



School of Social Work

SCWK 6119 – Advanced Placement
450 hours

2023-2024

School of Social Work
St. Thomas University
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Contents

THE SCHOOL OF SOCIAL WORK AT ST. THOMAS UNIVERSITY.....	4
FIELD EDUCATION.....	4
MASTER OF SOCIAL WORK PROGRAM OBJECTIVES	5
DESCRIPTION OF ROLES	5
<i>Field Education Coordinator</i>	5
<i>Field Instructor and the Agency</i>	6
<i>Faculty Liaison</i>	7
<i>Student</i>	8
SCWK 6119: MSW ADVANCED PLACEMENT.....	9
ADVANCED FIELD PRACTICUM COMPETENCIES	10
MSW ADVANCED PLACEMENT SELECTION PROCESS	13
<i>Placements in Current Place of Employment</i>	14
PLACEMENT HOURS AND ATTENDANCE.....	14
OVERVIEW OF SCWK 6119: MSW ADVANCED PLACEMENT – 450 HOURS.....	15
MAJOR ASSIGNMENTS & REQUIREMENTS AT-A-GLANCE	16
ASSIGNMENTS AND EXPECTATIONS.....	17
<i>Beginning Phase: Overview of Assignments and Requirements</i>	17
<i>Mid-Term Phase: Overview of Assignments and Requirements</i>	18
<i>Final Phase: Overview of Assignments and Requirements</i>	18
POLICIES	20
CRIMINAL RECORDS CHECK.....	20
INSURANCE	20
<i>Liability Insurance Policy</i>	20
<i>Worker’s Compensation Insurance</i>	20
CONFIDENTIAL INFORMATION	21
STUDENT-AT-RISK FOR FAILURE OF THE FIELD PLACEMENT	21
GUIDELINES FOR STUDENTS WHO WISH TO APPEAL A DECISION MADE IN RELATION TO A FIELD PLACEMENT.....	23
SCWK 6119: ADVANCED PLACEMENT INITIAL MEETING SUMMARY	25
SCWK 6119: ADVANCED PLACEMENT MID-TERM SUMMARY.....	26
SCWK 6119: MASTER’S ADVANCED FIELD PRACTICE EVALUATION FORM.....	27

THE SCHOOL OF SOCIAL WORK AT ST. THOMAS UNIVERSITY

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

The mission reflects our core principles:

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

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

FIELD EDUCATION

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

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

MASTER OF SOCIAL WORK PROGRAM OBJECTIVES

The MSW courses and field education aim to:

- Foster the development of professional social workers who are knowledgeable, skilled and committed to social justice.
- Prepare graduates to make ethical decisions and to perform professional tasks informed by research evidence and an understanding of socio-political contexts.
- Develop students' leadership skills in facilitating organizational, community and policy change.
- Promote critical inquiry and consider diverse perspectives.
- Develop students' knowledge and skills to integrate an intersectional analysis and approach to social work practice.
- Strengthen the existing partnerships with community social service and health- related agencies through collaboration on field practicums, curriculum and student placement opportunities.

DESCRIPTION OF ROLES

Field Education Coordinator

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

Responsibilities include:

1. Ongoing development of field placements by:
 - a. initiating and creating linkages with community agencies;
 - b. reviewing agency policies and programs to ensure that students are provided with learning opportunities that are compatible with the values and principles of the social work profession;
 - c. working cooperatively with agencies to develop, enlarge, and improve existing field placement opportunities;
 - d. engaging students and field instructors to participate in a review and assessment of the field placement.
2. Development and administration of field education policies and procedures by:
 - a. establishing clearly written policies on roles, attendance, practicum requirements, sexual harassment, discrimination, competency credit, confidentiality, appeal processes, etc.;
 - b. developing guidelines and tools for the evaluation of students and the on-going evaluation of field instructors and field placements;
 - c. consulting with students, faculty, and agency staff whenever disputes occur regarding policy violation or misconduct;
 - d. providing mediation in situations where disputes are unresolved.

3. Development and implementation of educational events for faculty, field instructors, and students pertaining to field education by:
 - a. conducting orientation sessions for students and field instructors before field placements begin;
 - b. planning seminars and workshops for field instructors;
 - c. distributing of updated field education information.
4. Development and implementation of the field placement selection process by:
 - a. carrying out an orientation meeting for students on the field instruction program;
 - b. providing information on available field placement options;
 - c. making matches in collaboration with agencies;
 - d. consulting with students, field instructors, and faculty liaison when issues arise that raise questions about the suitability of the match.
5. Chair of the Field Education Advisory Committee
 - a. planning and chairing meetings a minimum of 3 meetings per year;
 - b. circulating minutes and agenda;
 - c. consulting with chair and faculty of the School of Social Work.
6. Liaising with university administration in the development of field curricula, grading practices, workload credit and budget requirements for the field program.
7. Participation as a member of the field education network that meets annually at the CASWE meetings. The field education coordinator may be active in any education or research projects initiated by this network.
8. Establishment of a comprehensive field education program evaluation that would occur whenever the school is completing the self-study for accreditation purposes.

Field Instructor and the Agency

The field instructor is typically a social worker with at minimum an MSW with at least two years of experience post-MSW. The field instructor has primary responsibility for the student's field educational experience; that is, field assignments, supervision, and student evaluation. The field instructors are chosen by the field placement setting to fulfil that role and/or may volunteer to the field education coordinator directly. Field instructors cannot be friends, family members, or employers of the student they supervise in placement.

Expectations of the Field Instructor:

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

3. Assigns learning opportunities to the student to meet the learning needs of the student.
4. Participates in educational or field instruction preparation workshops and meetings with the faculty liaison.
5. Provides day to day supervision, feedback and support to the student.
6. Participates in the students' Learning Contract, Mid-Term, and Final Evaluation Meetings.
7. Engages in consultation with the faculty liaison during the field placement and notifies/consults with the faculty liaison whenever concerns arise with respect to the student performance.
8. Ensures that the CASW Code of Ethics, Values and Guiding Principles (2024) are always upheld by the student.
9. Has the responsibility to adhere to and uphold principles of the NB Human Rights Section 6 of the *Human Rights Act*, they have a legal obligation to accommodate students with a disability short of undue hardship.

Expectations of the Placement Agency

1. Accepts the student without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; ensuring that the placement is free of discriminatory practices both in personnel practices and in delivery of services.
2. Participates in the matching process by interviewing interested students and assessing if they would be a good fit.
3. Informs the faculty liaison as soon as possible if there are any serious concerns or problems impacting the placement and collaborate in problem-solving to find acceptable solutions.

Faculty Liaison

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

Expectations of the Faculty Liaison

1. Attend educational workshops provided by the School on field instruction.
2. Become familiar with the policies and practices as outlined in the Field Instruction Handbook.

3. Facilitate a meeting to review the Learning Agreement as established by the student and their field instructor and provide feedback on the draft. Review any changes, if needed, before all parties sign off on the document.
4. Clarify the School's expectations about students' learning, workload and evaluation requirements.
5. Assist the student to make links between field experiences and program curriculum and provide support to the student in their professional growth and development.
6. Assist and support field instructor in developing a teaching role that empowers students as learners.
7. Mediate conflicts and/or challenges that arise between students and their field instructor by attending or arranging meetings that may be necessary to resolve problems. These meetings should be held at the earliest sign of difficulty.
8. Attend the Mid-Term Review meeting and review progress on the student's Learning Objectives shared by the student. Explore if there are any concerns that need to be addressed in order for the student to pass the field placement.
9. Ensure that written notification is given to a student when it appears that they may be asked to withdraw because of inadequate performance.
10. Attend the Final Evaluation Meeting, which includes a discussion of the Master's Advanced Field Practice Evaluation Report completed by the student.
11. Establish a final grade of pass or fail for the field placement in consultation with the field instructor and student.

Student

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

Expectations of the Student

1. Follow directions provided by the field education coordinator regarding placement selection.
2. Attend a pre-placement visit if requested to do so.
3. Attend any orientation sessions scheduled prior to beginning the field placement and become familiar with the Field Instruction Handbook.
4. Attend agency orientation activities, training sessions, and/or staff meetings as requested by the field instructor.

5. Establish a Learning Agreement (including Learning Objectives and an Evaluation Plan) with the agency field instructor and the faculty liaison.
6. Apply social work values and abide by the NBASW Code of Ethics at all times, act in a professional manner as a representative of the agency, and sign the Confidentiality Agreement.
7. Work within the established policies and guidelines of the agency.
8. Actively participate with the field instructor and faculty liaison to review and analyse learning experiences.
9. Promptly notify the field instructor and faculty liaison in case of unavoidable absence.
10. Contact the faculty liaison regarding any problems with the field setting; it is imperative that the students seek assistance at the onset of any problem.
11. Recognize the fact that failure to meet the requirements of the field placement, as set forth in this handbook, may result in their withdrawal from the field placement.
12. Be prepared for the three formal meetings with the field instructor and faculty liaison: Learning Contract Meeting, Mid-Term Review and Final Evaluation.

SCWK 6119: MSW Advanced Placement

This course provides advanced practical experience in the field, in an approved field placement setting, under agency and faculty supervision. The focus throughout the field placement will be on integration of classroom and field learning. This course is to provide the student with an opportunity for advanced 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 graduate level professional practice with various client constituencies.

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

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

Students will also be required to attend the integrated seminar course involving all students, which will be facilitated by their seminar instructor. All integration seminars will take place on-line and full attendance is mandatory. More information about the seminars is available directly from the seminar instructor.

ADVANCED FIELD PRACTICUM COMPETENCIES

The School of Social Work at St. Thomas University recognizes the need for accountability and demonstrable competency in social work practice. Individuals commence graduate education with a wide range of previous work and life experience and the curriculum is intended to consolidate and advance their current level of knowledge and skills in direct practice. Learning will be focused on the spirit of inquiry, critical thinking and analysis, and advanced knowledge and skill development within a framework of ethical, critical, anti-oppressive social work practice.

The integration of learning objectives/outcomes to competencies is evidenced through the language of competency rubrics used by many universities to evaluate field education performance. The concept of competency has evolved beyond a static set of attributes to mean an **array of multi-dimensional, dynamic abilities that enhance creativity and transformation, are developmental and contextual in nature, related to the outcome, and connected to the demands of the workplace.** Expectations for social work practice competencies at the graduate level are listed below. Students must:

1. Develop advanced competence for direct and indirect practice roles within a setting based on critical appraisal, effective helping skills, professional judgment, systematic inquiry, and ethical responsibility.
2. Have an opportunity to integrate critical thinking, research and evaluation methods, and practice theory.
3. Have a regular opportunity to reflect on their performance and practice.
4. Integrate ethical, anti-oppressive, and professional attitudes about issues affecting human services.

The following explanation of practice competencies will guide the student for the field practicum, learning objectives, and evaluation process:

Advanced Practical Skills

Social Worker/Client Relationship

- Engages differentially and effectively with complex clients and client systems over time.
- Demonstrates cultural humility and demonstrates the ability to integrate complex theoretical perspectives.
- Demonstrates advanced competencies in assessment, planning, intervention/strategies, termination and evaluation of interventions/strategies.

Advanced Generalist Roles

- Demonstrates proficiency in performing complex, advanced generalist practice roles that are transferable across settings and populations (resource broker, clinician, group worker, change agent, advocate, trainer/teacher, consultant).
- Works collaboratively with interdisciplinary teams and functions well within an interdisciplinary environment, where a teaching or a consultative role may be required.

Advanced Professional Roles and Relationships – Leadership

- Models behaviour that inspires and enables others to perform to the best of their ability,

recognizes and supports the contributions of others.

- Models exemplary social work practice and coaches others in the development of skills.
- Assesses and recommends change in organizational, community structures and processes when appropriate.
- Contributes to positive morale and constructive team-building activities in the workplace.

Values & Ethics

Client/Community

- Engages with clients/communities in a manner that respects their right to self-determination.
- Is respectful of various cultural traditions, values and practices, ethics, and moral beliefs.
- Uses appropriate intervention skills with diverse populations across age, race, class, gender, religion, culture, ethnicity, national origin, sexual orientation, disability, etc.
- Uses social work knowledge to assist client populations to achieve social and economic justice.

Professional

- Engages in practice that is guided by knowledge of the dynamics and consequences of social and economic injustice.
- Develops professional relationships that exhibit a regard for the inherent worth and dignity of clients.
- Demonstrates professionalism, accountability and responsibility to client systems, the practicum setting and the profession, in accordance with professional Codes of Ethics.

Personal

- Assumes responsibility for personal ethical conduct, quality of practice, and continual development of knowledge/skills of the social work profession.
- Assumes increased accountability in practice within the boundaries of education, training, and professional experience.

Agency Service & Social Policy

Agency

- Understands and can analyze the structure and function of the practice setting, its program, and relationship to other community programs, funders, external policies, systems, economy, and community.
- Able to identify areas for development of inter-agency programs, demonstrates an ability to build and sustain inter-organizational relationships, understands, and maintains agency's confidentiality requirements.

Policy

- Understands and articulates the history of the agency and the application of agency policy on the client population, critically reflects on, questions, and appropriately challenges the impact of social and agency policies on the client and service provision.

Inquiry

Evidence Based Practice

- Demonstrates knowledge of where to access and how to search for relevant research evidence.
- Can read and critically evaluate the quality of research-based knowledge.
- Demonstrates the ability to integrate research-based knowledge and theory into practice activities keeping in mind client preference and using clinical judgement.
- Able to evaluate client satisfaction, practice effectiveness, and delivery of service.

Critical/Analytical Thinking

- Demonstrates critical thinking and analysis, able to identify areas of research and research questions that would benefit/enhance agency/organization functioning.
- Demonstrates reflective practice for theory building.

Research Process

- Be able to use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.
- Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy.”
- Able to design and implement effective research methods for practice evaluation (e.g.: participatory research, single case study, program evaluation).
- Able to synthesize and make meaningful use of research-based knowledge to inform Agency structure and mandate.

Administrative Context of Practice

Recording and Documentation

- Submits paperwork in a timely manner, demonstrates clear, logical, accurate, and respectful record keeping.
- Uses agency technology in a proficient manner.

Professional Conduct

- Consults appropriately regarding legal/ethical dilemmas.
- Meets agency expectations regarding attendance, punctuality, reliability, etc.

Personal Development

Self-Awareness

- Engages in an ongoing process of self-assessment and reflection.
- Identifies unexamined assumptions and biases that can interfere with learning and practice.
- Demonstrates the ability to critically self-assess and reflect on skills, knowledge, and personal context of practice.
- Demonstrates the ability to regulate emotions and align their behaviors with their values and the

values of the social work profession.

Lifelong Learning

- Demonstrates planning for ongoing learning and development.
- Demonstrates commitment to continued professional growth and skill development through a range of activities.

Supervision

- Makes effective use of supervision for advancing practice and promoting growth in self and others.
- Contributes to interdisciplinary learning and support.

(Adapted from the Kings College – Western University Field Education Manual 2016-17)

MSW ADVANCED PLACEMENT SELECTION PROCESS

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

The School of Social Work at St. Thomas University places a high value on facilitating quality field placements for all students. One of the ways we try to achieve this is through the faculty liaison role, which includes a minimum of three meetings with the student and their field instructor. The School works collaboratively with our community partners and placement agencies. These partnerships are developed based on quality field placements, which may lead to joint research projects, program development and other collective work.

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

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

Being placed at a particular agency or in a particular role by the School cannot be guaranteed. Placements are based on student learning, previous experience, and availability of agencies/supervisors that meet the program parameters. Students should not contact agencies directly to inquire about placements as this can complicate the placement process. Many organizations have a specific contact for placements, the School has processes that can vary depending on the potential placement agency's

requirements, placements must have opportunities for graduate level skill building, and to be fair when multiple students are interested in a single placement position. Like most Schools of Social Work, STU uses a collaborative process working with students to explore agencies that meet our program requirements and the CASWE Standards for Accreditation.

Placements in Current Place of Employment

Students typically are not placed in an agency where they are currently employed to prevent potential conflicts of interest by the student, the field instructor, or both. The School understands that in some exceptional situations students are able to fulfill placement requirements in their place of employment. The field education coordinator will review individual student requests to conduct their placement at their existing workplace. To be considered, students must articulate why their current employment setting is the optimal choice for accomplishing their graduate-level field placement learning goals. It is important to note that financial factors should not be included in this explanation.

A field placement at the student's current place of employment is contingent upon the student submitting a written proposal outlining the following:

1. The reasons for the request to complete the placement in their current place of employment.
2. Why this agency is the best option to meet learning objectives.
3. How the placement activities differ from employment related work including an explanation of how the placement activities are at the graduate level.
4. How the placement supervisor/field instructor will be able to provide objective evaluation of the student. This cannot be the same person that supervises the student in their paid work or someone over whom the student has authority over. The student shall be accountable to the field instructor and the faculty liaison for field placement-related activities.

Final decisions about the appropriateness of field practice placements in a student's workplace rests with the field education coordinator.

PLACEMENT HOURS AND ATTENDANCE

According to the accreditation standards set by the Canadian Association of Social Work Education (CASWE), students enrolled in an accredited Master of Social Work program Advanced Practicum option must complete a minimum of 450 practice hours in the field of social work.

The Advanced Practicum is scheduled in a block format with the days and hours of work pre-arranged with the placement agency. The expectation is that the student will complete a minimum of 450 hours in their practicum setting.

Students attend placement according to their host agency's hours. For example, if the agency's hours of operation are Monday-Friday, 8:30 AM – 4:30 PM, then students will begin at 8:30 AM and end at 4:30 PM, deducting time for a lunch break. 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. Some placements may involve after-hours work, on occasion. After-hours work, which involves activities outside of the typical workday, should be agreed on between the student, faculty liaison, and field instructor. **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 reduce the risk of burnout and to ensure there is adequate time for processing information. If a student does accrue “overtime” placement hours in a given week, their schedule for the following week should be adjusted accordingly.

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

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 faculty liaison electronically once the placement concludes.

OVERVIEW OF SCWK 6119: MSW Advanced Placement – 450 hours

This course requires a minimum of 450 hours of advanced field practice experience with a focus on the development of specialized skills and knowledge in social work. The field experience takes place under the supervision of a field instructor in an approved agency setting.

Evaluation

Evaluation is based on general criteria as specified by the Advanced Field Practice Evaluation Form. The final grade is assigned as either Pass or Fail by the faculty liaison. Student progress will be reviewed on an ongoing basis. However, a more comprehensive review of student progress must occur at least once during the implementation phase of the field practice experience, normally at the mid-point of the placement. The evaluation process will include input from the field instructor and any agency staff involved in supervising the student’s field practice activities.

Educational Supervision

Overall supervision and evaluation of the Advanced Practicum course is the responsibility of the faculty liaison. However, supervision of the student’s day-to-day work is done by a field instructor. The purpose of supervision is to ensure that the course objectives are met and will include: (1) guidance in the integration of practice theory and research with practice; (2) case management and case/project supervision; and (3) feedback on progress, reflexive practice, and professional development.

MAJOR ASSIGNMENTS & REQUIREMENTS AT-A-GLANCE

Date/Time	Assignment/Requirement	Location
Learning Agreement Meeting	<p>Meeting date set up by faculty liaison in collaboration with field instructor & student.</p> <p>Learning Agreement (<i>including Learning Objectives, Evaluation Plan, and a Plan for Supervision</i>) to be finalized within first 2-3 weeks of placement. Learning Agreement to be sent to faculty liaison prior to initial meeting.</p> <p>Student leads meeting in collaboration with field instructor and faculty liaison.</p>	The host agency (unless otherwise specified).
Mid-Term Evaluation Meeting	<p>Meeting date set up by faculty liaison in collaboration with field instructor & student.</p> <p>Student completes a written, self-directed, mid-term evaluation and sends to faculty liaison and field supervisor prior to the mid-term meeting.</p> <p>Student leads meeting in collaboration with field instructor and faculty liaison.</p>	The host agency (unless otherwise specified).
Final Evaluation Meeting	<p>Meeting date set up by faculty liaison in collaboration with field instructor & student.</p> <p>Student completes a written, self-directed, final evaluation and sends to faculty liaison and field supervisor prior to the mid-term meeting. Master's Advanced Field Practice Evaluation Form to be completed by end of meeting.</p> <p>Student leads meeting in collaboration with field instructor and faculty liaison.</p>	The host agency (unless otherwise specified).

**** The required seminar course is a co-requisite and is a separate course from the placement. Details on seminar requirements and assignments will be provided by the seminar instructor.**

ASSIGNMENTS AND EXPECTATIONS

Beginning Phase: Overview of Assignments and Requirements

Learning Agreement

During the initial 2-3 weeks of placement, the student will create a Learning Agreement outlining:

1. **Individualized learning objectives**, including learning opportunities and individual learning goals. This will include a rationale for, and description of, the activities/strategies the student plans to implement during the placement.
2. A plan for **evaluating** both the results of implementation and the achievement of learning goals.
3. A clear plan for **supervision** throughout placement.

Individualized learning objectives are descriptions of specific expected outcomes or necessary steps toward achieving student learning. The student is expected to develop activities to implement during the field placement that are based on social work theories and research, and they must evaluate these activities to assess their performance throughout the placement. Particular attention must be paid to experiences and impacts of structural oppression and discrimination, and to addressing these issues at micro, mezzo, and/or macro levels.

Individualized learning objectives are expected to:

- Focus on professional social work.
- Be grounded in the *CASWE-ACFTS Standards for Accreditation: Core Learning Objectives*.
- Be graduate level in depth and complexity.
- Integrate social work values, knowledge, and skills with critical reflection and self-awareness.

In creating the Learning Agreement, the student will consider the following:

- Development of specialized skills and knowledge through a critical review of relevant theory and research, and the application of advanced social work methods, which includes a critical analysis of the social construction of theory and practices that may reflect injustices.
- Demonstration of a reflective approach to practice through the appropriate use of supervision. This reflection should include analysis pertaining to the origins and manifestations of social injustices in Canada, the multiple and intersecting bases of oppression, domination, and exploitation, and the practice skills necessary to challenge various forms of marginalization and privilege.
- Development of a reflexive practice that assesses one's own performance in a professional role, professional expert power, the social worker's social location, and the ways that societal oppression may manifest in the everyday practices, policies, and procedures of the field setting, and how these impact the client and/or the social worker.
- Building capacity to develop, apply, and critique social work values, ethics, and practice to make professional judgments consistent with a commitment to promote equality and the elimination of oppressive social conditions.
- Gaining experience in developing and applying a framework for the evaluation of field practice activities including the extent to which the practice promotes equality, social change, and social justice and eliminates oppressive social conditions.

- Demonstrating effective working relationships with professional colleagues, service users and other members of the community, and be responsive to ethnic, cultural, racial, sexual, and gender diversity in these relationships.

The Learning Agreement will identify relevant literature and research to be examined in planning and implementing field practice activities, which address the course objectives.

Since a key learning objective is to equip students with necessary skills to analyze the multiple and intersecting bases of oppression the faculty liaison and field instructor will need to pay attention to discussing with the student how they plan to acquire these skills. It may be desirable to structure group learning processes with the agency field instructor and/or colleagues to facilitate such learning. Completion of the advanced field practice placement is dependent on achieving the student's specific learning goals.

The faculty liaison, field instructor, and student will meet to review the student's Learning Agreement. The student will facilitate a discussion on their learning objectives, evaluation plan, and an overview of supervision. The faculty liaison, field instructor, and student will complete the Initial Meeting Summary Form.

Mid-Term Phase: Overview of Assignments and Requirements

By mid-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 are performing many tasks independently. The field instructor and the student can discuss which tasks seem appropriate to perform independently, given the students' skill levels, and the nature of the work being performed. The wellbeing of the agency's service users should be prioritized when making such decisions.

This phase is also a time for reflection upon what has been accomplished so far in terms of skill building and the meeting of learning objectives outlined in the Learning Contract. The mid-term meeting with the student, field instructor, and faculty liaison provides an opportunity to assess where the student is at in their learning, and to discuss the next steps for the duration of the placement.

The faculty liaison, field instructor, and student will meet to review the student's progress. The student will facilitate a discussion on their progress to-date on their learning objectives and all parties will identify areas of strength and areas for further growth in the remainder of the placement. The faculty liaison, field instructor, and student will complete the Mid- Term Summary Form.

Final Phase: Overview of Assignments and Requirements

Evaluating the Advanced Field Placement

Overall, the evaluation of the advanced field practice is the ultimate responsibility of the faculty liaison, but the field instructor may provide input to this process. As part of the evaluation process, the student must:

1. Provide documentation of 450 hours of practice. This may include direct client contact, meetings, supervision sessions, self-reflection on practice, preparation, and planning activities.
2. Provide evidence that practice activities are based on theory and/or research and/or accepted practice.
3. Provide evidence of accepting feedback and incorporating feedback from supervisor(s) into their practice.
4. Complete a written analysis of the extent to which their learning goals and the course objectives were met, how this was accomplished, and the evaluation procedures used (5–10 pages).
5. Have demonstrated ethical behaviour per CASW Code of Ethics and Standards of Practice.
6. Have maintained adequate record-keeping in accordance with the policies of the host agency and CASW Code of Ethics. A written statement should be provided by the faculty liaison that these criteria have been met, with a copy to be placed in the student's file.

The faculty liaison, field instructor, and student will meet to review the student's progress. The student will facilitate a discussion on their progress throughout placement. The student and field instructor will identify strengths and areas for further growth in future practice. The faculty liaison, field instructor, and student will complete the Master's Advanced Field Practice Evaluation Form.

POLICIES

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

<https://www.stu.ca/socialwork/policies/>

[Policy on Confidentiality](#)

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

[Immunization Policy](#)

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

CRIMINAL RECORDS CHECK

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

INSURANCE

Liability Insurance Policy

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

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

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

Worker's Compensation Insurance

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

CONFIDENTIAL INFORMATION

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

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

STUDENT-AT-RISK FOR FAILURE OF THE FIELD PLACEMENT

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

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

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

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

1. Field instructor responsibilities:

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

2. Student responsibilities:

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

Review Process

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

- The field instructor has the primary responsibility for documenting and evaluating the achievement, or lack thereof, of the learning objectives. However, an informal review committee, comprised of the field instructor, faculty liaison, and student may be formed at the request of either the field instructor, faculty liaison, or student to provide a complete review of the situation.
- The outcome of the review will ordinarily be a revised Learning Contract with specific requirements for what the student needs to do in order to successfully complete the field placement.
- Termination of the placement may be initiated by the field instructor where a student's performance is unsatisfactory and fails to meet the primary service obligations of the agency.
- Students can request the termination of their field placement if, after an informal review, they believe that the learning needs as outlined in the contract will not be met within the field placement. The request must be made to the field education coordinator in writing, identifying the reasons for the change.

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

1. Indicators of Problems in Practice:

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

2. Indicators of Problems in Organizational Behavior and Professional Collaboration:

- The student unilaterally contravenes agency policy without prior discussion with the field

instructor.

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

3. Indicators of Problems in the Use of Field Instruction Supervision:

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

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

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

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

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

Steps To Be Followed:

1. The student needs to clearly identify the problem or need and develop recommendations for changes that would help to resolve the problem.
2. The student meets with the agency *field instructor* when the problem is related to the *conditions* of the field placement. The purpose of the meeting is to present the problem or the need and to discuss possible solutions.
 - a. If the problem is not resolved with the field instructor, the student meets with the faculty liaison to discuss the concerns. The student and faculty liaison will review the situation and explore options.

- b. A meeting between the faculty liaison and field instructor is the next step in making desirable changes to enhance the student learning or to negotiate changes in grading.
3. The student meets with the *field education coordinator* when the concern is related to the *choice* of field placement. The purpose of the meeting is to present the problem or the need and to discuss possible solutions.
4. If the student has worked through the previous steps and is not satisfied with the results obtained, then they may request a review of the situation with the field education coordinator.
5. If the student is not satisfied with the results of the review with the field education coordinator, they may appeal the "decision" to the director of the School of Social Work. Students will need to state their request in writing, identifying the decision or problem that needs to be reviewed by the School of Social Work.
6. Students appealing a final grade in the course may follow the university's Appeal Process, available at: <https://www.stu.ca/socialwork/policies/>



St. Thomas University

SCWK 6119: ADVANCED PLACEMENT INITIAL MEETING SUMMARY

Student: _____

Field Instructor: _____

Agency: _____

The faculty liaison provides a summary of key comments and discussions around the Learning Agreement (learning objectives, evaluation plan, and supervision) and expectations of student and field instructor in this placement.

Signatures

MSW Student: _____

Faculty Liaison: _____

Field Instructor: _____

Date: _____



St. Thomas University

SCWK 6119: ADVANCED PLACEMENT MID-TERM SUMMARY

Student: _____

Field Instructor: _____

Agency: _____

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

Signatures

MSW Student: _____

Faculty Liaison: _____

Field Instructor: _____

Date: _____



SCWK 6119: MASTER'S ADVANCED FIELD PRACTICE EVALUATION FORM

Evaluation of the Advanced Field Practicum includes completion of the following process:

- a) The student must provide documentation to demonstrate that they have completed 450 hours of practice. These hours may include direct client contact, meetings, supervision sessions, self-reflection on practice, preparation, and planning activities. This does not include time spent on researching and writing the proposal.
- b) The student must complete a written analysis of the extent to which their learning goals and the course objectives were met, how this was accomplished, and evaluation procedures used (5-10 pages).
- c) The student must provide evidence in their report that practice activities are based on theory and/or research and/or accepted practice.
- d) Feedback from the faculty liaison and field supervisor/instructor must be documented and included in the report.
- e) The report of practice activities should include reference to the CASW Code of Ethics and Standards of Practice.
- f) The student will affirm to the field supervisor/instructor, in writing, that all case records and other agency documentation will be completed and up to date prior to completion of the placement.

The undersigned certify that they have read the Master's Practicum Report entitled:

Submitted by: Student Name: _____ Student Number: _____

In partial fulfillment of the requirements for the degree of Master of Social Work.

By signing below the faculty liaison indicates that the candidate has passed or failed the Master's Practicum

FINAL GRADE (please circle): PASS FAIL

Signatures

MSW Student: _____

Faculty Liaison: _____

Field Instructor: _____

Date: _____