



School of Social Work

Bachelor of Social Work

Field Education Manual

for

STUDENTS

AND

AGENCY SUPERVISORS

2011-2012

For any additional information contact:

Joanna Pierce, RSW, Assistant Professor and Field Education Director
Room 10-2565, Teaching and Learning Building
Telephone: 250-960-6521
piercej@unbc.ca

Eileen Hunsaker, Field Education Coordinator
Room 10-2564, Teaching and Learning Building
Telephone: 250-960-5802
hunsaker@unbc.ca

Glen Schmidt, RCSW, Associate Professor and Acting Chair
Room 10-2574, Teaching and Learning Building
Telephone: 250-960-6519
schmidt@unbc.ca

Fax: 250-960-6764

Web-site: www.unbc.ca/socialwork

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GLOSSARY OF TERMS

Agency Supervisor - Agency Supervisor is an agency, organization or community representative who provides support to the student during his/her field education placement. The Agency Supervisor provides direct practice guidance, arranges practice assignments, and liaises with the faculty field instructor regarding student's performance and progress.

Child Welfare Specialization – The Child Welfare Specialization is a program of studies that prepares students for child welfare practice while also satisfying the general practice criteria required for BSW accreditation and for designation as a Registered Social Worker.

Client - The person, family, group of persons, incorporated body, association or community on whose behalf a social worker and/or social work student provides or agrees to provide a service.

Faculty Field Instructor - The faculty person who is responsible for advising and evaluating the field student, as well as establishing the necessary liaison between the university and the field education agency or organization.

Field Education Director - The faculty person responsible for coordinating the development, maintenance, assignment of students to agencies, and evaluation of all field placements.

Regional Field Education Coordinator - *The faculty who is responsible for coordinating field placements in the Northwest, South-Central and Peace-Liard regions.*

Field Education Coordinator - Acts as a liaison person between the agencies and the university and provides all the administrative functions of field education.

Field Education Seminar - A seminar led by a Faculty Field Instructor where students will have an opportunity to discuss field education experiences and learn applied skills related to social work practice and intervention.

Harassment Policy and Discrimination Policy - The university has a defined policy on harassment and discrimination. The spirit of this policy not only applies to students and faculty but also to agency supervisors and agency personnel. Violation of these provisions is regarded as a serious matter.

High Risk - High risk situations can apply to the client, the agency or organization and the student social worker. Situations that might be considered high risk for the purpose of social work students are those where there is a reasonable expectation of physical danger or damaging publicity. (Examples: Investigating and making a disposition decision in an alleged case of child abuse; working with a person who is a high risk for suicidal behaviour; making a presentation on behalf of an organization that will determine allocation of vital funding.) Such situations might not be viewed as high risk for the student if they work conjointly with an experienced agency social worker.

INTRODUCTION

The UNBC School of Social Work derives its mission from the University's goal of responding to educational needs which states that: "UNBC is committed to serving a vast region by building partnerships and by being innovative, resourceful, and responsive to student and community needs. In the spirit of its Carrier motto – 'En cha huna' – UNBC celebrates diversity and intends to reflect and to foster the rich cultural diversity of northern British Columbia and its peoples."

The School of Social Work mission statement addresses the centrality of responding to the needs of Aboriginal communities when it states: "Incorporating critical social thinking including structural, feminist and anti-racist analyses, the School focuses on social work in northern and remote areas, Aboriginal and cross cultural issues..." The BSW program at UNBC is generalist in its focus and has an emphasis on practice in northern and remote areas, with First Nations people, women, and in community practice and research. These areas combined with an analysis of class, gender and race relations are emphasized throughout Social Work courses, and in the seminar component of field education.

Social Work Field Education SOCW 302 and SOCW 402 offer students an opportunity to develop their social work practice skills within an agency or community setting. A variety of placements are available and whenever possible the student's interests and learning needs will be matched with a suitable placement opportunity. Field Education in the third year (SOCW 302) requires students to work in a practice setting three days per week through one semester. SOCW 302 has the total hourly requirement between 273 and 312 practicum hours, including the bi-weekly integrated half-day seminars. In the fourth year (SOCW 402) students are required to work in a practice setting five days per week through one semester. SOCW 402 has the total hourly requirement between 455 and 520 practicum hours, including the three integrated full-day seminars.

The intent of Field Education is to:

1. Assist students in developing practice skills;
2. Facilitate students to become familiar with practice environment;
3. Encourage students in critical thinking about service delivery and practice issues;
4. Provide an opportunity for students to link social work concepts, values and theory with practice.

SOCIAL WORK FACULTY AND STAFF 2011-2012

Prince George - Faculty

Dawn Hemingway Associate Professor RSW, Chair

On Sabbatical July 1, 2011 – June 30, 2012

BA (Simon Fraser) MSc MSW (Northern British Columbia)

Contact: Phone: 250-960-5694 E-mail: hemingwa@unbc.ca

Office: 10-2580 – 2nd Floor, Teaching and Learning Building
Adulthood/Aging (Care-giving, Psychogeriatrics, Empowerment/Self-Advocacy), Disability Issues, Community Development/Community-based Research, Women and Health, Northern/Remote Community Health

Glen Schmidt Associate Professor, RCSW, Acting Chair

BA BSW (Manitoba) MSW (British Columbia) PhD (Memorial)

Contact: Phone: 250-960-6519 E-mail: schmidt@unbc.ca

Office: 10-2574 – 2nd Floor, Teaching and Learning Building
Social Work Education Outcomes, Mental Health Services, Services to First Nations People, Remote and Northern Practice Issues, Child Welfare Practice and Policy

Si Transken Associate Professor, RSW

BA Hons BSW (Laurentian) MA PhD (Toronto) MA (Cand) UNBC

Contact: Phone: 250-960-6643 E-mail: si@unbc.ca

Office: 10-2556 – 2nd Floor, Teaching and Learning Building
Criminal Harassment, Incest, Sexual Assault, Violence Against Women, Expressive Arts Therapy, Feminist Social Work, Anti-Racism, Mediation, Sexual Expression and Identities

Joanna Pierce Assistant Professor, RSW, Field Education Director

BSW MSW (Northern British Columbia)

Contact: Phone: 250-960-6521 E-mail: piercej@unbc.ca

Office: 10-2568 – 2nd Floor, Teaching and Learning Building
Mental Health, Community Development, Cross-cultural Communications, Remote/Northern Practice Development and Social Policy

Indrani Margolin Assistant Professor, RSW, BSW Coordinator

BA (Guelph) MSW (Wilfred Laurier) PhD (OISE Toronto)

Contact: Phone: 250-960-6437 Email: margolin@unbc.ca

Office: 10-2550—2nd Floor, Teaching and Learning Building
Holistic Social Work Practices (spirit, mind, body), Expressive Arts Therapies (authentic movement), Girls' and Women's Sexual Health and Well-Being (bodyself), Narrative Inquiry, Arts-Based Research Methodologies

Tammy Stubleby Assistant Professor, RSW

BA (Cape Breton), BSW (Victoria), MSW (British Columbia)

Contact: Phone: 250-960-5110 Email: stubleby@unbc.ca

Office: 10-2558 – 2nd Floor, Teaching and Learning Building
Child Welfare Practice and Policy, Mental Health, Family Violence, Social Work and Spirituality and Disability Issues

Nancy Jokinen **Assistant Professor, RSW**
BA, HBSW, SW (Lakehead), PhD (Calgary)
Contact: Phone: 250-960-5111 Email: jokinenn@unbc.ca
Office: 10-2548 – 2nd Floor, Teaching and Learning Building
Aging, Disability, Health, Dementia, Familial Relations and Support, Quality of Life, Age-Friendly Communities, Qualitative and Mixed methods Research.

Prince George – Support Staff

Vicki Bartell **Administrative Assistant, School of Social Work**
Contact: Phone: 250-960-6629 Email: vicki@unbc.ca
Office: 10-2576 – 2nd Floor, Teaching and Learning Building

Eileen Hunsaker **Field Education Coordinator/MSW Administrative Assistant, School of Social Work**
Contact: Phone: 250-960-5802 Email: hunsaker@unbc.ca
Office: 10-2564 – 2nd Floor, Teaching and Learning Building

Regional - Faculty

Bruce Bidgood **Associate Professor and Regional Field Coordinator, Northwest Region**
BA MSW PhD (Ontario)
Contact: Phone: 250-615-3329 E-mail: bbidgood@unbc.ca
Office: Terrace Campus
Family Violence, Child Welfare, Social Policy, Social Administration, Social Planning, Applied Social Welfare Research

Heather Peters **Associate Professor, MSW Coordinator and Regional Field Coordinator, South Central Region**
BA BSW (British Columbia) MSW (Carleton)
Contact : Phone: 250-991-0421 E-mail: petersh@unbc.ca
Office: Quesnel Campus
Homelessness, Social Policy, Housing Policy, Community Development, Aboriginal Self-Government, Youth, and Women and Housing

Dave Sangha **Assistant Professor and Regional Field Coordinator, Peace River-Liard Region**
BA BSW MSW (British Columbia)
Contact: Phone: 250-787-6223 E-mail: sangha@unbc.ca
Office: Fort St. John Campus
Social Policy, Community Development, Human Rights, Anti-Racism, Diasporic Communities, Child Welfare

Regional – Support Staff

Alma Avila

Contact:

Office:

Regional Services Assistant, Northwest Region

Phone: 250-615-5578

E-mail: avila@unbc.ca

Terrace Campus

Darlene Wooldridge Regional Services Coordinator, South Central Region

Contact:

Office:

Phone: 250-991-7540

E-mail: wooldrid@unbc.ca

Quesnel Campus

Betty Powers

Contact:

Office:

Regional Services Coordinator, Peace River-Liard Region

Phone: 250-787-6220

E-mail: powersb@unbc.ca

Fort St. John Campus

SECTION 1: Information for Agency Supervisors

TRAINING AND ORIENTATION

All first time Agency Supervisors will be asked to participate in a training and orientation workshop. The focus of this experience will be:

1. Introduce the UNBC School of Social Work
2. Provide an overview of social work supervision expectations, techniques and trouble-shooting strategies.
3. Highlight the differences and similarities between staff supervision and student supervision
4. Discuss models and approaches to supervision
5. Describe the specific responsibilities of the agency supervisor
6. Review and discuss learning contracts and evaluation procedures
7. Discuss procedures for problem solving and trouble shooting
8. Discuss appropriate case assignments

Experienced Agency Supervisors are welcome to participate in the workshop that will enable the participants to develop further skills in the area of student supervision. Participants will share ideas and experiences. Specific teaching strategies will also be presented.

SUPERVISION

Regular supervision provides an opportunity for Agency Supervisors to guide students through the practicum requirements and provide an opportunity for feedback and processing of the theory and practice integration. Agency Supervisors should establish consistent and regular times for supervisory/instruction contact with the student. We suggest agreeing upon a weekly protected period of time which will be established in the learning contract. Students will also meet with their Faculty Field Instructor (if applicable) on a regular basis.

For many third year students, this will be their first experience of social work supervision. Some Agency Supervisors might be providing supervision for the first time while others may have previously provided student supervision. The field experience is important, particularly for the students, as field education should provide them with a rewarding opportunity to practice their skills in real situations.

Students in the School of Social Work come from a variety of backgrounds. Some are seasoned and experienced human service workers who are returning to university to obtain a professional degree. Others are students who may have very limited human service experience. Regardless of their backgrounds and experience, they are bound to have some anxiety when it comes to field education. It is important for the Agency Supervisor to understand this and demonstrate sensitivity to the students' need to build self-confidence and competence in a social work role.

It is also a challenge to best determine how you can do this as each student is an individual with different learning needs. An instructional/supervisory approach that works well for one student may prove to be ineffective or inappropriate for another. Actual individual needs are difficult to predict and we rely on your experience and good judgement to assess the approach that works best for the student you supervise.

Unfortunately field education does not always result in a positive experience for the student and this

can occur because supervision is inadequate or inappropriate. Good Agency Supervisors continue to learn throughout their career and demonstrate critical self-analysis of their style and approach.

Students frequently experience frustration in field placements if they are forgotten or neglected. Many also become frustrated if they spend an inordinate amount of time reading agency policy manuals and files without actually seeing clients or community members. Agency Supervisors must be attentive to student needs and seek to achieve a good balance between the various components of social work practice.

POTENTIAL PLACEMENT DIFFICULTIES

While we all hope that each and every field placement results in a positive experience for the student, the Agency Supervisor and the Faculty Field Instructor, this may not always be the case. If there are problems which cannot be quickly resolved, then it is important to alert the Field Education Faculty Field Instructor or the Director of Field Education as quickly as possible. The matters of concern should be well documented. In most cases, it will be possible to resolve the problems but there may be times when the placement is simply not going to work. In these situations, it will be important to make the necessary changes expeditiously and in a way that protects clients, the student, the Agency Supervisors, and the agency.

In very few cases there are students who are simply not suited to the profession of social work. This is always a difficult matter to deal with and if it becomes apparent that this is the issue then the University does not expect the Agency Supervisor to deal with the student regarding their professional suitability. The Faculty Field Instructor and the Director of Field Education should be notified as quickly as possible of any difficulties in order to be involved in the outcome.

PROFESSIONAL SUITABILITY

The School of Social Work of the University of Northern British Columbia requires that students conduct themselves according to the professional standards set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Codes of Ethics.

In addition, the School of Social Work of the University of Northern British Columbia requires those students admitted to the program to conduct themselves in a professional manner at all times, while in class or field placement. In most instances, unprofessional behaviour will be covered under the UNBC Harassment and Discrimination Policy or the Student Conduct Policy or the General University Guidelines.

The School of Social Work is committed to the development of professional graduates and is dedicated to ensuring the highest quality program for its students.

SECTION 2: Information for Both Practicum Students and Agency Supervisors

INTRODUCTION

The BSW program at UNBC is generalist in its focus and has an emphasis on practice in northern and remote areas, with First Nations people, women, and in community practice and research. These areas combined with an analysis of class, gender and race relations are emphasized throughout Social Work courses, and in the seminar component of Field Education.

Social Work Field Education (SOCW 302 and SOCW 402) offers students an opportunity to develop their social work practice skills within an agency or community setting. A variety of placements are available and whenever possible the students' interests and learning needs will be matched with a suitable placement opportunity. Students enrolled in the Child Welfare Specialization (CWS) are required to complete their fourth year placement within a child welfare setting. Students enrolled in First Nations specialization are required to complete their fourth year placement within a First Nations setting. The placement experience involves the student, Faculty Field Instructor and Agency Supervisor, in a partnership which is intended to facilitate the student's learning.

The intent of Field Education is to:

- < Assist students develop practice skills
- < Facilitate students familiarize with practice environments
- < Encourage students in critical thinking about service delivery and practice issues
- < Provide an opportunity for students to link social work concepts, values and theory with practice

In order for students to think reflectively about their practice experience, it is essential that they have sufficient time. Therefore, while students will perform actual social work within organizations and agencies, students will not be expected to carry a full work load.

Field Education in third year (SOCW 302) requires students to work in a practice setting three days per week through one semester. In fourth year (SOCW 402), students are required to work in a practice setting five days per week through one semester. The Social Work Field Education courses are graded on a pass/fail basis.

Students who are in field education placements must also attend classroom seminars conducted by a Faculty Field Instructor. These seminars are compulsory and non-attendance may result in failure. Field education students also complete a series of assignments that are marked by a Faculty Field Instructor. The final decision regarding a student's standing in the field education course will lie with the Faculty Field Instructor.

The Social Work Field Education courses are graded on a pass/fail basis. It is because field education is a major part of the core curriculum that a pass/fail (P/F) grading system is utilized. The pass/fail grading system encourages students to enrich their field experience and encourages exploration of a greater range of skill acquisition premised on self motivation and professional growth and development, without the pressures and demands of the regular grading system. Through the involvement of experienced and dedicated human service practitioners in the professional community, students are provided with opportunities to develop and acquire social work knowledge, skills, and values in a supervised practice setting. Although, there is ongoing monitoring of these placements, it is assumed that the motivation to increase one's professional abilities and to challenge oneself as professionals will provide the greatest incentive for growth and learning.

The School of Social Work passed a motion in early 2002 determining that course challenges to SOCW 302 and SOCW 402 are not permitted under any circumstance.

ROLES AND RESPONSIBILITIES

Field Education Director and Regional Field Education Coordinator

The Field Education Director has overall responsibility for the development, maintenance, recruitment, coordination, and evaluation of field education placements as well as updating the field education manual. Specific responsibilities of the Field Education Director and Regional Field Education Coordinators include:

1. Recruitment of agencies and organizations for field education placements
2. Recruitment of Agency Supervisors with suitable qualifications and background experience
3. Discussions with Faculty Field Instructors regarding areas of practice expertise and interest and, if possible, matching individual agency supervisors with appropriate student placements
4. Conducting orientation sessions and seminars for students, Agency Supervisors, and Faculty Field Instructors
5. Assigning social work students to field placements
6. Providing agencies with necessary information about each student and his/her learning needs
7. Providing agencies with criteria for student evaluations and appropriate evaluation forms
8. Providing opportunities for Faculty Field Instructors, and Agency Supervisors to have access to emerging trends, professional resources, and research in social work
9. Establishing and maintaining relationships and open communication with the agencies used by the School
10. Responsible for overall supervision of field placements and student appeals in the respective campus

Field Education Coordinator

The Field Education Coordinator is familiar with the agencies and social service organizations in northern British Columbia and has a list of contact people who can be accessed for placement information and opportunities. The Field Education Coordinator acts as an administrative liaison between the agencies and the university and provides all the administrative functions of field education. Specific responsibilities include:

1. Coordination of the maintenance and publication of the field education manual
2. Maintenance of the online Placement Tracking Database, IPT
3. Distribution, collection, and compilation of the Field Education "Expression of Interest" Forms in IPT
4. Whenever possible, assistance in matching students with their field education preference
5. Ensuring that evaluations of placements are uploaded in IPT, completed and summarized, and the results are recorded
6. Maintaining appropriate correspondence with the agencies
7. Organizing agency orientation and appreciation events
8. Maintaining records and files pertaining to the field education experiences

Student

Field education is an essential part of the student's social work education. It provides the student with an opportunity to apply theory to practice through direct work with people and organizations. It is an opportunity for students to become familiar with some of the settings in which social workers are employed. Within this context students have certain responsibilities:

1. Adherence to the standards set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Code of Ethics
2. Participation in the pre-placement meeting/interview (preferably one prior to practicum)
3. Adherence to the agency protocol (i.e. dress code, hours, information sharing, etc.)
4. Attendance and participation at the scheduled seminars
5. Completion of all assignments according to the time frame
6. Participation in the student evaluation process
7. Completion of the field placement evaluation forms

Faculty Field Instructor

The Faculty Field Instructor acts as a liaison between the student and the field agency; maintains regular contacts with Agency Supervisor and the student; and provides trouble shooting upon request. Specific responsibilities include:

1. Ensuring a good match between the student and the placement
2. Coordinating an initial meeting with the student and Agency Supervisor to clarify role and expectations in the first two weeks of the practicum
3. Discussing with the Agency Supervisor and student the nature of the placement and the type of social work practice opportunities that will be provided to the student
4. Ensuring that the student's learning contract is realistic and achievable
5. Meeting with the student and the Agency Supervisor at mid-term and end-term for field education evaluations or upon request
6. Contacting the Agency Supervisor over the phone or in person at mid-term and end-term or upon request to explore any concern that requires immediate attention and assure evaluations are underway at mid-term and end-term
7. Providing necessary trouble-shooting or mediation
8. Overseeing student entries to the on-line debriefing circle and meeting with the student as needed to discuss the placement and the issues that arise during the course of their field placement
9. Coordinating field education seminars
10. Evaluating student seminar assignments and discussing the students' performance on a regular basis
11. Providing an evaluation summary and grading to students at mid-term and end-term
12. Maintaining familiarity with the field education agencies in terms of current policies and mandates

In addition to these specific requirements, the Faculty Field Instructor will attend field meetings as required and participate in the overall development of the field education component. It is important that the Faculty Field Instructor strive to facilitate the student's ability to link practice experience with the theoretical concepts discussed in other course work.

Agency Supervisor

This is the agency, organization or community representative who supervises the student during their field education placement. This person is not a university faculty member but agrees to meet the terms and conditions of field education supervision. Ideally the person will have a bachelor of social work degree, though this is not an absolute necessity. People with extensive experience in social work positions will also be eligible to provide supervision to students. Specific responsibilities include:

1. Meeting with a representative from UNBC School of Social Work to discuss the nature of the field education opportunity. This discussion will examine the type of work, the appropriateness of that work, time commitment on the part of the agency and agency supervisor and various internal administrative issues such as transportation arrangements and clerical support
2. Meeting with the student and Faculty Field Instructor to discuss the practice opportunities in the placement
3. Providing the student with an orientation to the agency
4. Providing work assignments which are consistent with the expectations of the UNBC School of Social Work.
5. Providing supervision and feedback to the students on a consistent, regular basis. Consultation and supervision should relate to the provision of information and education regarding administrative tasks and the development of skills and knowledge specific to social work practice. The agency supervisor should also provide support relating to time and stress management
6. Liaising with the Faculty Field Instructor regarding the student's performance and progress. If there are difficulties or issues of concern, the faculty field instructor should be informed immediately
7. Participating in review and evaluation meetings with the student and faculty field instructor (in mid-term and end-term), or as required
8. Evaluating the placement experience
9. Having current knowledge of the BCASW Code of Ethics
<http://www.bcasw.org/Content/About%20BCASW/Code%20of%20Ethics.asp>

In addition to the above requirements, the Agency Supervisors are to attend information meetings or orientation sessions offered by UNBC School of Social Work. Literature specific to field instruction will also be available to the Agency Supervisor.

Leaves

Sick days, personal leave days and holidays are issues that arise periodically during the course of field education placements. Students are allowed to be excused for illness, and serious personal or family issues. Normally students may not be absent from field education for any other reason. Exceptions may be made if the reason for the absence is first discussed with the Faculty Field Instructor and the Agency Supervisor. If the accumulated period of absence (for any reason) totals more than two days, the student will be required to make this time up during study break or at the end of the field education placement. Students who are absent from field education placements without valid reasons may receive a failure in field education.

Practicum Hours

Normally students work 7 to 8 hours per day for 13 weeks. The actual length of the working day, however, varies from agency to agency. As long as actual work time falls within the required hours as specified below, the student will meet the hour requirements for the field education placement.

The total hour requirement for students in field placements, including the integrated

seminars is:

SOCW302 between 273 and 312 hours. The maximum number of hours will not exceed 312 for third year students.

SOCW 402 between 455 and 520 hours. The maximum number of hours will not exceed 520 for fourth year students.

Please note that the students who are in practicum during the winter semester ad do not intern through the UNBC Reading Break may need to extend their field placement time-lines to meet the required practicum hours.

Students may work on field education assignments during their placement time. However, the time devoted to this activity must be reasonable (not to exceed 8 hours over the term of the practicum) and must not interfere with tasks assigned by the Agency Supervisor.

FIELD PRACTICUM AGENCY SELECTION

The Field Education Director or Regional Field Education Coordinator seeks to develop relationships with social and human service agencies that meet the following criteria:

1. Commitment to training baccalaureate level social workers.
2. Ability to provide qualified Agency Supervisors, who will provide required supervision, attend meetings, and complete necessary evaluation forms.
3. Willingness to work in accordance with the mission statement and goals of the School of Social Work.
4. Ability to provide appropriate and diverse educational experiences consistent with the levels of field practicum.
5. Provision of adequate space and supplies for student's assignment.
6. Commitment to employment of baccalaureate social workers where appropriate.
7. General objectives and operational standards consistent with the goals of baccalaureate social work education and the School of Social Work.
8. Commitment to professional values consistent with the professional standards set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Codes of Ethics.
9. Commitment to principles of non-discrimination and affirmative action including, but not limited to, people of colour, women, people with disabilities, gay, lesbian and transgendered individuals.
10. Commitment to social and economic justice.

PLACEMENT PROCEDURES

Prerequisites

Prior to going to the Field Education placement students must have completed the prerequisites to an acceptable level.

To enter SOCW 302 students must have successfully completed all the 100 and 200 level courses, and SOCW300, SOCW301, SOCW310 and SOCW320.

To enter SOCW 402 students must have successfully completed all the 100, 200, 300 and 400 level required courses. It is expected that Child Welfare Specialization students take SOCW 422 prior to their fourth year practicum.

The completion requirements for SOCW302 and SOCW402 include classroom seminars and student assignments in addition to the field education experience.

Criminal Record Search

A criminal records search through the RCMP and the Solicitor General is required before entering. This process must be completed before full acceptance into the School of Social Work.

In the event that a student has a criminal record the Registrar's Office will inform the Field Education Director. The Field Education Director or Regional Field Education Coordinator will meet with the student to consider such factors as the actual offence and the length of time since the offence to determine potential professional suitability. If the Field Education Director decides that the criminal record is such that it does not constitute a risk to clients or agencies the student will proceed to placement. However, any agency in which the student is scheduled for placement will be advised of the findings and the agency clearly has the right to refuse the proposed placement.

Note: Child Welfare Specialization students that do a practicum with the Ministry for Children and Family Development (MCFD) must complete a Criminal Record Search Form. This form **must be picked up by the student from the Field Education Coordinator or Regional Field Education Coordinator.** It is critical that this criminal record search form be completed and taken to the local RCMP **by four months prior to the practicum.** MCFD will not accept students who have not been properly searched.

Regional students can access the MCFD Criminal Record Search forms by contacting their regional faculty.

Field Education Placements

The Field Education Coordinator will maintain a database of available field education opportunities for students. As much as possible an attempt will be made to match students with a field education experience that meets their interest. Efforts will also be made to match Faculty Field Instructors and Agency Supervisors with student placements within their area of expertise and interest. In recognition of the generalist focus of the UNBC School of Social Work, students will be encouraged to explore new areas of interest and expertise through their Field Education experiences.

Once the student has been matched with the agency and prior to the beginning of the placement the student must arrange to meet with the Agency Supervisor. This pre-placement visit will allow for a preliminary discussion regarding the specific tasks and learning opportunities available at the agency. It should be noted that some agencies require a formal interview of the prospective students before agreeing to the placement. If there are any difficulties encountered during this process, the student should address these with the Field Education Coordinator.

Note: Child Welfare Specialization students planning for SOCW 402 MCFD placements are required to submit a resume and cover letter to the Field Education Coordinator prior to the practicum for forwarding to MCFD. A meeting will be held for these students to discuss the requirements and timeline for 4th year MCFD placements in the spring before SOCW 402 begins. A formal interview with MCFD will be arranged prior to the practicum to ensure suitability for a child welfare placement. Students will also be expected to attend any mandatory training prior to placement with MCFD. Training hours will become part of overall practicum hours. Students must be aware that there are a limited number of placement options in Prince George, Quesnel, Terrace, and Dawson Creek/Fort St. John. Some students will be required to consider a CWS placement in outlying communities in the North Region.

Criteria for Student Selection of Field Placement

The primary goal of field education in the School of Social Work is to provide students with a balanced practice experience consistent with a generalist approach to social work education. Efforts

will be made to match a student with a field placement, which could provide maximal learning opportunities that meet with the learning needs of the student. However, the Field Education Director reserves the right to place a student in a field placement that addresses particular learning needs of the student that have been identified during the pre-practicum assessment process.

Criteria for student selection of field placement include:

- 1) **Except in exceptional circumstances** students will be placed at different agencies for their third and fourth year field placements in order to maximize the learning opportunities for students
- 2) **Except in exceptional circumstances** students will not be placed in an agency with which the student is affiliated in the capacity of a volunteer, a member of the board of directors, an employee, or a client, etc., in order to avoid any potential conflict of interest or boundary issues

However, the Field Education Director or Regional Field Education Coordinator may approve a student to complete both practica at the same agency if the third and fourth year field placements are focused on very different learning objectives and practice activities. Field placements in an affiliated agency may be considered if the Agency Supervisor is not the student's current volunteer or work supervisor; or the field placement site is different from the office where the student is currently or recently employed; and the placement is only for one of the two placements in the BSW program.

On occasion, some field placements have more students applying than the number of spaces available. The Field Education Director or Regional Field Education Coordinator will match a student who has the experience or skills that best meet the agency's requirements. If there is more than one student sharing similar experience and skills, in most circumstances, a draw will be used to determine which student is going to be referred to the agency first. However, the agency has the final decision about whether the student is accepted for the placement or not.

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| <p style="text-align: center;">BSW WORKPLACE PRACTICUM POLICY **For students enrolled in the BSW program only**</p> |
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Because Field Education is aimed at providing students with new learning opportunities, normally, a practicum at a student's place of work will not be approved. In some circumstances, the Field Education Committee may approve a workplace practicum if the following conditions are met:

- The student articulates clear, learning-related reasons why a workplace practicum is more appropriate than a practicum in another setting
- The supervisor for the workplace practicum must be a different individual from the normal supervisor for the student's employment
- The tasks for the practicum must be outlined and must be materially different from the student's regular employment tasks, which also must be outlined (through a job description, if available)
- Division of time for the practicum and time for the student's employment must be clearly delineated

Please note: A workplace practicum is not a paid practicum. A student in the BSW program will NOT be paid for a practicum.

Procedure:

- At least four months prior to the anticipated start of the practicum, the student will submit, in writing, to the Field Education Director a proposal for a workplace practicum, outlining how the proposed practicum meets the guidelines above
- If the Field Education Director finds the proposal to merit consideration of the Field Education Committee, the Field Education Director will circulate the request to members of the committee
- The committee will discuss the proposal and, if necessary, ask for clarification
- The Field Education Director will meet with the student for clarification, if necessary
- The Field Education Committee will vote on the proposal and the Field Education Director/Coordinator will inform the student of the decision

PRACTICUM OBJECTIVES

Students are placed in an agency or organizational setting where they have an opportunity to directly apply theory and knowledge to actual practice situations. Students may work with individuals, families, groups and communities in order to develop a range of social work skills and competencies. While students will be able to assume some of the agency workload, the primary focus of a placement is on the student's development of social work skills. Consequently, the assignment of work must be balanced in such a way that the student is actively engaged in the work process but has time to think and reflect on the nature of their activities.

Social work students should have an opportunity to develop the following skills:

- < Professional values and ethics
- < Interviewing and helping skills
- < Reflective and analytical skills
- < Community development practice skills
- < Understanding of models of service delivery and agency structure

The exact nature of these skills will be dependent upon the nature of the agency and the work that it performs. However, it is expected that students will develop the ability to critically analyze structures and processes occurring at the individual, agency, community or policy level. Where possible, in a practical sense, students are expected to actively promote change for the client.

Third Year (SOCW302)

Third year placements in Prince George occur during the winter semester (January to April) for three days per week, usually on Wednesday, Thursday and Friday. Third year placements in the Northwest, South Central and Peace-Liard regions occur during the fall semester (September to December), also for three days per week. The relatively short time frame of the third year placement limits to some degree the type of work or situations in which a student might be involved. Given the beginning practice skill level of many third year students, this might be seen as a tool to assist in the incremental development of skills, rather than a limitation.

Preferably, third year students will be placed in an agency with explicit guidelines and policies. If such guidelines are lacking the Agency Supervisor should assist the student in understanding appropriate protocol and expectations in the agency.

The third year placement should provide students with a thorough orientation to the organization or agency. This will require the student to have access to the agency/organization history, mandate and legislation (if this exists), organizational charts, and statistical records.

Students might also engage in activities where they job-shadow workers who are carrying out various aspects of the organization's responsibilities. As the student progresses through the orientation phase of the practicum they should be able to accept some independent work, while still being supervised. The student must feel free to question and gain clarification regarding agency practice and procedure.

The third year students will be expected to develop and demonstrate:

- < Familiarity with agency policy and procedure and standards of practice
- < Knowledge of community linkages and resources
- < Understanding of social policies which affect practice
- < Understanding of the professional standards set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Codes of Ethics and their utilization in practice
- < Ability to think critically
- < Awareness of social work theories and their importance
- < Independent workload management and effective record keeping abilities
- < Recording, interviewing, observation and other data collection skills
- < Beginning assessment skills and range of interventions
- < Beginning evaluation skills (relating to assessment tools, intervention process and agency policy and outcomes)
- < Beginning skills relating to and working with diverse populations and settings
- < Awareness to utilize supervision in planning and assessment and to evaluate one's own practice
- < Beginning level anti-oppressive practice skills as well as basic knowledge of the potential role advocacy and social action can play in improving the lives of social service users.

As a general guideline students will be assigned work that might be considered "low risk". In assigning work, Agency Supervisors must recognize that students are social workers in training and it is important not to place them in situations where they run a considerable risk of hurting clients or themselves. This is not to suggest that this work is unimportant or that it does not provide a good learning opportunity. However, students will engage in activities that are not likely to demand advanced or highly complex skills.

Some examples of appropriate field education activities might include supervision of children in care who are in a stable foster home placement; planning a conference or community meeting for an organization, assisting a mental health consumer in finding accommodation or work, etc. Students may become involved in higher risk situations but this should occur conjointly with the Agency Supervisor. In some cases the student might work independently under very close supervision. It is recognized that any assignment has the potential to become high risk and there is no certain way to control assignment outcomes. This fact emphasizes the importance for agency supervisors to have regular and frequent supervision sessions with the student.

Fourth Year (SOCW 402)

As in the third year, fourth year placements in Prince George occur during the winter semester (January to April), whereas for the Northwest, South-Central and Peace-Liard regions, the fourth year placements occur during the fall semester (September to December). In the fourth year, the practicum runs five days per week. Normally students will not be placed in the same organization or agency where they completed their third year field education.

During the fourth year students are expected to build upon the skills that they have practiced during their third year placement. The fact that students will be in the placement for five days per week, as opposed to three, will allow for work assignments that are more complex, more demanding of the student's time, and require a more advanced level of skill. The work expectations will be more extensive and the nature of the work will have a higher risk factor than the third year, although the risk factor should still not be regarded as "high". High risk situations include those where there is a real and immediate threat to the person's physical safety or organization's viability. Examples of high risk situations might include assessment and intervention in child abuse, working with a person

who is actively suicidal, or representing an agency in an appeal to a major funding body.

In their second field placement (SOCW 402), students have a further opportunity to develop, refine and apply generalist practice knowledge, skills, values and ethics under supervision in social service agencies.

The fourth year students in the second practicum must develop or demonstrate:

- < Ability to integrate into the work of an agency and/or encourage changes in service delivery systems
- < Independent decision-making skills
- < Professional practice consistent with professional standards set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Codes of Ethics
- < Ability to apply social work theories and critical thinking to social work practice
- < Ability to establish linkages between assessment and effective intervention
- < Ability to master a repertoire of assessment, intervention and termination skills
- < Ability to work effectively with clients and diverse populations
- < Ability to evaluate effectiveness of practice
- < Effective use of supervision
- < Understanding of oppression and discrimination and a commitment to social and economic justice
- < Development of the analytical and practice skills necessary to advocate for clients and to implement an anti-oppressive approach to practice
- < Ability to identify and implement strategies and tactics of social action/change that can better the lives of social service users and lead to a more equitable society

Upon completion of the fourth year placement, students are expected to demonstrate beginning level of generalist social work practice skills.

Examples of appropriate work assignments might include carrying general child protection cases, support and maintenance of clients with schizophrenia, and consultative preparation of organization program proposals. All of these assignments would be consistent with the expectations placed upon a new worker in these types of agency or organization situations.

TIMELINE FOR FIELD EDUCATION PLACEMENT

The following outline is suggested to ensure that the expectations of field education will be met. This outline is not rigid and can be modified according to circumstances. However, students have required assignments in field education and these assignments must be completed by the due date set by the individual faculty field instructor.

1. *Pre-Placement Visit*

This requirement is to be done by two months prior to the practicum. In cases where agencies require a formal interview or specialized criminal record checks, this visit must occur three months prior to the practicum.

2. *Beginning Phase*

Learning Focus: Students will concentrate on becoming familiar with the agency mandate and procedures, as well as the history of assigned clients. They will develop knowledge of pertinent legislation and the community and political contexts relevant to the agency.

Placement begins and during the first 1.5 weeks there should be an orientation to the agency and development of a learning contract for presentation to the faculty or the Agency Supervisors. The student should develop an awareness of the services provided by the organization or agency, including the personnel who deliver these services and the client group being served. Work or case assignments will be discussed with the Agency Supervisor, the student should review files and pertinent documents. The student will accompany agency staff on work assignments. By the end of the second week, there will be case assignment of clients/community projects. The student will make contact with clients/community projects and begin the assessment and case/project planning process.

3. *Middle Phase*

Learning Focus: Development of assessment skills, file recording skills, interview skills, intervention plans, group/meeting facilitation skills, community liaising and organizing skills, and policy/political analysis skills.

The student will clearly establish the nature of the work to be done with the assigned clients/community projects and complete assessments of clients/projects/ present circumstances and needs and enter appropriate file recordings. The student can examine existing intervention plans and discuss proposed changes with the Agency Supervisor. At the middle of February in Prince George, and at the middle of October in the Northwest, South-Central and Peace-Liard regions there will be a formal evaluation (mid-term) of student progress in the placement.

4. *Termination Phase*

Learning Focus: Students will further develop their interview, community organizing and policy analysis skills and concentrate on self-evaluation of their own work with clients/communities.

The student will continue to work with clients and may have additional case or work assignments in order to maintain workload levels. During the last week of March for Prince George and the last week of November in the Northwest, South-Central and Peace-Liard; there will be a focus on preparing clients or groups for termination. All assignments for Prince George students should be completed by the end of March; whereas all Northwest, South-Central and Peace-Liard student assignments should be completed by the end of November.

5. *Completion*

Learning Focus: The student will use their analytical skills to examine the structure and operation of a social service agency or organization. They will critically examine their use of self in the social work process and they will demonstrate termination skills.

Prince George placements will end during the second week in April; whereas Northwest, South-Central and Peace-Liard placements will end during the second week of December. Students are responsible for terminating with clients and/or groups. This includes completion of all necessary agency documentation. The student should complete the self-evaluation by the end of the first week in April, or December, depending on the Semester in which the placement occurs. The formal evaluation (end-term) of the student's progress will occur by the end of the second week in April, or December; again, depending on the Semester in which the placement occurs.

FIELD EDUCATION LEARNING CONTRACT

Please see the IPT instruction book for details on how to complete the learning contract in IPT. Log on to IPT at <http://www.runiptca.com> to complete the learning contract and all other required forms for Field Education.

The field education learning contract is a formal agreement between the student, the Agency Supervisor, and the Faculty Field Instructor. The contract will normally be generated within the first two weeks of the placement and the student should consult with the Agency Supervisor during the development of the contract. This will ensure that the goals and tasks specified in the contract are realistic and achievable. If the student wishes to set goals that are outside of the agency's parameters or resources, it will be contingent upon the Agency Supervisor to guide the student around this issue.

The learning contract will serve as a guide for the student's learning objectives and it will also be used as part of the evaluation component. The contract can be modified once the student is in the placement but any changes must be reviewed with the student's assigned Faculty Field Instructor and the Agency Supervisor. The document is developed in a partnership arrangement and it is incumbent upon the student, Agency Supervisor and Faculty Field Instructor to be aware of its contents.

The field education contract should include:

1. Dates specifying the duration of the placement
2. The learning goals that the student has during the field education placement
3. The specific tasks that the student will be undertaking in the field education placement
4. The specific skills and knowledge that the student will demonstrate while accomplishing the tasks and achieving the learning objectives
5. The type of supervision that will be provided
6. The general administrative details including hours of work, place of work, transportation, dress code, and procedures regarding absences due to illness or personal issues

The contract should be as specific as possible and where practical, tasks and objectives should be described in a manner that provides for specific measurement. Students and Agency Supervisors will collaboratively set realistic and limited objectives that can be measured or observed. Achievement of success by way of attaining goals is vital for the development of student confidence and competence. Once the contract is completed it will be signed by the student, the Agency Supervisor and the Faculty Field Instructor in IPT. The contract will be used as a component in the evaluation and it can also become an important learning tool.

****See pages 29 - 33 of this manual for a sample learning contract****

STUDENT SEMINARS

The seminars are an integral portion of SOCW302 and SOCW402 and provide an opportunity to integrate practice into theory and ensure social work supervision. In third year, the seminars are for a half-day and occur bi-weekly (every second Wednesday). In the fourth year, three full-day seminars are required. (Students are encouraged to check with their home campus for the seminar dates/times.)

Attendance at all seminars is mandatory and missing a seminar without permission of the Faculty Field Instructor could result in failure. Students may be requested to show their knowledge of the material missed in a seminar through the completion of assignments as specified by the faculty field instructor. Fourth year students, who are in long-distance out-of-town placements, may choose teleconferencing to attend the second seminar.

Textbook Requirement

SOCW 302 – Please refer to the course outline.

SOCW 402 – Please refer to the course outline.

A Framework for SOCW 302 Field Seminars and Placements

The UNBC BSW program is committed to an anti-oppressive social work practice directed toward advancing personal empowerment, community change, and social justice. An exploration of how anti-oppressive and social justice social work practice is implemented in various practice settings is an important component of the seminars and field placements. A self-reflective balance between theory and practice is integral to social work practice, and the seminars, as well as the field experience, are to provide important avenues in applying theoretical learning to practicum experiences. Field placements are to be an opportunity for experiential learning in the development of both theoretical and skills-based knowledge and the integration of these areas. Upon completion of the third year placements, students are expected to have developed an initial level of understanding of social justice and anti-oppressive practice.

The learning focus for third year field placements and seminars also includes developing an understanding of basic contexts and skills that are generic to social work practice. These include understanding the stages of the practicum experience and of client contact such as preparation, relationship development, working stage, and termination of a placement or client case. Additional social work practice skills to be developed at an introductory level include: intake and assessment, developing an action or intervention plan, group facilitation, community development and organizing, delivering group presentations or training, utilizing supervision effectively, ethics in practice situations, working effectively with diverse populations, writing case notes and reports, connecting policy and research to practice, and problem-solving. Students are also expected to learn how to manage their feelings and stress as well as develop methods of self-evaluation.

SOCW 402 Seminars and Their Roles

This five-day per week placement includes three one-day seminars. These seminars serve dual purposes. Firstly, they provide an opportunity to assess and deepen integration of theory from required courses and readings with practice experiences. Secondly, they strengthen professional identification by addressing common concerns and issues encountered by graduating BSW students.

Our BSW program is committed to an anti-oppressive social work practice directed toward advancing personal empowerment, community change and social justice. Upon completion of the fourth year placements, students are expected to develop analytic and practice skills necessary to advocate for clients and to implement an anti-oppressive approach to practice. They are also expected to develop the ability to identify and implement strategies and tactics of social action/change.

Hence, an important portion of the seminars will be devoted to understanding how an anti-oppressive social work practice is implemented in various practice settings. Consistent with our belief that a self-reflective balance between theory and practice is integral to social work practice, these seminars provide an important avenue of applying theoretical learning to practicum experiences. The combination of this second placement and the required courses allows students to combine theoretical, analytical and practical insights and to examine the congruence and tensions between theory, values and practice.

In addition to stimulating the integration of theory and practice, these seminars address some very practical concerns on the part of our graduating students. Important issues such as labor market changes, job readiness, self-care and work stresses will be examined in these seminars. Discussion of these issues help students to better prepare themselves for entry into the profession of social work. Additionally, the seminar portion of SOCW 402 provides students with an intellectual stimulating forum to analyze their field education experiences. Students are provided with opportunities to share learning through presentation of cases and study of practice issues with their peers and Faculty Field Instructor.

STUDENT ASSIGNMENTS

Field assignments are important as they provide one avenue whereby students can achieve an integration of practice with theory. The assignments chosen for field education are not unique and are used in other social work programs as well as programs for related professions. They have been shown to provide useful learning experiences.

Required assignments

- **SOCW 302** – See course outline for assignments required in third year.
- **SOCW 402** - Regular participation in an online debriefing circle plus required assignments in fourth year. It is expected that the quality of analysis and the demonstrated skills will be at a higher level during the student's fourth year field education placement.

The due dates for the assignments are set by the individual Faculty Field Instructors. It is important for the agency supervisor to be aware of the assignments as some will require particular opportunities for the student within the agency setting. The Agency Supervisor must ensure that these opportunities occur in a timely fashion in order that students meet deadlines for completion. Agency supervisors are not expected to evaluate the assignments but may give the student feedback if this is negotiated as part of the learning contract. Faculty Field Instructors are responsible for evaluating the assignments.

Note: *Video and Audio equipment are available for students' use while in field education. Please book with the Field Education Coordinator. Also, students in Prince George may leave or pick up field assignments from the field coordinator's office if your Faculty Field Instructor is not available. Students in the Northwest, South-Central and Peace-Liard regions may make arrangements with their Regional Offices.*

GRADING AND EVALUATION

GRADING

Pass

Student is consistently involving themselves actively in their own learning. They can describe an activity or event and articulate the prevailing theory that may be driving the action. They can provide an analysis or generate alternative suggestions based on other knowledge and articulate how that might change the outcome. The final self-evaluation is thorough and shows both a high degree of self awareness and overall learning from the placement.

Student has attended all seminars and completed all assignments to the satisfaction of the Faculty Field Instructor.

Needs Improvement (Only available at mid-term)

The student can describe the activities, and/or describe the theory but does not provide a linkage. Student may not share self growth.

Fail

The student shows an unsatisfactory or inconsistent level of integration between theory and practice. There is evidence that the student requires excessive feedback or monitoring of their integration of knowledge and practice. The student is unable to consistently connect practice with theory. The final self-evaluation does not meet the standards expected.

SOCW 302 and SOCW 402 both are pass/fail courses. All components (seminar attendance, each assignment, and field practice) must be completed to an acceptable level and on time in order to receive a pass. If a student fails an assignment an opportunity will be provided to complete it to a satisfactory level. However, only one assignment will be re-evaluated. Failing to satisfactorily complete more than one assignment and/or failure to satisfactorily complete the field placement, and/or failure to attend seminars will result in a failing grade for the course. Students who fail field education for a second time will be required to withdraw from the School of Social Work.

EVALUATION

Evaluation of both practica (SOCW 302 and 402) is a critical element of gaining a BSW degree. Field education is the place where theory and practice are integrated, and each component is important to the development of professional social work. While the School recognizes that expectations and skill development may be different across agencies, the fundamental competencies of social work cut across various practice settings. In order to ensure consistent skill development the Faculty Field Instructor is primarily responsible for assessing each individual student. The Faculty Field Instructor also assesses each individual student in conjunction with the Agency Supervisor.

There are two stages to evaluation:

1. Mid-Term
2. End-Term

The Agency Supervisor and Faculty Field Instructor each has a role to play in the evaluation:

1. Please see the IPT instruction book for details on how to complete the mid-term and end-term evaluations. The Agency Supervisor and student are to evaluate the student's practice performance in the agency setting using the online IPT system. Please log onto IPT, <http://www.runiptca.com> to complete all forms required for Field Education.

2. The Faculty Field Instructor will evaluate the seminar assignments. The final decision regarding a student's standing in the course will lie with the Faculty Field Instructor.

Please log onto IPT, <http://www.runiptca.com> to complete all forms required for Field Education.

1. **MID-TERM EVALUATION**

Expectations

- a) Completion of learning contract on time
- b) Completion of assignments and seminar readings as required
- c) Completion of evaluation form by Agency Supervisor and student

Procedures for Mid-Term Evaluation

Located in IPT, the Agency Supervisor and the student will complete the mid-term evaluation form. The student will also document in IPT additional information to the evaluation form by completing a paragraph outlining his/her perceived strengths, as well as a paragraph on the areas that need continuing development. The Faculty Field Instructor will attend the mid-term evaluation meeting with the student and the Agency Supervisor.

A joint meeting with the Faculty Field Instructor will be scheduled (approx. mid-term) in order to review the evaluation and modify the learning contract where necessary. If issues are raised, a clear plan will be developed to provide the student with an opportunity to show progress. The completed evaluation form will be signed in IPT.

Following the meeting the Faculty Field Instructor will write a summary memo to be placed in the student's file. It will provide a brief synopsis of the student's performance to-date. A mid-term summary memo will cover the following:

- < Attendance at seminars
- < Progress in agency placement
- < Progress on assignment completion
- < Any identified issues and areas of particular concern

Outcome

Passing at mid-term: Student has met, or surpassed all requirements. The placement is progressing satisfactorily and there are no issues raised at the evaluation.

Needs Improvement at mid-term: Student is having some difficulty in some areas. These difficulties should be clearly articulated to the student. At this time, clear objectives should be developed in writing in order for the student to be able to successfully complete SOCW 302/402. A further evaluation may be requested.

Failing at mid-term: If there are severe discrepancies between the objectives of the School and/or the objectives of the worksite and the student's progress, the student should be made aware of these. The problem areas should be well documented. The outcome will depend on the nature of these discrepancies.

2. END-TERM EVALUATION

Expectations

- a) The self evaluation portion is completed prior to evaluation meeting
- b) All assignments completed to a satisfactory level
- c) Completion of evaluation form by Agency Supervisor and student

Procedures for End-Term Evaluation

Similar to the mid-term evaluation, the Agency Supervisor and the student will complete the end-term evaluation form located in IPT, which will be reviewed together by the Agency Supervisor and student prior to the end-term evaluation meeting. The completed evaluation form will be signed in IPT and a copy placed in the student's field education office file.

Following the meeting, and upon completion of all the assignments, the Faculty Field Instructor will write a final summary memo to be placed on the student's file. It will provide a brief synopsis of the student's performance.

A final summary memo will cover the following:

- < Attendance at seminars
- < Performance in the agency placement
- < Performance on assignments
- < Any identified issues and areas of particular concern and strengths.

Outcome

Pass

Student has completed all assignments to a satisfactory level, received a passing evaluation from the agency supervisor, and attended all seminars.

Fail

The student has not met the total requirements of this course. This could be related to unsatisfactory performance at the field education site, and/or at least one assignment not completed satisfactorily, and/or missing seminars.

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| STUDENT PLACEMENT EVALUATIONS |
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At the conclusion of field education the placement will be evaluated by the student, the Agency Supervisor and the Faculty Field Instructor. The evaluation forms are located in IPT. All information is confidential and will be reviewed by the Field Director for future practicum development.

LIABILITY AND INSURANCE

Under the University, Colleges and Institutes Protection Plan, the university is covered against the liability imposed by law, or assumed under contract, for damages to third parties arising from personal injury or property damage caused by the student's negligence.

Agency Directors will receive/have received a copy of a contractual "Educational Institution Affiliation Agreement" which is signed by the appropriate agency representative and a university official. The contract clearly articulates the responsibilities of the agency and the university.

The current policy for WorkSafe BC coverage is to extend coverage to all students while participating in the "practicum" component of all programs offered by the provincial colleges, institutes, and UNBC (regardless of the source of funding for the programs).

For coverage, a "practicum" is defined as:

- An integral component of a program
- Unpaid and supervised work experience which takes place at the host employer's place of business

To ensure that students' claims will be accepted, the Program must have been identified to the UNBC Health and Safety Coordinator to ensure that a signed "Educational Institution Affiliation Agreement" has been placed on the program list with the Ministry of Skills, Labour and Training for coverage.

Agency and faculty field instructors or agency supervisors must report all incidents and accidents to the UNBC Health and Safety Office (Phone: Peter Hickey 960-5535) in accordance with the Incident/Accident Reporting and Investigation Policy of the University. This process will ensure that any necessary documentation is completed and submitted to WorkSafe BC. It will also ensure that accidents are appropriately investigated.

Note that physical or emotional injury arising out of client violence against a student on a practicum placement is reportable and may be compensable. Despite the coverage which exists, all students are encouraged to have their own medical insurance, such as BC Medical Services Plan.

The UNBC Incident/Accident Reporting and Investigation Policy requires that all incidents or accidents must be reported within 24 hours. Accident investigations, which are an important element of the University's overall health and safety program, are normally required. The purpose of an accident investigation is to identify the causes of an accident as well as measures to prevent its reoccurrence.

Vehicle

While the university insurance policy covers the activities and legal liabilities of students while engaged in their practicum training, it does NOT include their vehicles. If a student has an accident driving to or from a practicum setting, or driving in the course of their practicum activities, their liabilities MUST be covered under their own personal insurance policy. It will not be covered by the University. Therefore, students should review their individual policies and consider whether they have adequate coverage for the use of their vehicle.

GUIDELINES ON CONFIDENTIALITY

When social work students begin their practicum, they must adhere to the principle of confidentiality. They shall protect the confidentiality of all information acquired from the client or others regarding the client and the client's family during the professional relationship.

Students should review the BCASW Code of Ethics Section on Confidential Information. They must also become familiar with and follow confidentiality policies of the agencies in which they are placed.

The School of Social Work at UNBC has contracted with social service agencies regarding the use of process recordings, audio, and video tapes in order to clearly identify ownership of such material.

Additionally, the following guidelines on confidentiality are designed to protect client confidentiality:

1. No identifying information (names, addresses, telephone numbers, etc.) regarding clients is to be revealed outside of the agency
2. Students must have signed letters of consent from clients for use of any case material where there is a possibility of identification of clients
3. Students should protect the confidentiality of clients' written and electronic records and other sensitive information. They should take reasonable steps to ensure that clients' records are stored in a secure location
4. Students should not remove records containing privileged information from their placement agency
5. Students should feel free to seek consultation and advice from agency supervisors and faculty field instructors on any confidentiality issue

Freedom from Harassment and Discrimination Policy

The UNBC policies on harassment and discrimination apply to field placements.

Professional Suitability Policy

Students will be subject to Professional Suitability guidelines as outlined by the UNBC School of Social Work.

****Students will be required to sign a Responsibility of Student in Relation to Practicum form prior to entering into the practicum****

Field Education Learning Contract (SAMPLE)

(This contract serves as a guide for the student's learning objectives. To complete the learning contract login in to your IPT account and submit electronically by the second week of placement. It should be developed collaboratively by the student and the agency supervisor).

Agency's Name:

Program:

Address:

Phone:

Agency Supervisor: **Educational Degrees:**

Phone: Email:

Student Name:

Phone: Email:

Faculty Field Instructor:

Phone: Email:

Administrative Arrangements:

Practicum Start Date: **End Date:**

Weekdays and Hours of practicum:

Winter Reading Break: Student will continue: Take a break:

Supervision schedule:

Office space:

Administrative support:

Transportation:

Learning Contract Development Assistance

Below is a list of sample learning objectives and details on how to meet each objective as an example for developing a completed learning contract.

1. Develop skills and abilities to work effectively within a sexual assault centre.
 - observation and job shadow counsellors, particularly agency supervisor whenever appropriate
 - collaborate and consult with other team members
 - read records on file management
 - compile a mock file
 - read files
 - recommended readings
2. Gain knowledge relating to the court process relevant to both child and adult sexual assault survivors.
 - recommended readings
 - attend court proceedings when appropriate
 - community networking to obtain support in navigating through the legal system
 - attend Violence Against Women in Relationships Committee meetings
3. Gain knowledge in the area of childhood trauma resulting from child sexual abuse and become familiar with techniques utilized in counselling clients.
 - recommended readings
 - read files
 - consult agency supervisor and other counsellors
 - become familiar with diagnostic criteria and language
 - attend meetings and training sessions deemed appropriate by my agency supervisor
 - compile an annotated resource list of books and other written information
4. Develop practice skills in the area of child sexual-abuse counselling.
 - facilitate an intake session
 - actively participate in a counselling session with a client
 - write up file recordings
 - recommended readings
 - attend available workshops and seminars if deemed appropriate by agency supervisor
5. Develop practice skills in the area of art and play therapy.
 - actively participate in an art and play therapy session
 - write up file recording
 - recommended readings
 - attend available workshops and seminars if deemed appropriate by agency supervisor

6. Develop knowledge/skills in the area of therapeutic workshops and/or groups.
 - assigned readings
 - attend and observe group counselling sessions(s)
 - collaborate and consult with agency supervisor and other counsellors
 - attend any learning workshops, information sessions if appropriate
 - assist in developing and implementing workshops and/or groups
 - explore benefits of group counselling versus benefits of therapeutic workshops
7. Learn about the Sexual Assault Centre protocol, policy and procedures (intake, assessments, counselling sessions, and closure).
 - Orientation
 - observation
 - read policy and procedure manuals
 - read files
 - follow a case from initial intake to follow-up and tracking
 - become familiar with Sexual Assault Centre forms
 - make suggestions on any areas where policy and/or procedure deficits are noted
8. Become knowledgeable about the areas of ongoing community education and prevention programs employed by the Sexual Assault Centre.
 - read recommended readings
 - read inter-agency protocols
 - attend integrated community meetings
 - consult with agency supervisor and other counsellors
9. Become familiar with the guiding principles and beliefs of the Sexual Assault Centre, and learn about the social policies and structural elements that affect the Centre.
 - read assigned readings
 - read relevant agency information and mission statement
 - discussion with agency supervisor and other staff members
 - follow relevant information in sources such as mainstream and activist media, social work association, and other information sources
 - link theories and perspectives learned in coursework to agency operation

PLAN FOR MEETING THE ABOVE GOALS AND OBJECTIVES:

| By the Mid Term Evaluation | Time Line (Start – Mid-Term) |
|--|--|
| <ul style="list-style-type: none"> • Observe and job shadow counsellors, particularly agency supervisor whenever appropriate. • Attend weekly team meetings to collaborate and consult with other team members • Attend court proceedings when appropriate • Community networking to obtain support in navigating through the legal system • Meet weekly with supervisor • Compile an annotated resource list of books and other written information. • Attend training session • Actively participate in art and play therapy sessions • Attend and observe group counselling sessions | <ul style="list-style-type: none"> • Ongoing • Mondays 9-11am • 1st & 3rd Wed of every month • Ongoing • Fridays 1-2pm • Completed by Feb 10 • TBA, One week in January • Mon – Fri every afternoon • When scheduled, at least two per week |

| By the End Term Evaluation | Time Line (Mid-Term – End) |
|---|---|
| <ul style="list-style-type: none"> • Actively participate in weekly team meetings • Present at team meeting the benefits of group counselling versus benefits of therapeutic workshops. • Coordinate an art and play therapy session • Observe and job shadow counsellors, particularly agency supervisor whenever appropriate. • Meet weekly with supervisor • Community networking to obtain support in navigating through the legal system | <ul style="list-style-type: none"> • Mondays 9-11am • Monday, March 21 • Wednesday, March 9 • Ongoing • Fridays 1-2pm • Ongoing |

Learning Contract Signatures

Student:

Agency Supervisor:

Faculty Field Instructor:

Date:

School of Social Work, College of Arts, Social and Health Sciences
Consent to Make an Audio and/or Video Recording

Social Work Student: _____

Agency: _____

Agency Supervisor: _____

Faculty Field Instructor: _____
(if applicable)

I, _____ (client's name printed) hereby authorize
(student's name printed) to make an audio and or video recording of me with my full and
complete awareness. I understand that before the recording is used, that I will be offered
the opportunity to review the entire recording and erase any parts thereof. I also
understand that the recording will not be used for any commercial purposes or public
broadcasting whatsoever. The recording may only be used by the School of Social Work at
UNBC for education and evaluation purposes. I also understand that I am free to impose
additional restrictions upon the use of this recording if I so choose.

Additional Restrictions:

Client's Signature

Witness (not related to client)

Date

Signature of parent or legal guardian
if client under 18 years of age

I, _____ (student) have explained this Consent Form to the client and
I am satisfied that the client understands this Consent Form and possesses the capacity to
grant consent.

Signature of student

Date

Process Recording Form
(recording to be done by the student)

| Tape Recorder Number | Content | Analysis | Comments of Faculty Field Instructor |
|-----------------------------|----------------|-----------------|---|
| | | | |

