

BACHELOR of SOCIAL WORK PROGRAM

Faculty of Health and Human Services

Field Education Guide for Field Instructors



VANCOUVER ISLAND
UNIVERSITY

Field Instructor Guide – Bachelor of Social Work Program

Table of Contents

GLOSSARY OF TERMS	III
INTRODUCTION	1
BSW MISSION STATEMENT	1
BSW PROGRAM OVERVIEW	1
BSW PROGRAM OBJECTIVES	2
CORE STUDENT LEARNING OBJECTIVES	2
BSW PROGRAM COURSE OUTLINE	3
PURPOSE OF BSW FIELD EDUCATION	3
FIELD EDUCATION OVERVIEW	4
FIELD EDUCATION COURSE DESCRIPTIONS AND LEARNING OBJECTIVES	4
SOCW 380 (9) COMMUNITY SOCIAL WORK PRACTICE	4
SOCW 480 (9) COMMUNITY PRACTICE II:	4
FIELD EDUCATION COURSE EVALUATION	5
PROGRAM STANDARDS	5
FIELD EDUCATION SITES AND INSTRUCTORS	5
FIELD PLACEMENT SITES	5
FIELD EDUCATION INSTRUCTORS - QUALIFICATIONS AND EXPECTATIONS	6
ROLES AND RESPONSIBILITIES RELATED TO FIELD EDUCATION	6
STUDENT RESPONSIBILITIES.....	6
VANCOUVER ISLAND UNIVERSITY FIELD EDUCATION COORDINATOR.....	8
VANCOUVER ISLAND UNIVERSITY FACULTY FIELD LIAISON	8
FIELD EDUCATION INSTRUCTOR	9
CONFIDENTIALITY	10
WORKERS’ COMPENSATION BOARD COVERAGE / STUDENT USE OF VEHICLES DURING FIELD EDUCATION	10
CRITICAL INCIDENT REPORTING	11
CRIMINAL RECORD CHECK	11
RESPONDING TO STUDENT PERFORMANCE CONCERNS	11
RECOMMENDED GUIDELINES	11
TIPS ON FIELD PLACEMENT	12
APPENDIX I – DEVELOPING YOUR LEARNING PLAN	14
APPENDIX II – SOCIAL WORK CODE OF ETHICS DECLARATION	17

Field Instructor Guide – Bachelor of Social Work Program

APPENDIX III (A) – SAMPLE STUDENT CONSENT FORM	27
APPENDIX III (B) - BSW PROGRAM PARTICIPANT CONSENT FORM	29
APPENDIX IV - BSW FIELD EDUCATION STUDENT EVALUATION FORM.....	31

Glossary of Terms

- **Student:** an individual currently enrolled in the Vancouver Island University (VIU) Bachelor of Social Work Program (BSW).
- **Field Education Instructor/Field Instructor:** an employee of a social service organization agreeing to host a field education student, who is responsible for supporting the student's learning in the field education setting.
- **Field Education Liaison:** an employee of Vancouver Island University (VIU) who instructs the BSW Field Education course and is responsible for supporting and evaluating the student's learning.
- **Field Education Coordinator:** The Vancouver Island University staff member who coordinates and arranges student field education placements with new and existing field education sites.
- **Field Education site or Placement Site:** The agency, organization or setting where the student undertakes field education experience.
- **Program Standards or Field Education Standards:** These standards refer to the Canadian Association for Social Work Education or CASWE, "[Standards for Accreditation](#)" (2012).



Introduction

This Guide is intended to support Field Education Instructors in understanding their role as a mentor to a Vancouver Island University (VIU) student engaging in a Bachelor of Social Work (BSW) field education experience at the Field Instructor’s place of employment. The Guide will provide an overview of the BSW program, in particular the Field Education component, roles and responsibilities of the student and personnel at VIU and at the Field Education site that are supporting the student’s field education learning experience, as well as relevant VIU processes and policies related to BSW field education.

We value the vital contribution of Field Education Instructors who carry expertise in their area of social work practice and who are an integral part of the students’ learning experience. Field Education is where practice and theory come together.

BSW Mission Statement

The Bachelor of Social Work degree program at Vancouver Island University provides social work education that addresses local, national and global needs in a community context. We are committed to enhancing the capacity of individuals and communities; to addressing social issues emanating from structural inequities; and to promoting social justice through the preparation of graduates with demonstrated capabilities in the areas of clinical practice, research and community development.

BSW Program Overview

The BSW at Vancouver Island University prepares graduates to engage in ethical and competent social work practice informed by current research, theory and practice models. In addition, the Social Work program will support engagement between Vancouver Island University and local, national, and international communities.

The program, which may be taken on a full or part-time basis, prepares students to engage in social work practice, research, policy development and in a wide range of community and social service settings including child, youth and family serving agencies, women’s programs, Aboriginal services, programs for persons with disabilities, services for seniors, mental health and addictions programs, multicultural organizations and resource and advocacy based programs.

Community study will focus on physical, historical, economic and social dimensions, and on the cultural diversity of individual community members. Students will be encouraged to engage in critical analysis about the environmental, economic, and social conditions that contribute to community capacity building, and to incorporate a collaborative approach to community-based social work.

In addition to offering a broad based social work education, VIU’s Social Work program provides focused education in the areas of Disabilities, Older Adults, and Child Welfare.



BSW Program Objectives

- To promote inter-disciplinary practice on a local, national and international level.
- To work towards the elimination of structural inequities and promotion of human rights through the advancement of social justice and meaningful participation of all peoples in a community and global context.
- To encourage critical analysis about the environmental, economic and social conditions that influence community capacity building.
- To incorporate a collaborative approach to community-based social work that includes the application of skills, knowledge and understanding through study within three specific focus areas: Disabilities, Older Adults and Child Welfare.
- To foster the development of diverse and culturally sensitive communities.
- To enable graduates to demonstrate attitudes and values consistent with professional social work ethical standards consistent at the national (e.g. [Canadian Association of Social Workers](#), or **CASW**), and international ([International Federation of Social Workers](#), or **IFSW**) level, in the areas of community development, research and direct practice interventions. Students are expected to comply with the relevant national standards applicable to the jurisdiction in which they are completing their field education.

Core Student Learning Objectives

- Develop a professional identity congruent with the values and standards of the social work profession as outlined by the *Canadian Association of Social Work Education (CASWE)*.
- Demonstrate and abide by the values and ethics of professional social workers when engaged in social work practice.
- Engage in professional endeavors to specifically promote social justice and human rights.
- Use critical thinking to identify and address sources of structural inequality.
- Contribute to the field of social work through participating in research activities.
- Engage in structural social work practice through participation in policy analysis as well as organizational and societal change.
- With an understanding of human development across the lifespan, engage in a range of social work practice activities with communities, groups, individuals and families.

BSW Program Course Outline

The Bachelor of Social Work program at Vancouver Island University will accept students into year three of the program and will be delivered through distance education. For detailed information regarding the BSW program at VIU, see the [Calendar](#).

In order to graduate, BSW program students will complete the following courses:

Year 3

SOCW 300A - (Community Social Work: Theory and Practice I)
SOCW 300B - (Community Social Work: Theory and Practice II)
SOCW 301 - (Social Work Practice Skills)
SOCW 322 - (Human Development across the Lifespan)
SOCW 350A - (Law and Social Services)
SOCW 352 - (Interpersonal Communication in Structural Social Work Practice)
SOCW 380- (Practicum: Community Social Work Practice)
Six credits of Social Work Electives

Total Credits: 33

Year 4

SOCW 400A - (Advanced Community Practice with Diverse Populations)
SOCW 400B - (Advanced Seminar in Reflective Social Work Practice)
SOCW 401 - (Social Policy and Communities)
SOCW 402 - (Research Methods for Social Change in Community Social Work)
SOCW 421 - (Social Work Practice with First Nations Communities)
SOCW 440 - (Social Work and Mental Health)
SOCW 480 - (Practicum: Community Practice II)
Six credits of Social Work Electives

Total Credits: 33

Purpose of BSW Field Education

The overall purpose of the Bachelor of Social Work field education is to assist students to develop and transfer theoretical knowledge and skills through direct practice in supervised social services settings. Through a combination of online course delivery, on-going supervision and direct practice students gain the ability to understand, translate, integrate and apply theory and practice. Field education is an essential part of social work education. Through field education students develop skill competencies, engage in critical self-reflection, and evolve their professional values, interests and identity. Mentored and instructed by seasoned professionals in their area of expertise, students gain invaluable knowledge and experience and develop their professional networks.

The success of the field education experience is dependent upon the cooperation and investment of the student, the field education partner organization and VIU's field education faculty.

Field Education Overview

BSW degree students must successfully complete two separate field education placements in the Spring/Interession semester (January-May 31) of both their third and fourth year. Students must attend the Field placement a minimum of 16 hours per week. Each field education course consists of 350 hours of supervised field education in a social services related setting. Both field education courses are worth 9 credits for a total of 18 credits. Field education placements requested outside the normal placement period of January-May will be considered on an individual basis.

Field Education Course Descriptions and Learning Objectives

SOCW 380 (9) COMMUNITY SOCIAL WORK PRACTICE

Students are required to complete a 350-hour fieldwork placement in the third year of their program to develop basic interview, intervention, and advocacy skills within a multidisciplinary framework. Particular emphasis will be placed on formulation of relationships with individuals, families and groups.

LEARNING OUTCOMES:

Upon completion of the field education course, students will be able to demonstrate the following skills and competencies:

1. Demonstrate the integration of theory and knowledge with anti-oppressive practice.
2. Demonstrate an integration of basic communication, intervention, and advocacy skills in relationships with colleagues, instructors, faculty, community, individuals and other professionals
3. Demonstrate professional and ethical practice
4. Demonstrate an awareness of the roles and mandate of a variety of community agencies
5. Demonstrate the ability to work within a multidisciplinary framework.

SOCW 480 (9) COMMUNITY PRACTICE II:

Students are required to complete a 350 hour field experience in the fourth year of their program to continue to develop skills and refine abilities to practice in a supported environment. Professional standards and ethics are expected to be maintained.



Field Instructor Guide – Bachelor of Social Work Program

LEARNING OUTCOMES:

Upon successful completion of the course participants will be able to demonstrate the following skills and competencies:

1. Integrate social work theory with their own practice methods.
2. Demonstrate interpersonal communications, professional application and scholastic performance at levels expected of graduating students.
3. Develop an anti-oppressive framework to community development.
4. Develop leadership skills by helping people believe they can make change and developing the skills to make change.
5. Demonstrate their ability to contribute to the enhancement of their agency's service response and efficacy in effecting personal and social change.

Field Education Course Evaluation

The Vancouver Island University Faculty Field Liaison is ultimately responsible for evaluation and assignment of the final grade (credit or non-credit) for Field Education courses. The Faculty Field Liaison will clearly discuss the method of summative evaluation with the Student and the Field Instructor at the beginning of the field placement. The Faculty Field Liaison will facilitate and collect evaluative information from all parties as part of the evaluation process. The *BSW Field Education Student Evaluation Form (Appendix IV)* used by the Faculty Field Liaison will be provided to the Student and Field Instructor at the time of placement.

Program Standards

Field Education Sites and Instructors

Note: Some materials in this section are copied or paraphrased from the *Canadian Association of Social Work Education "Standards for Accreditation"* (2012).

Field Placement Sites

- Field placements provide multiple opportunities to develop and refine a range of practice skills.
- Field placements accept students without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; the field placement setting is free of discriminatory practices both in personnel practices and in delivery of services.
- Field placement setting assures that the field instructor has sufficient time and resources within the work schedule to develop planned learning opportunities and tasks, to prepare for educational supervision with the student, to attend school-sponsored workshops and to prepare reports and evaluations.



Field Instructor Guide – Bachelor of Social Work Program

- Field placement setting provides adequate facilities, equipment and learning materials appropriate to the student’s responsibilities and in keeping with available resources.
- It is required that the Field Placement site possess at least one of the following characteristics:
 - Provides direct social services
 - Is involved in community development work or research
 - Is a recognized or accredited agency for the delivery of social programs

Field Education Instructors - Qualifications and Expectations

- **It is required that Field Instructors:**
 - Normally hold, at minimum, a BSW degree from an accredited social work program;
 - Have two years of social work practice experience after graduation;
 - Be interested in social work education; and
 - Have support from the setting to permit adequate time for assuming field instruction responsibilities.
 - When the Field Instructor does not have a social work degree, VIU Faculty Field Liaison will play a greater role in the monitoring and supervision of the field experience to ensure that a social work focus is sustained and that the student has access to a qualified social worker. Alternatively, a faculty member may be designated as the Field Instructor.
- Field instructors will be provided with instructional materials, field manuals, course outlines, and other relevant materials.
- Feedback regarding the field experience will be provided to field instructors and other field agency personnel by the BSW department as appropriate
- Field placements and field instructors will be provided with guidelines and procedures for evaluation of the placement.

Roles and Responsibilities Related to Field Education

The field education experience is a partnership between the Student, the Field Education Coordinator, the Faculty Field Liaison and the Field Instructor on behalf of the Field Education Agency. All parties in the relationship assume certain responsibilities. The following is a general description of the roles and responsibilities of each party.

Student Responsibilities

The student is responsible for their academic, professional and personal development. Specific expectations are to:

- Be familiar with and comply with all VIU, national (CASW for students engaged in field education in Canada) and international (for students engaged in international field education) policies and guidelines related to Ethical Standards and Human Rights prior to beginning a field education placement.



Field Instructor Guide – Bachelor of Social Work Program

- Demonstrate professional conduct, attitude and ethics and when interacting with VIU students and employees, clients and agency personnel, and the general public (see *Code of Ethics Declaration - Appendix I*).
- Communicate their initial goals and field education placement requests to the Field Education Coordinator in writing and in the requested time frame. Consider their skills, experience, interests, availability and personal suitability for the desired field education placement, when developing initial goals and placement requests.
- Maintain timely communication with the Field Education Coordinator during the field education placement process, and with the Faculty Field Liaison and Field Instructor once the field education placement has been arranged, keeping them informed of progress and of any changes, concerns or issues that arise related to the field education experience.
- Provide the Faculty Field Liaison and Field Instructor with a completed copy of the student's preliminary field education *Learning Plan* containing their initial goals and objectives within the first two weeks of the field education placement. Students will use the *Learning Plan* guide in **Appendix II** to prepare their preliminary learning goals and objectives. In an online meeting with the Faculty Field Liaison, Field Instructor and the student, the student's learning goals and objectives will be reviewed and agreed to by all parties. Once the initial *Learning Plan* has been approved by the Faculty Field Liaison and Field Instructor, it will form the basis of the student's learning contract with field education agency. How well the student fulfills the *Learning Plan* and achieves their goals and objectives will form the basis of the student's field education evaluation.
- Commit to making good use of supervision, take initiative and guidance from personnel at the field education agency and develop and put to use practice skills obtained.
- Comply with field education agency's protocols regarding codes of ethics, confidentiality, policies and procedures, hours of work, dress, etc.
- Attend the field education placement for the required number of days and hours specified by the program. For each field education experience, a minimum of 16 hours per week and a total of 350 hours of direct field education experience are required.
- Report illness and absence to the Field Instructor and Faculty Field Liaison. Time missed will need to be made up through negotiation with the Field Instructor in order to fulfill the 350 hours per course required.
- Arrange for and participate in feedback sessions and formal evaluation processes involving the Field Instructor and the Faculty Field Liaison.
- Participate in online field education seminars, as scheduled. If students are unable to participate in the online seminar, they are expected to provide an update by email or phone to the Faculty Field Liaison, describing their progress in meeting the goals and objectives articulated in their *Learning Plan* Contract. This update is to be provided prior to the scheduled seminar so it can be shared by the Faculty Field Liaison on the student's behalf with their peers during the seminar and feedback subsequently provided.



Vancouver Island University Field Education Coordinator

The Field Education Coordinator is responsible for setting up and facilitating the field education placement process. In consultation with Faculty Field Liaison personnel, s/he will make arrangements with new and existing field education sites for student field placements. It is the responsibility of the Field Education Coordinator to:

- Discuss with the student their learning needs and potential field education placement interests.
- Consult with Field Faculty Liaison personnel as needed regarding the student's learning needs to assist in determining a suitable field education placement.
- Provide the student with information regarding the field education placement site's expectations.
- Review the field education placement process with the student.
- Seek out information regarding any specific protocols or contractual agreements that may pertain to the specific field education site (e.g. school settings).
- Ensure that the student and the Field Instructor are informed of any specific placement protocols or contractual agreements that are field education site-specific.
- Provide the field education agency with information about the BSW program, field education placement procedures, field education expectations and evaluation process.
- Be available to the Field Instructor for clarification or consultation on the field education placement process.
- Identify who will act as the student's Faculty Field Liaison, and communicate this to the student and Field Education Instructor.
- Send a letter to the field education agency formalizing the student field education placement and informing the agency of who the Faculty Field Liaison will be.
- Recruit and develop possible field education placements.

Vancouver Island University Faculty Field Liaison

The VIU Faculty Field Liaison maintains contact with the Field Instructor (agency mentor) and the student, and acts as a channel between the University and the field education placement site. It is the responsibility of the Faculty Field Liaison to:

- Orient the student to course expectations regarding learning goals, objectives, content, structure and process, evaluation and grading of the field education experience.
- Ensure that any site-specific protocol or contractual agreement provisions regarding student field education placement are followed.
- Review and discuss with the student their preliminary *Learning Plan* goals and objectives to ensure they are in keeping with course objectives and expectations. The preliminary *Learning Plan* should include the students goals and learning objectives, or actionable tasks to achieve their goals, identify who is responsible for what tasks and scheduled times for consultation (see **Appendix I** for a detailed description on developing a preliminary *Learning Plan*, including learning goals and objectives).



Field Instructor Guide – Bachelor of Social Work Program

- Consult with the student and the Field Instructor in the initial formulation of learning goals and objectives.
- Provide the field education site with clear information on what is expected of all parties within the field education relationship.
- Ensure the student has information related to general ethical practice, confidentiality and appropriate conduct prior to field education placement.
- Ensure the student receives feedback and support through supervision and ongoing evaluation from the agency and the Field Instructor.
- Be available to the student and the Field Instructor.
- Ensure that written evaluations of the student's progress are received and that adequate feedback on the evaluation is provided to the student.
- Facilitate online seminars to link field education experiences to course content.
- Intervene for the purpose of problem solving, conflict resolution or handling of any other concerns or issues that may arise during the field education experience.
- Facilitate the evaluation process and determine whether the student has satisfactorily fulfilled the field education requirement. Assign a final grade (credit or non-credit).

Field Education Instructor

The Field Instructor (agency mentor) plays a key role in the training and learning process of the student. It is a teaching, guiding and supervising role that bridges the gap between theory and practice and provides mentorship to the student. Students will be assigned to a Field Instructor at the field education placement setting. Field Instructors are expected to:

- Be familiar with VIU's BSW and Field Instructor related policies, procedures, forms and field education material.
- Be aware of and participate in the development of the student's initial *Learning Plan* by reviewing their goals and objectives in relation to course learning objectives.
- Provide time for orientation to acquaint the student with the field education agency's policies, procedures, roles, overall philosophy and expectation of field education students.
- Ensure that any field education site-specific protocol or contractual agreement terms regarding field education placement are followed.
- Introduce the student to other staff members.
- Provide meaningful learning opportunities for the student to fulfill their learning goals and objectives.
- Provide the student with consistent, appropriate and supportive individual consultation (usually a specified minimum time each week).
- Monitor the student's learning and progress and provide them with ongoing verbal and written feedback.
- Meet with the student and the Faculty Field Liaison at mutually agreed times to discuss and review the student's progress and to provide input for interim and final evaluations.



Field Instructor Guide – Bachelor of Social Work Program

- Maintain contact with the Faculty Field Liaison to discuss any concerns, questions, suggestions or issues regarding the student's field education or academic program.
- Inform the student of any unusual or disruptive client behavior and how to manage this effectively (e.g. anxiety, anger).

Confidentiality

Within the field education experience, it is expected that students will respect the privacy and rights of individuals and agency personnel with whom they engage with. Students are expected to adhere to both Vancouver Island University's and the field education agency's policies related to confidentiality, in keeping with the laws and ethical standards of the jurisdiction in which they are completing their practicum. In addition, students in the BSW program engaging in Field Education are required to sign a commitment to abide by the *Canadian Association of Social Workers Code of Ethics Declaration (Appendix II)*, based on the CASW [Social Work Code of Ethics](#). Although field education experiences may be discussed and documented for the purpose of linking knowledge to practice, any identifying information should not be disclosed.

BSW students participating in specific Field Education activities will also sign a *BSW Program Student Field Education Consent Form (Appendix III a.)*.

Workers' Compensation Board Coverage / Student Use of Vehicles during Field Education

The Ministry of Advanced Education through Vancouver Island University provides Workers' Compensation Board (WCB) coverage for students while they are engaged in their approved field education training within British Columbia. The coverage **does not** include the use of their vehicle or other form of transportation to the field site. A student driving while involved with field education duties is covered by WCB but must also be insured by ICBC for their own private vehicle. For more information, see VIU [Health & Safety](#) or call the Health and Safety Office at 250 740-6283.



Critical Incident Reporting

In the event of a critical incident, for example an accident, act of violence or threats, the **student must report this to the Faculty Field Liaison and the Field Education Instructor immediately**. Vancouver Island University requires a formal [Incident Report](#) to be filed within 24 hours as part of our Health and Safety policies. The Faculty Field Liaison must inform VIU's Health and Safety Services immediately of any critical incident.

Students should also follow their Field Education Instructor's instructions for reporting critical incidents to the agency in accordance with agency policies. If you have any questions, please call VIU Health and Safety at 250 740-6283 or email safety@viu.ca .

Criminal Record Check

As an educational institution Vancouver Island University (VIU) requires all students entering field education with children, youth or vulnerable adults to complete a Criminal Record Check (CRC) through the Ministry of Public Safety and Solicitor General in accordance with legal requirements. VIU facilitates the application process for student criminal record checks through the Registration Services department. The student is aware that completed CRC documentation must be provided to your agency prior to commencing their field education experience.

Responding to Student Performance Concerns

Field education is distinct from most other educational courses as students engage in important ethical and service delivery responsibilities within the placement organization. It is vital that concerns and issues with regard to performance and professional conduct and behavior be addressed without delay.

Recommended Guidelines

- Early recognition and feedback is important. The Field Education Instructor and Faculty Field Liaison should communicate their observations and concerns as soon as they are identified, particularly those of a serious nature. Early intervention can often provide the student with a better understanding of exactly what to address, provide feedback on expected behavior and can prevent future problems.
- A meeting of all concerned parties, including the student, should be set up to identify concerns and clearly define the problem(s) in behavioral terms so that the student understands the area(s) needing improvement.
- Suggestions and options for improved performance should be explored to assist the student to address identified concerns and develop ideas and solutions. At times, the student's



Field Instructor Guide – Bachelor of Social Work Program

performance may be impeded by various external demands and limitations. Most students will do well given the opportunity and appropriate support. VIU offers students a range of supports and services to assist in dealing with personal and professional challenges impacting their education to promote student success. Career and personal counselling, exploration of career goals, alternative assignments and additional work etc., can all be part of a supportive response to student performance concerns.

- Setting goals and follow up enable the student to develop a plan of action within a specific time frame. Follow up meetings for review, on-going monitoring, discussion and feedback should be set up for the Faculty Field Liaison, Field Education Instructor and the student.
- Key points should be documented in writing as this feedback allows the student to review observations, goals and comments. A written contract may be useful for clarity and clear communication.

Tips on Field Placement

Most students are a little nervous about beginning their field education experience and are sometimes unclear about what is expected of them. Here are some ideas for enhancing the learning experience of the student and enabling both the Field Education Instructor and the student to have a clear understanding of expectations.

- **Orientation:** The student should be introduced to the setting and meet other staff. This enables him / her to begin work and feel at ease to ask questions and express ideas. Information regarding agency philosophy, confidentiality, policies and procedures should be discussed with the student. It helps if everyone involved (staff, parents, and children) are informed that a student will be joining the team.
- **Task Setting:** Involvement of the student in a full range of activities, program planning, implementing and evaluating, staff meetings and discussions with other professionals is helpful to broaden the scope of his / her knowledge and experience.
- **Responsibility:** If possible, give the student one or more definite pieces of work which s/he can do relatively independently on a relatively self-directed basis. Student independence and responsibility should increase in keeping with their assessed competency as the field education experience progresses.
- **Building Relationships:** Building meaningful relationships is an essential component of the student's field education experience. This important aspect of the placement is an area that is emphasized in the evaluation of the student's overall performance.
- **Supervision:** The student needs feedback and support. It is necessary that a specific time be set aside each week (approximately one hour) for informal discussion and debriefing. This is a time to answer questions and help the student evaluate his / her skills and assist him / her to transfer knowledge into practice.



Field Instructor Guide – Bachelor of Social Work Program

- **Observing and Being Part of a Community Agency:** Whenever possible, the student should be involved in program planning, discussions regarding children and families, guiding and care approaches and professional practice issues. Students will increase their awareness in these areas by listening to people who are working in the field.
- **Conducting Interviews:** Where possible, support students in engaging in supervised direct practice.
- **Communication – Both Verbal and Written:** Clarify expectations regarding written and verbal communication and offer students constructive feedback on their performance. With encouragement, all students have the ability to communicate effectively in a professional environment. The field education placement can assist students to further develop these skills.

Thank you for your participation and support!

Appendix I – Developing your Learning Plan

A Guide to Formulating Your Social Work Field Education Learning Plan

The *Learning Plan* is a tool you will develop to guide your field education learning experience. It identifies what you hope to gain from field education (goals) as well as the specific steps (objectives, or tasks) you will take to achieve your goals. It also serves as a tool to measure and evaluate how you are progressing with meeting your goals. You will develop your Learning Plan in stages.

1. The first stage in developing your Learning Plan is related to determining where you will complete your field education (which community, agency, client group, area of practice etc.). At the start of the placement process you will attend an online Field Education Orientation and be asked by the Field Education Coordinator to submit three requests for placements in order of preference. When considering your requests, reflect on what it is you hope to gain (what skills, knowledge, experience, contacts etc.) through your field education experience. Once an interview has been arranged at a specific agency, you will be asked to articulate your general goals for completing a placement at that specific agency, as part of your interview preparation process. Identifying your general field education learning goals can serve as a basis for discussion during your interview. This can assist the agency in understanding your learning needs as well as clarify what the agency can realistically offer, in order to arrange appropriate learning opportunities for your field education experience. The feedback from the interviewer may help you further develop and/or modify your learning goals.
2. Prior to starting your field education there will be a second online orientation. During this second orientation, the Field Education Faculty will discuss their expectations regarding the Learning Plan in more detail. Once your specific Faculty Field Liaison is assigned, you will be asked to submit a written copy of your initial *Learning Plan* detailing your preliminary learning goals and objectives to your Faculty Field Liaison in advance of starting your placement. The Faculty Field Liaison will review your initial goals and objectives and provide you with feedback in advance of starting your placement. These general goals and objectives will serve as a basis for discussion during the initial three-way online meeting you will arrange with yourself, your Faculty Field Liaison and your Field (agency) Instructor, within the first two weeks of starting your field education placement.

Remember, the objectives describe the functional tasks that you will be performing in the agency that will serve the purpose of meeting your learning goals (e.g. if your goal is to become familiar with the agency's policies and procedures, a first objective under this goal may be to read the agency's policies and procedures manuals. A second objective under this goal may be to discuss the agency's policies and procedures with your agency Field Instructor, ...these are actual functions you will be performing to achieve your goals).



Field Instructor Guide – Bachelor of Social Work Program

3. Initially your *Learning Plan* can be loosely formulated as you may not be fully aware of additional goals you wish to include in your learning experience once you are more familiar with the setting. Accordingly, in working on your learning objectives under each of your goals, you may not be fully aware of the work tasks you would be performing that would assist in developing the objectives directed at achieving your goals. Once you have begun your field education experience, are oriented to the setting, and have a better understanding of the learning opportunities at the agency, you may find that your goals will change or become more consolidated, and you will be better able to identify the steps you will take to achieve your goals and objectives. The important thing is that your DRAFT *Learning Plan* be clearly articulated and written out for yourself, your Field Instructor and your Faculty Field Liaison prior to placement in the agency. During your initial online meeting with your Faculty Field Liaison and Field Instructor you will review your learning goals, solicit feedback from the Field Instructor and agree to an initial *Learning Plan*. This will form the basis for supervision and for your evaluation in the Field Education course. Please note, if your learning goals change, you must inform both your agency Field Instructor and Faculty Field Liaison to review the changes. As previously mentioned, the goal setting exercise is the yardstick by which successful completion of your field education course is measured.

An important question to be asking yourself, in developing your Learning Plan is “*What is it I hope to achieve by the end of my field education?*” Your thoughts then need to be translated into goals and objectives.

Goals are broad statements that demonstrate a desired end. For example, all students would likely have “*understanding the organizational structure*” of their agency as one of their goals.

Objectives are more specific desired outcomes that demonstrate the actions (specific work tasks) you will take in order to meet your goals.

Objectives:

- ❖ Are more specific than goals
- ❖ Answer how, when, where, what questions
- ❖ Show the steps you will go through to actualize your goals

Example: Goal: *Demonstrate that I understand the agency’s organizational structure.*

Objective a: *Read agency documentation describing its organizational structure within the first week of placement.*

Objective b: *Inquire about the agency’s organizational structure with my Field Instructor and/or agency personnel within the first week of placement.*



Field Instructor Guide – Bachelor of Social Work Program

Objective c: *Describe my understanding of the agency's organizational structure to my Faculty Field Liaison at our first meeting.*

In establishing your objectives, apply the **SMART principles**. In other words, have your objectives be:

- ❖ **Specific**
- ❖ **Measurable**
- ❖ **Attainable**
- ❖ **Relevant**
- ❖ **Time-limited**

You may want to consider three key categories when developing your *Learning Plan* – knowledge, skills and personal development (Kiser, 2000):

- ❖ **Knowledge** – relates to learning and understanding concepts, theories, ideas, information etc. (e.g. addictions, mental health, corrections)
- ❖ **Skills** – these can include interpersonal communication skills (e.g. active listening, attending), or other skills such as record keeping, team skills, leadership, program planning and development
- ❖ **Personal development** – refers to personal values, beliefs, attitudes and ethics

Appendix II – Social Work Code of Ethics Declaration

Excerpt from Code of Ethics, Canadian Association of Social Workers

Social Work Code of Ethics

As a member of the profession of social work I have read in full the Canadian *Social Work Code of Ethics* and I commit myself to fulfill to the best of my ability the following obligations as detailed in the code:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

*See Canadian Association of Social Workers website for a full description of the [Code of Ethics: Values and Principles](#).

Student Name: _____

Student Signature: _____

Date: _____



Vancouver Island University

Bachelor of Social Work

Field Education Learning Contract (Sample)

Introduction

The learning contract is an agreement that is collaboratively developed by the student and agency Field Instructor within the **first two weeks of placement**. The contract describes learning endeavors the student will be undertaking within their practicum placement, the date by which each practice event would occur and a formative evaluation process indicative of the extent to which practice goals have been demonstrated. Although activities may vary, students are **required** to include the **goals** listed below in their Learning Contract. Once completed and signed, within three days of completion, the contract is provided to the faculty Field Liaison and at that time, a meeting is arranged by the student to occur within seven days where the student, Field Education Supervisor and faculty Field Liaison would review the Learning Contract. A formative evaluation process is completed at week 6 and 10 (prior to the completion of the final evaluation) and is completed by the Field Instructor with the student and, as such, forms an integral part of the Learning Contract. At each of the two stages of formative evaluation, the evaluation is provided to the Faculty Field Liaison within three days of completion. If, during the formative evaluation process, it is becoming apparent that the student is at risk of not achieving the goals outlined in their Learning Contract, a meeting (using Blackboard Collaborate for distance placements or in person for Central Vancouver Island) must take place within one week with the student, Field Instructor and Faculty Field Liaison. The purpose of the meeting would be to identify what challenges may be preventing goal achievement and the identification of a helpful remediation and/or accommodation processes that would facilitate the potential for successful practicum completion. Regardless, at week 10 a midterm review of the student’s progress will occur between the student, Field Instructor and faculty Field Liaison. (see “**Process Steps**” p. 4 for condensed version of the comments included in this section)

Student Name: _____ **Field Instructor:**

Field Instructor Credentials (education and experience – list post-secondary achievements and/or years of experience working in the human services delivery system):

Work Schedule (days of the week, hours; anticipated start and completion date):

Agency Name: _____

Supervision time (weekly required): _____



Field Instructor Guide – Bachelor of Social Work Program

Methods of Supervision (check all applicable): one-to-one; group; online Field Instructor & Field Liaison; process recording; audio/video submissions

Conflict resolution process (see p. 30 Student Field Education Handbook)

Faculty Field Liaison: _____

Learning Goals, Activities (SAMPLE), Timelines and Evaluation

Goals	Activities	Target Date	6 Week Evaluation*	10 Week Evaluation*
Demonstrate social work practice in a manner consistent with professional practice.	<ul style="list-style-type: none"> • Demonstration of active involvement in goal achievement by discussing my progress towards goals at each supervision meeting with my agency Field Instructor • Follow agency policies and procedures including those related to dress code and attendance by reading the agency’s policies and procedures manuals and discussing with my agency Field Education supervisor • Interview agency staff and discuss with my Field Education supervisor agency experiences with 	15/01/2014		



Field Instructor Guide – Bachelor of Social Work Program

	<p>professional boundary issues</p> <ul style="list-style-type: none"> • Discuss with my Field Supervisor any potential or existing conflict in the workplace and describe agency protocol with respect to conflict resolution • Discuss with my Field Education supervisor agency policy with respect to information sharing • Discuss with agency staff and Field Education supervisor two ethical dilemmas that have arisen, seeking their guidance in understanding best practice actions and reference NASW, CASW or BCASW Guidelines for Ethical Practice 			
<p>Following agency policies and procedures conduct assessments in a manner that considers systemic and structural issues affecting the well-being of the client (individual, family, group, community, organization)</p>	<ul style="list-style-type: none"> • Present an initial assessment to my agency Field Instructor that demonstrates collaborative development with the service recipient • Include in my assessment a demonstration of my knowledge of varied tools used to 	<p>30/01/2014</p>		



Field Instructor Guide – Bachelor of Social Work Program

	<p>obtain assessment information (e.g. genogram, eco-map, sociogram, etc.)</p> <ul style="list-style-type: none">• Include in my assessment, information gathered which assess the client's situation and needs• Identify and articulate to my Field Supervisor structural and systemic challenges and barriers service recipients face; how they impact the action plan; and how they can be mitigated			
Plan collaborative interventions; engage service recipients and potential collaterals in a service planning process	<ul style="list-style-type: none">• Involve persons served/service recipients in the planning of interventions• Co-construct and co-facilitate with a service recipient at least two meetings with a multidisciplinary service team• Demonstrate knowledge of the assessment process through consultation with my supervisor			



Field Instructor Guide – Bachelor of Social Work Program

<p>Develop direct and indirect practice interventions which demonstrates a linking of theory to practice</p>	<ul style="list-style-type: none">• Discuss with my agency Field Supervisor the use of research informed evidence-based interventions I have located in response to an identified client problem/need• Describe the collaboratively developed intervention plan to agency stakeholders• Demonstrate in the intervention plan that client self-determination was paramount in its development by clearly indicating client intervention preferences• Work with a specific community in the development of an action plan to address a specific need or concern			
<p>Evaluate interventions and conduct closure/termination</p>	<ul style="list-style-type: none">• Present to my agency Field Supervisor an outcome evaluation with respect to two separate clients I have been providing service(s) to where I have identified baseline data prior to intervention and			



Field Instructor Guide – Bachelor of Social Work Program

	<p>outcome data/effect after intervention reflecting post intervention outcome(s)</p>			
<p>Examine methods by which I can be an effective social and practice change agent</p>	<ul style="list-style-type: none"> Identify to my agency Field Supervisor areas where agency policy change may contribute to enhance client (individual, family, group, community) outcomes Within the context of a coalition of social change advocates, participate in the development of at least one social policy change strategy (e.g. anti-poverty initiatives such as writing letters to legislators including research informed rationale directed at the benefits incurred by increasing income assistance rates for the poor) 	<p>16/03/2014</p> <p>15/03/2014</p>		
<p>Demonstrate reflective practice and an affinity for life-long learning</p>	<ul style="list-style-type: none"> Develop and present a professional development learning plan and present it to my supervisor Identify and articulate to my Field Supervisor, 			

**Field Instructor Guide – Bachelor of Social Work Program**

	team members (or agency) and service recipient(s) social work roles and professional identity <ul style="list-style-type: none"> Keep a reflective journal throughout my practicum experience and discuss potential areas of growth with my Field Instructor 			
(Additional optional goals developed by agency Field Supervisor and student)	<ul style="list-style-type: none"> activities 			

Adapted with permission from: Entry-Level Competency Profile for the Social Work Profession in Canada, 2012

Rating Scale:

- N/A – The student has not had the opportunity to demonstrate the knowledge, values and skills related to the performance of practice behavior.
- 1-2 – The student has not demonstrated application of the knowledge, values and skills related to the performance of practice behavior.
- 3-4 – The student shows beginning application of the knowledge, skills or contexts in which performance of practice behavior is required.
- 5-6 – The student shows competent application of the knowledge, values, and skills related to the performance of practice behavior.
- 7-8 – The student shows outstanding application of the knowledge, values and skills related to performance of practice behavior.



Field Instructor Guide – Bachelor of Social Work Program

- 9 – The student shows effective and innovative application of the knowledge, values and skills related to the performance of the practice behavior.

Adapted with permission from: Western Illinois University, Sample Learning Plan

Process Steps:

Step 1 – Contract completed within first two weeks of placement

Step 2 – Submit Learning Contract to faculty Field Liaison within 3 days of completion of the Learning Contract

Step 3 – Student arranges meeting with Field Supervisor, faculty Field Liaison and student within seven days after submission of Learning Contract to faculty Field Liaison

Step 4 – Week 6 and Week 10 formative evaluation occurs between Field Instructor and student and submitted to faculty Field Liaison within 3 days; if a formative evaluation score of less than 3 occurs at Week 6, student arranges meeting with Field Supervisor and faculty Field Liaison within one week of submitting Week 6 formative evaluation; at Week 10 student arranges meeting with Field Instructor and faculty Field Liaison to review progress at mid-term

Step 5 – On conclusion of the practicum the Field Supervisor completes the final practicum evaluation (see Student Field Education Performance Evaluation form – Appendix XII, Student Field Education Handbook)

* Notwithstanding the above, a meeting can be called any time at the discretion of the student, Field Supervisor or faculty Field Liaison

In addition to the above noted process, in order to have successfully completed their practicum, the student must complete any requirements outlined in their SOCW 380 course outline.

Signatures:

Student: _____

Date:



Field Instructor Guide – Bachelor of Social Work Program

Agency Field Instructor: _____ **Date:**

Faculty Field Liaison: _____ **Date:**

NOTE: For a description of “Roles and Responsibilities Related to Field Education” please refer to pages 24-27 of the **Student Field Education Handbook**

Appendix III (a) – Sample Student Consent Form

BSW STUDENT CONSENT FORM

As part of Vancouver Island University BSW Programs’ academic and training requirements, I am required to develop skills in the areas of interviewing, observation, assessment, recording and report writing. The confidential and consensual nature of the relationship between client, student and/or agency is of paramount importance. I will treat these relationships with utmost respect and maintain confidentiality at all times.

As this is an educational practice activity any materials produced shall be made available only to the Course Instructor (and Field Instructor if related to field education) and, upon request, to those others listed on the *Participant Consent Form [Appendix III (b)]*.

- No identifying information of individuals will be used.
- All audio, video, digital and written materials will be erased or destroyed one year after course is completed. In the event I withdraw from the course or from the University, I will erase or destroy all recorded materials immediately.
- I understand that this agreement is totally voluntary for the participant(s) and that they may withdraw at any time.*

Any concerns arising from this activity should be directed to the Course Instructor (Faculty Field Liaison in the event the learning activity is related to Field Education) identified below.

Course Code: _____ Course Name: _____

Semester: _____ Course Instructor: _____

In order to fulfill my study requirements for case studies, observation, assessment, recording and report writing:

I, _____ *print* (student) consent to observing and interacting

with _____ (name of participant{s})*

On _____ (dates & times, or range of dates)



Field Instructor Guide – Bachelor of Social Work Program

STUDENT CONSENT FORM, con't

All information will be treated in confidence. I agree that no identifying information of individuals will be used in my final report. The participant(s), agency, parent(s), guardian(s), youth and/or child will be provided with a copy of my project outline and finished report upon request.

I _____ *print* (student) hereby agree to the terms of this *Consent Form Agreement* and further agree to abide by the Canadian Association of Social Workers Code of Ethics and the policies of Vancouver Island University. My Student Number is: _____

Student's Signature

Course Instructor's Signature

Field Instructor (if related to field education)

Date

Expiry Date: _____ (1 year after course is completed)

****This Consent Form must be accompanied by the signed Participant(s) Consent Form***

Appendix X (b)



Appendix III (b) - BSW Program Participant Consent Form

Bachelor of Social Work Program

PARTICIPANT(S) CONSENT FORM

As part of Vancouver Island University Programs’ academic and training requirements, students are required to develop skills in the areas of interviewing, observation, assessment, recording and report writing. The confidential and consensual nature of the relationship between client, student and/or agency is of paramount importance. Students are expected to treat these relationships with utmost respect and to maintain confidentiality at all times.

As this is a practice educational activity any materials produced shall be made available only to the Course Instructor (and Field Instructor if related to field education) and, upon request, to those listed below.

- No identifying information of individuals will be used.
- All audio, video, digital and written materials will be destroyed one year after course is completed. In the event the student withdraws from the course or from the University, he/she will destroy or erase all recorded materials immediately.
- I understand that this agreement is totally voluntary and that I may withdraw at any time.
- The student will abide by the Code of Ethics, Canadian Association of Social Workers.

Any concerns arising from this activity should be directed to the Course Instructor identified below and Field Instructor if related to Field Education.

Course #: _____ Course Name: _____

Semester: _____ Course Instructor: _____

Field Instructor contact information (e-mail & phone) if related to field education: _____

Other: _____



Field Instructor Guide – Bachelor of Social Work Program

I/We consent to _____ (Vancouver Island University student)
observing and interacting with _____ (self, child, youth,
family) on _____ (dates & times, or range of dates) in order
for the student to fulfill study requirements for observation, assessment, recording and report writing.

I/We understand that no identifying information of individuals will be used in student's final report. I/We, the agency, parent(s), guardian(s), youth and/or child will be provided with a copy of the student's project outline and finished report upon request. All information will be treated in confidence.

Signatures of the following: Participant, and/or Agency and/or Parent(s), Guardian(s), Youth, Child where necessary

Participant(s): 1. _____	Relationship _____
2. _____	Relationship _____
3. _____	Relationship _____
4. _____	Relationship _____

Student's Signature: _____

Course Instructor's Signature: _____

Field Instructor (if related to field education): _____

Date: _____

Expiry Date (One year after course completion): _____

Appendix IV - BSW Field Education Student Evaluation Form

STUDENT FIELD EDUCATION PERFORMANCE EVALUATION

Field Education Student Name: _____

Field Education Placement Site: _____

Field Instructor Name/Title: _____

Dates of Field Placement: Start: _____ **To:** _____

(This Section to Be Completed by the Student)

Please provide a brief description of what specific tasks you were involved with during your field education experience, using your learning goals as a framework from which to comment.

**Appendix IV - BSW Field Education Student Evaluation Form, continued**

(This section to Be Completed by the Field Instructor)

FIELD EDUCATION EVALUATION CHECKLIST

INITIATIVE SHOWN IN WORKING TOWARDS ATTAINMENT OF STUDENT'S GOALS AND OBJECTIVES (LEARNING PLAN)	needs work	satisfactory	well done	NA
The student demonstrates initiative and leadership in identifying and meeting their learning goals.				
The student uses supervision appropriately and seeks professional guidance, when needed.				

Comments:

APPLYING ETHICAL STANDARDS	needs work	satisfactory	well done	NA
The student is able to establish clear professional boundaries between themselves and their clients and colleagues.				
Brings ethical transgressions to the attention of relevant parties.				
The student understands the importance of confidentiality and uses discretion in handling sensitive information.				
Identifies ethical considerations related to the problem or needs being addressed.				
Acts in accordance with the regulatory framework for social work practice.				
Follows appropriate protocols for seeking assistance when facing conflict in the workplace.				
Recognizes and manages personal values in a way that allows professional values to guide practice.				

Page 2 of 6



Field Instructor Guide – Bachelor of Social Work Program

Appendix IV - BSW Field Education Student Evaluation Form, continued

Comments:

CONDUCTING ASSESSMENTS	needs work	satisfactory	well done	NA
Assesses clients' situation and needs in relation to current professional standards and jurisdictional requirements.				
Gathers pertinent information by systematic questioning and discussions.				
Informs and involves clients in the intake/assessment process.				
Provides information to clients regarding their rights and responsibilities, including limits to confidentiality.				
Follows agency policies and procedures.				

Comments:



Field Instructor Guide – Bachelor of Social Work Program

Appendix IV - BSW Field Education Student Evaluation Form, continued

PLANNING INTERVENTIONS	needs work	satis- factory	well done	NA
States clearly the nature of the clients' problem or need being addressed.				
Identifies potential interventions appropriate to clients' problem.				
Elicits the clients' point of view, suggestions and consent, about the proposed interventions.				
Selects from a universe of potential interventions, the intervention that will most likely alleviate the clients' problem/need.				

Comments:

DELIVERING SERVICES	needs work	satis- factory	well done	NA
Explains the intervention plan to relevant stakeholders involved in the intervention delivery.				
Documents various steps in the intervention plan.				
Implements the intervention according to the established plan.				
Promotes self-determination of client.				
Assesses and adjust process of intervention.				
Brings intervention process to a conclusion.				

Comments:



Field Instructor Guide – Bachelor of Social Work Program

Appendix IV - BSW Field Education Student Evaluation Form continued

IMPROVING POLICIES AND PRACTICES	needs work	satis- factory	well done	NA
Assesses adequacy of existing policies and practices in light of professional standards.				
Determines the change necessary for improving practices and policies.				
Advocates for system change.				
Works with existing and emerging community organizations.				

Comments:

ENGAGING IN REFLECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT	needs work	satis- factory	well done	NA
Reflects and evaluates practice and develops a plan for professional development.				
Participates in professional development activities, enhancing the professional development of others.				
Uses supervision to enhance practice.				

Comments:



Appendix IV - BSW Field Education Student Evaluation Form continued

1. **What do you consider to be the major strengths of this student?**

2. **Any suggested areas for growth or further improvement?** (e.g. Are there suggestions you could make to this student that would help them become more job-ready?)

Field Instructor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Thank you very much for mentoring this student and for completing this evaluation.