



Social Work 3D06/3DD6 & 4D06/4DD6

Field Practice Manual

**School of Social Work
Fall/Winter 2024/2025**

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CALENDAR OF IMPORTANT DATES

Fall 2024

| | |
|----------------------------|---|
| Tuesday, September 3, 2024 | Term 1 Classes begin |
| Placement Seminar Classes | SW 3D06/3DD6: September 2024 – April 2025 Seminar Class: Monday's C01 – 2:30 p.m. – 5:20 p.m. C02 – 7:00 p.m. – 10:00 p.m. SW 4D06/4DD6: Sept 2024 – April 2025 Seminar Class: Monday's C01 – 2:30-5:20 p.m. C02 – 2:30-5:20 p.m. C03 – 7:00-10:00 p.m. SW 4D06/4DD6 Block: September to December 2024 Seminar Class: Friday's Fridays, 10:00 a.m. – 4:00 p.m. |
| Monday, September 30, 2024 | National Day Truth & Reconciliation |
| Fall 2024 | Level 1 Field Instructor Training – Virtual/on-line Sessions Instructor – Dallas Dabrowski September 12, 9-10:30 October 10, 9-10:30 November 14, 9-10:30 December 12, 9-10:30 |
| Monday, October 14, 2024 | Thanksgiving Holiday |
| October 14-20, 2024 | Fall midterm break – no classes |
| November 20, 2024 | Fall Convocation |
| Thursday, December 5, 2024 | Classes End for Term 1 |
| Monday, January 6, 2025 | Classes begin for Term 2 |
| February 17 – 23, 2025 | Spring midterm break – no classes |
| April 8, 2025 | Classes end Term 2 |
| April 18, 2025 | Good Friday – no classes or exams |
| Summer Block 2025 | May 2025 - 3D Summer Block Placement SW 3D06/3DD6: May - August 2025 Seminar Class: wk 1 Monday/Friday Seminar Class: wk 2 on – Friday's C01 – 2:30 p.m. – 5:20 p.m. C02 – 7:00 p.m. – 10:00 p.m. |
| May 19, 2025 | Victoria Day – no classes |
| Spring 2025 | Field Recognition Event – TBC'd |
| Spring 2025 | Spring Convocation – TBC'd |

Seminar Classes 2024-2025

3D06 Fall Concurrent 2024/2025

C01: Jennie Vengris

Monday's 2:30 – 5:20 p.m. (Day)

C02: Bonnie Freeman

Monday's 7:00 - 10:00 p.m. (Eve)

4D06 Fall/Winter Concurrent

C01: Gary Dumbrill

Monday @ 2:30 - 5:20 p.m. (DAY)

C02: Rochelle Maurice

Monday @ 2:30 – 5:20 p.m. (DAY)

C03: Salomeh Mohajer

Monday @ 7:00 – 10:00 p.m. (EVE)

4D06 Fall Block

C01: Mirna Carranza

Friday @ 10:00 a.m. - 4:00 p.m.

3D06 Summer Block 2025

C01: TBC'd

Week 1 – Monday, May 5 & Friday, May 9, 9:00 a.m. – 4:00 p.m.

Week 2 -12 Friday's, 9:00 a.m. – 4:00 p.m.

C02: TBC'd

Week 1 - Monday, May 5 & Friday, May 9, 9:00 a.m. – 4:00 p.m.

Week 2 -12 Friday's, 9:00 a.m. – 4:00 p.m.

PLEASE READ THE FOLLOWING CAREFULLY

INTRODUCTION

The practicum, or field placement, is an essential part of undergraduate social work education at McMaster. It is a course in which students meet learning objectives and for which they receive academic credit. Students must complete two field placement courses: SOCWORK 3DD6 and SOCWORK 4DD6. Students attend an integration seminar at the university during the weeks when they are placed in their field settings. The seminar leader is the faculty person assigned to coordinate and liaise with the student's placement.

This manual is designed to provide field instructors, students, and faculty with essential information and guidelines regarding field practice.

This manual serves as the agreement between the School of Social Work, field agencies and students regarding the placement of students for field instruction.

PHILOSOPHY OF THE SCHOOL OF SOCIAL WORK

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity, and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

OBJECTIVES OF THE SCHOOL OF SOCIAL WORK

The School of Social Work aims to provide the milieu and learning resources for students at the undergraduate level to prepare themselves for the general practice of social work. The MSW and PhD programs focus critically on social work's potential contribution to progressive social change. Study at all levels is based on a search for the principles of social justice.

Objectives of the Undergraduate Program

The objectives of the program are to provide opportunities for students to develop:

- an understanding of human behaviour and how it is shaped by the social and cultural context;
- an understanding of how social structures benefit and disadvantage various segments of society;
- an understanding of social work interventions and how they are shaped by the personal, social, cultural, and institutional context;
- a critical analysis of social welfare institutions and their history, organization, uses, and limitations;
- a critical awareness of the role of social work in the development, maintenance, and resolution of social and personal troubles;
- intervention skills related to individuals, groups, families, community, and policy;
- interpersonal and organizational skills;
- analytic and research skills; and
- writing and communicative skills.

FIELD PLACEMENT

Preparation

In preparation for field practice, students are required to complete SOCWORK 2A06/Theory, Process and Communication Skills for Social Work; SOCWORK 2CC3/Introduction to Community Practice; SOCWORK 2BB3/Anti-Oppressive Policies & Practices in Social Work. Students are also encouraged to complete SOCWORK 3E03 - Individual Practice Across the Lifespan, in preparation for field practice.

You may be wondering...

Why am I not paid for attending placement?

Social work education has a long history of students learning from social workers in community agencies. The Canadian Association for Social Work Education Accreditation Standards require that schools include field placements as part of the social work curriculum. Therefore, to graduate from an accredited program, students must complete placement hours. Additionally, field placements are a requirement for professional certification. Placement organizations volunteer their time to educate social work students. Similar to other professional programs (medicine - clerkships, nursing, teaching, physiotherapy, occupational therapy) social work has placement courses. These placement courses are for credit and require instruction from an experienced practitioner in the field. They are coordinated through the educational institution and students are graded (often pass/fail) on their performance. Please note that although medical internships and law articling positions are paid employment, they are post degree work experiences that are required before independent professional work can be undertaken.

A social work placement is educationally focused. Tasks are designed to reflect learning objectives set out by the student and the school. Unlike a work situation, the student is there to learn, and the learning objectives drive the learning, not only the needs of the agency. Of course, there is reciprocity...if it is consistent with the School's and the student's learning objectives, a student will be asked to complete a task that is useful to the agency. Different than an employee, the student is supervised and instructed. Please read on for more information on the purpose and objectives of field placements.

Why do I have to pay for my placement courses-SOCWORK 3DD6 and SOCWORK 4DD6?

SOCWORK 3DD6 and SOCWORK 4DD6 are courses that you are required to complete in order to graduate from a school of social work. You receive 6 units of credit for each of these so a total of 12 units overall. Although not a direct transfer of the credit from tuition to the school, your tuition pays for the following: 40% of the Faculty Field Coordinator; 50 % of Field Administrative Assistant; part of the office Administrator's salary; eight seminar leaders who are paid for and receive the equivalent to one course (3 credits) for their liaison with the field placements; the School also offers two annual field instruction courses; two annual field forums; faculty transportation to field placements; other administrative expenses, and other University related fees.

Placement Objectives

The **third level field placement (SOCWORK 3DD6)** focuses on the beginning development of social work skills in interpersonal relationships, power analysis, problem identification and analysis, and problem solving. The student is expected to participate with the clients in the assessment process including data gathering, classification and analysis of data, and the planning and carrying out of interventions. In field and in the classroom, students focus on the societal, professional, and organizational context of social work practice. Classroom curriculum identifies and describes theoretical concepts basic to understanding at the interpersonal, community, organizational and policy levels. The student must complete **390 hours** in placement.

In the **fourth level field placement (SOCWORK 4DD6)**, the student is expected to participate more fully in processes of problem analysis and social work intervention. The student is expected to assume responsibility, in conjunction with clients, for defining and describing helping situations, assessing strengths, analyzing the social context and the presenting problems, identifying social structure that cause or contribute to personal difficulties, developing alternative strategies, carrying out interventions and evaluating outcomes. The development of both analytical and interactional skills is important. The student is expected to develop an awareness of the many intervention approaches utilized in individual, family, small group, community, and policy practice. Although only a selected number of practice skills and tasks might be chosen for emphasis, students are expected to pursue a goal of continually adding to their repertoire of theory, knowledge, and skill. Fourth level students must complete **390 hours** in placement.

In third and fourth level, “clients” may be considered to be individuals, families, groups, communities, and populations.

Purpose of Field Placement

1. To provide an opportunity for students to integrate theory with practice.
2. To provide students with a personal experience of social work practice in various settings; to offer an understanding of placement settings, their structure, and functions in the community and to identify the inter-relationships of social workers, allied professionals, and other staff.
3. To provide an opportunity for the consideration of social work principles and the development of skills under supervision and while receiving instruction.
4. To encourage the student in critical analysis and evaluation of existing practices and structures.

Field Placement Settings

McMaster University School of Social Work believes that there are mutual advantages to the School and the practicum settings. The educational needs of the students are met, the productivity of the agency is increased, and both School and agency make operational their mutual responsibilities in developing responsible and skillful social work practitioners.

It is the experience of the School that the goals of social work education can be reached in a variety of community settings, not only within social work organizations. Citizen participation organizations and community projects offer a range of possibilities for learning for those students who are comfortable functioning in a less structured setting.

Guidelines for approval of a field instruction agency

1. The setting shall have policies regarding discrimination and harassment on the basis of age, economic status, gender identity, national ancestry, ability, political affiliation, race, religion or sexual identity;
2. Relevant staff are interested in participating in social work education;
3. The setting has a philosophy of service that is compatible with the values and ethics of the social work profession, and with the philosophy and the educational objectives of the School of Social Work;
4. The organization offers students a range of learning experiences commensurate with the School's objectives for field evaluation;
5. The setting has an organizational structure which allows a range of social work functions to be performed by the student;
6. The management of the organization agrees that time allocated to the agency field instructor(s) for field education shall be sufficient for selection of assignments, student orientation, preparation for and at least weekly conferences with the student, meetings with the faculty seminar leader, and completion of evaluation of student performance;
7. The organization makes available suitable space and working facilities for students: consistent with the type of work and the context, these may include use of desk, privacy for interviewing, access to phones and equipment, office supplies, and transportation costs for out-of-office interviews, meetings, etc.; and,
8. The organization shall ensure that a qualified staff member serves as field instructor; normally, field instructors will have a B.S.W., M.S.W., OR M.A. (SWP), a minimum of two years' post-degree practice experience and be a member or eligible to be a member of OCSWSSW. In settings where an experienced staff member who does not possess a professional social work degree is willing to act as a field instructor, the student is usually co-instructed by a "mentor" who holds a BSW, MSW or MA(SWP). Normally, field instructors are required to take a field instruction course within their first 2 years of instructing social work students.

Field Instructor's Responsibilities

Responsibilities of the field instructors include:

1. orienting the student to the community and the agency;
2. developing with the student and seminar leader a contract or agreement specifying the student's learning objectives, learning activities and evaluation criteria. The learning agreement should also identify the days and times of weekly supervision.
3. selecting, and making available to the student, practice experiences in the agency;
4. integrating the student's work with that of other agency personnel;
5. encouraging **independent, yet supervised**, practice;
6. holding regular, weekly discussions (normally one hour per ten hours of placement time) with the student regarding his/her learning and practice experience, based on direct observation of student's performance or written or taped material. The instruction may be shared with other workers and may be conducted in a group.
7. continuous evaluation of student performance in addition to formal evaluations held in conjunction with the seminar leader and student at the end of each semester; and,
8. conferring regularly with the seminar leader and participating in selected campus seminars and other meetings.

Normally, new field instructors are required to complete the Field Instructor's Training Course within the first two years of offering student placements. This course is offered in the Fall Term. Second and Third Level Field Instructor's Seminars are optional and offered when there is sufficient demand and available resources.

Student Responsibilities

1. Students are expected to carry assigned work on an increasingly self-directed but supervised basis and are expected to work within the framework of agency policy and administrative practices.
2. Students are expected to account for their work in the same manner as other workers in the agency.
3. Students are expected to actively participate in the field instruction process. This includes preparing for and participating in the field instruction sessions. Participation involves bringing service-related material for discussion, identifying concerns about instruction and the agency, receiving, and providing feedback and discussing other matters related to their learning.
4. Students are expected to attend placement the required number of hours per course. When unable to attend placement, the student should notify the field instructor and make arrangements to make up the missed hours.

Field Instructor/Student Responsibilities

Before a student begins a field placement, there are a number of forms that must be completed by the student and the field instructor. The forms consist of a Confidentiality Form and three Health & Safety forms (MAESD). These forms must be completed and returned to Lorna O'Connell: occonnell@mcmaster.ca prior to beginning placement.

What is MAESD?

Ministry of Advanced Education and Skills Development (MAESD), formally known as MTCU-WSIB Insurance Program is Ontario's publicly funded Colleges and universities (Training Agencies) for students participating in unpaid work placements. MAESD manages students unpaid work placements in accordance with WSIB policy and procedures as well as with MAESD guidelines.

Training Agencies implement the new Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form, which replaces the Work Education Placement Agreement Form.

All unpaid student placements in funding-eligible ministry-approved programs are eligible for MAESD's coverage.

The forms are sent to placement students and their field instructors for completion. For additional copies, please email Lorna at occonnell@mcmaster.ca

[Confidentiality Agreement Form \(Student to complete\)](#)

[Letter to Placement Employer \(Field Instructor to complete\)](#)

[Student Declaration \(Student to complete\)](#)

[Safety Orientation Checklist \(Field Instructor & Student to complete\)](#)

1. recruit and review potential field placements
2. support and maintain established field placements
3. provide students with information, support and guidance regarding their choice and participation in field placements
4. consult with students, faculty and field instructors regarding issues related to field placements and practice education
5. contribute a community/field perspective to curriculum and program development
6. chair field instruction committee
7. liaise with provincial and national field educators
8. contribute to the knowledge and practice of field instruction

Faculty (Seminar Leader) Responsibilities

1. classroom teaching
2. support and liaise with the field placement

3. assisting and matching of student and field instructor and advising and interpreting to the student, field instructor and to the field instruction agency, the School policy regarding field instruction and field practice;
4. arranging meetings with field instructors and students;
5. evaluating student performance in the field in co-operation with the field instructor and student;
6. assigning a grade for seminar course;
7. as with other university courses, developing the specific form and content of the particular seminar and implementing the field program with the group of agencies and students;
8. consulting with, monitoring and advising field instructors regarding their role and,
9. helping students and field instructors problem solve issues or conflicts regarding teaching/learning and/or the student/field instructor relationship.

Meetings between seminar leader, student and field instructor take place on a regular basis. Evaluation of student performance shall be an integral part of each meeting. Formally, there shall be at least two such meetings focusing on evaluation during the academic year at mid-term and at the end of term.

THE CLASSROOM EXPERIENCE: SOCWORK 3D06

The student will participate in a weekly seminar which is normally held at the University. A seminar group normally consists of 15-20 students facilitated by a faculty member, the seminar leader.

The seminar schedule is outlined in the course outline for each seminar.

The seminar is seen as an essential vehicle through which theoretical material can be integrated with practice issues and skill development.

The seminar provides a medium in which cognitive, affective, and experiential learning in the field can be shared among group members and can be reflected on in a disciplined way. The seminar provides for coverage of conceptual and theoretical constructs and for relating current methods, skills, and techniques of intervention to the student's practice. The format of the seminar can vary from a lecture or discussion, to peer consultation, to simulation and experiential exercises. The assignments and seminar discussions are designed to support and assess students' integration of theory and practice.

Students are required to attend all seminar classes.

If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

Course outlines and course assignments are available for field instructors.

STRUCTURE AND CONTENT OF FIELD PLACEMENT

Choice of Placement

Students participate in choosing their field placement through a process which involves considering their learning needs and reviewing the list of available placements. They may want to have discussions with faculty advisors, the faculty field coordinator, other students, seminar leaders and agency personnel. The decision for each assignment depends on the student's interest, their short-term learning objectives and longer term career goals, learning needs as assessed by student, faculty and former field instructors, the capacities of individual seminar leader, field instructor, and student to work together, and the agency assessment of the student's suitability. Student choices are limited by placement availability. Normally placements are limited to those offered by the School. They are located in the greater Hamilton area. Students are strongly discouraged from finding their own placement. Should a student wish to explore a specific placement not offered by the School, the student should contact the faculty field coordinator in writing.

Block Structure

Normally, students in block placements will spend a minimum of 30 hours a week for 13 weeks in field placements. Students will spend the equivalent to one full day per week in seminar.

Students who choose the block sequence must make advance arrangements to concentrate on required courses during the previous terms in order to have the time required for field placement. Students are strongly advised to attempt no more than one additional course during the term of the block placement.

Students and field instructors should ensure that placement hours do not interfere with the students' classes.

Structure of Field Education

Field instruction should be structured in such a way as to provide the student with progressively more complex learning experiences.

The Field experience is divided into three phases:

- Orientation and Observation
- Involvement
- Termination and Evaluation

Orientation and Observation

The purpose of the orientation phase is to provide the student with knowledge and some understanding of the agency or placement setting, the community, and the people the agency is attempting to serve. This can be done through:

- **observation of field instructor or other social workers**
- assigned readings
- agency policy manuals and reports
- attendance at conferences, meetings, lectures, etc.
- visits to relevant agencies and organizations
- discussions with field instructor and other agency workers
- interviews with agency administrators and managers

In community work placements, the students can become familiar with their community by touring the designated area to become familiar with the location of industry, schools, day care centres, public housing, etc.

Socio-economic and demographic data will be useful. Discussion with key community people (local politicians, MPPs, school principals, local leaders, citizen's organizations, etc.) can give a sense of life and history to the student's beginning understanding of the community.

Though the focus of this phase is observation and orientation, the student should be assigned some tasks to perform. In third year, he or she can be encouraged to work alongside other workers, assisting them in their tasks with the goal of independent practice.

Involvement Phase

In both third and fourth years, the degree of involvement and amount of responsibility can be decided with each student according to their life, educational and work experience, degree of knowledge and individual resources and skills. Students are encouraged to take risks with independent practice and closely supervised work.

The field instructor, occasionally, with the assistance of the faculty seminar leader, is responsible for developing and selecting appropriate practice tasks which can provide a basis for student skill development. Field instructors are expected to hold regular weekly supervision sessions and to be available for **ad hoc** consultation and guidance. **Supervision is seen as having both educational and administrative components.**

Termination and Evaluation

Evaluation is an ongoing process. The student and the field instructor should be giving and receiving feedback throughout the course. A more formal evaluation process will occur at mid-term and year end. The School provides the field instructor and the student with evaluation forms to be completed jointly and placed in the student's file. **Evaluation of students should reflect their level of performance or competency, not level of growth.**

Termination consists of helping the student through the termination or transfer phases with clients and with the agency, field instructor and other colleagues. As with all terminations, it involves reviewing progress and experiences, acknowledging the unique feelings and reactions to termination, and setting goals for the future. In third year placement, termination involves helping the student set learning objectives for their next placement.

GRADING/EVALUATION OF STUDENT IN PLACEMENT

The final grades for both field and academic courses are the responsibility of the seminar leader. Students receive either a grade of "Pass" or "Fail" for the field course. The performance level of the field courses will be negotiated between faculty instructor, field instructor and student.

Students must achieve a PASS in field placement (SOCWORK 3DD6/ SOCWORK 4DD6) and a C+ in the seminar (SOCWORK 3D06, SOCWORK 4D06) or the student cannot continue in the program. If a student does not achieve a grade of C+ in seminar and/or a grade of Pass in field placement, the student may make a request in writing to the Director of the School of Social Work to be allowed to repeat **placement AND seminar**. Such requests will be reviewed by the Director of the School of Social Work in consultation with the Chair of the Undergraduate Studies Committee and/or the Chair of the Field Education Program and the seminar instructor. Seminar and placement may only be repeated when approval is given by the Director of the School of Social Work following consultation as described above. Making the request does not mean that permission will automatically be granted. These decisions will be made on an individual basis. Students who subsequently fail to meet the minimum grade or Pass requirement after repeating the course or placement may not continue in

the program.

Normally, two evaluation meetings are held to review the student's progress in placement and to evaluate the student's level of competence. The student, field instructor and seminar leader attend these meetings.

The mid-term evaluation is an essential part of the field/educational process. At this point, students receive a formal assessment of their performance in the field and have the opportunity to review and revise their learning objectives.

The final evaluation assesses the student's performance in order to establish a course grade and to establish further learning objectives. The final evaluation of SOCWORK 3DD6 provides direction to the student in her fourth-year placement. The final evaluation in fourth year can serve as a guideline for continuing education, professional development and/or supervision when the student is employed. Final evaluations are kept in the student's file in the School of Social Work.

SECURING AND TERMINATING FIELD PLACEMENTS

The seminar leader is ultimately responsible for placements for their group of students. The seminar leader may do this in consultation with Janice Chaplin, Field Education Coordinator.

It should be noted by all concerned parties that the placement of a student in a field setting should not be seen to imply or form a contract of intent that the student necessarily will successfully fulfill the field placement requirements of SOCWORK 3DD6 or SOCWORK 4DD6. Placements may be terminated at the request of the field instructor, the faculty of the School, or the student. There is no obligation on the part of the School or its faculty to replace a student who is not successful in their field placement. See [Appendix B: Policies #6](#) for full policy on securing and terminating field placements.

GUIDELINES FOR THE DISTRIBUTION OF STUDENTS AMONG SEMINAR SECTIONS

To effect maximum integration of learning, equity in section assignment for both students and faculty, and efficiency for the school:

1. Enrolment in each section of 3D06 and 4D06 is normally limited to 15 to 20 students;
2. School resources and enrolment determines the number of 3D06 & 4D06 sections offered each year;
3. There is normally one BLOCK and three CONCURRENT sections of 4D06 each year;
4. There is normally two BLOCK and two CONCURRENT sections of 3D06 each year; and,
5. Students in 3D06 BLOCK will usually not be admitted to 4D06 BLOCK in the same year, unless 4D06 is their final course.

Normally, in selecting students into the practice course sections the following criteria will be used:

1. Students' preferences for block or concurrent sections;
2. For 3D06 BLOCK:
 - i) BSW Post-Degree students
 - ii) Honours BSW students who have successfully completed 90 units

3. For 4D06 BLOCK:
 - i) Students who have only 4D06 to complete to qualify for graduation;
 - ii) BSW Post-Degree students having successfully completed 48 units
4. Recommendations of 3D06 instructors (faculty and field);
5. Student preferences concerning the type of placement (field of service) in which the student wants to find a field placement; other unique needs of students.
6. Availability of placements in particular fields and geographic locations; and,
7. Lottery by "drawing straws".

Students are reminded that 3D06 BLOCK was implemented as part of the BSW Post-Degree curriculum. Students admitted to the Honours BSW program beyond 2nd year are not guaranteed to complete the program in less than 3 years.

LEARNING PLANS

What is a learning plan and why have learning plans?

The learning plan (also referred to as 'learning contract' or 'learning agreement') is a guide that directs and monitors students' learning and field instructors' teaching.

It is a negotiated agreement between the student, the field instructor and the seminar leader that sets out the process and content of student learning. It can include learning objectives, specific learning strategies/activities and methods of evaluation. It also can include roles and responsibilities of all people involved in the teaching and learning experience

It is used to define:

- what the student needs and wants to learn;
- what learning activities (strategies) will be used to achieve the learning objectives;
- how the student, field instructor and (sometimes) the seminar leader will monitor and evaluate the student's accomplishments;
- the roles and responsibilities of everyone, including the student, involved in the student's learning;
- the instructional/supervisory meeting times and process of instruction/supervision;
- a process to deal with renegotiation of the plan, conflicts, and evaluations.

How Do I Prepare?

Field instructors can prepare for negotiating a learning plan by:

- reviewing the course objectives for SW 3D06/3DD6 or SW 4D06 /4DD6;
- reviewing the School of Social Work's expectations for field instructors and field settings;
- considering what learning opportunities exist in the field setting;
- considering and preparing colleagues who might be involved in the student's learning;
- reviewing personal expectations of the student and yourself;
- considering how to communicate your teaching style and expectations; and
- arriving at a mindset that allows for negotiation

Students can prepare for negotiating a learning plan by:

- reviewing the course objectives for SW 3D06/3DD6 or SW 4D06 /4DD6
- reviewing the program's evaluation form to determine what criteria will be used to evaluate your performance
- completing a self-assessment to consider what you need and want to learn and how you want to learn
- reflecting on learning style (do I learn best by observing? Doing? Reading and thinking?)
- considering your expectations for a field instructor and how to state them
- considering how you communicate, deal with authority, engage in self-directed learning, deal with feedback, cope with conflict
- consult with appropriate faculty, mentors and other students arriving at a mindset that allows for negotiation

What Is a Learning Objective?

A learning objective is a statement of what needs to be learned. It is helpful to develop it in specific terms so that the student and field instructor can identify when it has been met. For example, "I want to learn how policies affect service consumers" is a great goal but broad and non-specific.

It would be helpful to break the goal into at least two objectives:

- "I want to learn the hospital's policy on Living Wills"
- "I want to discuss a Living Will with one patient"

What Is a Learning Strategy?

A learning strategy (sometimes referred to as 'learning activities') is a plan to meet a specific learning objective. It must be based on what is realistic. This includes what learning opportunities are available at the setting, access to resources, and whether the strategy can be implemented within the time constraints of the placement. It is also negotiated around the skill level of the student and the field instructor. (For example, it may not be appropriate for the student in the above situation to discuss a living will with a patient, but the student may have the opportunity to observe a staff member carrying out this task). Some people make the learning strategies very specific. Dates are assigned for task completion.

For example:

- a) I will read the hospital's policy on Living Wills by October 1.
I will review two journal articles regarding Living Wills by October 1
We will discuss my understanding of the policy and how staff members discuss it with patients at our supervisory session on October 5.
- b) I will observe a staff member discussing a Living Will by November 1.
- c) You (the field instructor) will assign me a patient that will be facing issues related to this policy and we will discuss how I will talk with this patient about the policy.
By the middle of December, I will have interviewed a patient, discussed quality of life issues and the policy on Living Wills. I will discuss this interview with the field instructor.

An important consideration when negotiating learning strategies is to consider if this strategy is the most beneficial to the student and is relevant to their learning. To use an extreme example, one might be able to rationalize that making coffee is one strategy to meet the learning objective of developing positive work relationships with colleagues, but it is not relevant to learning and not very beneficial to the student.

How Do We Evaluate the Learning?

A learning plan/contract usually will give the student and the field instructor a sense of accomplishment. If a student and a field instructor can identify specific behaviours that indicate that a learning objective has been met, both feel confident that the student has learned. Evaluation methods should contain how the student will be evaluated and who will be consulted. The amount of detail included varies.

Following the above example:

- a) (The field instructor) will ask questions about the policy and my understanding of its implementation on Oct. 5
- b) The field instructor will review with me what I observed the staff member doing when (s)he discussed the policy with the patient. I will discuss my understanding of the interview, the patient's needs, and the policy.
- c) The field instructor will review the process of the discussion with the patient I interviewed and give me feedback on how well I communicated the policy.
The field instructor will ask staff if the patient has made any reference to Living Wills since the discussion and if so, how well they understand the policy.

How Do I Negotiate the Roles and Responsibilities?

It is important that everyone know what is expected of them. It helps to discuss what each person expects from themselves and the other. To facilitate this, it is helpful to review the School's definition of the respective roles and each person's expectation. This is where student and field instructor might discuss past experiences in learning situations, individual teaching & learning styles, strengths, and challenges, and how to manage conflict.

It also helps to identify the dates and times of supervisory / instructional sessions, how long they will be and who prepares the agenda. It is important that the student negotiate what they are expected to bring to the

conferences e.g., recordings, tapes, a demonstration of a specific procedure, a review of all cases, concerns, mistakes, observations etc.

On a practical note, it is important to discuss placement hours, who keeps a record of them, what to do when unable to attend the placement and other relevant agency procedures.

Things to Keep in Mind:

- The field instructor/student learning relationship is very meaningful to the student and central to their learning. The learning plan allows for clarity in the relationship;
- There is considerable anxiety associated with learning;
- The field instructor must be mindful of their power;
- Learning plans are negotiated;
- Learning plans are evolving. As the student and field instructor get to work, they will need to modify the plan based on greater clarity of objectives, a greater understanding of the student's needs and learning style, a greater understanding of the field instructor's teaching style and a deeper recognition of the field setting's constraints and opportunities;
- Learning plans can be used to resolve conflicts, assess role functioning and to evaluate progress;
- A learning plan can, perhaps should, and likely will, be renegotiated.

SAMPLE LEARNING PLAN

Student's name: J. M.
Faculty liaison: S.S.

Field instructor's name: M. G.
Field setting: Services to Older Adults

Placement days and hours: Mondays 9:00 - 5:00, Wednesday evenings 6:00-10:00
Thursday mornings 9:00 - 11:00 for Team Meetings

Field instruction meetings: Monday 1:30 - 2:30 J.M. to prepare weekly agenda and bring material for discussion.

| LEARNING OBJECTIVES | LEARNING ACTIVITIES/ STRATEGIES | EVALUATION |
|---------------------|------------------------------------|------------|
|---------------------|------------------------------------|------------|

Normally there would be more objectives, strategies, and evaluation methods. This is a sample.

| | | |
|---|---|---|
| <p>KNOWLEDGE: Understand the indicators of elder abuse</p> | <p>Read literature on elder abuse Contact the community task force on elder abuse</p> | <p>Present a 15-minute summary of the indicators of elder abuse and the current activities of the community task force. Ask field instructor and team members for feedback</p> |
| <p>SKILL: Run a caregivers' support group</p> | <p>Read literature on support groups and caregiver issues. Develop a plan for group member recruitment. Facilitate a 6-week group.</p> | <p>Present proposal to field instructor on October 10. Run group in early November to mid-December. Complete weekly group summaries. Field instructor will review and discuss. At end of group ask members to evaluate the group.</p> |
| <p>PROFESSIONAL/ PERSONAL Explore fears of working with older adults who are cognitively impaired.</p> | <p>Do a journal entry exploring the origin of the fears. What they are and how this relates to my life. I will consider how ageism affects my perception of older adults. Work with an older adult who is cognitively impaired. Journal my reactions. What I learned about myself and ways that I managed my fears.</p> | <p>Talk to field instructor about personal biases. Discuss my actual work with the client. Field instructor will help me examine how my social location, my biases and my feelings affected my work and whether I began to manage my fears in a way that was helpful to my client</p> |

EXPECTATIONS:

Field Instructor:

- ▶ will orient me to placement
- ▶ will explain organizational structure and mission
- ▶ will provide learning opportunities
- ▶ will meet weekly for field education meetings
- ▶ will provide feedback, ask questions, and give suggestions
- ▶ will identify any concerns as soon as possible

Student:

- ▶ will attend placement at agreed upon days and hours
- ▶ will notify field instructor of any absences
- ▶ will follow agency policies
- ▶ will participate in learning
- ▶ will come prepared to field conferences
- ▶ will identify concerns as soon as possible
- ▶ will provide feedback to field instructor

If a conflict arises, we agree to try to identify it as early as possible. We will meet to talk about it and try to respectfully listen to each other. If unresolved, we will ask the seminar leader or a mutually agreed upon staff member to try to help us resolve it.

We will discuss changes to this plan as they arise. We will formally review the plan at our mid-term evaluation conference on December 12.

Student Signature: _____

Field Instructor Signature: _____

DATE: _____

EVALUATIONS FORMS

The evaluation forms are available in Word or PDF format. We have included the links to the 3DD6 and 4DD6 evaluation forms. You can also download the evaluations from the School of Social Work web page or click on the link below. Please contact the School of Social Work Office and a hard copy mailed to you or emailed to you.

[3DD6 Evaluation of Student in Placement \(Individual, Family & Group\)](#)

[3DD6 Evaluation of Student Community Placement](#)

[3DD6 Evaluation Guidebook](#)

[Student Evaluation of Placement](#)

[4DD6 Evaluation of Student in Placement \(Individual, Family & Group\)](#)

[4DD6 Evaluation of Student Community Placement](#)

[4DD6 Evaluation Guidebook](#)

[Student Evaluation of Placement](#)

APPENDICES AND DOCUMENT LINKS

[CODE OF ETHICS OF CANADIAN ASSOCIATION OF SOCIAL WORKERS](#)

POLICIES

[PROFESSIONAL SUITABILITY](#)

[CONFIDENTIALITY POLICY: USE OF AGENCY MATERIAL FOR EDUCATIONAL PURPOSES](#)

[POLICY ON SOCIAL MEDIA & USE OF ELECTRONIC TECHNOLOGIES WORKPLACE PLACEMENTS](#)

[CONSENTS FOR RECORDING, AUDIOTAPING OR VIDEOTAPING CLIENTS](#)

[CLIENT CONSENT FOR RECORDING](#)

[OUT OF TOWN FIELD PLACEMENTS](#)

[SECURING AND TERMINATING FIELD PLACEMENTS](#)

[SEXUAL HARASSMENT/ANTI-DISCRIMINATION IN FIELD PLACEMENTS: POLICIES & PROCEDURES](#)

[POLICY ON INFECTIOUS DISEASES, IMMUNIZATIONS, POLICE CHECKS](#)

[POLICY STATEMENT ON STRIKES OR OTHER COLLECTIVE ACTION TAKEN AT FIELD PLACEMENT](#)

[AGENCIES](#)

INFORMATION STATEMENTS

[EQUITY AND INCLUSION OFFICE](#)

[UNPAID STUDENT WORK PLACEMENTS AND MAESD COVERAGE](#)

[MCMASTER STUDENT FIELD PLACEMENT RISKS AND LIABILITY INSURANCE COVERAGE](#)

[WORKPLACE PLACEMENT POLICY](#)

[ADVANCED STANDING POLICY](#)

SEMINAR COURSE OUTLINES

[Social Work Course Outlines Link](#)

3DD6/3D06 – Course Outline 2024-2025

4DD6/4D06 Fall Block

4DD6/4D06 – Course Outline 2024-2025

3DD6/3D06 – Course Outline Summer Block 2025

APPENDICES

APPENDIX A: 3DD6 EVALUATION GUIDEBOOK

APPENDIX B: 4DD6 EVALUATION GUIDEBOOK

INFORMATION STATEMENTS

EQUITY AND INCLUSION OFFICE

McMaster University, 1280 Main St. W., UH Room 104

Hamilton, Ontario L8S 4M4

Office Hours: Mon - Fri, 9 a.m. – 4:30 p.m.

Phone: (905) 525-9140, ext. 27581

Website: <https://equity.mcmaster.ca/>

Email: equity@mcmaster.ca

The Equity and Inclusion Office (EIO) works closely with staff, students, and faculty members to advance equity and inclusion by promoting an environment of respect, safety, collegiality, and openness.

Two Distinct Programs

The Human Rights Program (HRP) offers confidential advice, guidance and consultation to students, staff and faculty members on issues related to human rights.

HRP is one of four intake offices listed in McMaster's Policy on Discrimination and Harassment: Prevention and Response and the Sexual Violence Policy. It is responsible for facilitating the resolution of concerns and complaints and for investigating formal complaints related to issues of discrimination, harassment, and sexual violence.

The Equity Services Program (ESP) engages students, staff and faculty members through education including workshops and special events. The ESP team works closely with on and off campus partners to advance equity and accessibility and to challenge rape culture on campus. ESP also provides support to the President's Advisory Committee on Building an Inclusive Community (PACBIC), the Anti-Violence Network and the McMaster Accessibility Council.

UNPAID STUDENT WORK PLACEMENTS AND MAESD COVERAGE

What is MAESD?

Ministry of Advanced Education and Skills Development (MAESD), formally known as MTCU-WSIB Insurance Program is Ontario's publicly funded Colleges and universities (Training Agencies) for students participating in unpaid work placements. MAESD manages students unpaid work placements in accordance with WSIB policy and procedures as well as with MAESD guidelines.

Training Agencies implement the new Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form, which replaces the Work Education Placement Agreement Form.

Note: this is the only significant change to the program.

The ministry can only outline the eligibility criteria but cannot give a "Yes" or "No" answer as to whether or not student placements are covered for insurance coverage.

All unpaid student placements in funding-eligible ministry-approved programs are eligible for MAESD's coverage.

Note: The Work Education Placement Agreement (WEPA) form for postsecondary students is no longer being used.

With the process there is a:

- Student declaration letter: To let the unpaid placement know, via sign-off, they have coverage via WSIB or Chubb Insurance (formally ACE) and to report incidents accordingly
- Letter to Placement Employers: To inform the placement employer that WSIB coverage (or Chubb insurance) is provided, via the MAESD, and therefore their respective WSIB standings (i.e., premiums) will not be affected. (This can be done within the agreement with your placement agency location)
- Pre-placement evaluation for health and safety purposes
- Pre-Placement Safety Orientation Checklist

In the event of a placement-related injury or illness:

- the student must **immediately** notify the agency supervisor and the university placement co-ordinator (Janice Chaplin) of the accident
- the employer must **immediately** forward details of the accident to the university placement coordinator using the Safety/Incident Report (forms available from the School of Social Work)
- **the university placement coordinator will immediately (within one working day) notify the Department of Environmental and Occupational Health Support Services (EOHSS) at ext. 24083: contact Stacie Cameron, Health, Safety, and Insurance Advisor.**

EOHSS will:

- Complete the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form and submit it to WISB and MAESD in the event of an injury/disease.
- Submit source documentation to the Ministry for WSIB payment/reimbursement via fax or e-mail:
 - MAESD Claim Form
 - WSIB Form 7
 - Letter of authorization to represent the employer

MCMASTER STUDENT FIELD PRACTICE RISKS AND LIABILITY INSURANCE COVERAGE

There are four areas of risk to which students are exposed who have a field practice requirement as part of their approved curriculum. These are:

1. Risk of bodily injury related to travel to and from the field placement.
2. Risk of injury, physical or mental, which may occur in the performance of assigned and prescribed duties during the course of their field placement.
3. Risk of a suit for negligence in which students may be named by a client or clients with whom they are or have been engaged in their roles as 'care givers', teachers, counsellors, trainers, etc.
4. Risk of a suit for bodily injury or property damage if they have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged

in their field practice responsibilities. The University policy with respect to these four areas of risk is as follows:

1. Students Traveling to and From Field Placement

"They are at their own risk if they have provided their own transportation, either public or private. Students would have to provide their own coverage (O.H.I.P., Blue Cross, etc.), as they see fit."

2. Injury to Student

"In the event of personal physical or mental injury occurring to the student and the University is found responsible, then the University Liability Insurance Policy would respond, but only in the event that the University is found negligent as a result of the judicial process."

3. Suit for Negligence

"The University carries Third Party Liability Insurance which would respond to a suit against the University, its faculty, staff or students in the event of a claim against any of the above parties resulting from normal legal performance of duties and responsibilities associated with the academic activities of the University."

4. Students Transporting Other Students or Clients in A Personally Owned Vehicle

"In the event of an accident, again the student could be considered responsible, and their own insurance would be looked to. If the University was named in a suit, the University's Non-Owned Auto Insurance would become operative and protect the University's interests in such a case- not the students' interest."

WORKPLACE PLACEMENTS
School of Social Work, McMaster University

Normally, students are not placed in the organization in which they are or have been recently employed; however, in exceptional circumstances, students may be assigned a placement in their current or recent workplace. Keeping in mind that placements are educationally focused, the student must be placed in a program, department or component of the organization that differs from their work program, department, or component. This means that the assigned learning activities must differ from those that are associated with her/his job. The student must be assigned a social worker who is not or was not her/his work supervisor to provide the field instruction/supervision. Placements in one's workplace will normally be the third level placement (SW3DD6). Students may not have two placements in the same setting, nor a placement in a work setting that was used to provide documentation for an exemption based on work experience.

Students are advised to consider the following when requesting a placement in their current or recent workplace:

- Placements are educationally focused and designed to provide opportunities to gain new knowledge and skills
- Placement is a time to take risks; this might be difficult in one's workplace
- For some people, it is difficult to adjust to the student status in a place of work
- Should there be any difficulties in the placement related to student performance or conflict with the field instructor, a student's employment could be affected

Requests for a placement in one's workplace or recent workplace should be made in writing and addressed to the Faculty Field Coordinator. The student should identify the following:

- The name of the organization (including contact information)
- A list of her/his learning objectives for the placement
- A description of the current or recent job
- The name of the current or recent supervisor
- A description of the proposed field placement including the learning opportunities available
- The name of the social worker who will function as the field instructor. Please ensure that this person has a social work degree (BSW, MSW).
- Contact information for the field instructor

The Faculty Field Coordinator will review the request and will consult other faculty members as needed. (S)he may request a meeting with the student and/or the potential field instructor. The Faculty Field Coordinator will communicate with the placement and review whether the placement will meet the School's and the student's learning objectives.

March 2013

ADVANCED STANDING POLICY

School of Social Work, McMaster University

Preamble

The purpose of the Undergraduate program (BA/BSW, Honours BSW or post degree BSW) of the School of Social Work is to prepare graduates for entry-level, generalist professional practice in accordance with the standards of the University and the Canadian Association of Social Work Education (CASWE). In order to sustain the integrity of a McMaster degree in social work, students must complete a substantial amount of work in the School of Social Work.

This policy aims to ensure that all program graduates accomplish the program objectives and that prior study and learning is carefully assessed and properly recognized; the duplication of studies does not serve students' development well and may hinder their full engagement in new learning experiences.

Accordingly, special consideration is given to students whose social work studies prior to admission to the McMaster School of Social Work have given them a degree of theoretical knowledge and ability in social work. Specifically, advanced credit may be given for social work to applicants who are transferring from other Schools of Social Work or who have completed community college social service programs.

The assessment of advanced standing is made in two stages: first by the University in keeping with University-wide advanced standing and transfer regulations and, second, by the School once the student has gained admission to the social work program. Initial assessment of credit is completed by the office of the Associate Dean of Social Sciences in consultation with the School of Social Work.

School of Social Work Advanced Standing Regulations

1. The maximum amount of advanced credit will be 21 units of social work. This means that to qualify for the BA/BSW degree, Honours BSW degree or the BSW post degree, the student must complete a minimum of 39 units of social work at McMaster University.
2. The 39 units of social work at McMaster University must include SOCWORK 4D06 and 4DD6 (fourth year field placement and accompanying integrative practice seminar).
3. Applicants who are transferring to McMaster University from accredited Schools of Social Work in Canada or in the United States may receive credit for social work courses taken in those programs up to the maximum amount. A student who is given advanced credit must also satisfy the residency requirements of the University for a McMaster degree.
4. Advanced credit will be given only for those courses in which the applicant has attained the grade of 67 percent or C+ or a pass in a pass/fail program.
5. Graduates from a two-year community college social services program will be considered for advanced credit according to established University-wide policies. Normally, the maximum advanced credit for a two-year community college graduate will be limited to 24 units of liberal arts credits, depending on the student's college GPA. Once accepted into the Social Work program and following successful completion of SOCWORK 2A06 (Theory, Process & Communication Skills), normally at a B+ level, students may apply for additional advanced credit in SOCWORK 3DD6, Field Practicum I.
6. BSW post degree student may be granted advanced credit up to 21 units. Credit will be limited to university-level courses taken in addition to those required for the first degree in compliance with University-wide policies preventing duplication of credit in subsequent degrees.

7. For SOCWORK 3D06 and 3DD6 (third year field placement and accompanying integrative practice seminar), there are two (2) possible levels of exemption (NOTE: Exemption does not necessarily imply academic credit; each case is examined on its own merits and assessed for eligibility for the accompanying credit):

- (a) exemption from field placement (SOCWORK 3DD6) -
- i. Normally a minimum of B+ in 2A06 and one of (ii) or (iii);
 - ii. Equivalent of three years of full-time paid work experience in the social work field. Letters requesting exemption must include the following items: a positive evaluation of the student's work performance in the form of a SOCWORK 3DD6 evaluation completed by someone with direct knowledge of their work and who has, normally, a minimum of a BSW degree; a formal job description from the place of employment of the work completed by the student; the student's updated resume.
 - iii. Community College Diploma in Social Services (SSW). Students seeking exemption based on their SSW diploma must submit their field placement evaluations from the SSW program and complete the Application for SOCWORK 3DD6 Placement Exemption form.

In assessing a student's exemption request, the School is looking for demonstration of the following within the work experience or SSW placement experience:

- Working in a Social Service organization
- Incorporating Social Service Workers ethics and values into practice (as per the Code of Ethics)
- Development and maintenance of strong working relationships with several service users
- Development and maintenance of strong working relationships with agency staff/team
- Interviewing and communication skills
- Assessment
- Planning, Goal setting and documentation/report writing
- Integration of macro analysis/skills
- Self-awareness and ownership of learning

- (b) exemption from field placement (SOCWORK 3DD6) and integrative practice seminar (SOCWORK 3D06) – All of i, ii, and iii above.

Completed exemption application packages are to be submitted for consideration to the Field Coordinator and Director of the School of Social Work, c/o the Administrator. After review of the application packages is complete, students may be requested to meet with the Field Coordinator for further discussion before a decision is made.

8. Students who receive advanced credit in SOCWORK 3DD6 (Field Practicum I) cannot use their place of employment for their fourth-year field placement in SOCWORK 4DD6.

November 1, 1999

Approved by the Undergraduate Studies Committee

Revised March 2013, March 2020

APPENDIX A: 3DD6 EVALUATION GUIDEBOOK

SOCIAL WORK 3DD6 STUDENT PLACEMENT EVALUATION GUIDE FOR FIELD INSTRUCTORS OF INDIVIDUAL, FAMILY AND GROUP PRACTICE

Welcome to the field placement evaluation! Evaluations are a crucial (but sometimes stressful) component of the field placement process. This guide offers:

- A table to track the evaluation process throughout the placement
- Processes for completing evaluation forms
- The McMaster School of Social Work Statement of Philosophy and CASW Code of Ethics
- Placement Objectives – what to expect from third year students
- Description of the rating scales
- Some methods for evaluating student performance
- In-depth descriptions of the practice areas being evaluated

If any questions about evaluation (or anything else) come up, do not hesitate to get in touch with the Seminar Leader connected to your placement. Not sure who that is? The student knows or email Lorna (oconnell@mcmaster.ca).

THE EVALUATION PROCESS - CONCURRENT

| WHEN? | WHAT? | WHO? |
|--|---|--|
| Early October | Print the evaluation forms and review each component Review the student's Learning Objectives in relation to the evaluation Highlight the components that will be evaluated so that the student is aware of what they are being evaluated on and the FI knows what they will evaluate | Student and Field Instructor(s) |
| Late October | Submit highlighted evaluation form to Seminar Leader with any questions or clarification. Seminar Leader will return to the student in 1-2 weeks. | Student and Seminar Leader |
| Mid-November | Meeting to prepare for and complete mid-term evaluation | Student and Field Instructor(s) |
| Late November or early December (Seminar Leader will be in touch to book) | Meeting to discuss evaluation Evaluation forms submitted At this point, Learning Objectives and components for evaluation may be revisited and revised | Student, Field Instructor(s), and Seminar Leader |
| Mid-March | Meeting to prepare for and complete final evaluation | Student and Field Instructor(s) |
| Late March or early April (Sem Leader will contact to book) | Meeting to discuss final evaluation Evaluation forms submitted | Student, Field Instructor(s), and Seminar Leader |

THE EVALUATION PROCESS - BLOCK

| WHEN? | WHAT? | WHO? |
|---|---|--|
| Early May | Print the evaluation forms and review each component Review the student's Learning Objectives in relation to the evaluation Highlight the components that will be evaluated so that student is aware of what they are being evaluated on and the FI is aware of what they need to evaluate. | Student and Field Instructor(s) |
| Mid-May | Submit highlighted evaluation form to Seminar Leader with any questions or clarification. Seminar Leader will return it in one week. | Student and Seminar Leader |
| First week of June | Meeting to prepare for and complete mid-term evaluation | Student and Field Instructor(s) |
| Mid-June (Seminar Leader will be in touch to book) | Meeting to discuss mid-term evaluation Evaluation forms submitted At this point, Learning Objectives and components for evaluation may be revisited and revised | Student, Field Instructor(s), and Seminar Leader |
| Mid-July | Meeting to prepare for and complete final evaluation | Student and Field Instructor(s) |
| Late July (Seminar Leader will be in touch to book) | Meeting to discuss final evaluation Evaluation forms submitted | Student, Field Instructor(s), and Seminar Leader |

There are a few ways to approach the completion of the field evaluation forms:

The student and Field Instructor(s) meet together to complete the forms.

The Field Instructor(s) completes the form, and the student offers feedback/changes/comments

The student completes the form, and the Field Instructor(s) offers feedback/changes/comments

The student and Field Instructor(s) complete the form separately and bring their responses together for a conversation and to complete a joint evaluation form

Each Field Instructor will develop their personal style, but our recommendation is that Option #4 tends to work best and enhances the student's learning and minimizes the power imbalance (and ensuing stress!) that can be a reality in evaluating student performance.

McMASTER SCHOOL OF SOCIAL WORK – STATEMENT OF PHILOSOPHY

The following philosophy underpins the social work education offered at McMaster University. Students are expected to develop their practice style in relation to this philosophy.

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity, and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

CANADIAN ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Value 1: Respect for the Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity in Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

A full description of the Code of Ethics can be found at: http://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

PLACEMENT OBJECTIVES – WHAT TO EXPECT FROM THIRD YEAR STUDENTS

The third-year placement focuses on the beginning development of social work analysis and skills in the following areas:

Interpersonal relationships – *how do I relate to people?*

Power analysis – *how do I understand and respond to the complexities of power in this work?*

Problem identification and analysis – *what is happening here and why?*

Problem solving – *what can we do (service user, social worker, organization, and community partners) to alleviate the issues the service user is experiencing?*

The student is expected to participate with service users in:

Assessments – asking purposeful questions, gathering, and analyzing data.

Developing plans of action

Implementing plans of action.

Both the field and the classroom should foster student learning on the societal, professional, and organizational context of social work practice. Additionally, third year social work students are asked to begin to develop the mechanisms they will use to critically self-reflect on their position and practice in relation to their emerging identity as social workers.

RATING SCALES

| Numerical Rating | Description | Explanation |
|------------------|--------------------------------|--|
| 1 | Not Meeting Expectations | The student demonstrates minimal knowledge, skill development and personal/professional growth. Poor understanding of requirements. |
| 2 | Beginning to Meet Expectations | The student is beginning to approach an expected level of knowledge, skill development and personal/professional growth. Requirements are understood. Practice is developing. |
| 3 | Meeting Expectations | The student demonstrates competency at an expected level in terms of knowledge, skills, and personal/professional development. Can perform independently and can adapt practice to different situations/contexts. |
| 4 | Exceeding Expectations | The student exceeds expectations and demonstrates effective application of knowledge, skills, and personal/professional development. High level of independence. Generates new approaches to practice. Developing an individual interpersonal style. |

Passing and Failing:

Students must obtain a minimum of C+ in their seminar class AND a pass in placement in order to proceed to 4th year. Due to the fact that the seminar and placement are linked the seminar leader is the person who determines whether or not a student will pass or fail their placement. This is done through consideration of the evaluation scores, extensive communication with the Field Instructor and student and observations of theory/practice integration in seminar.

In terms of what the rating scales mean in relation to passing or failing – this is a guide (but there may be unique situations that arise that do not follow these patterns). Contact the seminar leader attached to your placement with any questions or concerns as soon as possible:

Mid-Term

Mostly 1s and some 2s at mid-term would be cause for a serious conversation about how to increase those scores in the latter half of the placement. A plan should be developed between the student, field instructor and seminar leader that helps the student get where they need to be.

Mostly 2s and some 3s at mid-term would be cause for a conversation about how to increase those scores in the latter half of the placement. We would expect the student to progress in the second half to reach a minimum of 2.5 and higher in all areas.

Final

Any 1s at the final will be cause for failure of the placement

Mostly 2s and some 3s at the final could result in failure. We expect students to achieve a minimum of 2.5 in all areas to pass.

METHODS OF EVALUATION

There are a range of ways to evaluate student practice. The following are some methods to choose from:

Student's verbal assessments – student describes what happened and reflects on their own performance and learning

Student's written work – including process recordings, assessments, summary reports, case/project recording, research briefs

Field Instructor observation – including direct observation of work, co-leading (student and field instructor(s) working together), one-way mirror observation, listening to or watching recordings

Feedback from others – including solicited and unsolicited feedback from service users, colleagues, and community partners.

IN-DEPTH DESCRIPTIONS OF PRACTICE AREAS

These charts are meant to describe our expectations and what would constitute concerns with students. However, all of these should be considered within the context of the organization and in getting to know the student well. The reality is that there are many factors that could come across as a concerning performance issue but may actually be related to personality (really shy students), undisclosed need for accommodations or other broad structural factors. These issues would still need to be discussed and a plan put in place to support students. We know that students from equity seeking groups (racialized, Indigenous, queer and trans, in particular) experience oppression that might in turn result in responses from students that look like practice concerns. If you have any questions/concerns about this, please engage the student in a discussion and/or reach out to the seminar leader.

WORKING IN AN ORGANIZATION

| We'd be concerned if a student... | We'd expect a student to... |
|--|---|
| Has difficulty adjusting to agency procedures Is disinterested in or is unable to understand organizational issues Knows few/some resources and only the most obvious Does not form relationships with co-workers (reticent or abrasive) Has produced written material often marked by factual and/or grammatical errors so that intent is unclear Was always late and unable to submit expected work on time | Understand and abide by agency procedures Demonstrate interest in and understanding of organization's strengths and limits and how these affect service users Demonstrate good knowledge of community resources, ability to research/discern strengths of those resources Have co-workers know and feel respected by them Have written work that is clear and concise Be punctual and complete tasks on time |

INCORPORATING SOCIAL WORK VALUES AND ETHICS

| We'd be concerned if a student... | We'd expect a student to... |
|--|--|
| Has limited knowledge of social work values and ethics, and seldom uses these to inform practice Struggles to appreciate and work through ethical dilemmas using the CASW Code of Ethics and agency policies Does not make appropriate use of power inherent in the helping relationship | Apply social work values, ethics, and principles with service users Make appropriate use of the power inherent in the helping relationship Identify when an ethical dilemma arises and use the CASW Code of Ethics, agency policies and supervision to work through it |

DEVELOPMENT AND MAINTENANCE OF WORKING RELATIONSHIPS WITH SERVICE USERS

| We'd be concerned if a student... | We'd expect a student to... |
|---|---|
| Has difficulty reaching out to service users and forming and maintaining working relationships with service users Has difficulty ending relationships with service users | Be helpful and warm and to have service users respond well to them Engage in positive working relationships with services users End their relationships with service users in a way that service users feel respected and supported |

INTERVIEWING AND COMMUNICATION SKILLS

| We'd be concerned if a student... | We'd expect a student to... |
|--|--|
| <p>Is unable to ask questions that help them understand a service user's situation</p> <p>Has difficulty eliciting and responding to a service user's stated needs and relating these to service user's feelings</p> <p>Difficulty responding to and eliciting service user's feelings</p> | <p>Be able to maintain focus and ask purposeful, helpful questions</p> <p>Respond to service user's needs and relate them to service user's feelings</p> <p>Be able to pursue effective communication, both verbal and non-verbal, and attend to service user's feelings</p> |

ASSESSMENTS

| We'd be concerned if a student... | We'd expect a student to... |
|---|---|
| <p>Is unable to gather appropriate information from a service user to make an assessment</p> <p>Is unable to use other sources of information to fill in an assessment</p> <p>Is unable to identify patterns in what a service user tells them</p> <p>Is unable to identify an adequate assessment statement</p> <p>Does not consider social context, social justice, and oppression in their assessments</p> | <p>Be able to gather appropriate information from a service user to make an assessment</p> <p>Be able to identify appropriate other sources of information and gather that information for the purposes of an assessment</p> <p>Be able to identify patterns in what the service user tells them</p> <p>Be able to formulate an assessment statement</p> <p>Include an analysis of social context, social justice, and oppression their assessments</p> |

PLANNING

| We'd be concerned if a student... | We'd expect a student to... |
|--|--|
| <p>Is unable to set goals with clients and together plan strategies to attain goals</p> <p>Is unable to develop a plan of action with a service user that is based on the assessment statement</p> <p>Neglects to use appropriate agency and/or community resources in developing a plan of action</p> | <p>Be able to set goals with clients and together plan strategies to attain goals</p> <p>Be able to develop a plan of action based on the assessment statement</p> <p>Use appropriate agency and community resources in plan</p> |

IMPLEMENTING PLANS

| We'd be concerned if a student... | We'd expect a student to... |
|--|--|
| Is unable to implement a plan of action with an individual, group, community group and/or a family | Be able to implement a plan of action with an individual, group, community group and/or a family |

SELF-AWARENESS AND OWNERSHIP OF LEARNING

| We'd be concerned if a student... | We'd expect a student to... |
|---|--|
| Seldom recognizes own strengths and weaknesses and shows little motivation for change | Take initiative in examining own performance; be aware of own strengths and weaknesses: when necessary, initiate change |
| Seldom recognizes the impact of own social location | Be aware of the impact of their own social location |
| Appears to struggle to juggle responsibilities and has no plan/implementation around self-care | Understand the stressful nature of the work and put plans in place to cope with that stress |
| Rarely seeks help; does not prepare for field instruction meetings; is overly defensive when challenged | Take an active role in own learning; take responsibility for raising concerns with field instructor(s); be able to use information from field instructor(s) to improve performance |
| Rarely does things on own initiative | Actively seek information and knowledge; have initiative and appropriate independence in carrying out tasks and raising issues |

**SOCIAL WORK 4DD6 STUDENT PLACEMENT EVALUATION GUIDE
FOR FIELD INSTRUCTORS OF COMMUNITY, RESEARCH AND POLICY PRACTICE**

Welcome to the field placement evaluation! Evaluations are a crucial (but sometimes stressful) component of the field placement process. This guide offers:

- A table to track the evaluation process throughout the placement (pages 1 + 2)
- Processes for completing evaluation forms (page 2)
- The McMaster School of Social Work Statement of Philosophy and CASW Code of Ethics (page 3)
- Placement Objectives – what to expect from fourth year students (page 4)
- Description of the rating scales (page 5)
- Some methods for evaluating student performance (page 6)
- In-depth descriptions of the practice areas being evaluated (pages 7 - 11)

If any questions about evaluation (or anything else) come up, do not hesitate to get in touch with the Seminar Leader connected to your placement. Not sure who that is? The student knows or email Lorna (oconnell@mcmaster.ca).

THE EVALUATION PROCESS - CONCURRENT

| WHEN? | WHAT? | WHO? |
|--|---|--|
| Early October | Print the evaluation forms and review each component Review the student’s Learning Objectives in relation to the evaluation Highlight the components that will be evaluated so that the student is aware of what they are being evaluated on and the FI knows what they will evaluate | Student and Field Instructor(s) |
| Late October | Submit highlighted evaluation form to Seminar Leader with any questions or clarification. Seminar Leader will return to the student in 1-2 weeks. | Student and Seminar Leader |
| Mid-November | Meeting to prepare for and complete mid-term evaluation | Student and Field Instructor(s) |
| Late November or early December (Seminar Leader will be in touch to book) | Meeting to discuss evaluation Evaluation forms submitted At this point, Learning Objectives and components for evaluation may be revisited and revised | Student, Field Instructor(s), and Seminar Leader |
| Mid-March | Meeting to prepare for and complete final evaluation | Student and Field Instructor(s) |
| Late March or early April (Sem Leader will contact to book) | Meeting to discuss final evaluation Evaluation forms submitted | Student, Field Instructor(s), and Seminar Leader |

THE EVALUATION PROCESS - BLOCK

| WHEN? | WHAT? | WHO? |
|--|---|--|
| Early September | Print the evaluation forms and review each component Review the student's Learning Objectives in relation to the evaluation Highlight the components that will be evaluated so that student is aware of what they are being evaluated on and the FI is aware of what they need to evaluate. | Student and Field Instructor(s) |
| Mid-September | Submit highlighted evaluation form to Seminar Leader with any questions or clarification. Seminar Leader will return it in one week. | Student and Seminar Leader |
| First week of October | Meeting to prepare for and complete mid-term evaluation | Student and Field Instructor(s) |
| Mid-October (Seminar Leader will be in touch to book) | Meeting to discuss mid-term evaluation Evaluation forms submitted At this point, Learning Objectives and components for evaluation may be revisited and revised | Student, Field Instructor(s), and Seminar Leader |
| Mid-November | Meeting to prepare for and complete final evaluation | Student and Field Instructor(s) |
| Late November (Seminar Leader will be in touch to book) | Meeting to discuss final evaluation Evaluation forms submitted | Student, Field Instructor(s), and Seminar Leader |

There are a few ways to approach the completion of the field evaluation forms:

1. The student and Field Instructor(s) meet together to complete the forms
2. The Field Instructor(s) completes the form and the student offers feedback/changes/comments
3. The student completes the form and the Field Instructor(s) offers feedback/changes/comments
4. The student and Field Instructor(s) complete the form separately and bring their responses together for a conversation and to complete a joint evaluation form

Each Field Instructor will develop their personal style but our recommendation is that Option #4 tends to work best and enhances the student's learning and minimizes the power imbalance (and ensuing stress!) that can be a reality in evaluating student performance.

McMASTER SCHOOL OF SOCIAL WORK – STATEMENT OF PHILOSOPHY

The following philosophy underpins the social work education offered at McMaster University. Students are expected to develop their practice style in relation to this philosophy.

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity, and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

CANADIAN ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Value 1: Respect for the Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity in Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

A full description of the Code of Ethics can be found at: http://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

PLACEMENT OBJECTIVES – WHAT TO EXPECT FROM FOURTH YEAR STUDENTS

The fourth-year placement is an opportunity to work toward beginning social work practice ability – by the end of the placement, the student, field instructor and seminar leader should feel confident in the student's ability to work as a beginning level social worker. The fourth year student will build on third year placement experience and add nuance to their practice in the following areas:

- Interpersonal relationships
- Analysis of power inherent in the helping relationship
- Problem identification and analysis
- Problem solving
- Self-reflection
- Evaluating practice
- Integration of theory and practice

Both the field and the classroom should foster student learning on the societal, professional, and organizational context of social work practice. Additionally, fourth year social work students are asked to continue developing the mechanisms they will use to critically self-reflect on their position and practice in relation to their emerging identity as social workers.

Rating Scale:

| Numerical Rating | Description | Explanation |
|-------------------------|--|--|
| 1 - 3 | Serious Concerns About Practice Ability | The student demonstrates very little knowledge, skill development and personal/professional growth. Poor understanding of requirements. |
| 4 - 6 | Growth in Practice Ability | The student is beginning to approach an expected level of knowledge, skill development and personal/professional growth. Requirements are understood. Practice is developing. |
| 7 - 8 | Effective Practice Ability | The student demonstrates competency at an expected level in terms of knowledge, skills, and personal/professional development. Can often perform independently. |
| 9 - 10 | Ready for Beginning Social Work Practice | The student demonstrates effective application of knowledge, skills, and personal/professional development. High level of independence. Generates new approaches to practice. Developing an individual interpersonal style. can adapt practice to different situations/contexts. The student is ready to practice in social work at a beginning level. |

Passing and Failing:

Students must obtain a minimum of C+ in their seminar class AND a pass in placement in order to graduate. Due to the fact that the seminar and placement are linked the seminar leader is the person who determines whether or not a student will pass or fail their placement. This is done through consideration of the evaluation scores, extensive communication with the Field Instructor and student and observations of theory/practice integration in seminar.

In terms of what the rating scales mean in relation to passing or failing – this is a guide (but there may be unique situations that arise that do not follow these patterns). Contact the seminar leader attached to your placement with any questions or concerns as soon as possible:

Mid-Term

- Mostly 1s and some 2s at mid-term would be cause for a serious conversation about how to increase those scores in the latter half of the placement. A plan should be developed between the student, field instructor and seminar leader that helps the student get where they need to be.
- Mostly 2s and some 3s at mid-term would be cause for a conversation about how to increase those scores in the latter half of the placement. We would expect the student to progress in the second half to reach a minimum of 2.5 and higher in all areas.

Final

- Any 1s at the final will be cause for failure of the placement
- Mostly 2s and some 3s at the final could result in failure. We expect students to achieve a minimum of 2.5 in all areas to pass.

METHODS OF EVALUATION

There are a range of ways to evaluate student practice. The following are some methods to choose from:

Student's verbal assessments – student describes what happened and reflects on their own performance and learning

Student's written work – including process recordings, assessments, summary reports, case/project recording, research briefs

Field Instructor observation – including direct observation of work, co-leading (student and field instructor(s) working together), one-way mirror observation, listening to or watching recordings

Feedback from others – including solicited and unsolicited feedback from service users, colleagues and community partners

IN-DEPTH DESCRIPTIONS OF PRACTICE AREAS

These charts are meant to describe our expectations and what would constitute concerns with students. However, all of these should be considered within the context of the organization and in getting to know the student well. The reality is that there are many factors that could come across as a concerning performance issue but may actually be related to personality (really shy students), undisclosed need for accommodations or other broad structural factors. These issues would still need to be discussed and a plan put in place to support students. We know that students from equity seeking groups (racialized, Indigenous, queer, and trans, in particular) experience oppression that might in turn result in responses from students that look like practice concerns. If you have any questions/concerns about this, please engage the student in a discussion and/or reach out to the seminar leader.

CONSULTATION

| We'd be concerned if a student... | We'd expect a student to... |
|---|--|
| <p>Does not respond to challenges like unequal participation or crisis/conflict</p> <p>Struggles to plan and engage with groups by staying organized and prepared</p> <p>Does not consider issues of access and inclusion in their planning work</p> <p>Is unable to build rapport and trust with a variety of stakeholders</p> <p>Does not start to build their own leadership and co-facilitation skills or if they are unable to be supportive and share space</p> <p>Does not seem to understand group theory or struggles to apply the theory when working with groups</p> | <p>Respond to challenges as they emerge. Things like eliciting participation from people who are reluctant and responding to crisis/conflict well</p> <p>Plan and engage with groups by developing agendas, preparing for meetings</p> <p>Fostering access and inclusion through making sure everyone who has a stake in an issue can participate</p> <p>Be able to build rapport and trust with a variety of stakeholders</p> <p>Demonstrate leadership and co-facilitate in ways that are supportive and share space</p> <p>Understand that groups go through stages of cohesion and apply that knowledge when working with groups</p> |

COMMUNICATION

| We'd be concerned if a student... | We'd expect a student to... |
|---|--|
| <p>Does not seem to understand that groups and teams have particular dynamics or is unable to respond to those dynamics</p> <p>Is unable to express ideas clearly and appropriately to a variety of audiences</p> <p>Does not grasp the importance of using anti-oppressive and inclusive language</p> <p>Has trouble communicating clearly in writing</p> <p>Does not consider how knowledge that is gained through various community projects can be shared in ways that are meaningful and helpful</p> | <p>Understand and demonstrate awareness of team and group dynamics</p> <p>Communicate clearly and appropriately to a variety of audiences</p> <p>Be mindful of the ways language can impact communities and strive to use anti-oppressive, inclusive language</p> <p>Communicate clearly in writing</p> <p>Consider how to disseminate the knowledge that is gained through various community projects in ways that are accessible</p> |

UNDERSTANDING THE CONTEXT

| We'd be concerned if a student... | We'd expect a student to... |
|--|---|
| <p>Did not participate in opportunities to network with people to understand the context of a given community issue</p> <p>Was not concerned about developing a fulsome appreciation of the issue at hand</p> <p>Did not start to grasp the skills needed to plan and execute research processes</p> <p>Was unable to conduct thorough and systematic literature reviews</p> <p>Was unwilling or unable to appreciate the policy context of their placement setting and tasks</p> <p>Did not respect different nor recognize the influence of culture/history/context on who a person is and how they participate in their community</p> | <p>Participate in networking as a way to understand the context of a given community issue</p> <p>Actively work toward developing a critical knowledge of the issue at hand</p> <p>Demonstrate an understanding of planning and executing research</p> <p>Conduct thorough and systematic reviews of the literature</p> <p>Understand the policy context of their placement setting and tasks</p> <p>Demonstrate cultural humility in their placement tasks – respecting and recognizing difference</p> |

WORKING TOWARD CHANGE

| We'd be concerned if a student... | We'd expect a student to... |
|--|--|
| <p>Is unable to understand the basic processes of enacting change with communities</p> <p>Is unable to identify potential problems and find ways to overcome them</p> <p>Does not understand how their placement tasks relate to broader social change and social movements</p> <p>Did not demonstrate an understanding of social work/community practice theories</p> <p>Was unable to grasp the non-linear and complex nature of social change</p> | <p>Demonstrate an understanding of the process of enacting change with communities</p> <p>Be able to identify potential problems and identify steps to working to overcome them</p> <p>Understand their placement tasks in relation to broader social change and social movement work</p> <p>Connect their placement tasks to social work/community practice theories</p> <p>Appreciate that social change is complex and non-linear</p> |

WORKING FROM A SOCIAL JUSTICE LENS

| We'd be concerned if a student... | We'd expect a student to... |
|---|---|
| <p>Does not demonstrate an understanding of how social and personal problems are inextricably linked to broader structural oppression</p> <p>Does not understand themselves and their politicized identities in relation to their placement tasks</p> <p>Struggles to operate from a placement of understanding the historical and contemporary colonial practices in social work</p> | <p>Identify how social and personal problems are inextricably linked to broader structural oppression</p> <p>Understand themselves and their politicized identities in relation to the placement tasks</p> <p>Operate from a place of understanding the historical and contemporary colonial practices in social work</p> |

PLANNING

| We'd be concerned if a student... | We'd expect a student to... |
|--|--|
| <p>Is unable to set goals with clients and together plan strategies to attain goals</p> <p>Is unable to develop a plan of action with a service user that is based on the assessment statement</p> <p>Neglects to use appropriate agency and/or community resources in developing a plan of action</p> | <p>Be able to set goals with clients and together plan strategies to attain goals</p> <p>Be able to develop a plan of action based on the assessment statement</p> <p>Use appropriate agency and community resources in plan</p> |

IMPLEMENTING PLANS

| We'd be concerned if a student... | We'd expect a student to... |
|---|---|
| <p>Is unable to implement a plan of action with an individual, group, community group and/or a family</p> | <p>Be able to implement a plan of action with an individual, group, community group and/or a family</p> |

SELF-AWARENESS AND OWNERSHIP OF LEARNING

| We'd be concerned if a student... | We'd expect a student to... |
|---|--|
| <p>Seldom recognizes own strengths and weaknesses and shows little motivation for change</p> <p>Seldom recognizes the impact of own social location</p> <p>Appears to struggle to juggle responsibilities and has no plan/implementation around self-care</p> | <p>Take initiative in examining own performance; be aware of own strengths and weaknesses: when necessary, initiate change</p> <p>Be aware of the impact of their own social location</p> <p>Understand the stressful nature of the work and put plans in place to cope with that stress</p> |

| | |
|---|--|
| Rarely seeks help; does not prepare for field instruction meetings; is overly defensive when challenged Rarely does things on own initiative | Take an active role in own learning; take responsibility for raising concerns with field instructor(s); be able to use information from field instructor(s) to improve performance Actively seek information and knowledge; have initiative and appropriate independence in carrying out tasks and raising issues |
|---|--|