



## School of Social Work

SCWK 3053 Field Instruction I  
BSW Social Action Placement 250 hours

2023-2024

**School of Social Work**  
St. Thomas University  
51 Dineen Drive  
Fredericton, NB E3B 5G3

**Tanya Smith**  
*Field Education Coordinator*  
Brian Mulroney Hall, Room 307  
506-452-7702 (Tel)  
506-452-0611 (Fax)  
[tdsmith@stu.ca](mailto:tdsmith@stu.ca)

**Dr. Marilyn Dupré**  
*Director*  
Brian Mulroney Hall, Room 303  
506-452-9672 (Tel)  
506-452-0611 (Fax)  
[mdupre@stu.ca](mailto:mdupre@stu.ca)

**Pauline McIntyre**  
*Administrative Coordinator*  
Brian Mulroney Hall, Room 311  
506-452-0540 (Tel)  
506-452-0611 (Fax)  
[pmcintyre@stu.ca](mailto:pmcintyre@stu.ca)

## Contents

<b>OVERVIEW OF THE BSW PROGRAM AT ST. THOMAS UNIVERSITY .....</b>	<b>4</b>
<b>FIELD EDUCATION.....</b>	<b>4</b>
DESCRIPTION OF ROLES.....	4
<i>Field Education Coordinator.....</i>	<i>4</i>
<i>Field Instructor and the Agency.....</i>	<i>6</i>
<i>Faculty Liaison.....</i>	<i>7</i>
<i>Student.....</i>	<i>8</i>
<b>SCWK 3053 FIELD INSTRUCTION I (SOCIAL ACTION) .....</b>	<b>9</b>
SOCIAL ACTION PLACEMENT SELECTION PROCESS .....	9
PLACEMENT HOURS AND ATTENDANCE.....	9
OVERVIEW OF SCWK 3053 FIELD INSTRUCTION I - SOCIAL ACTION FIELD PLACEMENT 250 HOURS.....	10
EXAMPLES OF STRATEGIES & ACTIONS FOR SOCIAL ACTION FIELD PLACEMENTS .....	12
MEDIA AND POLITICAL ENGAGEMENT ACTIONS.....	13
MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE.....	14
ASSIGNMENTS AND EXPECTATIONS .....	15
<i>Beginning Phase: Overview of Assignments and Requirements.....</i>	<i>15</i>
<i>Mid-Term Phase: Overview of Assignments and Requirements .....</i>	<i>20</i>
<i>Final Phase: Overview of Assignments and Requirements.....</i>	<i>21</i>
ADJOURNING THE PLACEMENT .....	22
<b>POLICIES .....</b>	<b>23</b>
INSURANCE .....	23
<i>Liability Insurance Policy.....</i>	<i>23</i>
CONFIDENTIAL INFORMATION .....	23
STUDENT-AT-RISK FOR FAILURE OF THE FIELD PLACEMENT .....	24
GUIDELINES FOR STUDENTS WHO WISH TO APPEAL A DECISION MADE IN RELATION TO A FIELD PLACEMENT.....	26
<b>FORMS .....</b>	<b>28</b>
SCWK 3053: <i>FIELD INSTRUCTION I LEARNING CONTRACT.....</i>	<i>29</i>
SCWK 3053: <i>FIELD INSTRUCTION I MID-TERM EVALUATION .....</i>	<i>31</i>
<i>QUALITIES OF A WELL-FUNCTIONING GROUP .....</i>	<i>33</i>
SCWK 3053: <i>FIELD INSTRUCTION I MID-TERM SUMMARY.....</i>	<i>36</i>
SCWK 3053: <i>FIELD INSTRUCTION I FINAL EVALUATION.....</i>	<i>37</i>
SCWK 3053: <i>FIELD INSTRUCTION I FINAL SUMMARY .....</i>	<i>40</i>







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

### **Faculty Liaison**

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

#### ***Expectations of the Faculty Liaison***

1. Attend educational workshops provided by the School on field instruction.
2. Become familiar with the policies and practices as outlined in the Field Instruction Handbook.
3. Facilitate a meeting to review the Learning Contract as established by the students and their field instructor and provide feedback on the draft. Review any changes, if needed, before all parties sign off on the document. It is imperative to meet with each student individually at the beginning of the placement and again around mid-term. This is in addition to meeting with the students as a group. This meeting will provide openings for students to identify opportunities and/or challenges that are creating concern.

**Student**





minimum of 700 practice hours in the field of social work. At St. Thomas University, we divide these hours between a **250-hour Social Action placement**, completed in the second semester, and a minimum 450-hour Direct Practice placement, completed in the fourth and final semester. While 250 hours is the minimum requirement for the Social Action placement, students must complete their 250 hours within the dates listed. A passing grade cannot be assigned until this requirement is met.

are Monday-Friday, 8:30 AM – 4:30 PM, then students will begin at 8:30 AM and end at 4:30 PM. If the ends, students, field instructors, and faculty liaisons should work out a schedule that works best for everyone, while aiming to keep work hours within the typical workday. Some placements may involve after-



student work using the Mid-Term Evaluation Form provided and will also review the progress made on the Learning Contract.

The Final Evaluation will be based on a sharing and discussion of the student learning and the Final Evaluation Form. This will also include a review of the student Learning Contract with the intent to identify opportunities for future development.

## **EXAMPLES OF STRATEGIES & ACTIONS FOR SOCIAL ACTION FIELD PLACEMENTS**

**A strategy refers to a plan of action designed to achieve a particular goal. In the context of social action field placements, a strategy could involve:**

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

### **Examples of strategies:**

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

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



**POLITICAL ENGAGEMENT:** Each social action team of students should have an opportunity to design an activity to engage appropriate politicians or representatives at the relevant municipal, provincial and/or federal government level, or/ in addition to the relevant political parties (e.g., Band Council, Board of Governors/Directors), to advance the goals of the project. It is important for the

various political actors when designing this activity. It is also necessary to understand the positions and actions undertaken by other organizations working on the issue to design an effective strategy. **The team of students should make a presentation to the agency supervisor or staff on the activity that they designed to engage politicians, the purpose of the activity in relation to the project and to the issue they are working on, and what the team has learned from designing this activity. The decision about whether or not to implement the political strategy rests with the agency.**

## **MAJOR ASSIGNMENTS AND REQUIREMENTS AT-A-GLANCE**



10. Relation to the community

*How did they come in contact with the organization?*

*What are their benefits from and rights in relation to the organization?*

*What access, if any, do they have to agency decision making and policy formulation?*

*What (typically) is their length of contact with the organization?*

*What is its special contribution?*

*What links does it have with other organizations?*

*What other key organizations are concerned with the same social issues, or are offering similar services?*

## **B. Team Building Guide**

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

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



- placement.
2. To design and implement a group educational plan for students.
  3. To provide a means by which students can influence how and what they learn.
  4. To learn skills in identifying individual and group professional needs and how to meet them.
  5. To assist the field instructor role in supervision by providing a practical tool for supervision.
  6. To guide on- learning.

Once the Learning Contract has been developed, students will:

1. Submit a copy of the completed and agreed upon Learning Contract to the faculty liaison in advance of the Learning Contract Meeting at a time to be determined by the faculty liaison.
2. Present the Learning Contract for discussion and approval at the Learning Contract Meeting.
3. Engage in carrying out the tasks associated with the social action project.
4. Review the Learning Contract at each subsequent meeting between the students, field instructor/supervisor, and faculty liaison, to determine student progress toward the achievement of the Learning Objectives and to check in regarding other components of the contract, including: supervision, evaluation, and the Team Building Guide/ Group Guidelines.

### **Components of the Learning Contract**

- **Supervision Arrangements:** Students and field instructors/supervisors will determine the frequency with which they will meet, and the format of meetings (e.g., how many individual, group meetings, etc.). Supervision should be occurring at least weekly.
- **Expectations of the Students:** Students and field instructors will determine what type of documentation of learning is expected of students in order to assess the work(ing is expected)

**Knowledge**  
(content)

- A learning objective specific to the project content or topic area

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

**Skill**  
(ability/integration of knowledge into action)

- A learning objective about media work related to the project
- A learning objective about political action related to the project
- Other relevant skills

What skills would you like to be able to develop or improve before beginning your first job, considering that social workers frequently engage in

### Example Goals:

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

### Evidence of Accomplishments

The purpose of this part of the learning objective is to inform the field instructor/supervisor and faculty liaison, in descriptive terms, what the students are expecting to achieve. In developing indicators for accomplishment, the students further **clarify the degree of knowledge, skill development, personal development, and teamwork development that they are intending to achieve**. This ensures a clearer picture of what the students are trying to achieve for everyone involved. This is primarily in the student's best interest, as long as the learning objective is relevant to the field placement and also addresses increased competence for practice.

Each student is unique and has varying levels of knowledge and skill development when beginning their field placement. Therefore, the same learning objective may have a different meaning and intended outcome for each student. Group goals, however, should reflect possibilities of learning for **all the students in the group**.

### Examples

**(a. objective statement)** *By the mid-point of this placement, we will develop facilitation skill*

*understand their potential in promoting the social issue. We will acquire basic skills in writing op-eds through a free online 3-hour training and guidance from the agency.*

**(c. evidence of accomplishment)** *By the end of the placement, we will have submitted an op-ed to a local media organization.*

### **The Learning Contract Meeting**

The purpose of the Learning Contract Meeting is to establish the goals and expectations for each person involved in the placement. The date for the Learning Contract Meeting will be established by the faculty liaison, in conjunction with the field instructor/supervisor and the students. The Learning Contract Meeting normally occurs within the first two-three weeks of the placement start date. In advance of this meeting, a draft of the Learning Objectives, Team-Building Guide responses, and the Group Guidelines should be sent to the faculty liaison by the date they request it. Field instructors/supervisors and students should agree on the content of these documents and should be mutually aware of them prior to the

should be attached to the Mid-Term Evaluation Form and sent to the faculty liaison and field instructor in advance of the Mid-Term Evaluation Meeting.

**Part 3** of the Mid-Term Review process is to attend and participate in the **Mid-Term Evaluation Meeting**. Students and field instructors should \_\_\_\_\_ progress and revisit the Learning Contract to assess progress against the Learning Objectives. During this meeting, any issues and/or concerns should be discussed, with the faculty liaison acting as a facilitator of open dialogue.

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

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

#### **The Final Evaluation**

The purpose of the Final Evaluation is:

To \_\_\_\_\_ Learning Contract to assess progress made throughout the placement and identify opportunities for continued growth.

To collaborate with students in reviewing appropriate sections of the Final Evaluation, with the goal of providing feedback to the students.

#### **Process:**

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

**Part 1** of the Final review process is for students, along with their field instructor, to complete the Final evaluation form. It is very important that this activity be completed in advance of the Final Evaluation Meeting, and that a draft be sent to the faculty liaison by a date of their choosing in advance of this meeting.

## **ADJOURNING THE PLACEMENT**

The successful completion of the Social Action project is cause for celebration. Students, field instructors, and faculty liaisons have all worked hard to ensure the process has gone as smoothly as possible. Even if every goal originally set out in the Beginning Phase was not accomplished, the Adjourning stage of group development can offer a time for reflection on what has been learned throughout the process.

# **POLICIES**





request of either the field instructor, faculty liaison, or student to provide a complete review of the situation.

- The outcome of the review will ordinarily be a revised Learning Contract with specific requirements for what the student needs to do in order to successfully complete the field placement.
- Termination of the placement may be initiated by the field instructor where a student's performance is unsatisfactory and



need to state their request in writing, identifying the decision or problem that needs to be reviewed by the School of Social Work.

6. Students  
available at: <https://www.stu.ca/socialwork/policies/>



## **SCWK 3053: FIELD INSTRUCTION I LEARNING CONTRACT**

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



## **SCWK 3053: FIELD INSTRUCTION I MID-TERM EVALUATION**

*This form is*







groups that gloss over conflict.

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

Shields, K. (1991)  
Blacktown: Millennium Books.

pp. 164-165.





## SCWK 3053: FIELD INSTRUCTION I MID-TERM SUMMARY

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

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

---

---

---

---

---

---

---

---

---

---

Print

Sign

Date

BSW Students

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

Faculty Liaison

_____	_____	_____
-------	-------	-------

Field Instructor

_____	_____	_____
-------	-------	-------

## SCWK 3053: FIELD INSTRUCTION I FINAL EVALUATION

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

**Students:** Click or tap here to enter text.

**Field Instructor:** Click or tap here to enter text.

**Faculty Liaison:** Click or tap here to enter text.

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

**Date:** Click or tap here to enter text.

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

### OVERVIEW

The agency field instructor and students work collaboratively to answer the final evaluation

when completing these questions.

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

### QUESTIONS

1. **Students:** The students are to itemize the experiences/assignments completed during the placement in point form for the field instructor to comment on in the final evaluation meeting.

*Click or tap here to enter text.*

2. **Supervisor:** Comment on the frequency and length of supervision provide 612J3 792 reW\*ñBT/F4 15.4

b. Analytical Skills: Were the students able to understand and interpret agency

**10. Supervisor:**

