



SCHOOL OF SOCIAL WORK



BSW Field Education Manual

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Welcome to BSW Field Practica

Field education provides students with opportunities to apply the theories, models, approaches, knowledge and skills learned in class to real situations.

- The BSW Field Education Manual is a guide to students, field instructors, agency mentors, agency coordinators, field setting personnel, and faculty. It supplements the Memorial University calendar and current curriculum, and contains policies and procedures governing the field experience;
- This manual provides guidance in relation to both placements in BSW 1st & 2nd degree programs, unless otherwise specified;
- The material in this manual was developed in consultation with students, field instructors, field setting personnel, and faculty. The former Social Work Field Instructors' Association of Newfoundland and Labrador deserves particular recognition for the contributions made to the ongoing support of field education;
- The Field Education team is committed to ensuring accessibility for people with disabilities. We welcome your feedback on the accessibility of the BSW Field Education Manual. Please let us know if you encounter any accessibility barriers with this document.

The School of Social Work thanks all field instructors, agency mentors and agency coordinators for their invaluable contributions to the BSW program.



Vision, Mission, and Values

The BSW Program reflects the Vision, Mission, and Values of the School of Social Work

Our Vision

Connecting people, improving lives and creating social change for a just and inclusive province and world, through innovative social work education, impactful research and community collaborations.

Our Mission

We prepare skilled and caring social work professionals to be critical thinkers and agents of positive change, through innovative social work education, impactful research and community collaborations. In all our work, we are committed to equity, diversity, inclusion, Indigeneity and anti-racism to achieve a more just and inclusive province and world.

Our Values

We uphold the core values outlined by the Canadian Association of Social Workers (2024):

- Respecting the Dignity and Worth of All People
- Promoting Social Justice
- Pursuing Truth and Reconciliation
- Valuing Human Relationships
- Preserving Integrity in Professional Practice
- Maintaining Privacy and Confidentiality
- Providing Competent Professional Services

As a School, we value:

- Equity, Diversity, Inclusion, Indigenization and Anti-Racism.
- Advocacy and Social Justice.
- Collaboration and Community Engagement.
- Shared commitment.
- Responsibility and Accountability.
- Respect, Trust and Compassion.
- Curiosity, Creativity, Critical Thinking and Innovation.

The mission of the School of Social Work is partially met through the undergraduate program that leads to a bachelor of social work degree. The aim of this program is to graduate generalist social workers who will be able to practice competently in rural and urban areas.

Glossary of Field Practicum Terms

Agency Coordinators: Individuals designated by agencies or organizations to represent field settings in all matters pertaining to field practica. Agency coordinators work in collaboration with field education coordinators in identifying potential field practica and field instructors, liaising with program managers and other decision makers, and broadly overseeing field practica within the agency or organization.

Agency Mentors: Individuals designated by agencies or organizations to work collaboratively with school-based field instructors to supervise and guide students where there is no agency-based field instructor. Agency mentors provide day-to-day supervision and guidance, assign learning activities, and collaborate in evaluating student learning, and are required to be available, involved, and co-coordinate, with school-based field instructors, the total field experience for students.

BSW Field Education Manual: On-line information and policy guidelines regarding field education.

BSW Field Practicum Courses: **SCWK 3300** is the **first** BSW field practicum; **SCWK 4302 with Integrative Seminars** is the **second** BSW field practicum. Both practica include 350 hours of field education with social work practice opportunities and field instruction. Students are required to register for the field practicum courses as they would any other course in the BSW program.

Field Education: A component of the social work curriculum which includes all courses related to field practice.

Field Education Coordinators: Memorial University School of Social Work Academic Staff Members responsible for the overall planning, development, matching, coordination, administration, management, and evaluation of field education. Field Education Coordinators also serve the Field Liaison role and are responsible for coordination and collaboration with field instructors, agency mentors, agency coordinators, and students, and for providing linkages between field settings and the School.

Field Instruction: Educational supervision provided to students by field instructors. Field instruction may involve a combination of individual and group supervision by agency-based field instructors or school-based field instructors in collaboration with agency mentors.

Field Instructors: Social workers who meet the field instructor selection criteria (BSW or MSW plus a minimum of 2 years post-degree social work employment) may be employees of field settings (agency-based field instructors) or School faculty member, per course instructor, or field education coordinator (school-based field instructors). They must be **registered and in good standing** with NLCSW or other social work regulatory body as required. Field instructors have primary responsibility for field assignments, educational supervision, and evaluation of students, and are required to be available to coordinate and oversee the student's total field experience.

Field Liaison: A Field Education Coordinator of the School of Social Work who acts as the primary link between the student, field instructor, and agency mentor for the purposes of monitoring and supporting the field practicum. Refer to section 2.2.1 A for more information.

Field Practica: An applied form of teaching and learning in which students have the opportunity to experience themselves as developing professional social workers in a supervised practice setting.

Field Practice: Social work practice learning opportunities provided in field practica.

Field Settings: Programs, departments, agencies, or organizations which meet the agency affiliation criteria and host students in field practica. Field settings provide supervised field practice opportunities for the student.

IPT (Intern Placement Tracking): A database that allows students, field instructors, and field education coordinators (liaisons) to efficiently and effectively complete administrative tasks relating to field education. This includes keeping relevant practicum and contact information up-to-date, and accessing and completing forms online.

Service User (client): “A person, family or group of persons, incorporated body, association, or community on whose behalf a social worker provides or agrees to provide a service or to whom a social worker is legally obliged to provide a service” ([CASW Code of Ethics 2024 \(FAQ, 2023\)](#)).

Students: Individuals currently enrolled in the BSW program of the Memorial University School of Social Work.

Forms and Resources

The field education component of the BSW program requires students, field instructors, and agency mentors to become familiar with and utilize a number of forms and resources prior to, during, and at the end of practicum. Please read this entire BSW Field Education Manual for additional information on the forms and resources and how to use them throughout the practicum.

Resources, Forms, and Templates can be found at:

SCWK 3300 (first practicum): [Students](#)
[Field Instructors/Agency Mentors](#)

SCWK 4302 (second practicum): [Students](#)
[Field Instructors/Agency Mentors](#)

SCWK 3300 (first practicum)	SCWK 4302 (second practicum)
In the winter semester preceding the first practicum, students will complete: • BSW Student Application for Field Practicum (in IPT) • BSW Student Brief Resume (in IPT) • Student – School BSW Field Practicum Agreement	In the fall semester preceding the second practicum, students will complete: • BSW Student Application for Field Practicum (in IPT) • BSW Student Brief Resume (in IPT) • Student – School BSW Field Practicum Agreement
Before the practicum starts: • Checklist for students • Checklist for field instructors/agency mentors • BSW Field Education Manual • Online orientation for Students • Online orientation for Field Instructors/Agency Mentors These resources will help you prepare for and get the most out of the field practicum experience.	Before the practicum starts: • Checklist for students • Checklist for field instructors/agency mentors • BSW Field Education Manual • Online orientation for Students • Online orientation for Field Instructors/Agency Mentors These resources will help you prepare for and get the most out of the field practicum experience.

SCWK 3300 (first practicum)	SCWK 4302 (second practicum)
When the practicum starts: - Initial Student Self-assessment - Learning Contract Development and Beginning of Practicum Critical Reflection Journal - Complete Learning Contract SCWK 3300 (in IPT) (within 15 days) During the practicum: - Daily log - Critical Reflection Journals - Timesheet in IPT - Student Midterm Self- assessment and Reflection - Midterm Evaluation (Learning Contract) at the six week mark (in IPT) - Student Final Self-assessment and Reflection - Final Evaluation (Learning Contract) at the end (in IPT)	When the practicum starts: - Initial Student Self-assessment - Learning Contract Development and Beginning of Practicum Critical Reflection Journal - Complete Learning Contract SCWK 4302 (in IPT) (within 15 days) During the practicum: - Daily log - Critical Reflection Journals - Timesheet in IPT - Student Midterm Self-assessment and Reflection - Midterm Evaluation (Learning Contract) at the six week mark (in IPT) - Student Final Self-assessment and Reflection - Final Evaluation (Learning Contract) at the end (in IPT)
After the final evaluation: - Student Evaluation of Field Practicum (in IPT) - Field Instructor/Agency Mentor Evaluation of Field Practicum (in IPT)	After the final evaluation: - Student Evaluation of Field Practicum (in IPT) - Field Instructor/Agency Mentor Evaluation of Field Practicum (in IPT)

Students, field instructors, and agency mentors are also encouraged to become familiar with policies and procedures for students including:

- [BSW Programs Suitability for the Profession Policy and Procedures](#)
- [Social Media Policy and Guidelines for Social Work Students](#)
- Memorial's Sexual Harassment [Policy](#) and [Procedures](#)
- Memorial's [Student Code of Conduct](#)



Seven Reasons to Host a Social Work Field Practicum

- The field education of students is stimulating and enriching for students, field setting staff, and service users.
- Work assigned to students' helps field settings meet their goals and meets students' learning objectives.
- Most human service agencies have a strong commitment to the education and development of future social workers. As well as helping to increase the number and quality of professional social workers, many agencies also find that hosting field practica for students facilitates screening, orientation, training, and evaluation of potential job applicants with a minimal investment in personnel costs.
- Those field settings that cannot offer employment opportunities help to provide a pool of social workers in the community who are knowledgeable about the agency's services, thereby increasing their visibility in the community.
- Staff may enjoy teaching and want to provide field instruction.
- Staff may discover that their own practice, theoretical knowledge, and skills are sharpened as they discuss and model various aspects of social work practice.
- Working with students can expose field setting staff to new developments in and ideas about social work values, knowledge, and skills.



1. Field Education Program

1.1 BSW Program Overview

The School provides social work education **emphasizing critical thinking and professional competence, and prepares graduates to promote social justice**. The diverse needs encountered in social work practice are addressed within a variety of courses and by providing field practica with a range of populations and fields of practice.

Two undergraduate social work programs are offered: a four year first degree BSW program, and a two year second degree BSW program.

The BSW curriculum emphasizes professional education. Students study the research process, administration in social work organizations, and theory and methods related to social work practice with individuals, families, groups, and communities. Students choose elective courses to deepen their knowledge in relation to specific fields of practice.

The program regulations and course sequence for both programs can be viewed at:

[Bachelor of Social Work \(as a first degree\)](#)
[Bachelor of Social Work \(as a second degree\)](#)

1.2 Purposes and Objectives of Field Education

- Field education is the component of the curriculum in which students achieve **an understanding of the relevance of theory to practice and begin to develop competence in using their values, knowledge and skills with individuals, families, groups, and communities**, including relationship-building, assessment, and intervention.
- **BSW field practica are designed to serve as an educational, rather than a training, experience**. Using an adult learning approach, field education provides students with opportunities to apply theoretical knowledge to practice situations with individuals, families, groups, organizations, and communities. **Students are expected to further develop professional values, professional identity, and skills in the art of helping.**
- **Professional socialization** is a primary focus of field education. Students develop a professional self-concept by becoming accepted into a professional group and conforming to expectations held of all members. **Field instruction assists students in making the transition from active learners to professional social workers who participate in continuing professional education.**
- The BSW field program is designed to ensure that **field practica meet the Canadian Association for Social Work Education (CASWE) Standards for Accreditation**.

For more information on the CASWE, check out the [CASWE website](#)

1.3 The Integration Model for Field Instruction

The Integration Model for Field Instruction brings together the various components of field practice, specifically, students, faculty, field education coordinators, the school, field instructors, agency mentors, service users, agencies, communities, and society. Each has a role in achieving the overall goal of developing competent social workers through:

- extensive exposure to a variety of social work practice situations,
- critical self-examination of student performance,
- integration of practice theory, knowledge and skills,
- evaluation of outcomes,
- heightened awareness of professional and personal values.

Within this model, the **educational purpose of field instruction is primary!** Field instruction is an applied form of teaching and learning in which students have opportunities to experience themselves as developing professional social workers in a supervised practice setting. **Students, faculty, agency mentors, and field instructors share responsibility for the learning experience.**

**BSW Field Practica require students to make a full-time
commitment to their education!**

1.4 Organizing Principles

The principles underlying the organization of field education in the School of Social Work are derived from the mission of the school, which emphasizes education promoting social justice and addressing the needs of people and communities at local and global levels. The objectives of the undergraduate program, which reflect the need for generically based skills, influence the design of the field experience. A number of basic principles impact the organization of field education in both the first and second practica.

- The School of Social Work requires two block field practica (350 hours, 4 days per week, over 11 to 13 weeks).
- Students are expected to participate in the practicum 4 days each week.
- Students are required to complete a course with each practica as per the program regulations.

1.5 Field Practicum Courses

SCWK 230A/B Field Practicum Preparation Seminars expose students to both theoretical and practical aspects of field education in general and the field practicum specifically prior to the first field practicum. The seminars will utilize a combination of lectures, guest speakers, panel discussions, and practical exercises to prepare students for their field practicum. This course will be evaluated as PAS or FAL based on attendance, participation, and assignments. In exceptional circumstances, components of this course may be offered outside of semester start and end dates and/or in an accelerated format. Students must attend and participate in the [Bachelor of Social Work Pledge of Professionalism Ceremony](#) following the completion of SCWK 230A/B.

SCWK 3300 Social Work Practicum 1 is a 350 hour supervised field experience that provides students with opportunities to apply social work principles, knowledge, theories and skills to work with clients and communities. The field experience is designed to develop: professional use of self, professional identity, a beginning ability to implement planned interventions with diverse populations and an appreciation for social justice activities.

SCWK 4302 Social Work Practicum 2 with Integrative Seminars is a 350 hour supervised field experience that includes seven two-hour seminars on practicum-related topics. Students are expected to apply social work values, knowledge, and skills demonstrating the capacity for independent practice at micro and macro levels. Emphasis is on critical analysis, strategies that impact social justice, and application of generalist social work skills required in a variety of social work roles.

Check out course descriptions here:

[Bachelor of Social Work Calendar Course Descriptions](#)

1.6 Expectations of Students in Field Practica

Outcome 1: Field Setting and Community Context (SCWK 3300)	Outcome 1: Field Setting and Community Context (SCWK 4302)
By the end of the first practicum (SCWK 3300) students are expected to:	By the end of the second practicum (SCWK 4302) students are expected to:
demonstrate an understanding of how the field setting functions formally and informally, and use this knowledge appropriately in terms of achieving both service user and field setting goals.	- demonstrate familiarity with the structure, policies, and services of the field setting, its collateral resources, and the community or segment thereof. - make accurate representations both internally and externally regarding the

Outcome 1: Field Setting and Community Context (SCWK 3300)	Outcome 1: Field Setting and Community Context (SCWK 4302)
• articulate the role of the field setting in relation to other community resources, and make a beginning effort to analyse field setting needs, programs, activities, and services. • demonstrate understanding of the specific needs and concerns of service users served by the field setting and be able to advocate on behalf of service users at micro and macro levels of social work practice.	field setting's services and service users and community needs. • utilize the skill of advocacy at a micro and/or macro level of practice on behalf of all service user groups. • analyse and contribute to field setting team work. • evaluate field setting needs, programs, activities, and services, and demonstrate an understanding of how to effect positive change.

Outcome 2: Teaching and Learning Context (SCWK 3300)	Outcome 2: Teaching and Learning Context (SCWK 4302)
By the end of the first practicum (SCWK 3300) students are expected to:	By the end of the second practicum (SCWK 4302) students are expected to:
• transition from the traditional student role to functioning as an adult learner, demonstrating an increased capacity for independent learning. • participate actively in field instruction sessions. • demonstrate progression in and transfer of learning from one situation to another. • reflect on their ability to assess service user situations and describe accurately and clearly the interaction, both content and process, between themselves and service users in their recordings.	• plan field instruction sessions as a consultative process. • reflect on competency and efficiency in prioritizing, analysing, and evaluating actions taken or planned in recordings. • participate in field instruction discussions, reflecting critical thinking and social work values, knowledge, and skills. • demonstrate ability to function effectively as a professional social worker, recognizing the need for continuing education.

Outcome 3: Theory and Knowledge (SCWK 3300)	Outcome 3: Theory and Knowledge (SCWK 4302)
By the end of the first practicum (SCWK 3300) students are expected to:	By the end of the second practicum (SCWK 4302) students are expected to:
• understand and begin to articulate theoretical concepts as they relate to social work practice. • internalize social work knowledge and practice skills at a beginning level. • begin to identify gaps in their knowledge, seek new information, and transfer learning from one situation to another. • carry out planned interventions with individuals, families, groups, organizations, or committees using appropriate communication and interviewing skills. • demonstrate the ability to develop mutually respectful working relationships with service users and collateral resources within a practice context that is ethically sensitive and committed to the principles of social justice.	• clearly articulate their understanding of relevant theory from various sources and demonstrate the integration of this knowledge in their practice. • critique and analyse specific theoretical concepts and approaches to practice. • consolidate the level of skill development achieved in the first field practicum and demonstrate practice competency with a more diverse population. • work with a variety of social problems of varying degrees of complexity and demonstrate the use of several intervention strategies.

Outcome 4: Self-Awareness (SCWK 3300)	Outcome 4: Self-Awareness (SCWK 4302)
By the end of the first practicum (SCWK 3300) students are expected to:	By the end of the second practicum (SCWK 4302) students are expected to:
• be aware of and able to analyse their relationships with all significant others encountered during the field practicum. • be appropriately motivated and demonstrate suitability to represent and effectively participate in the profession of social work.	• demonstrate consolidation of their work in the area of self-awareness (continued from the first practicum). • demonstrate confidence in their identity as professional social workers.

Outcome 5: Professional Context (SCWK 3300)	Outcome 5: Professional Context (SCWK 4302)
By the end of the first practicum (SCWK 3300) students are expected to:	By the end of the second practicum (SCWK 4302) students are expected to:
• begin to transition from demonstrating an intellectual understanding of social work to demonstrating their personal commitment to social work practice. • demonstrate a beginning understanding of the Code of Ethics. • identify with issues and concerns of the profession.	• demonstrate confidence in their own identity within a professional context. • clearly distinguish the difference in role orientation and activities between social work and other disciplines.
More information on the CASW Code of Ethics can be located at the CASW website	

2. Structure and Process of Field Education

2.1 Administrative Structure

Field practica are administered through Field Education Coordinators, who are responsible to the Dean of the School of Social Work, for the overall organization and policies of field education, both educationally and administratively. Field Education Coordinators are members of the Undergraduate Studies Committee, the Field Education Subcommittee, and Academic Council of the School of Social Work.

2.2 Roles and Responsibilities of Key Persons in Field Education

Field education is a co-operative effort between Memorial University and the professional social work community, primarily in Newfoundland and Labrador, to provide students with the opportunity to integrate classroom learning in practice situations. The School of Social Work may support practica outside of the province, both nationally and internationally (second practicum only) subject to School resources, student's area of interest, and available practicum options in the geographic location.

2.2.1 Field Education Coordinators

Field Education Coordinators are **responsible for the overall planning, development, co-ordination, administration and management of field practica** for the BSW program.

Specifically, Field Education Coordinators are responsible for:

- developing practica and making the necessary administrative arrangements with the field settings, including the negotiations with agency coordinators, agency or faculty field instructors, and agency mentors;
- informing field personnel of the administrative procedures and policies of the School;
- monitoring all evaluative processes and procedures concerning field education;
- serving as field liaison (see Section 2.2.1 A);
- planning, coordinating, and evaluating workshops, training, and conferences for field instructors and agency mentors;
- promoting communication between the school and field settings (see below);
- sharing with students the opportunities and expectations of field practica, coordinating field practicum applications, and matching students with field settings;
- working with community representatives and field liaisons to develop field practicum sites;
- reviewing learning contracts/evaluations of each student in field and recommendations regarding final grade;
- submitting final field practicum grades for students, as required by the university regulations.

A. Coordination and Linkage

Communicates with agency-based field instructors and agency mentors, individually or collectively, in a particular locale or related group of field settings (i.e., hospitals);

Acts as an information liaison, communicating field setting needs to the School of Social Work:

Collaborates and consults with field instructors, agency mentors, students, and others as required.

B. Field Liaison responsibilities:

The Field Liaison is the first point of contact at the School of Social Work for assigned students, field instructors and agency mentors in relation to the student's practicum.

The Field Liaison:

- Provides a **minimum of three opportunities for consultation and collaboration per semester** (beginning, middle and end of field practicum);
- **Initiates consultation with the field instructor, and/or agency mentor/agency coordinator regarding any concerns** arising from the learning contract, mid-term evaluation, final evaluation, and/or the student's evaluation of the field practicum/field instructor/agency;
- **Is available at the request of the field instructor and/or agency mentor, and student for consultation** on field education matters, including mediation between the student and field instructor or other field setting personnel, and consultation regarding student appeals; and
- **Maintains close contact with the field instructor and/or agency mentor when students are identified as "at-risk for failure"**, participates in a review of the situation and develops a written plan outlining specific objectives to be met by field instructor and/or agency mentor, and students in order for students to successfully complete the field practicum. Plans are documented and signed by students, field instructors, agency mentors, and approved by a field education coordinator.



2.2.2 Field Instructors

In consultation with the agency coordinators or agency mentors, **field instructors facilitate optimum learning experiences for students**. This role is usually filled by social workers who are employees of the field agency. When there are no social workers available on site, faculty, staff, or per-course instructors from the School may provide field instruction. This is often referred to as '**off-site field instruction**'.

Field instructors:

- **assume a major teaching role with students** in the integration of theory and practice in the field and facilitate student learning through introduction of new theories, knowledge, and research developments relevant to social work practice in the field setting;
- have primary responsibility in the **selection of cases, groups, and other activities to provide appropriate learning experiences for students** (in consultation with agency coordinators or agency mentors, where appropriate);
- meet on a regular basis with agency coordinators or agency mentors to discuss student progress and the practicum in general;
- arrange for regular planned field instruction sessions with students. **A minimum of 1 hour per week per student is expected**, whether in individual or group sessions. **If offering group field instruction sessions, it is expected that individual field instruction sessions will be made available on a regular basis** (some field instructors offer alternating weeks of individual and group field instruction);
- **evaluate each student** in keeping with the evaluation procedures specified in this manual;
- assist students in accounting for activities while in the practicum **through the review of self-assessments, case records, daily logs, critical reflection journals, and other requirements** ;
- **ensure students are tracking their practicum and field instruction hours on the Time Sheet and Field Instruction Record in IPT**;
- **consult with the field liaison** on a regular basis, and provide feedback on the use of the agency as a field setting;
- Complete the **Field Instructor/Agency Mentor Evaluation of Field**.
- **are responsible for retaining copies of all practicum requirement documents until at least 6 weeks after the end of the semester in which the field practicum is completed, at which time the field instructors shall destroy their copies.**

Please refer to [BSW Field Practicum Checklist for Field Instructors](#)

2.2.3 Agency Coordinators

Agency coordinators **represent the field agency/setting in reference to field education**. Their principal role is to facilitate learning opportunities for students within the policy guidelines of the field setting.



The agency coordinator tasks include:

- ongoing recruitment, retention, and development of field practica opportunities within their agency;
- facilitating the growth and development of students through ensuring student access to field setting and community resources;
- meeting with field liaisons and/or field education coordinators to discuss field practica and field education, and to address student, field education coordinator, field instructor, agency supervisor, or field setting concerns;
- completing and submitting **Agency /School Field Practicum Agreements** and **Information Sharing Agreements**.

Some agency-based field instructors play a dual role, assuming responsibilities for both field instruction and agency coordination.

2.2.4 Agency Mentors

Agency mentors are individuals designated by agencies or organizations to work collaboratively with school-based (off-site) field instructors to supervise and guide students **where there is no agency-based field instructor**.

Agency mentor tasks include:

- liaising between school-based field instructors and students within the field setting, sharing information on policy and procedures, and arranging meetings with key agency personnel;
- providing day-to-day supervision and guidance;
- assigning appropriate learning experiences for students, including selection of service users, projects, and other experiences;
- monitoring student progress throughout the duration of the field practicum and collaborating with the school-based field instructor in evaluating student learning;
- meeting with school-based field instructors on a regularly planned basis to discuss student learning opportunities, performance, and concerns;
- facilitating the growth and development of students through ensuring student access to field setting and community resources;
- completing the **Field Instructor/Agency Mentor Evaluation of Field**.

The School of Social Work requires a minimum of 180 BSW and 45 MSW Field Practica each year

2.2.5 Students

All BSW Students Are Expected To Be Active Participants in Their Learning. Students – please refer to the [BSW Field Practicum Checklist for Students](#) for more information on practicum preparation and requirements.

Prior to beginning BSW field practica, students will:

- **read this BSW Field Education Manual and fulfill all requirements and guidelines in the manual. Review the BSW Field Orientation for the applicable practicum.** The above resources are available via the [BSW Field Education](#) page on the School's website;
- complete the **BSW Student Application for Field Practicum** and the **Student Brief Resume** in IPT. Students will be advised when these documents are due;
- indicate on the **BSW Student Application for Field Practicum** of any **need for accommodation(s)**. Failure to do so may delay student start date or impact feasibility of completing assigned practicum;
- prepare for and participate in a meeting with a field education coordinator to discuss learning goals and field practicum opportunities and preferences;
- prepare for and participate in interviews with potential field instructors/agency mentors, agency coordinators, and/or human resources personal (in-person where feasible or via telephone or other technology);
- **complete all required checks** (i.e., criminal records, vulnerable sector, child welfare, health, references) prior to deadline. Failure to do so will delay student start date and may impact feasibility of completing assigned practicum;
- where appropriate, obtain and complete pre-practicum reading and other activities or assignments;

During the BSW field practicum, students will:

- participate in all required field setting orientations;
- review, refer to, and follow the guidelines in the [BSW Field Education Manual](#);
- maintain a daily log/planner of practicum activities and use of time;

- Update Practicum Time sheet and Field Instruction record on a weekly basis in IPT;
- complete and submit to the field instructor/agency mentor the **Initial Student Self-assessment** prior to your first field instruction session. This information should be used to inform and customize the Learning Contract (for SCWK 3300 or SCWK 4302) to reflect your unique learning goals;
- attend the field practicum setting for the **required 350 hours - 4 days per week** for **11 to 13 weeks**. Students are expected to determine their practicum schedule in consultation with their field instructor/agency mentor;
- carry out field setting responsibilities, comply with field setting policies, preserve confidentiality, provide written reports and records, and otherwise meet standards as outlined in the **CASW Code of Ethics (2024)**;
- complete and submit to the field instructor the **Student Midterm Self-assessment and Reflection** at least **one week in advance** of the midterm evaluation meeting;
- complete and submit to the field instructor the **Student Final Self-assessment and Reflection** at least **one week in advance** of the final evaluation meeting;
- complete and submit Critical Reflection Journals to the field instructor as per the Significant Dates schedule for the practicum;
- complete and submit the **Student Evaluation of Field Practicum** at the end of the semester. The **Student Evaluation of the Field Practicum** form is confidential. It is not accessible to the field instructor – field instructors cannot see the students' comments. This information can be accessed by the field liaison through the IPT system. The student is encouraged to share feedback with the field instructor regarding their practicum experience however we recognize that not all students may be comfortable doing so. **Please refer to the Student Evaluation of Field Practicum form for more information on submission and how the information will be used.** Your feedback will assist the School in assessing and improving practicum opportunities in a particular field agency/setting or community.

The School depends on the cooperation of community agencies external to the University to provide field practica and instruction to its students. Many of these agencies have a range of requirements (i.e., Criminal Record, Vulnerable Sector, Child Protection, Health Check, and/or Professional References) which must be completed **BEFORE** starting the practicum. Students unable to meet the agency's requirements may be delayed in their program or prevented from completing their program of study. Students are required to complete and update these requirements in a timely fashion and at their own expense. The procedures of any given agency may change from time to time and are beyond the control of the University.

2.3 School of Social Work Responsibilities

The School of Social Work shall ensure that:

- field education coordinators are assigned to oversee all matters related to the establishment and maintenance of field education and field practica;
- students are assigned to specific field settings by a field education coordinator, in consultation with the agency coordinators and field instructors;
- screening interviews occur between field instructors and students, whenever possible;
- final confirmation of a student practica is the responsibility of the field education coordinators;
- a minimum of three consultations will occur between the field instructor and the field liaison regarding student progress each semester. Additional meetings will occur when requested by students, field instructors, agency mentors, agency coordinators, field liaisons, or field education coordinators;
- education and training sessions are made available to field instructors, agency mentors, and agency coordinators;
- social workers employed in active field settings are notified of School teaching/learning opportunities, seminars, and workshops;
- opportunities will be available for field instructors to receive feedback regarding their role and to provide feedback to the School; and
- Agency/School Field Practicum Agreements and Information Sharing Agreements are signed.



2.4 Standards for Selecting Field Instructors

Field Instructors must:

- possess a **BSW or MSW** degree (or degree deemed equivalent by CASW) from an accredited University;
- ideally have a minimum **two years** post-social work degree social work employment experience;
- be **registered and in good standing** with NLCSW or other social work regulatory body (if registration is required by legislation in the jurisdiction where the practicum is occurring);
- be committed to and apply the educational objectives of the BSW curriculum;
- **have control over workload** to the extent that sufficient time can be devoted to field instruction throughout the practicum period, including attendance at any field instruction training sessions or events;
- possess and demonstrate:
 - values, knowledge, skills, and ability to provide educational supervision and assist students in integrating social work values and knowledge with social work practice;
 - broad knowledge of the history, philosophy, purpose, structure, policies, and services of the field setting in which the student is placed;
 - **ability to provide field instruction** (educational supervision) and assist students to integrate social work values, knowledge, and skills into social work practice;

- willingness to accept and apply the educational objectives of the curriculum of the School of Social Work, attend school sponsored workshops, and **to prepare required reports and evaluations;**
- **the authority, or the capacity, to facilitate the major components of practicum**, including organization of the work environment, orientation period, and development of appropriate learning opportunities.

For information about the CASWE-ACFTS National

Social Work Field Instructors Course, please email scwkfield@mun.ca

2.5 Special Arrangements for BSW Field Practica

Students may complete BSW field practica in field settings requiring special arrangements (i.e., in field settings with no available qualified field instructors, in their workplace, paid practica). Final approval concerning field practica requiring special arrangements rests with the Field Education Coordinators (who review the requests, consult with appropriate parties, and inform students of decisions) and with the field settings (who make the final decision concerning the selection and placement of students within their respective organizations).

2.5.1 Completion of Field Practica in Field Settings Without Access to Qualified BSW Field Instructors

While it is preferable to have onsite field instruction, there also exist excellent learning opportunities within field settings where there are no qualified field instructors available. A student may complete only one of their BSW field practica with an off-site field instructor.

Qualified BSW field instructors are required to possess a BSW and/or an MSW, ideally with a minimum of two years post-degree social work employment experience. In a number of provinces, including NL, field instructors also are required (by provincial legislation) to be Registered Social Workers.

When the resources are available for the provision of offsite field instruction and the agency coordinator is in agreement, a Field Education Coordinator may place a student in a field setting where there are no qualified field instructors available. In such instances, the Field Team will ensure that an offsite field instructor is provided. Offsite field instructors are responsible for providing a minimum of 12 hours of field instruction, supervising and mentoring students, facilitating the integration of social work theory and practice, and for collaborating with the agency mentor in overseeing the completion of the learning contract, assigning learning opportunities, and evaluating student learning.

Where there are no qualified field instructors available and an offsite field instructor is assigned, the field setting designates a staff member (where possible, a social worker) as an agency mentor. Agency mentors are responsible for the mentoring and day to day supervision of students and for collaborating with offsite field instructors in overseeing the completion of the learning contract, assigning learning opportunities, and evaluating student learning.

2.5.2 Completion of a Field Practicum in a Student's Place of Work or Volunteer Setting

Students may complete a BSW field practicum in their place of employment or volunteer setting, if:

- the learning opportunities, activities, and responsibilities are congruent with the learning needs of the student;
- those learning opportunities, activities, and responsibilities neither constitute nor overlap with the student's activities, duties, and responsibilities as an employee or volunteer; and
- the proposed field instructor is not a direct supervisor or manager to whom the student normally reports as an employee or volunteer.

A workplace proposal may be required before practicum is approved in a student's place of work.

2.5.3 Paid Placement

Students completing a BSW practicum with the Government of NL are paid for the 350 required hours of the practicum, subject to current government policy. Other agencies or jurisdictions also may pay students for the 350 required hours of the practicum (or any portion thereof), subject to agency policies.

Students are permitted to complete only one paid placement.

The same process is used for matching students to paid and unpaid practica. Normally, students indicate their interest in completing a practicum in an agency offering paid placements on their **BSW Student Application for Field Practicum**.

Students are not guaranteed a paid placement. The Field Education Coordinators have no authority to assign students to a paid placement, as students are selected for their BSW field practica at the discretion of the field agency/setting. Neither the School of Social Work nor the Field Education Coordinators are involved in any aspects of the payment for field practica. Any negotiations or arrangements for payment, or the discussion thereof, rest with the field agency/setting and the student.

2.6 Expectations of Field Settings

2.6.1 Orientation to Field Setting

- The field setting shall ensure that, **prior to the students' arrival**, details related to times of work, dress code, work location, and travel cost reimbursement are communicated to students. Additionally, relevant staff members should be made aware of student placements.
- The field setting shall ensure that agency-based field instructors, agency mentors, or other field setting representatives are available **to meet with students immediately upon their arrival** at the field setting at the beginning of the field practicum.
- The field setting shall ensure, at the beginning of the practicum, **students are provided an orientation similar to that provided to salaried employees engaged in similar or related activities and services**. Such orientation shall include, at a minimum, the following information and activities:
 - manuals of agency/organizational policy and procedure, and reading materials related to field setting services;
 - lines of authority (organizational chart);
 - formal contact with significant collateral resource persons, both internal and external to the field setting;
 - opportunity to engage in agency visits (minimum of four);
 - tour of related field setting facilities.
- The field setting shall ensure that students are provided with an **orientation to those aspects of the field practicum unique to the student**. Such orientation shall include, at a minimum:
 - the student's degree of authority;
 - the anticipated learning tasks and related responsibilities of the student; and
 - the establishment of formal and regularly scheduled field instruction sessions between the field instructor and the student (at least 1 hours uninterrupted time per week).
 - Emergency protocols (fire, medical, violence)
- The field setting shall ensure that a **written Learning Contract (SCWK 3300 or SCWK 4302) is negotiated between the field instructor and the student**, which will be **finalized within the first 15 days of the practicum**. The learning contract shall include, at a minimum, the learning expectations of the student, the nature, quality and level of performance expectations of the student by the field instructor, and recording requirements. **2.6.2 (a) SCWK 3300 – Practicum 1**

2.6.2 (a) SCWK 3300 – Practicum 1

The field setting shall ensure that students are assigned an increasing level of complexity of learning tasks and direct practice activities that will provide entry into working with individuals, families, groups, organizations, and/or communities.

All students must complete learning tasks from Number 1 plus Number 2 or 3 below:

1. All Field settings

- make at least **one verbal presentation (minimum of 20 minutes per student)** to field setting staff / volunteers. Additional details on the presentation requirement are available in the online Student and Field Instructor Orientations for each practicum (SCWK 3300 and SCWK 4302);
- attend **staff meetings and in-service sessions** (where possible);
- complete a minimum of 4 agency visits (in person or virtual);
- complete recordings as outlined in Section 2.7.3 and Appendix 1.

2. Field settings engaged in work with individuals, families, groups:

- work with a minimum of **5 service users and/or participate in group work** (observer-participant role and /or preparation of group materials/proposals/literature);
- **engage in at least one project** (community development, policy analysis, research, program development, committee work). The project may also inform the basis of the student's verbal presentation referenced in #1;
- use interventions from the list of **Individuals/Families/Groups Interventions below**.

3. Field settings engaged in work related to organizations/communities/policies:

- engage in a **minimum of two activities** from **the list of Organizations/Communities/Policies Interventions below**.

Where possible, assignments of work with service users are expected to include: a **variety** of presenting problems, a **social work assessment** on each active service user, and opportunities for **social justice and anti-oppressive practice**. The School recognizes that the number of service users assigned to students will **vary between field settings**, reflecting field of practice and mission (i.e., crisis centers may well exceed the School's minimum requirements due to the short-term nature of the service user contact). Numbers may also vary in order to provide students experience in crisis, short, medium, and long-term interventions.

Interventions – SCWK 3300	
Individuals/Family/Groups	Organizations/Communities/Policies
• Screening • Intake • Assessment • Risk assessment • Referral • Advocacy • Resource coordination • Support counselling • Adjustment counselling • Employment counselling • Change-focused counselling • Psychoeducational interventions • Addictions counselling • Social skill development • Life skill development • Conflict resolution intervention • Family intervention • Parent education/support • Group work • Case management • Discharge planning	• Program or event planning, marketing, and implementation • Program or event evaluation • Group work • Team or committee or board work • Task force or advocacy group involvement • Coalition formulation and maintenance • Mezzo or macro level advocacy • Community analysis • Community organizing • Needs assessment • Leadership development • Staff development • Policy analysis, development, and management • Issue analysis • Organizational assessment and development • Networking • Social policy research • Financial resource development • Planned change techniques • Resource development • Public education/presentations

The field setting shall ensure that the **agency-based field instructors or agency mentors** address the provisions and expectations of the BSW Field Education Manual, including **the application of evaluative criteria**.



2.6.2 (b) SCWK 4302 – Practicum 2 with Integrative Seminars

The field setting shall ensure that students are assigned an increasing level of complexity of learning tasks and direct practice activities that will provide entry into working with at least two of the following service user systems: individuals, families, groups, organizations, communities.

All students must complete learning tasks from Number 1 plus Number 2 or 3 below:

1. All Field settings

- make **one verbal presentation** (minimum of 20 minutes per student) to field setting staff/volunteers. Additional details on the presentation requirement are available in the online Student and Field Instructor Orientations for each practicum (SCWK 3300 and SCWK 4302);
- attend **staff meetings and in-service sessions** (where possible);
- attend and participate in all 7 field integrative seminars;
- Complete a minimum of 4 agency visits (in person or virtual).

2. Field settings engaged in work with individuals, families, groups:

- work with a minimum of **7 service users and/or** participate in **group work** (observer-participant co-lead a group for at least 3 sessions and /or preparation of proposal/literature/group criteria);
- engage in **at least one project** (community development, policy analysis, research, program development, committee work). The project may also inform the basis of the student's verbal presentation referenced in #1;
- use interventions from the list of **Individuals/Families/Groups Interventions below.**

3. Field settings engaged in work related to organizations/communities/policies:

- engage in a **minimum of three activities** from the list of **Organizations/Communities/Policies Interventions below.**

Where possible, assignments of work with service users are expected to include: a **variety** of presenting problems, a **social work assessment** on each active service user, and opportunities for **social justice and anti-oppressive practice**. The School recognizes that the number of service users assigned to students will **vary between field settings**, reflecting field of practice and mission (i.e., crisis centers may well exceed the School's minimum requirements due to the short-term nature of the service user contact). Numbers may also vary in order to provide students experience in crisis, short, medium, and longer term interventions.

Interventions – SCWK 4302	
Individuals/Family/Groups	Organizations/Communities/Policies
• Screening • Intake • Assessment • Risk assessment • Referral • Advocacy • Resource coordination • Support counselling • Adjustment counselling • Employment counselling • Change-focused counselling • Psychoeducational interventions • Addictions counselling • Social skill development • Life skill development • Conflict resolution intervention • Family intervention • Parent education/support • Group work • Case management • Discharge planning	• Program or event planning, marketing, and implementation • Program or event evaluation • Group work • Team or committee or board work • Task force or advocacy group involvement • Coalition formulation and maintenance • Mezzo or macro level advocacy • Community analysis • Community organizing • Needs assessment • Leadership development • Staff development • Policy analysis, development, and management • Issue analysis • Organizational assessment and development • Networking • Social policy research • Financial resource development • Planned change techniques • Resource development • Public education/presentations

The field setting shall ensure that the agency-based field instructors or agency mentors address the provisions and expectations of the BSW Field Education sManual, including the application of evaluative criteria.

2.6.3 Physical Environment and Administration

1. The field setting shall provide the physical necessities, (i.e., desk, computer, telephone, stationery) and computer software (i.e., word processing) required by the student to effectively carry out learning tasks and related responsibilities while in field practicum.
2. The field setting shall **provide transportation** for the student where necessary, on the same basis as is provided for regular staff members who are engaged in similar or related activities and services. Where no such similar or related services are normally provided for staff of the field setting, the field setting shall do all within its means to provide financial support for students requiring transportation to effectively carry out assigned learning tasks.
3. The field setting shall ensure that the student's environment complies with life codes, and is similar to the working environment of salaried employees who are

engaged in similar or related activities and services. The field setting shall, to the best of its ability, **reduce the potential for exposing students to undue risk** in carrying out assigned learning tasks.

4. The field setting shall make provision for privacy when required by the student for service user interviewing purposes and for field instruction sessions.
5. The field setting shall have a written policy which clearly defines the limits of authority, (i.e., what the student can and cannot do without consultation with the field instructor or agency coordinator), in relation to learning tasks and responsibilities.

2.7 Practicum Requirements

The following are **minimum requirements for all students**. Depending on the learning needs of the student, a field instructor may recommend additional requirements (e.g. recordings) to be completed. All these requirements constitute field practicum course materials; highlight student development of professional social work values, knowledge, and skills; and are the property of the School of Social Work.

- **Students and field instructors are responsible for retaining copies of all these practicum requirement documents until at least 6 weeks** after the end of the semester in which the field practicum is completed, **at which time the field instructors shall destroy their copies.**
- **Student copies of practicum requirement documents containing confidential information must also be destroyed six weeks after the end of the field practicum.**
- **These practicum requirements are viewed by the field instructor/agency mentor only, except in exceptional circumstances, where the field education coordinator, in their field liaison role, will have access.**

All students in all field settings are required to complete and submit to their field instructor/ agency mentor:

- daily log or daily planner to record activities and use of time
- Timesheet & Field Instruction Record (completed in IPT)
- Critical Reflection journals as per Significant dates
- Student self-assessments
 - Initial Student Self-Assessment
 - Student Midterm Self-Assessment and Reflection
 - Student Final Self-Assessment and Reflection
- Agency documentation (field setting notes, files, reports as required)
- **SCWK 3300 only** - All students in all field settings are required to **complete at least 6 recordings** of service user work (see Section 2.2.2(a) and Appendix 1)

Daily Logs are recordings designed to assist students in tracking their activities on a daily basis. These logs are referenced in discussions with field instructors/agency mentors during field instruction.

The **daily log** outlines the **student's activities** and the hours allotted to the field practicum over the course of each day. There is no set format for a daily log, however, students often use an electronic or written diary, agenda, or calendar. Students can discuss preferred format for the daily log with their field instructor/agency mentor.

Timesheet & Field Instruction Record is recorded in **IPT** to help ensure attainment of practice objectives, a specific number of hours in practicum (minimum of 350 hours per practicum) and a certain amount of supervision hours (minimum of 12 hours for a 350 hour practicum) are required. Students are encouraged to record practicum and field instruction hours on this form on a daily basis throughout their practicum. Students and field instructors will have access to the Timesheet and Field Instruction record and will each sign off on the hours in conjunction with completing the student's midterm and final evaluation. Remember only actual practicum hours are entered.

Critical Reflection Journals are designed to:

- Serve as a tool to develop the agenda for field instruction sessions
 - Foster open communication with field instructor (and agency mentor)
 - Support ongoing reflection and monitoring of the learning contract and practicum requirements
 - Bridge theory and practice
 - Promote self-awareness, personal development, and professional identity formation
 - Strengthen critical thinking
 - Encourage reflection on the broader social, political, and cultural contexts that shape social work practice
 - Support ethical practice
- Students complete the [Critical Reflection Journals](#) as per the [Significant Dates document](#).
 - Students are **not** expected to answer every question each week. The questions are intended to draw attention to key aspects of the practicum experience, support learning contract outcomes, and guide reflective practice.
 - In consultation with their field instructor (and agency mentor), students **should vary the critical reflection questions they respond to**. This ensures that all learning contract outcomes are addressed throughout the practicum and that reflections align with the student's individual learning goals and the relevant learning opportunities emerging in the practicum setting.

- In the weeks that students have Integrative Seminar sessions, students can use the [Critical Reflection Journal template](#) to develop an agenda for field instruction. Students can discuss with their field instructors (and agency mentors) how much detail is required in the journal for these weeks. In the weeks students do not have Integrative Seminars, critical reflection journal content should be more robust.
- Students can choose to write their responses in bullet points or write brief paragraphs; followed by further verbal discussion with their field instructor (and agency mentor) during their field instruction session.

2.7.1. Student Self-Assessments

During the practicum, all students will be completing self-assessments at the beginning of the practicum, at the mid-term point, and at the end of the practicum.

Students can choose to write their responses in bullet points or write short paragraphs; followed by further verbal discussion with their field instructor (and agency mentor) during their field instruction session.

The templates for the self-assessments are found on the [Field Education website](#).

Initial Student Self-Assessment is submitted to the field instructor (and agency mentor) prior to the first field instruction session and is designed to:

- Enhance student self-awareness
- Identify strengths and areas for growth
- Promote autonomy and motivation
- Support the development of a strong working relationship between the student and field instructor (and agency mentor).
- Help students articulate their learning goals, which serve as the foundation for creating the Learning Contract.

Student Midterm Self-Assessment and Reflection is submitted to the field instructor (and agency mentor) one week prior to the mid-term evaluation meeting or a date agreed upon with the field instructor (and agency mentor) and provides students with the opportunity to:

- Review their learning contract, demonstrate their learning, and assess their progress toward achieving the identified learning outcomes in a proactive and self-directed manner.
- Identify strengths, areas for further growth, and any adjustments needed to their learning activities, as well as determine which areas require greater focus during the remaining practicum period.
- Reflect on the field instruction process and offer feedback to the field instructor, identifying ways to enhance the field instruction experience and

collaborate effectively to meet the learning outcomes outlined in the learning contract.

Student Final Self-Assessment and Reflection is submitted to the field instructor (and agency mentor) one week prior to the final evaluation meeting or a date agreed upon with the field instructor (and agency mentor) and provides students with the opportunity to:

- Review their learning contract, demonstrate and reflect on their learning, and assess their progress toward achieving the identified learning outcomes in a self-directed manner.
- Reflect on their emerging professional identity, identifying strengths and areas for continued professional growth.
- Reflect on their overall practicum experience and support a sense of closure to the field practicum.

2.7.2. Agency Documentation, which may be required by field settings, is placed on service user or other agency/organization files, and follows the agency's stipulated format.

- agency documentation is the **property of the field setting**.
- agency documentation focuses on the **delivery of service** and tends to be written in a **summary style** (other types of recordings focus more on highlighting and enhancing student development).
- **agency documentation must be read and signed by field instructors/agency mentors** for legal purposes.
- review by field instructors/agency mentors assists students in developing a professional social work writing style appropriate for agency/organization records and other written communication (i.e., reports, letters, memos, minutes).
- **whether or not required** by the field setting, students may include **a limited number** of field setting recordings in their required 6 recordings (SCWK 3300 only). Some agency recording may require supplementation to fulfill the learning requirements of practica.

2.7.3. Recordings (SCWK 3300 Only)

- Recording constitutes one of the most useful tools in facilitating effective learning for both the student and the field instructor. **The student is required to prepare all recording as requested by the field instructor.**

NLCSW has developed practice standards for social workers including Standards for Social Work Recording (2014). You can read more [here](#).

- All students in all field settings are required to **complete at least 6 recordings** of service user work for evaluation by the field instructor/agency mentor, including a combination of recordings at least no more than 3 different types, chosen from the list below. A description of the student recordings can be found in Appendix 1.
 - agency documentation with additional written analysis
 - audio recordings
 - community assessments
 - critical analysis of meetings
 - event planning and coordination
 - group work recordings
 - observation and critical analysis of interventions
 - process recordings
 - program or project recordings
 - reflections on direct observations
 - summary recordings
 - video recordings

2.8 The Learning Contract

The **Learning Contract** (SCWK 3300 or SCWK 4302) is a written plan for field practicum agreed upon by field instructor and student. It is designed to:

- guide student activities and focus discussion in field instruction sessions;
- specify the **responsibilities of the student and the field instructor**;
- assist in the formulation of the **individualized student evaluation plan**;
- ensure that students have appropriate opportunities to learn and demonstrate **social work values, knowledge, and skills** in each of the evaluation criteria identified in the **five outcome areas**.

The learning contract is to be **completed in IPT and signed by the student and field instructor/agency mentor (using electronic signatures) within the first fifteen days** of the practicum. It is crucial to **review** the learning contract at the **two evaluation points**. It may be revised as the need arises.

2.8.1 Developing the Learning Contract

The **Learning Contract** (SCWK 3300 or SCWK 4302) provides students with stated goals/objectives in **five outcome areas**, which:

- reflect a comprehensive array of social work values, knowledge, and skills **students are expected to achieve** when in practicum settings;
- **represent minimum requirements for both practica;**
- reflect the expectation that **the second practicum will build on knowledge already obtained in the first field experience as evidenced by an advanced level of knowledge and skill;**

For each of the five learning outcomes students, in consultation with their field instructor/agency mentor, must develop:

- a minimum of two Learning Activities

For each of the five learning outcomes students, in consultation with their field instructor/agency mentor, must develop:

- a minimum of one Individualized Learning Objective (ILO)
- a minimum of two Additional Learning Activities

This means that each outcome will have items added to the learning contract. These added learning activities represent how the student will action the core learning objectives and their ILOs. Learning contracts are individualized to reflect the diversity of practicum settings and to meet the unique learning needs of students.

A tool that has been developed to assist students in finalizing and individualizing the learning contract is the [Learning Contract Development and Beginning of Practicum Critical Reflection Journal](#). **The learning contract forms the basis for midterm and final evaluations.**



2.9 Evaluation

Evaluation is an ongoing process and is intended to highlight the strengths, challenges, and learning needs of students.

The assessment of educational needs and progress of each student must be formally documented at the mid-term point and the end of the field practicum. Field practicum evaluation processes are focused on student learning, and **need to facilitate efforts to integrate theory and practice and to promote professional growth and development.**

- **Students, field instructors, agency mentors, or agency coordinators** are expected to **contact the assigned field liaison immediately if serious questions or reservations exist** as to the appropriateness of a particular student or practicum. Contact with the liaison can help sort out any potential issues early in the term.
- **Field instructors, agency mentors, or agency coordinators** are expected to **contact the assigned field liaison for clarification or assistance** about any potential **problems or concerns** related to field practica, particularly student performance or suitability.
- **Students will regularly provide feedback to field instructors/agency mentors** through recordings, open discussion, and weekly field instruction sessions.
- **All evaluation reports** and any other documents submitted by field instructors/agency mentors to field education coordinators is recorded in IPT and become part of the **student's university file.**
- **Grading** information (pass, fail, incomplete) is included in instructions accompanying the evaluation forms. **Field instructors/agency mentors only make recommendations - field education coordinators**, with the approval of the Dean, **assign the final grade** for the field practicum. Grades are available to students through the Office of the Registrar.

2.9.1 Evaluation Criteria

1. Evaluation Forms

- The **BSW Learning Contracts** (including Midterm Evaluation and Final Evaluation) for **SCWK 3300 or SCWK 4302** **clearly outline evaluation criteria.** All learning contracts contain the **same five outcomes and requisite objectives:** field setting and community, teaching and learning, self-awareness, theory and knowledge, professional development and social work practice.
- Students are expected **to perform at a satisfactory level** and **meet the minimum requirements** in order to successfully complete the field practicum. This means students must achieve **Meets Expectations (ME)** on all outcomes and objectives on the final evaluation for SCWK 3300 or SCWK 4302.

2. Suitability to the Profession

- In addition to the evaluation forms, the School of Social Work has adopted for use, both in the classroom and in field [Suitability for the Profession Policy and Procedures](#).

Suitability criteria will be applied by field instructors/agency mentors in determining if students possess the **characteristics** necessary to be considered **suitable for the profession of social work**.

- Concerns about suitability will be **discussed with the student**. A **signed, written summary of any discussions** shall be kept by **students and field instructors/agency mentors**.
- If, after a reasonable length of time and discussion, the **student has not adequately addressed the concerns**, field instructors/agency mentors will notify the **field liaison**. The field liaison (normally a field education coordinator) will consult with the field education team, who will determine whether to proceed with either informal or formal resolution.
- **Informal resolution processes will be managed by the field education coordinator** in consultation with field instructors/agency mentors, and relevant field setting staff.
- **Formal resolution processes** will adhere to **procedures** outlined in the [Suitability for the Profession Policy and Procedures](#).

2.9.2 Role of Students in Evaluation

Students are expected to:

- Complete self-assessments
- **actively and collaboratively participate** in the evaluation process;
- **critically and candidly examine their performance and suitability** through ongoing discussions with field instructors/agency mentors throughout the field practicum and during formal evaluations;
- **read and comply** with criteria for suitability as outlined in the [Suitability for the Profession Policy and Procedures](#);
- read and follow instructions for evaluations.

2.9.3 Role of Field Instructors/ Agency Mentors in Evaluation

Field instructors/agency mentors are responsible for co-creating a productive learning environment which, in turn, enables evaluation of student performance and suitability. It is essential that all evaluations **reflect clearly, frankly, critically, and in detail** all aspects of **student performance**. Field instructor/agency supervisor comments will be used to guide the development of subsequent field practica and may provide the basis for future references for potential employers.

Effective evaluation is more likely to occur when:

- adequate student learning and experiential opportunities are provided;
- weekly field instruction sessions occur with students (preferably in 1 hour block);
- regular and ongoing feedback is provided by field instructors/agency mentors on student performance and suitability;
- field education coordinators assigned the field liaison role are contacted by students, agency coordinators, or field instructors/agency mentors immediately upon identifying serious questions or reservations as to the appropriateness of a particular student or field practicum;
- field liaisons or field education coordinators are consulted by field instructors/agency mentors if clarification or assistance is required about any aspects of the practicum causing concern or problems, particularly regarding student performance or suitability;
- adequate feedback has been provided by students to field instructors/agency mentors on an ongoing basis through recordings, open discussion, and weekly field instruction sessions.
- field instructors integrate relevant content from the student's self-assessments into the mid-term and final evaluations.

Field education coordinators are available to assist students, field instructors, agency mentors, and agency coordinators with questions about the evaluation process.

2.9.4 Evaluations to be Completed

1. Midterm Evaluation of Student
2. Final Evaluation of Student
3. Student Evaluation of Field Practicum
4. Field Instructor Evaluation of Field Practicum

1. **Midterm Evaluation of Student (completed in IPT)**

(Using the Learning Contract for SCWK 3300 or 4302)

The **midterm evaluation** is due at the end of week six of the field practicum.

The midterm evaluation will summarize:

- student activities;
- student strengths and areas for improvement;
- general level of student competence in social work values, knowledge, and skills at the point of evaluation;
- plans for student activities and emphasis from mid-term to end of semester;
- student needs for learning and development, and requisite learning opportunities.

Procedure for Midterm Evaluation

- A **formal evaluation meeting** (usually during a regularly scheduled field instruction session) will include the student, field instructor, and agency mentor (if no agency-based field instructor).
- **Students are required to complete and submit** to their field instructor/agency mentor, **one week prior** to the midterm evaluation meeting, the [Student Mid-Term Self-Assessment and Reflection](#). Students are expected to be fully prepared to discuss their progress in the five outcome areas.
- **Field instructors** are encouraged to **integrate relevant content** from the student's self-assessment into the mid-term evaluation.
- **Field instructors/agency mentors complete a draft** of the Midterm Evaluation using the student's Learning Contract for discussion during the evaluation meeting.

- Following the evaluation meeting, field instructor/agency mentors finalize the Midterm Evaluation in IPT using the student's Learning Contract, which must be **signed and dated (electronically) by the student, field instructor, and agency mentor.**
- The student signature indicates **only** that the **student has read the evaluation.** Should **students disagree with any aspect of the evaluation, they are expected to append a statement** reflecting areas of concern.
- If **student progress is unsatisfactory or fails to meet minimum standards,** field instructors/agency mentors will **clearly document in writing** the areas of concern, and **discuss them with the student.** **Field instructors/agency mentors will communicate** their concerns with the **field liaison** and together they shall determine next steps.
- The midterm evaluation must be completed in **IPT.**
- **Students, field instructors, and agency mentors** are expected to **retain copies of written work relevant to the evaluation** until at least 6 weeks after the end of the semester in which the field practicum is completed.

2. **Final Evaluation of Student** (completed in IPT)

(Continuing to use the Learning Contract for SCWK 3300 or 4302)

- The **final evaluation** occurs during the **last week of the field practicum.**
- A **formal evaluation meeting** (usually during the last regularly scheduled field instruction session) will include the student, field instructors, and agency mentors (if no agency-based field instructor). Students are expected to be fully prepared to discuss their progress in the five outcome areas.
- **Students are required to complete and submit** to their field instructor/agency mentor, **one week prior** to the final evaluation meeting, the [Student Final Self-Assessment and Reflection](#). Students are expected to be fully prepared to discuss their progress in the five outcome areas.
- **Field instructors** are encouraged to **integrate relevant content** from the student's self-assessment into the final evaluation.
- **Field instructors/agency mentors complete a draft** of the Final Evaluation using the student's Learning Contract including Midterm Evaluation for discussion during the evaluation meeting.

- Following the evaluation meeting, field instructors/agency mentors finalize the Final Evaluation in IPT which must be **signed and dated (electronically) by the student, field instructors, and agency mentors** (if no agency-based field instructor).
- The final evaluation must be completed in **IPT**.
- **Students, field instructors, and agency mentors** are expected to **retain a copy of all evaluations and attachments** until at least 6 weeks after the end of the semester in which the field practicum is completed.

Guidelines for Grading Recommendations

A **pass/fail/incomplete** grading system is currently used in BSW field practica. Field instructors (in collaboration with agency mentors, where there is no agency-based field instructor) recommend a grade of:

Pass: If the student has met school and field setting expectations.

Incomplete: If, due to unavoidable and special circumstances, students require additional limited time in the field practicum to meet school and field setting expectations. The **rational** for this recommendation must be **clearly defined and documented**. If the **field education coordinator approves this recommendation, students may be permitted additional time** beyond the end of the semester.

Fail: If students have not met school and field setting expectations. The **rational** for this recommendation must be **clearly defined and documented in the final and, if applicable, midterm evaluations**.

Grading Scale:

Grade	Description
Meets Expectations (ME)	Consistently demonstrates an acceptable level of: theory and skills; • creativity and critical thinking; • analytical skills; • communication skills; • professional and ethical behavior.
Needs improvement (NI)	Demonstrates a minimal level of: • theory and skills; • creativity and critical thinking; • analytical skills; • communication skills; • professional and ethical behavior.

Grade	Description
Is not meeting expectations (NM)	Fails to demonstrate a minimal level of: • theory and skills; • creativity and critical thinking; • analytical skills; • communication skills; • professional and ethical behavior.

3. Student Evaluation of BSW Field Practicum (in IPT)

Student Evaluation of BSW Field Practicum is to be completed in **IPT** by the **student** at the **end** of the field practicum. The evaluation provides students the opportunity to provide feedback about their field practicum experiences and processes.

4. Field Instructor/Agency Mentor Evaluation of Field Practicum (completed in IPT)

Field Instructor/Agency Mentor Evaluation of Field Practicum is to be completed in **IPT** by the **field instructor/agency mentor** at the **end** of the practicum. The evaluation provides field instructors and agency mentors the opportunity to provide feedback about the field practicum experiences and processes.

2.10 Suspension and Termination of BSW Field Practica

BSW field practica may be suspended or terminated as a result of:

- labour unrest in field settings; or
- concerns raised by students, field settings, or the School of Social Work.

The rationale and process for suspending or terminating BSW field practica are outlined below.

2.10.1 Labour Unrest in Field Settings

In the event of a strike, walkout, or lockout occurring at a field setting during BSW field practica, under no circumstances are students permitted to cross picket lines or to perform the duties of striking workers. Recognizing that each circumstance and solution is unique, and that different decisions may apply to each of the field practica affected, the following process will apply in the event of labour unrest in field settings.

Process for Responding to Labour Unrest in Field Settings

In the event of a strike, walkout, or lockout occurring at a field setting during BSW field practica, students and field instructors (and agency mentors) are expected to consult immediately with the BSW Field Education Coordinator. Decisions about suspending or terminating BSW field practica will be made subsequent to one or more formal

meetings (in person or utilizing distance technology) involving the students, field instructors (and agency mentors), and BSW Field Education Coordinator. The meeting(s) also may include the agency coordinator (or delegate) and the Associate Dean of Undergraduate Studies (or delegate). Other persons may be invited to the meeting(s), subject to mutual agreement by the student, field setting, and BSW Field Education Coordinator.

Suspension of BSW Field Practica

If timing permits and all parties, including the student, field instructor (and agency mentor), field setting, and BSW Field Education Coordinator, are in agreement, those BSW field practica affected by labour unrest will be delayed or temporarily suspended. If circumstances change, the decision to delay or temporarily suspend those field practica can be renegotiated.

Termination of BSW Field Practica

If timing does not permit or if all parties, including the student, field instructor (and agency mentor), field setting, and BSW Field Education Coordinator, are not in agreement with delaying or temporarily suspending the BSW field practica affected by labour unrest, those field practica will be terminated.

When BSW field practica are terminated, the field setting will provide a written assessment of the learning and performance of each affected student up to and including the time the BSW field practica were terminated. Students will have access to this written assessment, as per the Access to Information and Protection of Privacy Act (ATIPPA).

The BSW Field Education Coordinator will facilitate new matches between the affected students, new field instructors (and agency mentors), and new field settings. The hours completed in the initial field settings will be credited to the affected students. As such, the affected students will be obligated to complete only the remainder of the total 350 hours in the new field settings.

During negotiations with the new field instructors (and agency mentors) for new BSW field practica, the BSW Field Education Coordinator will provide any potential field settings with information concerning the affected students' academic preparation, performance, and past field practicum experience. Students are encouraged to share with the new field instructors (and agency mentors) all relevant information pertaining to the terminated field practicum.

2.10.2 Concerns Raised

Concerns, which may lead to suspension or termination of a BSW field practicum, may be raised by students, field settings, or the School of Social Work due to:

- concerns or circumstances related to students (i.e., inappropriate conduct, unacceptable performance, personal circumstances);
- concerns or circumstances related to field instruction, field instructors, or agency mentors; and/or
- concerns or circumstances related to the field setting.

While it is expected that students will never knowingly compromise the well-being of clients/ participants/patients/service users, it is understood that field settings are the final authority on all aspects of care or intervention for clients / participants / patients / service users.

The processes outlined below will be followed before any decisions are made to terminate a BSW field practicum. In exceptional circumstances, a field practicum may be suspended until a formal meeting is convened. Students who, without prior approval of the BSW Field Education Coordinator and the field setting, suspend or terminate a BSW field practicum normally will be given a grade of FAIL in SCWK 3300 or SCWK 4302.

Process for Responding to Concerns Raised by Students, Field Settings, or the School of Social Work

Regardless of who raises concerns, decisions about a student leaving a field setting or about suspending or terminating a BSW field practicum will be made subsequent to one or more formal meetings (in person or utilizing distance technology) involving the student, field instructor (and agency mentor), and the BSW Field Education Coordinator. The meeting(s) also may include the agency coordinator (or delegate) and the Student Services Coordinator. Other persons may be invited to the meeting(s), subject to mutual agreement by the student, field setting, and BSW Field Education Coordinator.

Only after concerns have been explored fully and alternative actions considered will a decision be made to terminate a BSW field practicum. When such a decision is made, the BSW Field Education Coordinator will terminate the field practicum at that field setting, and the field setting will provide a written assessment of student learning and performance up to and including the time the field practicum was terminated. The student will have access to this written assessment, as per the *Access to Information and Protection of Privacy Act (ATIPPA)*.

When a BSW field practicum is terminated, those present at the meeting(s) will discuss the grading outcome for the student and may recommend that the student will:

1. receive a FAIL grade and not be permitted to continue in SCWK 3300 or SCWK 4302; or
2. not receive a FAIL grade and be permitted to continue SCWK 3300 or SCWK 4302 in a subsequent field setting.

The final decision regarding grading outcome rests with the BSW Field Education Coordinator and is subject to appeal by the student.

1. FAIL Grade in SCWK 3300 or SCWK 4302

When the decision, following the termination of the BSW field practicum, is that the student will receive a FAIL grade, there will be no continuation of SCWK 3300 or SCWK 4302.

2. Continuation of SCWK 3300 or SCWK 4302 in a Subsequent Field Setting

When the decision, following the termination of the BSW field practicum, is that the student be permitted to continue SCWK 3300 or SCWK 4302 with a new field instructor (and agency mentor) in a new field setting, the BSW Field Education Coordinator will facilitate a new match between the student, a new field instructor (and agency mentor), and new field setting. The BSW Field Education Coordinator, in consultation with the initial field instructor (and agency mentor) will decide if and how many of the hours completed in the terminated field setting will be credited toward the 350 hour field practicum. The student may be obligated to complete only the remaining hours, the full 350 hours, or a portion thereof in the subsequent field setting.

During negotiations with a new field instructor (and agency mentor) for a subsequent field practicum, the BSW Field Education Coordinator will provide any potential field settings with information concerning the student's academic preparation, performance, and past field practicum experience. Students are encouraged to share with the new field instructor (and agency mentor) all relevant information pertaining to the terminated field practicum.

3. Things You Need to Know

3.1 Hours of Practicum

Completion of **both the first and second field practicum** requires **4 days per week**, totalling **350 hours** during the semester, over 11-13 weeks. **Lunch hours, statutory holidays, snow days, office closures, sick days, or other absences** from the field setting are **not** included in the 350 hours.

3.2 Absences

- Students may observe statutory holidays of their respective field settings, if such holidays fall on a normal field practicum day. However, students have to make up the time for their absence;
- Students will not observe university holidays (i.e., midterm break) which overlap normal field practicum days;
- **Absences** from the field practicum for any reason (i.e., illness, statutory holidays, special circumstances) shall be **compensated by students** completing **overtime hours or extending the practicum**;
- **Decisions** about the most appropriate way to **compensate for lost time** shall be made collaboratively by **students** and **field instructors/agency mentors**. For absences **longer than three days**, the **field liaison** will be advised and consulted with respect to the lost time.

3.3. Expenses

- Students are responsible for the cost of any health, criminal records, vulnerable sector, child welfare, or other checks required by the field setting.
- Students are responsible for locating and financing their own transportation to and from the field setting, and for accommodation costs while in field.
- The field setting is responsible for costs incurred by students while carrying out work for the field setting (i.e., mileage, taxis).
- Students who are required to use their private vehicle to complete field setting work must obtain and provide proof of appropriate insurance coverage as required by the field setting. **Students are responsible for insurance costs.**

3.4 Sexual Harassment

- The School of Social Work abides by the Memorial University policy and procedures on sexual harassment. Please refer to [Memorial's Sexual Harassment Policy and Procedures](#) for more information. Memorial University and the School of Social Work promotes a healthy working and learning environment, free from sexual harassment, supported by the Sexual Harassment office.

The following excerpt is from the [University-wide Procedures for Sexual Harassment Concerns and Complaints](#):

5. Procedures for Sexual Harassment Complaints during Work Terms, Placements, Internships, Instructional Field Courses or Practica Outside of the University

Memorial University has a responsibility to support students during work terms, placements, internships, instructional field courses or practica outside the University. The Advisor is available to students who wish to discuss incidents and options available to them.

Students are advised to report incidents of sexual harassment or other forms of discrimination that occur outside the University during work terms and can avail of the support, advice and guidance of the Sexual Harassment Advisor to do so. The Sexual Harassment Advisor is available to students during placements, internships, instructional field courses or practica outside the university. Students who are doing placements in non-University workplaces should report incidents of sexual harassment or other forms of discrimination that occur in this context.

Many of the companies, agencies and institutions that regularly employ or supervise students in non-University workplaces will have procedures to deal with sexual harassment or other forms of discrimination that students can use.

In the absence of company, agency and institutional policy, students can file a complaint or seek the advice of the Human Rights Commission or similar institutions to take the appropriate action.

Students can contact their field instructor/agency mentor, agency coordinator, or field liaison to discuss any concerns related to sexual harassment. **The School and Memorial University's Sexual Harassment Office will assist the student to address any concerns.**

4. Frequently Asked Questions

1. Do many students feel stressed beginning a field practicum?

Yes, likely a majority of students beginning a new practicum experience some anxiety. Anxiety often indicates that they want to do well and that they are aware that they have much to learn and are entering a new situation which often involves an element of risk. **Many of these concerns can be managed by thinking ahead, making plans to address anticipated worries, and remembering to breathe! You may find it helpful to tell someone you trust that you are nervous – saying it out loud sometimes eases anxiety.**

2. What can I expect on the first day of a new practicum?

Most **field settings prepare for students by organizing an orientation program** to help them become familiar with the agency/organization staff and services. This introduction typically describes the physical layout of the facility, the mission, programs, policies, and procedures. In the event that an orientation is not organized, ask what activities you can do or documents you can read to better understand the agency.

3. How should I dress during the practicum?

Agencies have different standards of dress and it is best to ask your field instructor about expectations prior to beginning practica.

Generally speaking, dress professionally, neither too formally nor informally. If possible, visit the field setting beforehand and observe how staff members dress and dress in a similar style. When in doubt, dress up a little more than you normally would for class.

4. How much and what will I be given to do?

Refer to **Section 2.6.2(a) and 2.6.2(b)** for expectations of the first and second practica.

5. Will I be asked to share a desk or an office?

Typically, field settings are critically short of space and **often students need to share desks and phones**. If you share an office and you need private space for meeting with service users, the field setting will likely have private interviewing space available for scheduled use.

6. How much will I be supervised and by whom?

Supervision varies with the agency, field instructor and student.

In most field settings, a registered social worker, employed by the field setting, has been assigned to provide you with **field instruction for 1 hour once a week**. However, there are field settings who do not employ social workers or where no social workers are available to provide field instruction. In these situations, the school appoints a school-based field instructor (often referred to as an off-site field instructor) to work collaboratively with an agency mentor.

The field instructor and agency mentor (where no agency-based field instructor) will be responsible for giving you work assignments and monitoring your performance. In some field settings, you may receive field instruction from one social worker and work with other staff on specific tasks or assignments.

Field instructors/agency mentors perform important teaching and evaluation roles, including introducing students to a wide range of activities to better understand service users and improve integration of social work values, knowledge, and skills.

Field instruction involves individual or group sessions. When using group supervision, it is recommended that individual sessions occur at least once every two weeks, alternating with group sessions.

The need for 'hands on' supervision will likely decrease as students gain confidence and competence over the course of the practicum. However, **the expectation for weekly field instruction will not change.**

7. How do I make field instruction work for me?

You will benefit most from field instruction if you use the time with your field instructor/agency mentor to **reduce anxiety, enhance your image of yourself as a competent and reflective beginning social worker, and to improve your integration of social work values, knowledge, and skills.**

Field instructors/agency mentors are repositories of **practice wisdom and knowledge** about the field setting, the service users, the many issues people face, the broader community, and the profession of social work. They have been selected by the school because they are **good teachers and role models**. The time you spend with field instructors/agency mentors provides opportunities for you to **discuss your concerns and identify your strengths and challenges**. They can offer guidance and suggestions about how to improve your performance.

You need to **participate actively in field instruction** by completing and submitting your weekly critical reflections prior to field instruction sessions, and by preparing questions and identifying strengths, challenges, and observations for discussion. Be prepared to outline how you spent your time since the last session, the assignments that have been accomplished and near completion, the need for new assignments or additional responsibilities, and details of any challenges in your field practicum. **Field instruction can help students develop professionally and personally when students invest in**

preparation and active participation.

8. What do I do if I get sick or am running late or miss appointments?

It is possible that at some time during the practicum, students may become ill or experience problems causing them to miss field days or scheduled appointments. **Students are expected to immediately inform the field instructor/agency mentor and field setting (with as much notice as possible). Have a discussion about this process as part of your orientation to the agency. If late, students need to make arrangements to arrive at the field setting as soon as possible.** Missed time must be made up during or at the end of the practicum.

9. Am I allowed to accumulate overtime or compensatory time?

There may be occasions when students are asked to work days or evenings beyond the scheduled time in the field setting. Some field settings require shift work. If so, the field instructor/agency mentor will assume responsibility for scheduling shifts. When extra hours are worked, students need to check with the field instructor/agency mentor about when it is appropriate to take time off (straight time) in lieu of the extra time.

10. Is it important to inform service users that I am a student?

The **CASW Code of Ethics** requires that you identify yourself as a student. Students must also indicate their BSW student status in signing any field setting recordings. Field instructors/agency mentors are expected to sign any field setting records or documents signed by students.

11. What do I do when things are not going well?

Talk to your field instructor/agency mentor about your concerns. If this is not possible or if issues are not resolved, talk to your field liaison. **Be proactive. Do not delay in discussing your concerns. The longer you wait, the harder or more complex it will be to resolve your concerns.**

Please refer to **Section 2.10 Suspension and Termination of BSW Field Practica** for more information.

12. What type of information is shared with my prospective field instructors/agency mentors and why?

In order to get the best match possible and to ensure that service user and field setting needs are appropriately met, it is sometimes necessary to share selected information with your prospective field instructors/agency mentors and/or other field setting personnel prior to being matched. Information which may be shared includes previous field experience and evaluations; any physical, mental, or health challenges which may impact your practicum; concerns about student suitability; or any other information deemed relevant. **You will be made aware of the information to be shared before it is communicated to the field setting.**

What does it mean to be “suitable for the profession?”

Social Work is a helping profession with a strong commitment to social justice. **People who choose this profession must have knowledge and skills - and the personal qualities and values of effective practitioners.** The criteria used to assess suitability are contained in the [Suitability for the Profession Policy and Procedures](#).

Thank you for reading our BSW Field Education Manual!

We hope you found the information within was helpful in understanding the field practicum process and answered any questions you may have had.

Contact Information

If you have further questions, please contact us:

Mailing Address:

School of Social Work, Memorial University
P.O. Box 4200, 230 Prince Philip Drive
St. John's, NL A1C 5S7

Greg Pellerin, Academic Program Assistant

St. John's College, 2nd Floor / Coughlan College 1st Floor
Tel: 709-864-2556, Fax: 709-864-2408
scwkfield@mun.ca

Cheryl Mallard, Manager of Field Education

Tel: 709-864-2553, cmallard@mun.ca

Lynsey Soper-Thistle, Field Education Coordinator

Tel: 709-864-7806, lynsey.soper-thistle@mun.ca

June Kirkland-Smith, Field Education Coordinator

Tel: 709-864-8146, jkirklandsmith@mun.ca

Kerri Collins, Field Education Coordinator

Tel: 709-864-4805, z39klc@mun.ca

Appendix 1: Description of Student Recordings (SCWK 3300 Only)

- A) **Audio/Video Recordings** are recordings of sessions with service users for training and supervision purposes. Students are expected to reflect on and discuss their learning.

Did you know?

- audio/video recordings are valuable tools for education and supervision purposes;
- watching/hearing recordings allows students and field instructor/agency mentors to review and critique the session without distortions caused by limited perceptions or faulty memory;
- recordings can provide an alternative perspective when viewed by service users and students (with or without field instructors/agency mentors present).

Guidelines for Use of Audio/Video Recordings

Recordings submitted to field instructors/agency mentors need to include at least 20 minutes of a session (with an individual, family, group, organization, or community).

Each audio/video recording must be accompanied by a written critical analysis of the content and process of the interview or meeting, in which students appraise their use of social work values, knowledge, and skills.

Guidelines for the critical analysis shall be discussed with the field instructors/agency mentors.

Prior to recording, students must:

- know of the reasons for recording and who will have access to recordings;
- be aware of the field setting's policy regarding the use of recordings with service users;
- reflect on their feelings about recording and discuss them with field instructors/agency mentors;
- **determine the necessary informed consent procedures for service**

users. If the field setting does not have a policy regarding recording or a standard consent form, students shall use the [Consent for Recording](#) prior to beginning recording;

- become aware of potential service user feelings and concerns about recording and rehearse discussion of recording with the service user.

When recording, **students must ensure service users:**

- Are aware of the right to refuse the recording request;
- understand the reasons for and who will have access to recordings;
- consent to the recording itself and to recordings being viewed/heard by specified persons;
- understand the recording can be stopped at any time or sections erased.

- B) **Community Assessments** are summaries of a community's strengths and capabilities, unmet needs, and issues for action. Students are expected to reflect on and discuss their learning.

Students are expected to include, in a community assessment, a description of:

- the community;
- the range of needs assessed;
- the process used to gather and interpret the information, including where and how you gathered information;
- strengths and capabilities;
- recommendations for change;
- action plan.

Students are also expected to include a one-page description of and reflection on their learning.

- C) Critical Analysis of Meetings** involves summarizing and critically analyzing preparation for, content of, and interactions during one or more meetings in which students are participants or observers. Students are expected to reflect on and discuss their learning.

Students are expected to make notes during or following the meeting, and provide a summary of the meeting, including observations and analysis pertaining to both content and process:

- Preparation – tasks, planning undertaken prior to the meeting;
- Summary of meeting content – purpose, goals, attendees and roles, activities, discussion, outcomes, conclusions, recommendations;
- Summary of meeting process – interactions, relationships, leadership, communication, decision-making, roles, power dynamics, conflict;
- Social work values, knowledge, and skills used;
- Interactions between different professions, disciplines, or different agencies or fields of practice;
- Critical analysis – strengths, weaknesses, and areas for improvement in terms of preparation, leadership, communication, decision-making processes, student role or potential role.

Students are also expected to include a one-page description of and reflection on their learning.

- D) Event Planning and Coordination** Recordings describe and evaluate the planning process, event, and any outcomes. Students are expected to reflect on and discuss their learning.

Students are expected to provide a summary of the planning process, the event, and any outcomes, including observations and analysis pertaining to both content and process:

- Event purpose, target audience, participants
- Planning activities, meetings, participants, dynamics, power
- Student role - social work knowledge and skills used
- Strengths and challenges encountered, recommendations for future events

Students are also expected to include a one-page description of and reflection on their learning.

E) Group Recordings summarize significant interactions, assessments, interventions, terminations, and future plans for a group or meeting. Students are expected to reflect on and discuss their learning.

Prior to beginning work with a group, students are expected to write plans covering:

- Purpose;
- criteria for membership (i.e., age, sex, sexual orientation, health status);
- timing (duration, frequency, schedule of meetings);
- type of group (i.e., educational, therapeutic, task);
- size and structure (i.e., open, closed, self-help, mutual aid, facilitated);
- group guidelines (i.e., confidentiality, attendance).

The following outline for group recordings is suggested - the need for flexibility is recognized:

- name of group;
- dates, times, and duration of group;
- activities, topics of discussion;
- group climate (i.e., effect of the physical setting, emotional response, level of involvement, sense of group cohesiveness);
- interactions and relationships (i.e., patterns of communication, power, conflict, alliances, leadership);
- pertinent individual behaviours (i.e. strengths, challenges);
- group productivity (i.e., process for decision-making, problem solving approach, goal achievement, shared responsibility);
- future plans (i.e., group or individual planning, feasibility, necessary resources);
- group worker use of reflective practice;
- group worker interactions and relationships (i.e., patterns of communication, power, conflict, alliances);
- group worker use social work values, knowledge, and skills.

If involved in a series of groups or meetings (rather than a one-time group), students are expected to discuss the overall achievement of purpose, impact of group composition, reason for and impact of the group termination, need for follow-up, and recommendations for future groups.

Students are also expected to include a one-page description of and reflection on their learning.

F) Observation and Critical Analysis of Interventions includes observation and critical analysis of individual, family, group, or community interventions in which students are observers (not participants). Students are expected to reflect on and discuss their learning.

Students are expected to make notes before, during, following the intervention, and provide a summary of the intervention, including observations and analysis pertaining to both content and process:

- Before interventions – planning undertaken prior to the intervention;
- Summary of intervention content – purpose, goals, attendees and roles, activities, discussion, outcomes, conclusions, recommendations;
- Summary of intervention process – interactions, relationships, leadership, communication, decision-making, roles, power dynamics, conflict, safety;
- Social work values, knowledge, theories, models, and skills used;
- Interactions between different professions, disciplines, or different agencies or fields of practice;
- Critical analysis – strengths, weaknesses, and areas for improvement in terms of theories, models, approaches, skills, types of interventions.

Students are also expected to include a one-page description of and reflection on their learning.

- G) Process Recordings** are detailed chronological accounts and critical evaluation (usually drawn from audio/video recordings) of segments or portions of sessions with individuals, families, groups, organizations, or communities. Students are expected to reflect on and discuss their learning.

Through writing process recordings, students:

- recollect what happened, especially noteworthy incidents;
- identify and evaluate use of social work values, knowledge, and skills;
- identify their own thoughts, feelings, and intent during the interaction;
- plan future action steps.

The field instructor/agency mentor shall provide the student with guidelines for the written format to be submitted.

Students are also expected to include a one-page description of and reflection on their learning.

- H) Program or Project Recordings** summarize the content of and include reflections on a program or project, from planning through evaluation, or any portion thereof. Students are expected to reflect on and discuss their learning.

Program or project recordings may include work plans, descriptions of actions and interventions, documented findings, analysis of various dynamics within the system, and/or evaluations.

Over the course of the program or project, students need to record the following information, although the content of reports depends on the stage of the program or project:

- **goals:** define the purpose, rationale, and objectives;
- **background:** describe the history of the project/program and the needs which prompted it, including any readings or research on the subject;
- **rationale:**
 - state why this project/program is needed;
 - identify and describe the target groups/system;
 - describe the level of interest anticipated and participation expected, and how this has been determined;
 - analyze the availability and use of current community resources;
- **plan:**
 - describe the strategy for development, implementation, and evaluation;
 - describe intended use of resource persons, funding, materials, and

- involvement of target groups;
- if data collection is required, describe the methodology and current stage of development/implementation;
- describe plans for access to the target system;
- **implementation:** on an on-going basis, describe the actual implementation of this project/program;
- **analysis:** on an on-going basis, reflect upon and critically discuss the progress and process of the project/program planning, development, implementation, and evaluation (i.e., patterns of communication, power, conflict, alliances, leadership, changing goals);
- **evaluation:** describe what has been learned from and achieved by this project/program, including strengths, challenges, and recommendations.

Students are also expected to include a one graphic description of and reflection on their learning.



I) Reflection On Direct Observations - field instructors/agency mentors critically observe and evaluate students engaged in sessions/interventions with individuals, families, groups, organizations, communities. Students are expected to reflect on and discuss their learning.

- Students are responsible for planning, directing, facilitating, and terminating the session;
- Field instructors/agency mentors and students need to meet after the session to debrief as well as critique and evaluate student use of social work values, knowledge, and skills;
- Students write a brief summary of the session's content and process, including a critique and evaluation of their use of social work values, knowledge, and skills (drawing upon the earlier meeting with field instructors/agency mentors).

Students are also expected to include a one-page description of and reflection on their learning.

J) Summary Recordings summarize the content of and include reflections on a session (interview or meeting). Students are expected to reflect on and discuss their learning.

- summary recordings include information gathered, assessments, interventions, termination, and future plans (i.e., social histories, monthly reports, transfer reports);
- succinctness is expected; detailed chronological descriptions are omitted. The focus is on outcome rather than process;
- field instructor/agency mentors provide guidelines on the written format to be submitted. A sample is available below.

Students are also expected to include a one-page description of and reflection on their learning.

Sample format:

2.11 Evaluation **Summary Recording**

Preparation/Planning:

What are the goals/purpose of the activity? How did you prepare for the interaction? What theoretical ideas did you consider? Remember that theory helps you understand situation and other theories help you intervene. What social justice issues might be relevant, how will you incorporate anti oppressive practices. How did you prepare emotionally or physically? What aspects of the client/service user were important in your preparation? How do you position yourself to be empathic?

What is your assessment of the situation beforehand and how do you plan to intervene?

Description: (about 1 page)

Describe the facts of the situation – who was present, summarize the content of discussion, note issues that arose, questions that were posed, agreements that were reached, plans made, and skills/techniques used.

Your overall professional impression of the situation.

Reflection and Analysis: (about 1 page)

Comment on the theories/models/approaches you can relate to the situation. How did they help you in your role in this situation?

What knowledge helps you understand the situation? Are there gaps in your knowledge that need to be addressed?

What specific social work skills did you use? What interventions were used, which were most helpful and why? What might you have done differently?

Self-Awareness: (about 1 page)

Comment on your emotional reaction to the situation.

What strengths of yours did you apply in this situation?

What was most difficult/confusing about the situation?

What was most enjoyable or rewarding for you?

What did you learn about yourself and others?

What questions did the situation raise for you?