



School of Social Work

SCWK 3053 – Field Instruction I
BSW Social Action Placement 250 hours

2023-2024

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OVERVIEW OF THE BSW PROGRAM AT ST. THOMAS UNIVERSITY

The main objective of the Bachelor of Social Work degree program 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 School of Social Work at St. Thomas University 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.

FIELD EDUCATION

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

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

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

DESCRIPTION OF ROLES

Field Education Coordinator

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

Responsibilities include:

1. Ongoing development of field placements by:
 - a. initiating and creating linkages with community agencies;
 - b. reviewing agency policies and programs to ensure that students are provided with learning opportunities that are compatible with the values and principles of the social work profession;

- c. working cooperatively with agencies to develop, enlarge, and improve existing field placement opportunities;
 - d. engaging students and field instructors to participate in a review and assessment of the field placement.
2. Development and administration of field education policies and procedures by:
 - a. establishing clearly written policies on roles, attendance, practicum requirements, sexual harassment, discrimination, competency credit, confidentiality, appeal processes, etc.;
 - b. developing guidelines and tools for the evaluation of students and the on-going evaluation of field instructors and field placements;
 - c. consulting with students, faculty, and agency staff whenever disputes occur regarding policy violation or misconduct;
 - d. providing mediation in situations where disputes are unresolved.
 3. Development and implementation of educational events for faculty, field instructors, and students pertaining to field education by:
 - a. conducting orientation sessions for students and field instructors before field placements begin;
 - b. planning seminars and workshops for field instructors;
 - c. distributing of updated field education information.
 4. Development and implementation of the field placement selection process by:
 - a. carrying out an orientation meeting for students on the field instruction program;
 - b. providing information on available field placement options;
 - c. making matches in collaboration with agencies;
 - d. consulting with students, field instructors, and faculty liaison when issues arise that raise questions about the suitability of the match.
 5. Chair of the Field Education Advisory Committee
 - a. planning and chairing meetings a minimum of 3 meetings per year;
 - b. circulating minutes and agenda;
 - c. consulting with director and faculty of the School of Social Work.
 6. Liaising with university administration in the development of field curricula, grading practices, workload credit and budget requirements for the field program.
 7. Participation as a member of the field education network that meets annually at the CASWE meetings. The field education coordinator may be active in any education or research projects initiated by this network.
 8. Establishment of a comprehensive field education program evaluation that would occur whenever the school is completing the self-study for accreditation purposes.

Field Instructor and the Agency

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

Expectations of the Field Instructor:

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

Expectations of the Placement Agency

1. Accepts students without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; ensuring that the placement is free of discriminatory practices both in personnel practices and in delivery of services.
2. Participates in the matching process by interviewing interested students and assessing if they would be a good fit.

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

Faculty Liaison

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

Expectations of the Faculty Liaison

1. Attend educational workshops provided by the School on field instruction.
2. Become familiar with the policies and practices as outlined in the Field Instruction Handbook.
3. Facilitate a meeting to review the Learning Contract as established by the students 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 students to make links between field experiences and program curriculum and provide support to the student in their professional growth and development.
6. Assist and support field instructor in developing a teaching role that empowers students as learners.
7. Mediate conflicts and/or challenges that arise between students and their field instructor by attending or arranging meetings that may be necessary to resolve problems. These meetings should be held at the earliest sign of difficulty.
8. Facilitate the Mid-Term Review Meeting by reviewing progress on the students' Learning Objectives and by discussing feedback from Mid-Term Evaluation Form that is completed by the field instructor and students. Explore if there are any concerns that need to be addressed in order for the student to pass the field placement.
9. Ensure that written notification is given to a student when it appears that they may be asked to withdraw because of inadequate performance.
10. Facilitate the Final Evaluation Meeting, which includes a discussion of the Final Evaluation report completed by the field instructor and student.
11. Establish a final grade of Pass or Fail for the field placement in consultation with the field instructor and student.
12. Write the students' Final Evaluation in instances where the field placement requires faculty-based field instruction.

Student

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

Expectations of the Student

1. Follow directions provided by the field education coordinator regarding placement selection.
2. Attend a pre-placement visit if requested to do so.
3. Attend any orientation sessions scheduled prior to beginning the field placement and become familiar with the Field Instruction Handbook.
4. Attend agency orientation activities, training sessions, and/or staff meetings as requested by the field instructor.
5. As a group, identify Learning Objectives and participate in establishing a Learning Contract with the agency field instructor and the faculty liaison.
6. Apply social work values and abide by the CASW Code of Ethics, Values and Guiding Principles (2024) 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 3053 FIELD INSTRUCTION I (Social Action)

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.

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

- It must locate the sources of domination in actual social practices;
- It must present an alternative vision (or at least an outline) of a life free from such domination; &
- It must translate these tasks in a form that is intelligible to those who are oppressed in society.
(Leonard, 1990, cited in Mullaly & Dupré, 2018, p. 215)

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. Progressive social work practitioners act in solidarity with service users as citizens to challenge and propose alternatives to institutionalized domination and oppression. “Rather than an exclusive emphasis on changing individuals, social justice-oriented social work assists individuals in meeting their needs, whenever possible in participatory and transformative ways, and simultaneously focuses on challenging and transforming those forces within society that benefit from and perpetuate inequality and oppression” (Baines, 2017, p. 7). 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:

- Baines, Donna. (Editor) (2017). *Doing Anti-Oppressive Practice: Social Justice Social Work*. Halifax: Fernwood Books.
- Mullaly, B. & Dupré, M. (2018). *The New Structural Social Work: Ideology, Theory & Practice* (fourth edition). Oxford University Press.

SOCIAL ACTION PLACEMENT SELECTION PROCESS

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 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.

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. At St. Thomas University, we divide these hours between a **250-hour Social Action placement**, completed in the second 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.

Each student is responsible for keeping track of their own hours using the Log of Hours spreadsheet distributed electronically by the field education coordinator. Students must submit this spreadsheet to their faculty liaison once the placement concludes. Students are in placement according to their host agency's hours. For example, if the agency's hours of operation are 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 tasks on occasion. Agencies should inform students and the field education coordinator of their hours of operation and if any after-hours tasks will be required before the placement is finalized. **Students must deduct time to account for lunch breaks where they are not engaged in placement activities to adhere to CASWE accreditation standards.**

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 to fulfill the CASWE accreditation requirements.

OVERVIEW OF SCWK 3053 FIELD INSTRUCTION I - SOCIAL ACTION FIELD PLACEMENT – 250 hours

Description and Key Elements

This course provides practical experience in the field, in an approved setting, up to three days per week. Students are expected to develop knowledge and skills in small teams utilizing a community-based approach to practice under the supervision of a faculty liaison and agency staff person (field instructor). This course is a co-requisite to SCWK 3253, *Organizing for Action with Diverse Groups*.

One of the ways the social action field placement differs from the 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 teamwork focus where we match 2-4 students with each social action placement. Students are expected to practice the skills of teamwork with each other and agency staff in carrying out the initiative or project. We have an expectation that this project experience will allow students to learn more about sharing leadership skills and work responsibilities in a respectful and collaborative manner.

Each **team of students** will outline unique Learning Objectives in their Learning Contract in the key areas of development: Knowledge/Content, Skills/Behaviours, Personal Development, and Teamwork/Group Process.

Knowledge/Content Development

By the end of this placement, students should demonstrate knowledge of:

- The social issue their placement project is addressing, including its history and its impacts on the local community and beyond.
- The network of agencies and community partners relevant to the social issue being explored.
- Strategies and actions for community/social change (as they apply to the placement project).
- Research methods and the importance of research in social justice work.
- The role of social workers as social justice advocates.

Skills/Behaviours Development

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

- Communicate their thoughts and feelings and to listen to others in ways that align with social work values, practices, and ethics.
- Integrate theories and skills learned in the classroom with the practical experience of the field.
- Participate fully in, and take ownership over, their learning during supervision, consultation, and other administrative processes.
- Participate in advocacy activities organized in collaboration with a group, organization, or agency at the mezzo/macro level.
- Complete a thorough analysis of a social problem, the factors influencing it, and potential solutions/strategies for change.
- Engage with decision-makers in a productive and collaborative fashion, under the guidance and leadership of the placement host agency/group.
- Engage with the media (e.g., mainstream, social, community, etc.) under the guidance and leadership of the placement host agency/group.
- Evaluate the effectiveness of a strategy and/or action, and modify plans as needed.

Personal Development

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

- Assume major responsibility for the development of life skills as they affect professional practice, such as self-care, time management, etc.
- Recognize and note how their own values and personal experiences affect their professional practice, and account for this in their practice.
- Learn new skills and evaluate their own practice to identify when new skills/knowledge are needed.
- Embody professional social work values and ethics in practice and in the classroom.

Teamwork/Group Process Development

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

- Work as a part of a team with colleagues, constituents, and staff in the practice setting, and collaborate with other community partners and relevant stakeholders.
- Attend to group process issues when they arise in a constructive and respectful manner.
- Assume a leadership role at various times during the project, in consultation with other team members.
- Assume a supportive role at various times during the project, in consultation with other team members.

Evaluation

The marking system for field placements is either a **Pass or a Fail grade**. Formal evaluations will take place at the Mid-Term and Final Evaluation meetings. Evaluations are conducted as a group, but if there is a concern about a particular student potentially receiving a failing grade, it will be addressed individually and promptly.

- At the Mid-Term Meeting, the students, field instructor and faculty liaison will review the students' work using the Mid-Term 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 students' learning and the Final Evaluation Form. This will also include a review of the students' Learning Contract with the intent to identify opportunities for future development.

EXAMPLES OF STRATEGIES & ACTIONS FOR SOCIAL ACTION FIELD PLACEMENTS

A 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 public awareness and support to influence social change;
- an approach for making a government or other body do something in the public interest that they may not otherwise choose to do;
- an overall plan for researching and introducing or revising a service to a marginalized group.

Examples of strategies:

- a strategy for influencing public opinion to change attitudes & influence government
- research and social planning
- writing grant applications in support of planning new and needed services
- community consensus building
- general, sympathy, and wildcat strikes
- development of (or support for existing) coalitions
- public education & awareness activities
- building mass movements and organizations
- parliamentary political action
- supporting political parties' position on issues
- participation in electoral politics
- extra-parliamentary political action such as public protest
- lobbying
- boycotts of products
- building culture and identity
- internet advocacy
- media work
- non-violent direct action
- creating social space and building collective identity
- building international ties

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
- mass demonstrations
- marches
- photo voice exhibitions
- public hearings
- postcard campaign
- leaflets, pamphlets
- letter-writing campaign
- petition drive
- debates
- art
- testimonies and first-person stories
- rallies
- picnics
- symbols and songs
- prayer and worship
- meetings with public officials and politicians
- educational teach-ins and sessions
- boycotts
- blockades
- hunger strikes
- voter registration
- public statements and manifestos
- popular education
- community action
- street theatre
- celebrations
- memorials and vigils

MEDIA AND POLITICAL ENGAGEMENT ACTIONS

All social action field placements must include actions related to **media engagement** and **political engagement**, to provide the opportunity to 1) bring the issue to the level of the “social” e.g., wider than the agency/immediate network, and 2) to bring the project to the attention of potential decision-makers. Social workers who are working towards social justice need to become familiar with working with the media (mainstream, independent, social, etc.), and need to learn how to present their case to politicians and other people in decision-making roles. The Agency reserves the ability to pre-approve all media and political engagement strategies.

MEDIA ENGAGEMENT: Each social action project should provide opportunities for students to engage the media as a means of advancing the goals of the project. Media can be used for a variety of purposes: to help make an issue “social” (i.e. to raise the level of public consciousness about an issue), 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 be used also 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, during a campaign or debate. Students should also be aware of key websites and accounts related to the issue they are working on. All media interaction must be approved by the Agency before it is published, and the Agency reserves the right to allow or not allow a specific piece to be published. Media engagement is most effective when it is done collaboratively between students and Agency personnel.

Examples of media activity include (but are not limited to):

- press releases
- “op ed” pieces in editorial sections of mainstream print or online media
- press conferences
- social media engagement & postings
- media advisories
- submissions to relevant newsletters
- letters to the editor

POLITICAL ENGAGEMENT: Each social action team of students should have an opportunity to design an activity to engage appropriate politicians or representatives at the relevant municipal, provincial and/or federal government level, or/ in addition to the relevant political parties (e.g., Band Council, Board of Governors/Directors), to advance the goals of the project. 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 to design an effective strategy. The team of students should make a presentation to the agency supervisor or staff on the activity that they designed to engage politicians, the purpose of the activity in relation to the project and to the issue they are working on, and what the team has learned from designing this activity. The decision about whether or not to implement the political strategy rests with the agency.

MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE

Assignment/Requirement	Date/Time	Location
Initial Days of Placement – On-site Orientation		Agency
The Learning Contract Meeting	Contract components to be completed within first 2-3 weeks of placement. Students & field instructor complete the Learning Contract (and Team Building Guide) prior to meeting with the faculty liaison. Meeting date to be set by the faculty liaison and field instructor.	The host agency (unless otherwise specified).
Mid-Term Evaluation	TBD by faculty liaison and field instructor (roughly around weeks 7-9) Students & field instructor complete the Mid-Term Evaluation Form and student complete the “ Qualities of a Well-Functioning Group ” Rating Scale prior to Meeting & Review of Learning Contract	The host agency (unless otherwise specified).
Final Group Evaluation	Evaluation Write-Up to be completed before Evaluation Meeting (final weeks of placement). Meeting date to be set by the faculty liaison and field instructor.	The host agency (unless otherwise specified).

ASSIGNMENTS AND EXPECTATIONS

Beginning Phase: Overview of Assignments and Requirements

During the beginning phase of the 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** 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);*
- 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.
- d) **Learning Contract Meeting**—meeting date to be arranged between field supervisor, students and faculty liaison.

A. 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, gender, 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?*

10. Relation to the community

*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?
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?*

B. 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? What is your 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.

Attach the team's **Group Guidelines** and your responses to the questions above to your **Learning Contract**.

C. The Learning Contract

This section contains information on the Learning Contract and provides guidance on how to write effective Learning Objectives.

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 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'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:

1. Submit a copy of the completed group Learning Contract to the faculty liaison in advance of the Learning Contract Meeting at a time to be determined by the faculty liaison.
2. Present the Learning Contract for discussion and approval at the Learning Contract Meeting.
3. Engage in carrying out the tasks associated with the social action project.
4. 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

- **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 meetings, etc.). Supervision should be occurring at least weekly.
- **Expectations of the Students:** Students and field instructors will determine what type of documentation of learning is expected of students in order to assess the work/learning (e.g., journals, task logs, direct observation, correspondence, summaries, etc.)
- **Learning Opportunities:** This refers to all the activities, experiences and assignments available 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.
- **Learning Objectives:** Learning Objectives outline in writing what students want to learn (as a group) in their field placement and allow them to focus some attention on their areas of interest or learning needs.

Writing Learning Objectives

The following two pages will help the group of students in the development of their **group** Learning Objectives for the Social Action field placement. Field instructors can assist students in the development of these objectives where appropriate; however, much of the work should be the students' responsibility.

There are four levels of objectives: knowledge; skill; personal development; and teamwork.

Knowledge (content)	<ul style="list-style-type: none"> • Learning Objectives specific to the project content or topic area 	What knowledge would you like to be more aware of in relation to your social issue?
Skill (ability/integration of knowledge into action)	<ul style="list-style-type: none"> • Learning Objectives about media work related to the project • Learning Objectives about political action related to the project • Other relevant skills 	What skills would you like to be able to develop or improve before beginning your first social work 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 (self-awareness, ability)	<ul style="list-style-type: none"> • Personal development Learning Objectives for a workplace 	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?
Teamwork (group engagement and process)	<ul style="list-style-type: none"> • Learning Objectives about teamwork 	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?

Example Goals:

Knowledge	Skills	Personal	Teamwork
agency mandate	media skills	assertiveness	developing group guidelines
policies/procedures	work habits	self-appraisal	problem-solving with team
action strategies	organizing activities	self-care/coping strategies	clarifying roles
social problems	group work	self-awareness	sharing responsibilities
community resources	use of supervision	integration of values	

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

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

Example:

(a. objective statement) *To develop skills in writing persuasive op-ed articles to advocate for universal basic income and influence public opinion...*

(b. activities, tasks to accomplish the objective) *...by studying examples of effective op-ed articles related to social issues; conducting research to gather facts, statistics, and personal stories related to universal basic income; and drafting, revising, and receiving feedback from my supervisor on the drafted op-ed article.*

(c. evidence of accomplishment) *By the end of the field placement we will have completed a well-researched and persuasive op-ed article with positive feedback from my supervisor and will submit to the NB Media Co-op for potential publication.*

Verbs that may assist in writing objectives:

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

Evidence of Accomplishments

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

Criteria for Writing a Learning Objective

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

1. Relevance (Is it Relevant?)

The objective should be based on real needs. It should be in complete touch with the life, interaction, present movement, and experience of the agency/service user.

2. Clarity (Is it Clear?)

Avoid double or multiple statements that tend to split attention and concern. Too many modifying clauses suggest a lack of clear intention. The statement should be one, direct, simple statement.

3. Attainability (Is it Attainable?)

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

4. Specificity (Is it Specific?)

The objective should deal with specifics rather than general and vague problems, needs or learning areas.

5. Measurability (It is Measurable?)

A statement of objective should contain within it some indication of the standards of measurement by which the participants and/or planners will be able to tell whether or not it has been achieved.

6. Behaviorally-oriented (Is it Behavioral?)

While beliefs, knowledge, attitudes and skills can all be changed, they have not really been learned until they have been internalized and become a part of the persons in such a way that they are demonstrated in specific behaviors that can actually be observed.

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

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

Reflection on Learning Objectives

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

1. **Knowledge** - What area of knowledge would you like to be more aware of at your placement? Try to be specific. You can start with a broad statement and then break it down into smaller parts.

2. **Skills** - What skills would you like to be able to develop or improve before beginning your first social work job? What would you be doing differently with clients, colleagues, or supervisors if you achieve this skill development?
3. **Personal Development** - What areas of personal growth and development would you like to strengthen during your field placement? In your imagination, if you had achieved this goal, what would that look like in your attitude and behavior by the end of the placement?

Example of Learning Objectives in a Group Learning Contract

Knowledge:

- a. To explore information regarding the social problems single parents are facing through a structural social work lens.
 - b. We will meaningfully use the resources available (STU library, free online journals, agency staff) to research the issue and we will complete a jurisdictional scan of agencies working with single parents in the region.
 - c. At the end of the field placement, we will have a greater understanding of the social problems that affect single parents and will have documented this learning in our journals. We will also have discussed this with our field instructor to make connections to systemic factors.
-
- a. To acquire more information about attachment disorders in children.
 - b. We will meaningfully use the resources available (STU library, free online journals, agency staff) and watch a three-hour online webinar. We will also be potentially meeting children with attachment disorders and their parent/guardian.
 - c. At the end of the placement, we will have the ability to define Reactive Attachment Disorder and information surrounding this disorder such as causes, symptoms, and treatments. We will document this learning through individual journal writing and team discussions with our field instructor.
-
- a. To identify different community resources that are interconnected as a support network for children.
 - b. We will do this by talking with the Executive Director and caseworker about different resources they see as interconnected with Big Brothers Big Sisters.
 - c. At the end of the placement, we will be able to identify community resources that form together a child's support network and will create a resource guide for the agency.

Skills:

- a. To enhance knowledge about the role of media in shaping public perceptions of problems single parents face.
- b. We will attend a 3-hour workshops on media literacy and its impact on social justice. We will also engage in discussions and reflections with each other and our field instructor on current media portrayals of social justice issues.
- c. By the Mid-Term, we will be able to critically analyze media sources for bias and representation and engage in discussion with each other and our field instructor about this.

- a. To develop skills in writing persuasive op-ed articles to advocate for gaps in services to be addressed and to influence public opinion.
 - b. We will do this by studying examples of effective op-ed articles related to social issues; conducting research to gather facts, statistics, and personal stories related to problems single parents face; and drafting, revising, and receiving feedback from our field instructor on the drafted op-ed article.
 - c. By the end of the field placement we will have completed a well-researched and persuasive op-ed article with positive feedback from our field instructor and will submit to the NB Media Co-op for potential publication.
-
- a. To develop skills in political advocacy for social justice issues.
 - b. We will participate in a full day training session on political advocacy and collaborate with our agency to create a plan for political engagement by meeting with the local Green Party MLA.
 - c. By the end of the placement, we will create a briefing note and attempt to meet with David Coon to share our findings of gaps in services for single parents in the province. If a meeting is not possible, then we will send an email outlining our findings and recommendation for advocacy.

Personal Development: *(Note – many students like to do individual personal development Learning Objectives – this is something to be discussed between students and the faculty liaison).*

- a. To improve confidence with public speaking by facilitating a brief presentation to staff at the placement.
 - b. I/we will be able to increase confidence through researching attachment disorders in children by reading “When Love is Not Enough: A guide to parenting children with Reactive Attachment Disorder” as listed above and then put together a thirty-minute presentation for staff from the book.
 - c. Before the end of the field placement, I/we will be able to present the material without a shaking voice; making eye contact with the audience; and being able to fully engage in facilitating the materials and a Q & A without being distracted by nerves.
-
- a. To improve assertiveness.
 - b. I/we will be able to do this by having a voice during supervision, interacting professionally with team members and staff.
 - c. At the end of the field placement, I/we will be able to interact with each other and staff in an honest and respectful way. I/we will be able to stand up for my/our own rights and other people’s rights in a reasonable and clear way.
-
- a. To develop self-care practices for the current field placement and future employment.
 - b. I/we will carry out this task by practicing skills such as leaving “work at work” and writing learning journals to allow processing of thoughts and feelings.
 - c. At the end of the field placement, I/we will be able to have a difficult experience and instead of taking that feeling home, I/we will write about it in a learning journal and do at least one activity at home that allows me to relax or have fun.

Teamwork:

- a. To develop effective communication skills within the group.

- b. We will regularly participate in group meetings with an agenda at least once per week. We will also use collaborative tools (e.g., shared documents, etc.) for ongoing communication.
 - c. By the Mid-Term, we will be able to speak with the field instructor and faculty liaison about improved communication and cohesion within the group and reduced misunderstandings. We will also have meeting minutes to demonstrate active participation in weekly meetings with clear communication.
- a. To develop skills in delegating tasks and responsibilities equitably.
 - b. Within the first couple of weeks of the placement, we will work as a group to assign roles and responsibilities based on individual strengths and interests. This will be revisited throughout the placement informally and formally during meetings with the faculty liaison and field instructor to review task progress and redistribute workload as needed.
 - c. By the Learning Contract meeting and again at the Mid-Term Review Meeting, we will demonstrate this by sharing our task lists and schedules showing equitable distribution of responsibilities and positive reflections from group members on the fairness and effectiveness of task delegation.
- a. To enhance group decision-making processes.
 - b. We will engage in consensus-building techniques during group meetings and use decision-making tools (e.g., pros and cons lists, voting) to guide group choices throughout the placement. As a group and with our field instructor, we will reflect on our group decision-making processes to identify areas for improvement.
 - c. By the Learning Contract meeting and again at the Mid-Term Review Meeting, we will share minutes to demonstrate positive outcomes from decisions made through group consensus.

The Learning Contract Meeting

The purpose of the Learning Contract Meeting is to establish the goals and expectations for 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 and the students. The Learning Contract Meeting normally occurs within the first two-three 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 and students should agree on the content of these documents and should be mutually aware of them prior to the meeting time.

Mid-Term Phase: Overview of Assignments and Requirements

Prepare for the Mid-Term review by completing the **Mid-Term Evaluation Form** (including the **Well-Functioning Group Rating Scale**) in advance of the Mid-Term Evaluation Meeting.

The Mid-Term Evaluation

The purpose of the Mid-Term Evaluation 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 Mid-Term Evaluation, 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, to complete the Mid-Term Evaluation form. 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 at the end of the Mid-Term Review Form). The Rating Scale Assessment should be attached to the Mid-Term Evaluation Form and sent to the faculty liaison and field instructor 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 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

Continue to work on the project in consultation with the field instructor. Students will prepare a Final Evaluation Report in collaboration with the field instructor using the **Final Evaluation Form**.

The Final Evaluation

The purpose of the Final Evaluation is:

- To review the students' Learning Contract to assess progress made throughout the placement and identify opportunities for continued growth.
- To collaborate with students in reviewing appropriate sections of the Final Evaluation, with the goal of providing feedback to the students.

Process:

The faculty liaison will schedule the Final Evaluation Meeting near the end of the placement.

Part 1 of the Final review process is for students, along with their field instructor, to complete the Final evaluation form. It is very important that this activity be completed in advance of the Final 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 Final Review process is to attend and participate in the **Final Evaluation Meeting**. Students and field instructors should be prepared to summarize students' progress and revisit the Learning Contract to assess progress against the Learning Objectives. The Final Evaluation Meeting will be a discussion of the learning, strengths, and areas for further development demonstrated by the students during placement.

Writing a Final Group Evaluation

The 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 students are responsible for completing sections 1, 5, and 9, however they can assist with the other sections as requested by the supervisor.**

ADJOURNING THE PLACEMENT

The successful completion of the Social Action project is cause for celebration. Students, field instructors, 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.

POLICIES

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

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

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

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. At the beginning of placement students will sign the School of Social Work's **Policy on Confidentiality** providing the agency/field instructor with the original and the faculty liaison with a copy of the signed form.

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](#).**

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 Learning 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 Learning 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 Learning 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 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/>

FORMS

Policy on Confidentiality

SCWK 3053 Field Education I Forms – completed by students and/or field instructor

- SCWK 3053 Field Education I Learning Contract
- SCWK 3053 Field Education I Qualities of a Well-Functioning Group
- SCWK 3053 Field Education I Mid-Term Evaluation (includes “Qualities of a Well-Functioning Group” Rating Scale)
- SCWK 3053 Field Education I Final Evaluation

SCWK 3053 Field Education I Forms – completed by faculty liaison

- SCWK 3053 Field Education I Mid-Term Summary Form
- SCWK 3053 Field Education I Final Summary Form



St. Thomas University

Policy on Confidentiality

*This form is signed by the student & field instructor at the beginning of the field placement.
The agency/field instructor keeps the original and a copy is given to the faculty liaison.*

It is understood that all St. Thomas University social work students are expected to abide by the field placement agency's policy on confidentiality and to abide by the Canadian Association of Social Workers (CASW) Social Work Code of Ethics.

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

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

Social Work Student's Signature

Date

Field Instructor/Supervisor's Signature

Date



St. Thomas University

SCWK 3053: FIELD INSTRUCTION I LEARNING CONTRACT

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

Students: Click or tap here to enter text.

Field Instructor: Click or tap here to enter text.

Agency: Click or tap here to enter text.

Date: Click or tap here to enter text.

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

1. Supervision

a. Supervision Format: Individual Group Other

b. Supervision Arrangements: When/frequency of meetings?

Click or tap here to enter text.

2. Describe student learning opportunities at, and related to, the placement.

Click or tap here to enter text.

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

Click or tap here to enter text.

4. List of Learning Objectives for the group of students that relate to the three levels of knowledge, skill and personal development. Attach your Learning Objectives to the Learning Contract.

Each Learning Objective will include the following:

- a. A goal/objective statement
- b. The learning opportunities
- c. Evidence of accomplishment

5. Attach Team Building Guide responses and Group Guidelines to the Learning Contract.

Signatures

Print Your Name

Sign Your Name

Date

BSW Students

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Faculty Liaison

Field Instructor/Supervisor



St. Thomas University

SCWK 3053: FIELD INSTRUCTION I MID-TERM EVALUATION

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

Students: Click or tap here to enter text.

Field Instructor: Click or tap here to enter text.

Agency: Click or tap here to enter text.

Date: Click or tap here to enter text.

Number of Placement Hours Completed: Click or tap here to enter text.

OVERVIEW

The agency field instructor and students work collaboratively to answer the Mid-Term Evaluation questions. Please refer to the Field Education Handbook and the students' Learning Objectives when completing these questions.

This form needs to be completed and sent to the faculty liaison prior to your Mid-Term Evaluation meeting.

QUESTIONS

1. Itemize the experiences/assignments completed by the students to date.
Click or tap here to enter text.
2. The focus of this social action placement is on social issues broadly, with a focus on community level interventions. How have the students demonstrated strategies and actions for community/social change? Discuss strengths and areas for improvement.
Click or tap here to enter text.
3. Comment on the frequency and length of supervision provided. Was learning hindered or enhanced by the students' ability to make constructive use of the time together? If there were difficulties, what efforts were made by the field instructor and/or the student(s) to resolve the problem, and what was the outcome?
Click or tap here to enter text.
4. Briefly describe the assessment method used to monitor and assess the students' 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 student interviews, role-playing, reviewing student's written work, etc.
Click or tap here to enter text.
5. Evaluate how the students have demonstrated professionalism. In your thinking of this, you can consider such things as dress, attendance, use of time, behavior, and/or attitude.

Click or tap here to enter text.

6. Evaluate how the students have demonstrated the principles of the Code of Ethics, such as, showing respect for clients, and using a non-judgmental approach. Provide examples from practice. Discuss strengths and areas for improvement.

Click or tap here to enter text.

7. What learning opportunities will the students be engaged in for the remainder of the placement?

Click or tap here to enter text.

8. Provide an update on where the students are for their Learning Objectives. Did the students attain their Learning Objectives? What factors facilitated or hindered this work? Will there be changes to existing Learning Objectives? If so, please explain.

Click or tap here to enter text.

9. What are the students' primary strengths as you see them now? Which areas need improvement?

Click or tap here to enter text.

10. Are the students: exceeding expectations, meeting expectations, or need to improve? Are any of the students at risk of failing the placement? If any student needs to improve, please outline the plan for improvement.

Click or tap here to enter text.



QUALITIES OF A WELL-FUNCTIONING GROUP

This form is completed by the students & field instructor prior to the Mid-Term Evaluation Meeting with the faculty liaison.

The form is sent via email along with the Mid-Term Evaluation form to the faculty liaison prior to the meeting.

Instruction: Students should read the following two pages, complete the scaling questions, and attach it to their Mid-Term Review.

What qualities have you noticed in groups that do empower their members? The following list is from my observations about what makes a difference (Shields, 1991).

1. **Belonging and Valuing** - Let people know they do belong and that their contributions are valued. One aspect of this is welcoming and fully orienting new members. Create a positive atmosphere in which people feel affirmed, in which positive strokes are given easily and often. Affirmation is a powerful motivator – yet the more common practice is not to give feedback to each other or to mention only negative things.
2. **Being Clear About the Task** - When consistent attention is given to planning, policies, procedures and roles, it is clear what needs to be done, why, by whom and when. Lack of clarity in this area is a major source of disempowerment in small community groups.
3. **Creating Safety** - It helps if members think about each other and give each other encouragement to keep developing inner resources, build confident, overcome limitations and express feelings. In this environment feelings are not swept aside as irrelevant, irrespective of whether they are about the issue or about other people in the group.
4. **Listening and Consulting** - Groups in which people are listened to and consulted about things that affect them, share power and foster participation. Though at times it may be appropriate to have strong and directive leadership, this does not exclude proper listening and consultation and it does include paying attention to integrity in decision-making processes.
5. **Respecting Diversity and Uniqueness** -In voluntary community-based groups especially, it is recognized as appropriate to have different rhythms, time commitments and working styles. As far as possible, people are encouraged to find the thing they love to do and can uniquely offer. Different cultural, racial, age or class backgrounds and life perspectives are valued and respected.
6. **Being Aware of Oppression** - Recognize that we are rooted in the structures that we seek to change and therefore the same problems are likely to surface in the microcosm of the group. Sexism, racism, classism, ableism, and ageism will be ever present in the group, reflecting the values of society. This can shift when members are both confronted and supported to change oppressive attitudes and patterns.
7. **Being Committed to Conflict Resolution** - Groups that see conflict as an opportunity to develop rather than as something that is bad and to be avoided, are more likely to flourish. Maintaining this attitude means being prepared to give feedback and stay with difficulties until they are resolved. Making this commitment enables far deeper levels of cohesion and satisfaction to be reached than in

groups that gloss over conflict.

8. **Encouraging and Supporting Leadership** - Each person in the group is treated as a potential leader and the role of leadership is shared and demystified.
9. **Training and Developing Skills** - People are encouraged to identify areas for development to enable them to improve what they do. This could include preparation for social action, conflict resolution, meeting facilitation, or burnout prevention strategies.
10. **Sharing Visions and Encouraging Each Other's Dreams** - Taking the time to look together at common visions will enhance creativity and motivation.
11. **Making Room for Fun and Humour** - How great it is to be with people for whom working does not exclude playing! Often the best work happens when people are also having a good time!

Shields, K. (1991) *In the Tiger's Mouth: An Empowerment Guide for Social Action*, pp. 164-165.
Blacktown: Millennium Books.

Complete the rating scales below as a group and attach this with your Mid-Term Evaluation.

1. **Valuing Individuals** – are positive feelings expressed and encouragement given to group members?
 - *Give a value from 0 to 5 where 0 is 'nothing positive expressed' and 5 is 'high degree of positive feedback.'* Click or tap here to enter text.

2. **Clarifying the Tasks** – How clear is what needs to be done, and by whom?
 - *Give a value from 0 to 5 where 0 is 'very vague and confusing' and 5 is 'very clear.'* Click or tap here to enter text.

3. **Expression of Feelings** – How safe would you feel generally expressing feelings directly, either about the issue or about people in the group?
 - *Give a value from 0 to 5 where 0 is 'no support, very unsafe' and 5 is 'strong support and safety.'* Click or tap here to enter text.

4. **Listening & Consulting** – Are people consulted about things which affect them? Are they listened to?
 - *Give a value from 0 to 5 where 0 is 'no consultation, poor listening' and 5 is 'consulted and listened to.'* Click or tap here to enter text.

5. **Respect for Diversity** – Are different perspectives (e.g., age, ethnicity, culture, class) respected and included?
 - *Give a value from 0 to 5 where 0 is 'no respect for diversity' and 5 is 'high degree of diversity integrated.'* Click or tap here to enter text.

6. **Aware of Oppression** – In general, is there an awareness of issues such as sexism, ableism, racism, and ageism?
 - *Give a value from 0 to 5 where 0 is 'no awareness' and 5 is 'high degree of awareness.'* Click or tap here to enter text.

7. **Committed to Conflict Resolution** – Are conflicts acknowledged and resolved?
 - *Give a value from 0 to 5 where 0 is 'conflict handled ineffectively' and 5 is 'conflict handled effectively.'* Click or tap here to enter text.

8. **Training** – Is attention given to training and skill development?
 - *Give a value from 0 to 5 where 0 is 'no attention and 5 is 'high quality opportunities.'* Click or tap here to enter text.

9. **Visions** – Does your group create visions together?
 - *Give a value from 0 to 5 where 0 is 'no sharing' and 5 is 'often share and encourage.'* Click or tap here to enter text.

10. **Fun & Humour** – Overall, does your group have fun together?
 - *Give a value from 0 to 5 where 0 is 'very serious, fun is discouraged' and 5 is 'lots of permission for fun and humour.'* Click or tap here to enter text.



St. Thomas University

SCWK 3053: FIELD INSTRUCTION I MID-TERM SUMMARY

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

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

Print

Sign

Date

BSW Students

1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Faculty Liaison

_____	_____	_____
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Field Instructor

_____	_____	_____
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SCWK 3053: FIELD INSTRUCTION I FINAL EVALUATION

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

Students: Click or tap here to enter text.

Field Instructor: Click or tap here to enter text.

Faculty Liaison: Click or tap here to enter text.

Agency & Project Title: Click or tap here to enter text.

Date: Click or tap here to enter text.

Number of Placement Hours Completed: Click or tap here to enter text.

OVERVIEW

The agency field instructor and students work collaboratively to answer the final evaluation questions. Please refer to the Field Education Handbook and the student's Learning Objectives when completing these questions.

This form needs to be completed and sent to the faculty liaison prior to your final evaluation meeting.

QUESTIONS

1. **Students:** The students are to itemize the experiences/assignments completed during the placement in point form for the field instructor to comment on in the final evaluation meeting.
Click or tap here to enter text.
2. **Supervisor:** Comment on the frequency and length of supervision provided. How did the students relate to the supervision process? Who initiated the meetings? Were the students prepared or did they depend on the field instructor to lead the discussion? Was learning hindered or enhanced by the students' ability to make constructive use of the time together? How did students respond to constructive feedback? If there were difficulties, what efforts were made by the field instructor and/or the student(s) to resolve the problem, and what was the outcome?
Click or tap here to enter text.
3. **Supervisor:** Discuss the students' ability to engage in community/social action.
 - a. 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 act on social issues? Did the students appear to understand their strengths and limitations regarding using power to effect social change?
Click or tap here to enter text.

- b. **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?

Click or tap here to enter text.

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

Click or tap here to enter text.

5. **Students:** Please place a few words for each Learning Objective to provide a reminder to your supervisor of your Learning Objectives for each area:

Learning Objectives were as follows:

Skills: X

Knowledge: X

Personal: X

Click or tap here to enter text.

6. **Supervisor:** Refer to the Learning Objectives listed by the students above: Did the students attain their Learning Objectives? What factors facilitated or hindered this work?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

9. **Students:** What are your primary strengths as you see them now? Which areas need improvement? Consider the Mid-Term Evaluation for a review of areas of personal, organizational, and professional effectiveness in assessing your strengths and opportunities for growth.

Click or tap here to enter text.

10. **Supervisor:** What are the students' primary strengths as you see them now? Which areas need improvement? Consider the Mid-Term Evaluation for a review of areas of personal, organizational, and professional effectiveness in assessing the students' strengths and opportunities for growth.

Click or tap here to enter text.

11. **Supervisor:** Please make a recommendation for the students' grade (pass or fail).

Click or tap here to enter text.



St. Thomas University

SCWK 3053: FIELD INSTRUCTION I FINAL SUMMARY

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

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

Print Your Name

Sign Your Name

Date

BSW Students

1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Faculty Liaison

_____	_____	_____
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Field Instructor

_____	_____	_____
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