table>
| 2. | Mandate | **Under what auspices did it begin?**  
**What legislation affects it peration?** |
| 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.).** |
| 7. | 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?** |
| 8. | Values | **What values are stated and what values are implicit in organizational policies?** |
| 9. | 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 Direct Practice Field Placement**

By the Middle Phase of the Direct Practice 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 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 https://www.stu.ca/socialwork/field-handbook-forms/

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. 41).

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 https://www.stu.ca/socialwork/field-handbook-forms/ together 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. 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 (https://www.stu.ca/socialwork/field-handbook-forms/)

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 challenging aspect of their work, such as workplace culture, a policy issue, resource limitations, or a recurring issue they are seeing in the placement that has a negative effect on service participants. Students should develop a strategy to begin to address this issue and present this to their seminar group. Students may use the questions below to frame their presentation. 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.

Questions for Reflection:

1. What is the Practice Issue on which you have chosen to focus your presentation?
2. How do you know this is an issue? Provide a description of how this issue has impacted service participants and/or agency staff.
3. What do you think is causing this issue? Consider this from multiple angles and name all of the factors you can think of.
4. What strategies do you think could begin to address this issue and improve things, even a bit?

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

Final Phase of the Direct Practice Field Placement

By the Final Phase of the Direct Practice 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 (details below)
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.

Field Integration Seminar 3: Assignment – Credo (statement of the beliefs or aims that guide actions and/or practice). Oral presentation. (Approximately 6 hours)

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.

The Final Evaluation Meeting

The Faculty Liaison will set a time for the final evaluation meeting with the Field Instructor and Student. In advance of this meeting, the Student completes the Self-Evaluation (guidelines below), and the Field Instructor completes a Written Evaluation (guidelines on p. 44). The Student and Field Instructor will discuss the contents of each of these written documents in advance of the meeting. The final evaluation meeting will be a discussion of the learning, strengths, and areas for further development demonstrated by the Student during the placement. The Faculty Liaison completes the Final Evaluation Summary Form (https://www.stu.ca/socialwork/field-handbook-forms/), which will remain in the Student’s file along with copies of the Self-Evaluation.

Guidelines for Students in Writing a Self-Evaluation of their Placement (Learning Paper)

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 (Pre-Writing Reflection)

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 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. Begin by reviewing your journal notes, written exercises, etc. 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. Analyze - take each identified experience and try to make some connections for yourself:
   - between your thoughts, your feelings and your behavior,
   - between your experience and the context in which it occurred,
- between this experience and other experiences you have had, and
- between this experience and your Social Action placement.

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 (Assignment Guidelines)**

1. **Learning Experiences**
   Identify or list the key activities and learning opportunities to which you were exposed during your placement.

2. **Learning Outcomes**
   Outline what you learned in this setting about yourself and about social work practice. This may include knowledge, awareness or skills. Reflect back on your Learning Objectives and speak to these specifically. Indicate how your learning might be generalized to other practice settings when you leave the Program.

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

4. **Areas for Development**
   Include both personal and professional development goals. This may include knowledge, skill or awareness goals.

**Guidelines 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, behavior 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

Writing in the Field Placement

Each student will be exposed to learning in their placements that will alter both their behavior and way of seeing things/worldview. Methods of documenting 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 behavior, 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:

1. Keeping records that respect the confidentiality rights of clients.

2. 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. 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. PLEASE SEE “Tools for use in documenting learning” FOR TEMPLATES THAT CAN BE USED BY STUDENTS TO DOCUMENT THEIR LEARNING IN THE PLACEMENT, AND FOR POLICIES THAT GOVERN THE USE OF AUDIO/VIDEO TAPING IN THE PLACEMENT.

*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 form 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.

<table>
<thead>
<tr>
<th>Effective Feedback</th>
<th>Ineffective Feedback</th>
</tr>
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<tbody>
<tr>
<td>Empathetic</td>
<td>Critical</td>
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<tr>
<td>Immediate</td>
<td>Delayed</td>
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<tr>
<td>Clear and Direct</td>
<td>Vague and Masked</td>
</tr>
<tr>
<td>Reciprocal</td>
<td>Authoritarian</td>
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<tr>
<td>Based On Learning Objectives</td>
<td>Based On Unspecified</td>
</tr>
<tr>
<td>Criteria</td>
<td>Stated In Abstract Terms</td>
</tr>
</tbody>
</table>
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.

SECTION II: DESCRIPTION OF ROLES

The 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;
   • 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;
   • 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
• consulting with students and field instructors and faculty liaison when issues arise that raise questions about the suitability of the match.

5. Chair of the Field Education Advisory Committee (FEAC)
   • convene meetings a minimum of 3 meetings per year
   • responsible for note taking and conducting meetings
   • circulate minutes and agenda
   • 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 CASWE meetings. The Field Education 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.

Field Instructor/Supervisor and the Agency

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

Expectations of the Field Instructor/Supervisor

The Field Instructor/Supervisor is someone who:

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

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

3. Assigns learning opportunities to the students such as research, project related tasks, and attendance at staff meetings or training appropriate to meet the learning needs of the students.

4. Participates in educational or field instruction preparation workshops and meetings with the Faculty Liaison.

5. Provides day to day supervision, feedback and support.
6. Participates in the students’ Learning Contract, Mid-Term and Final Evaluation meetings.

7. Prepares a written final evaluation in collaboration with the students to be shared at the final meeting.

8. Engages in consultation with the Faculty Liaison during the field placement.

9. Notifies and consults with the Faculty Liaison whenever concerns arise with respect to the student(s) performance.

**Expectations of the Host Agency**

1. Submit the completed social action proposal form in consultation with Field Education Coordinator **by the stated deadline**. The proposal should include action steps that flow from the description and definition of social action strategies and actions. The proposal should give a sense of the organizational and/or community context of the social action project.

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

3. Ensure the availability of the agency’s professional staff to provide guidance and weekly supervision to the students. One person from the agency is usually assigned as the agency supervisor for the project.

4. Provide resources for the students that will be required for them to carry out the required work. If certain resources are not available at the agency, negotiate for resources to be provided through St. Thomas. Resources include a space or place to work, phone, desk, internet, and printer.

5. The Field Instructor/Supervisor is expected to work collaboratively with the Faculty Liaison over the entire placement and, in particular, participate in the three formal meetings:
   a) Review and approval of the students’ Learning Contract;
   b) Provide feedback to the students at the Mid-Term Review and
   c) Collaboration with the students’ in writing a final evaluation based on the guideline for Writing a Final Group Evaluation, and participate in the final evaluation.

6. Inform the Faculty Liaison as soon as possible if there are any serious concerns or problems impacting the social action project, and collaborate in problem-solving to find acceptable solutions.
The Faculty Liaison

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

Expectations of the Faculty Liaison

1. Attend educational workshops provided by the school on field instruction.
2. Become familiar with the policies and practices as outlined in the Field Instruction Handbook.
3. Schedule a time for at least one initial meeting to ensure that each student placement has established a Learning Contract. It is imperative to meet with each student individually at the beginning of the placement and again around mid-term in addition to meeting with the students as a group. This meeting will provide openings for students to identify opportunities and/or challenges that are creating concern.
4. Clarify the School’s expectations about students’ learning, workload and evaluation requirements.
5. Assist the students to make links between field experiences and program curriculum, and provide support to the students in their professional growth and development.
6. Assist and support Field Instructor/Supervisors in developing a teaching role that empowers students as learners.
7. Mediate disputes and/or challenges that arise between students and their Field Instructor/Supervisor by attending or arranging meetings that may be necessary to resolve problems. These meetings should be held at the earliest sign of difficulty.
8. Facilitate the Mid-Term Review meeting by reviewing progress on the students’ learning objectives and by discussing feedback based on the skills form, which is completed by the field instructor and students. Explore if there are any concerns that need to be addressed in order for the student to pass the field placement.
9. Attend student presentations in SCWK 5223: Organizing for Action with Diverse Groups where appropriate.
10. Ensure that written notification is given to a student when it appears that they may be asked to withdraw because of inadequate performance.
11. Facilitate the final evaluation meeting, which includes a discussion of the final evaluation report completed by the Field Instructor/Supervisor.
12. Establish a final grade of pass or fail for the field placement in consultation with the Field Instructor/Supervisor and students.
13. Write the students’ final evaluation in instances where the field placement requires faculty based field instruction.
The Student

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

Expectations of the Student

1. Identify three field placement preferences and clarify learning needs;
2. Attend a pre-placement visit if requested to do so;
3. Attend any orientation sessions scheduled prior to beginning the field placement and become familiar with the Field Instruction Handbook;
4. Attend agency orientation activities, training sessions, and/or staff meetings as requested by the Field Instructor/Supervisor;
5. Identify learning objectives and participate in establishing a Learning Contract with the agency Field Instructor/Supervisor and the Faculty Liaison;
6. Students are required to engage in the social action project as a member of a small team by sharing power, knowledge and decision-making through a collaborative, team-work approach to the project work as outlined in the Team Building Guide.
7. Apply social work values and abide by the NBASW Code of Ethics at all times and act in a professional manner as a representative of the agency, and sign the Confidentiality Agreement;
8. Work within the established policies and guidelines of the agency;
9. Actively participate with the Field Instructor/Supervisor and Faculty Liaison to review and analyse learning experiences;
10. Promptly notify the Field Instructor/Supervisor and Faculty Liaison in case of unavoidable absence;
11. Contact the Faculty Liaison regarding any problems with the field setting; it is imperative that the students seek assistance at the onset of any problem;
12. Recognize the fact that failure to meet the requirements of the field placement, as set forth in this handbook, may result in his/her withdrawal from the field placement. A letter requesting a student to withdraw from the field placement constitutes a failure in the SCWK5083 course;
13. Be prepared for the three formal meetings with the Faculty Liaison: Learning Contract meeting, Mid-Term Review and Final Evaluation.
SECTION III: POLICIES

A full listing of all School of Social Work policies can be found here:
https://www.stu.ca/socialwork/policies/

- Harassment and Discrimination
- Social and Electronic Media and the Use of Electronic Devices in the School Of Social Work Policy
- Immunization Policy
- Policy Governing Professional Readiness in the School Of Social Work

Criminal Records Check

Social Service Agencies that host students for field placements require a criminal 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 Pauline McIntyre, Administrative Coordinator, for filing until it is requested by the agency. This must be completed by the beginning of your first semester in September and a copy given to Pauline McIntyre. Cost for this process is the responsibility of the student. If you have any questions regarding this requirement, please contact Pauline McIntyre at pmcintyre@stu.ca.

Insurance

Liability Insurance Policy

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".

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

Worker’s Compensation Insurance

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:

“All 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:

“All 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.”

**Confidential Information**

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

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

**Respect and Privacy Rights**

Students are expected to speak respectfully about the School of Social Work and its members, their field practicum, and field agencies and their members. Students shall not engage in behaviors that reflect
negatively on the social work profession, the School of Social Work or its members, or field agencies or their members.

Students shall respect the privacy of their classmates. Defamatory, harassing, or insulting comments and postings to produce a hostile work and/or learning environment constitute unprofessional behavior and will result in a suitability review under the Policy Governing Professional Suitability in the School of Social Work (2014; rev. 2017), and/or the St. Thomas University Policy on Non-Academic Misconduct (2015).

Photographs and Audio/Video Recordings
Taking and sharing photographs or audio/video recordings without consent is a breach of privacy and confidentiality. As agencies increasingly use photography and other forms of audio/video recording for professional consultation, research, and education purposes, it is crucial for students to know the field agency’s policy regarding photographs and audio/video recordings, including any limitations of their use.

Interactions with Past and/or Present Field Agency Service Users and Participants
Students shall:

- Not approach field instructors, faculty, staff, service users, or their family members to connect on social media sites.
- 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. They shall use only their professional (work/field placement) email address to communicate with clients.
- Possess a working knowledge of the privacy controls on the social media networks they use.
- Use only their professional (field agency) email address when communicating electronically with service users and participants.
- Ensure that all email communication with service users and participants is of a professional nature and does not involve personal discussions or disclosures.

If students choose to communicate with service users or participants via email, they need to be aware that all emails are retained in the logs of the Internet Service Providers. While it is unlikely that anyone will examine them, these logs are available to be read by the Internet Service Providers’ system administrators. Thus, privacy and confidentiality cannot be guaranteed.

Tips for Responding to Social Media Requests from Service Users and Participants
Here is an example of what students can say to service users or participants who request or attempt to contact them through any form of social media. Students need to familiarize themselves with field agency policies related to the use of social media when they commence their field placements.

Friending:
“I do not accept friend requests from current or former service users or participants on any social networking sites, including Twitter, Facebook, and LinkedIn. I believe that adding service users or participants as friends can compromise confidentiality and blur the boundaries of our working relationship. If you have questions or concerns about this, I will be happy to talk more about this when we next meet.”
Consequences:
Information shared on the internet is public and may be shared with unintended recipients. Such information may be used for pre-field practicum screening, pre-employment screening, evidence for disciplinary action, and grounds for legal action.

Complaints about BSW students using social media in an unsuitable, unethical, or inappropriate manner will be addressed by the Director using the University’s Policy on Non-Academic Misconduct (2015), and/or the Schools’ Policy Governing Professional Suitability in the School of Social Work (2014; rev. 2017).

(Adapted with permission from the Memorial University Newfoundland (MUN) School of Social Work, Social Media Policy and Guidelines, 2016)

Field Placement Selection Policy

All students in the Post-Degree (PD) BSW programme will complete two field placements. Considering the requirements of a generalist program, students will be required to have one field placement in a direct practice setting in order to integrate the skills for practice.

Past experience has shown that several factors can negatively impact field placements that are carried out in the place of employment, therefore, **PD BSW students will be required to complete a field placement(s) in an agency outside their place of employment.**

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

The School of Social Work at St. Thomas University works collaboratively with our community partners and placement agencies. These partnerships are developed based on quality field placements, which may lead to joint research projects, program development and other collective work.

**Social Action Field Placement** - students will be provided with a listing of project proposals developed by agencies in the Fredericton and surrounding areas (within a 1-hour driving distance to campus). Students will have a set amount of time to inform the Field Education Coordinator of their top-three project selections. The Field Education Coordinator, in conjunction with the Faculty of the School of Social Work, will place students taking students’ interests into consideration. Students will be asked to confirm the placement via email.

**Direct Practice Field Placement** - In order to support our community partners, the School of Social Work encourages and supports field placements in the province of New Brunswick. That being said, there are often students who are accepted into the PD BSW program at the School of Social Work at St. Thomas whose primary residence is outside the province. While placements outside of New Brunswick cannot be guaranteed, in an effort to support and encourage student placements outside the province, the Field Education Coordinator works collaboratively with all students and placement agencies to provide and ensure students receive the best possible learning opportunities during their
Placement. In the past, direct practice placements have been approved in all the Atlantic Provinces and as well as Ontario and other provinces on a case-by-case basis.

Field Placement Priority Guidelines – SCWK 5089

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 students’ well-being as learners. Although students are expected to participate fully in selecting their field placement, in negotiating the learning contract and in the actual learning process, they may not be aware of all the factors involved when making decisions. This appeal process allows for the decisions to be reviewed and, when appropriate, changed.

Examples of decisions that a student may appeal are:

- The selection of a field placement;
- Some of the conditions included or missing in the learning contract; and
- 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 agency field instructor when the problem is related to that level of experience or the field 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 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 Director of the School of Social Work. Students will need to state their request in writing, identifying the decision or problem that needs to be reviewed by the School of Social Work.

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 (Student)

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 assist students with some guidelines on 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 should also be clearly identified.

2. Communication of Concerns/Needs

The student should communicate his or her concerns and needs to the designated Field Instructor/Supervisor. 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.

1. 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 should 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 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 on Field Placements in the Workplace
This policy is aimed at clarifying expectations and limits on requests to complete a field placement within a student’s workplace. A request to do a field placement in the student’s workplace must adhere to the following requirements and be approved by the Field Education Coordinator:

1. That the service area where the field placement is located is new work for the student;
2. That the field instructor responsible for supervising the field placement not be engaged in supervising the student’s paid work and;
3. That the student’s work assignments have an educational focus with clear differentiation between paid work duties and student learning assignments.

Attendance in Field Placement Policy
Students will be present in the Direct Practice placement from September 4 until December 14, 2018. 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). At St. Thomas, we divide these hours between a minimum a minimum 250-hour Social Action placement, completed in the third semester, and a minimum 450-hour Direct Practice placement, completed in the fourth and final semester. While 450 hours is the minimum requirement for the Direct Practice placement, students must complete their 450 hours within the dates listed above; students are not permitted to complete their placements early. The start and end dates for placement should be treated like the start and end dates for any academic course. 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 450-hour minimum.

Each student is responsible for keeping track of their own hours using the Log of Hours spreadsheet which will be distributed electronically by the Field Education Coordinator. Students must submit this spreadsheet to the Field Education Coordinator electronically once the placement concludes. 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. We ask that students not spend more than 40 hours in placement in one week, to avoid burnout and to ensure there is adequate time for processing information. If a student does accrue “overtime” placement hours in
a given week, their schedule for the following week should be adjusted accordingly. **Students are permitted to accrue up to the amount of time they will be absent from placement for the purposes of field integration seminars or unexpected illness. Students cannot use accrued time to justify ending placement prior to the specified end date.**

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. The Faculty Liaison, Student, and Field Instructor will develop a plan for how the student is to make up any time missed. If a student misses more than two days of placement due to illness, a doctor’s note will be required. The student is still responsible for any missed time due to illness.


**POLICY**

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 color 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
Stanford Hospital and Clinics – Dress Code
Guidelines Sheffield Teaching Hospitals – Dress Code Policy
## Dress Code Standard Examples

<table>
<thead>
<tr>
<th>Attire / Appearance</th>
<th>Appropriate</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pants / Skirts</td>
<td>Business pants/slacks; dress pants; business capri pants; business dresses/skirts*.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Dresses and Skirts must be 10 cm above the knee or longer.</td>
<td>Sweat pants, exercise pants / yoga wear, leggings, overalls, shorts, form fitting spandex, clothing that resembles denim jeans or any item made of denim.</td>
</tr>
<tr>
<td>Shirts / Blouses</td>
<td>Blouses; sweaters; turtlenecks; men’s shirts; dress or sport shirts where appropriate with collars.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Blouses, sweaters, and dresses must be of a style that is non-revealing.</td>
<td>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.</td>
</tr>
<tr>
<td>Fit and Appearance</td>
<td>Clothing that is neat, clean, hemmed so as to not pose a health and safety risk, fits properly, and allows for ease of movement.</td>
<td>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.</td>
</tr>
<tr>
<td>Footwear</td>
<td>![Checkmark] Comfortable footwear in good repair loafers, dress shoes, walking shoes, and sneakers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![Checkmark] Heels of a reasonable height 3” or under, not posing a health and safety hazard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![Checkmark] 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</td>
<td>![Checkmark] Flip flops</td>
</tr>
<tr>
<td></td>
<td>![Checkmark] Slippers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![Checkmark] Any footwear that may present a danger with respect to health and safety or infection control standards (i.e. Crocs with a perforated covering)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous : Hats; other head coverings</td>
<td>Department issued headwear as part of a uniform or worn for medical or religious purposes.</td>
<td>Headwear such as baseball caps or hats.</td>
</tr>
<tr>
<td>Tattoos</td>
<td>Tattoos if visible must be small and non-offensive.</td>
<td>Offensive or large tattoos are to be appropriately covered, i.e. depicting violence, pornography, or racial messages.</td>
</tr>
<tr>
<td>Jewelry and Piercing</td>
<td>Clinical employees, employees and non-employee personnel working in areas where safety hazards exist must ensure jewelry is kept to a minimum, is discrete and provides no safety or infection prevention and control risk to the wearer or patient.</td>
<td>Dangling necklaces, earrings, bracelets, or any other jewelry that may impede patient care or safety of the employee</td>
</tr>
</tbody>
</table>

### Dress Code Standard Examples

<table>
<thead>
<tr>
<th>Attire / Appearance</th>
<th>Appropriate</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Neat and tidy</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>□ In a clinical or service environment or when operating machinery, long hair must be tied back.</td>
<td>Headscarves worn for religious</td>
<td></td>
</tr>
<tr>
<td>□ Headscarves worn for religious</td>
<td>Headscarves cannot be worn in areas such as operating rooms where they could present a health and safety and infection risk.</td>
<td></td>
</tr>
<tr>
<td>Facial Hair</td>
<td>Beards must be clean, short and neatly trimmed, unless this reflects the individual’s religion in which case it should be clean and tidy.</td>
<td>Uncovered beards when undertaking aseptic procedures or where covered beards are required by departmental addendums to this policy.</td>
</tr>
</tbody>
</table>
SOCIAL WORK CODE OF ETHICS

Ethical Duties and Obligations

5. A social worker shall maintain the best interest of the client as the primary professional obligation.

6. A social worker shall carry out her or his professional duties and obligations with integrity and objectivity.

7. A social worker shall have and maintain competence in the provision of a social work service to a client.

8. A social worker shall not exploit the relationship with a client for personal benefit, gain or gratification.

9. A social worker shall protect the confidentiality of all information acquired from the client or others regarding the client and the client’s family during the professional relationship unless
   a. the client authorizes in writing the release of specified information,
   b. the information is released under the authority of a statute or an order of a court of competent jurisdiction, or
   c. otherwise authorized by this Code.

10. A social worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work relationship with the client.

11. A social worker in private practice shall not conduct the business of provision of social work services for a fee in a manner that discredits the profession or diminishes the public’s trust in the profession.

Ethical Responsibilities

12. A social worker shall advocate for workplace conditions and policies that are consistent with the Code.

13. A social worker shall promote excellence in the social work profession.

14. A social worker shall advocate change
   a. in the best interest of the client, and
   b. for the overall benefit of society, the environment and the global community.

Please review the New Brunswick Association of Social Workers (NBASW) Code of Ethics online at http://www.nbasw-atsnb.ca.
A CODE OF PRACTICE FOR RADICAL/PROGRESSIVE SOCIAL WORKERS

Source:

“As we have suggested, Langan and Lee’s (1989, p. 15) question, “How should radical social work respond to the now worsening problems of poverty and state repression?” continues to be very relevant. To social workers who are interested in social transformation and looking for some “ways forward,” we modify ideas from a range of ‘old’ radical texts to offer this draft code of practice (see Galper, 1975, 1980; Leonard, 1975, 1984; Ragg, 1977, Simpkin, 1979, Throssell, 1975). We do this not as a final declaration but to open up discussion with progressive social workers across the world.

1. We regard our primary obligation as the welfare of all human kind, across the globe, not just to those in our immediate vicinity.

2. We understand the contradictions inherent in delivering social work services in a capitalist society. We know that the state can be both oppressive and supportive.

3. We never claim to be ‘apolitical’ or ‘neutral’ and we define social justice in political, material and global terms, not just psychological terms.

4. We respect the need for resources and decision-making processes to be fairly shared, and we realize that this will be hard to achieve given the current social order.

5. We recognize the importance of language and try to show sensitivity through the words that we use. However, we realize that we might ‘get it wrong.’

6. We value processes as much as ‘products’ or ‘outcomes,’ and we are – at the very least – skeptical of using violence to deal with conflict.

7. We define power in possessive and relational ways. This means that while we are wary of calling anyone ‘powerless,’ we are also aware of the way dominant groups can exercise power over people who are oppressed on the basis of race, gender, class, ability, age, sexual orientation and geographical location.

8. Because we strive to live in a society where people are able to exercise their human rights, we try to democratize our professional relationships as well as our personal ones.

9. We do not see financial profit as the primary motive in life. Thus, we do not uphold the tenets of global capitalism, nor do we value paid work over that which is unpaid.
10. While we appreciate the importance of group bonds, we are wary of the way nationalism can be used to deride and exclude others. In so doing, we seek to work with people from diverse backgrounds in equitable – and culturally sensitive – ways.

11. We value education for the ways it can be used to develop critical consciousness.

12. We respect the need for oppressed groups to sometimes “go it alone”. Yet, we do not presume this will always be their preference. Instead, we are open to providing support/resources to oppressed groups in a manner that they suggest will be used.

13. While developing knowledge that will be useful to social transformation, we speak up whenever we can about unfair acts that we see, using all sorts of media to broadcast our observations and ideas.

14. We recognize the potentially conservative nature of all methods of social work and strive to radicalize all forms of work that we undertake. As we do this, we avoid individual acts of heroism or martyrdom, preferring instead to work in collaboration with others.

15. We do not see ourselves sitting outside society, nor as liberators of ‘the needy’ or ‘the downtrodden’. Rather, we try to use the benefits derived from our professional status to work against the exploitation of individuals and groups.

16. We try to do all this in everyday, reflexive ways, without posturing as self-appointed experts.

17. Given the obstacles that confront us, we realize that fatalism, cynicism and despair may set in. To prevent this we try to keep our sense of humor, have fun with others and incorporate self-care activities into our lives.”

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 behaviors on the part of a student, this orientation is likely to prevail. However, when a student is consistently unable to demonstrate enough learning through changed behavior, 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 behavior.
Whenever there are concerns about performance or aptitude that make the student-at-risk for failure, the field instructor and student should follow these guidelines:

**Field Instructor**

1. Review the list of **indicators** of problems in practice, organizational behavior 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 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.
3. Be explicit about your learning needs; and
4. Contact the designated faculty field liaison or field coordinator for consultation.

**Review Process**

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

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 formed 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 coordinator in writing, identifying the reasons for the change.

Behavioral 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 behavior; there is little evidence of growth toward achieving core competence.
   - The student displays behaviors, which are destructive to others, e.g., physically injuring someone, appearing at the agency intoxicated 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 depreciating.
   - The student is overly authoritarian, directive, and task-oriented to the extent that a working relationship based on mutuality cannot be established.
   - The student is unable to provide appropriate leadership and direction with clients.
   - The student consistently avoids responding to the client's strong affect and keep the interaction superficial and/or social.

2. **Indicators of Problems in Organizational Behavior and Professional Collaboration:**
   - The student unilaterally contravenes agency policy without prior discussion with the field instructor.
   - The student is unable or unwilling to work collaboratively with other staff.
   - The student consistently behaves inappropriately with other staff.
   - The student is unable to appreciate his/her effect on others and continues to repeat inappropriate behavior despite considerable discussion in field instruction.

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