

PATHWAY MANUAL AND FORMS

SCWK 6000 PATHWAY SCWK 6417 Pathway Scholarship

MSW Program
School of Social Work
Memorial University of Newfoundland

Spring 2020

PATHWAY PROGRAM DESCRIBED

The Pathway program consists of two courses:

1. SCWK6000 PATHWAY - a mandatory non-credit repeatable course for students in both the Pathway and thesis streams.
2. SCWK6417 Pathway Scholarship - a 3-credit course. This is a mandatory course for students registered in the Pathway stream. Students registered in the thesis stream do not take this course.

COURSE DESCRIPTIONS

1. SCWK6000 PATHWAY

SCWK6000 PATHWAY provides an opportunity for students to be mentored as they undertake intensive, advanced and individualized work to pursue a specialized area of social work knowledge and practice.

Each student is to choose their mentor early in the first semester they are registered for SCWK6000 (for more details, see Section below entitled, “Choosing a Mentor”). The mentor is normally a faculty member from the School of Social Work, Memorial University but arrangements can be made for a community-based mentor, when deemed appropriate.

In SCWK6000, students in the Pathway stream work with their mentor in the selection of the topic area, the identification of learning objectives and in the determination of the scholarly product that is to be completed as part of SCWK6417. Students in the thesis stream can begin to develop their research topic, question and methodology during SCWK 6000. In both instances, the mentor assists the student to bring forth evidence of scholarly work that reflects students’ learning, in-depth knowledge and comprehension of the select subject area, and integration into their future practice.

By the end of the semester students are first registered for SCWK6000, they are required to submit a learning contract (*PW1 – The Learning Contract*), which outlines: proposed goals, objectives, outcomes, timelines, proposed list of readings and expectations of the mentor and student (for more details see Section below, entitled, “Developing a Program of Scholarship”). PW1 is signed and dated by the end of the first semester. It does however, become a working document as students record their ongoing work and progress on the form for the duration of the Pathway program.

Whenever possible and with the permission of their course instructors, students are encouraged to incorporate their PATHWAY interests into their course-based assignments. In this way PATHWAY and Pathway Scholarship can be integrated with other elements of the MSW program. A student in the Pathway stream typically remains registered in SCWK6000 until they have completed all of the other MSW courses. At this point, mentors complete *PW2 – MSW PATHWAY Evaluation* and the student registers for SCWK6417. A student in the thesis stream will register for SCWK6000 in the first semester of their program and continue to register for each subsequent semester until the thesis is completed. When completing a thesis, it is important to select your mentor who will be your thesis supervisor as soon as possible to ensure adequate time to complete the requirements of a thesis.

2. SCWK6417 Pathway Scholarship

This course is a continuation of SCWK6000. It is typically the final course MSW students take in the program. It is often completed concurrently or after the Field Practicum. However, if you wish to complete SCWK6417 before your final semester, you need to discuss this with your mentor. It is advisable to also contact Ivy Burt, the Student Services Coordinator to see how the completion of SCWK6417 falls within your overall program of study. Each student is required to complete a minimum of 90 hours of scholarly activities including research, reading and writing. These scholarly activities build on SCWK 6000 – PATHWAY and require the student to continue to work with the mentor. The student produces a scholarly product reflective of their learning while in the MSW program and which meets the following requirements:

- Has relevance to social work;
- Demonstrates evidence of analytical and critical skills;
- Includes evidence of professional and scholarly writing;
- Demonstrates creativity and leadership through the presentation of their work to others.

Examples of scholarly products include but are not limited to: a comprehensive paper, research proposal including preparation for human subjects' review, comprehensive literature review, training manual, data collection and/or analysis, research report, the development of a professional development or training seminar, and/or other types of scholarly work. For further ideas, see the list of recently completed Pathway Scholarship products below.

The student is expected to be the principal author/creator of the Pathway Scholarship product. The product should be ready for distribution by the end of the course. The Pathway Scholarship product can be part of a larger project, but the student's

contributions should be sufficiently delineated so that it can be distributed as a separate entity. Any questions about what is a suitable product should be directed to the mentor first. Further consultation can be sought from the Chair of the Master's program.

As indicated above, as part of Pathway Scholarship, the student is expected to formally present their scholarly work. This may be to peers, colleagues, and/or interested others. The mentor is encouraged to attend (either face-to-face or virtually) but if unable to attend may ask for a recording of the presentation.

At the end of the course, the final version of *PW1- The Learning Contract* will be signed and dated by both the mentor and student. The mentor and student will complete *PW3 – Pathway Scholarship Mentor Evaluation of Student*, which includes a 150-200-word abstract describing the components that comprise the Pathway Scholarship product. The student will complete *PW4 – PATHWAY (6000) and Pathway Scholarship (SCWK6417) Student Evaluation*, which is submitted to Ivy Burt, the MSW Student Services Coordinator.

The mentor will then submit to Fran Greene, MSW Secretary the student's grade (Pass or Fail) for SCWK6417 as well as the following 4 items:

1. *PW1-MSW PATHWAY Learning Contract* (Final version)
2. *PW3 – Pathway Scholarship Mentor Evaluation of Student*
3. Details pertaining to the student's presentation, such as date and title. Although encouraged but not required, additional items such as power point slides, an audio-visual recording of the presentation, handouts etc., can also be submitted.
4. Pathway Scholarship Product

Mentors are encouraged to use the Form entitled, "Contents of a Complete Pathway Scholarship File" (below) as a guide.

ADDITIONAL INFORMATION

1. CHOOSING A MENTOR

PATHWAY is a process through which student learning in a specific area of interest is facilitated by a mentor they have selected. The collaborative partnership between a student and mentor is intended to provide direction and an enriched educational experience. PATHWAY is flexible and encourages latitude with respect to area of interest, manner of learning, and learning objectives. Students and mentors are encouraged to be creative, but also realistic given the timeframes for PATHWAY and Pathway Scholarship.

When a student decides upon an area of interest, they should explore their interests with faculty members, or with a potential community-based mentor. A student wishing to pursue a community-based mentor should consult with the Chair of the MSW Program, who will provide approval and support the community-based mentor as needed. The Chair will then serve as the “Mentor on Record” as he/she will need to submit the final grade and ensure that the student’s file is complete.

Ideally, the student’s area of interest will coincide with the ongoing research of a faculty member, or will fit in a beneficial way with the work/interests of a community-based mentor. When a direct match cannot be made, a student should consider which faculty member would make the best match for mentoring. Students may wish to consider the faculty member’s ability to establish a comfortable working relationship; their knowledge of research; their flexibility in hearing your interests and learning needs; and other considerations.

Ultimately, the student assumes leadership in choosing their mentor, in completing their learning goals and objectives, and in coming up with their Pathway Scholarship product. The mentor helps the student determine if a project is feasible and whether the scope is reasonable. More globally, the mentor provides support, guidance, and encouragement to assist the student to realize their learning goals and objectives.

The student ideally identifies and establishes a relationship with a mentor as early in the MSW program as possible (**at least two or three semesters before undertaking Pathway Scholarship**). When this relationship is established and with how much lead-time to Pathway Scholarship is a decision that is left to the student. **Past experience suggests success (as measured by completing the MSW within the planned number of semesters) is related to establishing this relationship and making plans earlier than later.** As a guideline we suggest that 3 and 6 semester students begin this process in their first term of the MSW Program and 9 semester students begin in their 4th semester, or the beginning of their second year in the program.

Some Guiding Principles for Choosing a Mentor

- Students are responsible for selecting their mentor.
- Students should consult the School’s website for information concerning faculty members’ areas of interest in social work practice and research as they consider potential mentors.
- Students may contact faculty directly by email, telephone or in-person to discuss establishing a mentoring relationship.

- The mentor relationship is established when the student/faculty have reached an agreement in principle regarding the scholarship product and expectations. Securing a mentor should be done as early as possible. Full-time students are encouraged to search for their mentor prior to registration for Fall semester in early August.
- Potential mentors are not permitted to solicit students.
- During meetings with students, potential mentors may suggest possible projects or alternatives to the student's ideas.
- During or shortly after the meeting, the student and the potential mentor should communicate to one another whether or not a mentoring relationship is possible.
- Students may wish to meet with more than one potential mentor. Schedule your meetings as close together as possible.
- A student who is unable to establish a mentoring relationship should contact the Student Services Coordinator or the Chair of the MSW Program who will assist in the process.

2. DEVELOPING A PROGRAM OF SCHOLARSHIP

Students discuss with potential mentors their plan for PATHWAY and their learning goals (i.e., what they hope to achieve through PATHWAY). They identify the activities/tasks to be undertaken for PATHWAY and the intended product of Pathway Scholarship. These reflect plans made at that point in time. Many students find their initial plan for PATHWAY evolves and the final product takes on a different form as work proceeds. This is within the framework of PATHWAY and is worked through by the student with their mentor.

As a guideline, **the activities of PATHWAY and Pathway Scholarship should:**

- Reflect a scholarly focus;
- Be cumulative in nature;
- Be reasonable given the time expectations, that is, students complete 60 hours of work for PATHWAY; 90 hours for Pathway Scholarship;
- Build toward a Pathway Scholarship product that culminates the student's learning and/or contributes to their career goals. T

The **learning goals** for PATHWAY and Pathway Scholarship **should** have the student:

- Explore a particular area of research and or/practice, with clear parameters of scope and depth.
- Produce written (or other form of demonstration) and oral evidence of expertise in their selected area of interest.

- Contextualize their area of interest, demonstrating critical thinking and advanced understanding of philosophical orientations, theoretical underpinnings, and/or practice implications.
- Effectively engage in scholarly discussions and debate with peers and faculty.

Questions you may ask yourself as you explore ideas for PATHWAY:

- What topic or issue captures not just my interest, but my passion? I need to sustain PATHWAY for up to 2 years so it needs to be interesting.
- Is there something I want to study or achieve in the MSW program, which has not fit within a course or a set of courses?
- Is there a way of integrating my idea or interests for PATHWAY into assignments for the courses in the MSW program?
- What kind of product do I want from PATHWAY and Pathway Scholarship? A traditional academic paper (review of literature, or discussion paper); something more applied such as a policy analysis, program proposal, or research proposal; or some sort of demonstration project, resource manual, or program/service delivery.

3. FORMALIZING THE STUDENT-MENTOR RELATIONSHIP

A learning contract is drawn up by the student and mentor. It identifies the area being pursued in Pathway, the nature of the work being undertaken, and the product proposed for Pathway Scholarship. The learning contract includes a timeline showing how the student will spend the minimum 60 hours for Pathway (the process of conceptualizing and concretely planning Pathway Scholarship, including preliminary reading and research) and the minimum 90 hours for Pathway Scholarship.

Completion of PW1 - MSW PATHWAY Learning Contract

Students should submit a PATHWAY Learning Contract to their mentor by the end of the final week of the first semester in which they are enrolled in PATHWAY (Guideline is Semester 1 for 3 and 6 semester students; semester 4 for 9 semester students) using the MSW Learning Contract Form (PW1). This applies to both course route and thesis route students. The learning contract includes the following four items:

- i The student's area of interest for PATHWAY (what the student hopes to accomplish).
- ii A brief statement of the student's current knowledge and skills related to the topic (this helps to ensure the work begins with where the student is currently at in their knowledge and understanding of the topic).

- iii A description of anticipated PATHWAY Scholarship product. This may change as PATHWAY proceeds. In the spirit of its flexibility, PATHWAY permits the student to negotiate with their mentor changes in focus and/or the planned Pathway Scholarship product. The ultimate goal is learning and dissemination of new knowledge or insights.
- iv Articulation of learning goals, an action plan for each goal, and proposed list of readings.

The Learning Contract also has the mentor and student indicate their expectations of one another. The completed Learning Contract is signed by the student and mentor and submitted by the student to the Associate Dean, Graduate Studies and Research. Regardless, the Learning Contract remains a living document. There is space to record dates and times of PATHWAY activities each semester.

Parameters for Student-Mentor Relationship and Expectations

- Students and mentors will have as much as 10-12 hours of contact during PATHWAY and Pathway Scholarship.
- Full time students should meet regularly with their mentor. Part time students should meet periodically with their mentor.
- Meetings may be in person, by telephone, teleconferencing or e-conferencing. E-mail correspondence should not take the place of face-to-face, telephone or virtual meetings. Efforts should be made to schedule face to face meetings during institutes when students are on campus.
- Mentors may plan meetings with multiple students if deemed to be of benefit to students.
- Prior to formalizing mentor-student relationships, there should be a preliminary understanding as to the scholarship product, expectations of one another, and timeline.
- Mentors and students are mutually responsible for ensuring that a student and mentor have a constructive working relationship and for fostering an environment conducive to scholarly discussion.
- In determining the scholarship product, students and mentors should consider work that fits with the students' career objectives, aspirations, and interests.

4. WHEN THERE IS CONFLICT - THE RESOLUTION PROCESS

Students who have concerns or experience problems with a mentor or the PATHWAY/Pathway Scholarship process should discuss their concerns with the mentor in an effort to resolve the matter. If the discussion with the mentor does not resolve the matter, then consult with the Student Services Coordinator or the Chair of the MSW

Program. If the concerns remain unresolved, the student may submit their concerns in writing to the Chair of the MSW Program, who may: meet with the faculty member to discuss the student concerns, and/or mediate a discussion between the student and mentor, and/or refer the student's written complaint to the Dean of the School of Social Work.

5. REQUESTING A CHANGE OF MENTOR

A request for a change of mentor must be submitted to the Chair of the MSW Program in the form of an email outlining the reasons for change. The student should discuss with their mentor their intent to change. The student will work with the Chair to seek out an alternative mentor, if needed.

The student should expect that the new mentor may want to speak with the previous mentor regarding transfer of the learning contract. When a mentor has been found the student will renegotiate the learning contract with the new mentor. The student must notify the Graduate Secretary of the change in mentor.

6. CREDIT HOURS AND GRADING

1. SCWK6000 PATHWAYS

The student will not receive credit hours for completion of PATHWAY (SCWK 6000). It is a mandatory non-credit course. A grade of NC (No grade expected) will be awarded in all semesters of the course except for the final semester (the semester just prior to the student registering for SCWK6417), in which a grade of Pass or Fail will be awarded. A passing grade reflects depth of scholarship, integration of learning, critical thinking, and evidence of comprehension of the topic. A grade of Pass indicates that performance meets expectations and the student is ready to proceed to Pathway Scholarship; Fail indicates unsatisfactory performance; Incomplete indicates a pending final grade. Prior to registering for Pathway Scholarship (SCWK 6417), the student and mentor must complete and submit *PW2 - PATHWAY Evaluation Form* to the Chair of the MSW Program. The student and the mentor are expected to collaborate in preparation of this evaluation. The evaluation provides a chance to assess completion of tasks outlined for PATHWAY and an opportunity to think through one more time (before finalizing) the Pathway Scholarship product.

2. SCWK6417 Pathway Scholarship

Evaluation of Pathway Scholarship is separate from PATHWAY. A grade is assigned, based on completion of a product of suitable quality and content. The Pathway Scholarship

Evaluation Form (PW3) has the mentor evaluate the tasks undertaken by the student as part of PATHWAY and Pathway Scholarship, the quality of the Pathway Scholarship product, and the quality of the student’s performance. The student has an opportunity to add comments to the evaluation if they so desire.

Upon completion of PATHWAY and Pathway Scholarship, the student is requested to complete a Student Evaluation of Pathway Scholarship (PW4). This should be submitted to the Graduate Student Services Coordinator. You may also send a copy to your mentor. Your evaluation will be used to make improvements in the PATHWAY/Pathway Scholarship Program. Students will not be identified in the use of this information.

The Student Evaluation seeks feedback on: opportunities to increase social work knowledge and skills; MSW PATHWAY/Pathway Scholarship coordination; MSW PATHWAY/Pathway Scholarship mentorship and advising; and MSW PATHWAY/Pathway Scholarship generally.

7. Summary of Timelines and Deadlines

Requirements	Full-Time (3 Semesters)	Part-Time (6 Semesters)	Part-Time. (9 Semesters)
<ul style="list-style-type: none"> • Student Registers for SCWK6000 – PATHWAY • Student Chooses Mentor • Student and Mentor meet throughout the term (minimum of two hours/term) • Due: Student and Mentor complete MSW Pathway Learning Contract (PW1) by end of term 	Semester 1	Semester 1	Semester 1 - 4
<ul style="list-style-type: none"> • Student and Mentor meet throughout the term(s) as needed (minimum of two hours/term) • Student is encouraged to complete up to 60 hours of foundational work related to their Pathway Scholarship product • Due: Mentor completes MSW PATHWAY Evaluation (PW2) by end of term. 	Semester 2	Semesters 2-5	Semesters 4-8
<ul style="list-style-type: none"> • Student registers for SCWK6417 – Pathway Scholarship • Student and Mentor meet throughout the term as needed (minimum of two hours) • Student completes a minimum of 90 hours of work towards the completion of the Pathway Scholarship Product • Student makes a public presentation related to their work – mentor attends either face-to-face, virtually, or a recording is made. 	Semester 3	Semester 6	Semester 9

<ul style="list-style-type: none"> • Due: Student and mentor complete the final version of <i>MSW Pathway Learning Contract (PW1)</i> • Due: Mentor evaluates the student completing <i>SCWK6417 - Pathway Scholarship Mentor Evaluation of Student (PW3)</i> • Due: Student completes the evaluation of <i>PATHWAY and Pathway Scholarship (PW4)</i> 			
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8. Examples of PATHWAY SCHOLARSHIP PRODUCTS

Following are examples of Pathway Scholarship Products:

2018 Winter/Spring

- *Adjusting to Parenting: Group Design and Pilot* (Student: Haughn; Mentor: Ellenbogen)
- *Preparing Youth in Care for their Transition out of Care* (Student: Ellsworth; Mentor: Ellenbogen)
- *The Relevance of Existentialism to Social Work Practice* (Student: Buurman; Mentor: Klein)
- *My Journey with Photovoice* (Student: Collins-James; Mentor: Wideman)
- *Military Civilian Transition in Rural Canada* (Student: Wiggins; Mentor: Wideman)
- *Social Work and the Cost of Caring for Clients Seeking Medical Assistance in Dying* (Student: Ivany; Mentor: Wideman)
- *Incorporation of DBT into Addictions Treatment at the Northern Addictions Centre* (Student: Mercer; Mentor: de Boer)
- *Foster Parents' Experience with Grief and Loss* (Student: Rowe; Mentor: Devine)
- *Social Work, the Labour Movement and the Pursuit of Social Justice* (Student: Dalton; Mentor: Parsons)
- *Recommendations for Saskatchewan Birth Doulas: Working with Adolescent Persons in Pregnancy* (Student: Ross; Mentor: McConnell)
- *Supportive Housing as a Prevention Intervention for High Risk Young Mothers* (Student: Sullivan; Mentor: Devine)
- *Nurture: A Support Group for Adoptive Parents In Newfoundland And Labrador* (Student: Butland; Mentor: Issahaku)
- *Medical Assistance in Dying: A Social Work Perspective* (Student: King; Mentor: Wideman)

2017 Fall

- *Burnout and Compassion Fatigue in Palliative Care: Care for the Professional Caregiver* (Student: Miller; Mentor: Wideman)
- *Secondary Trauma & Child Welfare Workers Literature Review* (Student: Mercer; Mentor: Klein)
- *People Living with HIV Providing Support Services to Each Other in Rural BC* (Student: Walsh; Mentor: Smith)
- *Rethinking Development and Growth: Social Justice as a Starting Point for Community Development and Using Art as a Tool for Engagement* (Student: Saab; Mentor: Klein)
- *Supporting Adjudicated Youth's Re-entry to School from Correctional Facilities: A Comprehensive Literature Review* (Student: Coulter; Mentor: Klein/Parsons)
- *A Comprehensive Literature Review on Trauma Informed Social Work Practice with Military and Veterans Families: Creating Therapeutic Communities.* (Student: Badineau; Mentor: Wideman)

2017 Spring

- *Rethinking Development and Growth: Social Justice as a Starting Point for Community Development* (Student: Saab; Mentor: Wideman)
- *Trauma Informed Practice with Military and Veterans' Families: Building Therapeutic Communities* (Student: Badineau; Mentor: Wideman)
- *Child Sexual Abuse: Addressing Myths and Promoting Prevention* (Student: Peddle; Mentor: Kimberley)

- *Sex Addiction: An Attachment-Informed Perspective* (Student: Vienneau; Mentor: Kimberley)
- *Exploring Slut Shaming and Rape Culture Using Artistic Ways of Using a Journalistic Lens* (Student: Peters; Mentor: de Boer)
- *Recommendations for Creating Trans* Inclusive, Safe and Welcoming Services at the IWK Health Centre* (Student: Hartling; Mentor: Sitter)
- *Choice, Voice, and Empowerment: A Trauma – Sensitive Yoga Program* (Student: Thomas; Mentor: de Boer)
- *Child Welfare: Exploring the Balance between Case Management and Clinical Service Needs of Children* (Student: McGrath; Mentor: Kimberley)
- *Water Under the Bridge; A Personal reflection of the Navigator Street Outreach Program Presentation Roadshow* (Student: Anderson; Mentor: de Boer)

2017 Winter

- *The Impact of Child Protection Work on Frontline Social Workers in Nova Scotia* (Student: Paupin; Mentor: Issahaku)
- *Foster Youth and the Exit Interview: Using an Exit Interview Tool with Foster Youth Exiting the Foster Care System* (Student: Parsons; Mentor: Klein)
- *All the Small Things: Cultivating the Home and Heart of Long-Term Care* (Student: Abbott; Mentor: Wideman)
- *The Right Future Project and the History of Deinstitutionalization of Adults with Intellectual Disabilities in Newfoundland* (Student: Tilley; Mentor: Sitter)
- *Solitary Confinement: A Provincial and Federal Policy Analysis & Mental Health Effects on Inmates Confined to Correctional Institutions* (Student: Parsons; Mentor: Devine)

2016 Fall

- *Solvent Abuse by Aboriginal Children and Youth: Considerations for Intervention* (Student: Farrell; Mentor: Kimberley)
- *Trauma Informed Practice: What it Means for Service Providers Working with Children and Youth* (Student: LeBlanc; Mentor: Kimberley)
- *Family Group Decision Making and Solution Focused Child Protection* (Student: Lyons-Martell; Mentor: Kimberley)
- *A Feminist Analysis of the Perceived Availability and Utilization of Social Support Networks for Women Who Have Experienced Domestic Violence in the “Boomtown” of Fort McMurray, Alberta: A Research Proposal* (Student: Parsons; Mentor: de Boer)
- *Adult Protection Capacity Assessments & the Social Work Role: A Critical Reflection* (Student: Randell; Mentor: Wideman)

2016 Spring

- *Facilitating the ‘Social Media and Your Life’ Group for Youth and Adults with Intellectual Disabilities* (Student: Hagen; Mentor: Birnie-Lefcovtich)
- *Foster Parents and PRIDE: Are Foster Parents Adequately Prepared to Support LGBTQQ Youth in Their Case?* (Student: Kendall; Mentor: Devine)
- *A Walk-in Counselling Service for Adolescents: A Proposal for Cape Breton, Nova Scotia* (Student: Weyman-Hickman; Mentor: Hair)
- *Strengthening Social Work Teams: Considerations from Sports* (Students Doucette & Smith; Mentor: de Boer)

- *Motivational Interviewing: A Training Curriculum* (Student: Monsma; Mentor: de Boer)
- *The Discipline of Ethics: A Conversation on Ethical decision Making with Multidisciplinary Treatment Teams* (Student: McKinnon; Mentor: de Boer)

2015 Spring

- *Invisible Wounds: Returning to Work Following a Mental Health Related Absence* (Student: Wells-Straton; Mentor: de Boer)
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2014 Spring

- *Applying Attachment theory in Social Work Settings* (Student: Trethewey; Mentor: de Boer)
- *Responding to Emotional Harm: Addressing the Needs of Child Protection Social Workers in Nova Scotia* (Student: Stewart; Mentor: de Boer)

2013 Spring

- *An Exploration of How At-Risk Youth Navigate Sexual Intimacy* (Student: Wright; Mentor: de Boer)
- *Youth in the Wild: Exploring the Efficacy of Wilderness Therapy as a Treatment Modality for Vulnerable Youth* (Student: Knai; Mentor: de Boer)

2012 Spring

- *Rethinking Assessment: Moving Beyond the Classroom to Meet Frontline Practice Realities* (Student: Dupéré; Mentor: de Boer)



MSW PATHWAY LEARNING CONTRACT (PW1)

Student Name: _____ **MUN Student #:** _____

1. Date of Admission to the MSW Program: Fall, 201__

2. Course Route Thesis Route

3. 3 semesters 6 semesters 9 semesters

4. Faculty Mentor: _____

Semester Learning Contract completed: _____

Semester planning to complete SCWK 6417, Pathway Scholarship: _____

Area of Interest for Pathway: Please describe your area of interest for PATHWAY. This may change over time.

How is this area of interest related to what you currently do?

Anticipated PATHWAY Scholarship product: Please describe the product that you anticipate completing through PATHWAY and PATHWAY Scholarship. This may change over time.

Learning Goals: Please elaborate on the knowledge, skills and abilities that you would like to develop as you pursue your area of interest. The number of goals (typically 3-5) should be negotiated with your mentor. Please consider if your Pathway Scholarship product requires ethics approval, knowledge of research software, training or other resources.

1.

2.

3.

4.

5.

6. (Add additional goals if required)

Action Plan: The goals in this Action Plan will be the same or similar to your learning goals. You include here the accumulation of Actions required to reach the. For each goal, describe the actions or tangible steps you will need to take to complete your Pathway Scholarship product (e.g. meetings; communication with stakeholders; writing proposals or submitting applications; readings or skill acquisition etc.). The columns "Date Completed" and "# of Hours" are included so they may be recorded for then student and the mentor.

Goal 1

Action(s)	Date Completed	# of Hours
-		
-		
-		
-		
-		

Goal 2

Action(s)	Date Completed	# of Hours
-		
-		
-		
-		
-		

Goal 3

Action(s)	Date Completed	# of Hours
-		
-		
-		
-		
-		

Goal 4

Action(s)	Date Completed	# of Hours
-		
-		
-		
-		
-		

Goal 5

Action(s)	Date Completed	# of Hours
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-		
-		
-		
-		
-		
Goal 6		
Action(s)	Date Completed	# of Hours
-		
-		
-		
-		
-		
Meetings with Mentor: (add more boxes as required)	Date completed	# of Hours

Pathway Hours Completed	# of Hours
Number of hours completed semester 1	
Number of hours completed semester 2	
Number of hours completed semester 3	
Number of hours completed semester 4	
Number of hours completed semester 5	
Number of hours completed semester 6	
Total number of hours completed to date	

Proposed List of Readings (expand box as needed):

Mentor's Expectations of student:

Student's Expectations of mentor:

Other Comments :

MSW PATHWAY LEARNING CONTRACT SIGNATURES

I have prepared the MSW PATHWAY LEARNING CONTRACT, and accept that it forms the basis for determining my grade (i.e., pass or fail).

Signature of student

Date

I have read the MSW PATHWAY LEARNING CONTRACT, and agree to use it as the basis for determining the student's grade (i.e., pass or fail).

Signature of mentor

Date

cc. Graduate Secretary



MSW PATHWAY EVALUATION (PW2)
(to be completed before enrolment in Pathway Scholarship)

Student Name: _____

MUN Student #: _____

- 1. Date of Admission to the MSW Program: Fall, 20__
 Course Route Thesis Route
- 2. 3 semesters 6 semesters 9 semesters
- 3. Faculty Mentor: _____
- 4. Semester Learning Contract Completed: _____
- 5. Semester Planning to Complete SCWK6417, Pathway Scholarship: _____

At the start of PATHWAY, the student established a learning contract for work to be done leading to Pathway Scholarship. Please evaluate the student's work toward and preparation to begin SCWK 6417 - Pathway Scholarship.

- _____ The student is fully prepared and ready to begin SCWK 6417
- _____ The student is ready to begin SCWK 6417, but still has work (less than 10%) to do from PATHWAY
- _____ The student wants to begin SCWK 6417, but still has work (less than 50%) to do from PATHWAY
- _____ The student wants to begin SCWK 6417, but has not sufficiently completed PATHWAY

Signed (Mentor): _____ Date: _____

Signed (Student): _____ Date: _____

Comment added by student on back: ___ yes ___ no



**SCWK 6417 – Pathway Scholarship Mentor
Evaluation of Student (PW3)¹**

Student Name: _____ Mentor: _____

PATHWAY Title:

Pathway Scholarship Abstract (150 – 200 words):

¹ *This form is completed by the student and the mentor (**the student prepares this first page**). It is strongly recommended that the student and mentor discuss the evaluation. The mentor submits the signed copy of the evaluation to the Associate Dean Graduate Studies and Research within two weeks of completion of the Pathway Scholarship. The student may send an email confirming they have read the evaluation, or fax the signed signature page to the Associate Dean at (709) 864- 7026.*

Please indicate your assessment of the student as follows:

1. The activities the student completed as part of PATHWAY and Pathway Scholarship:	Completely agree	Somewhat agree	Somewhat disagree	Strongly disagree
<input type="checkbox"/> were as agreed in the learning contract				
<input type="checkbox"/> were well conceived and carried out in a conscientious manner.				
<input type="checkbox"/> were well integrated into the scholarship product				

Comments:

2. The student's Pathway product:	Completely agree	Somewhat agree	Somewhat disagree	Strongly disagree
<input type="checkbox"/> makes a valuable contribution to social work				
<input type="checkbox"/> is useful to social work practice and/or social policy				
<input type="checkbox"/> is consistent with social work values and CASW Code of Ethics				

Comments:

3. The student I mentored:	Completely agree	Somewhat agree	Somewhat disagree	Strongly disagree
<input type="checkbox"/> committed sufficient time to Pathway & Pathway Scholarship.				
<input type="checkbox"/> demonstrated a strong learning interest through PATHWAY & Pathway Scholarship.				
<input type="checkbox"/> was clear and consistent in her/his expectations of mentorship				

Comments:

4. Can you please describe the student's project and the student's performance in a paragraph or so? Especially comment about features that make a positive contribution potentially worthy of recognition.

5. Other comments?

6. Recommendation that student Pass

____ Yes

____ No

____ Pending

Signature of Faculty Mentor

Date

I have read the full *Evaluation of Student* and have the opportunity to add comment.

Signature of Student

Date

Comment added by student:

Yes No



**PATHWAY and Pathway Scholarship (SCWK 6417)
Student Evaluation (PW4)**

Please complete and submit the *Student Evaluation of the MSW Pathway and Pathway Scholarship* as soon as possible after completing all the requirements for MSW Pathway Scholarship. Your evaluation is to be sent to both your faculty mentor and to Ivy Burt, MSW Student Services Coordinator (iburt@mun.ca).

Date of Completion of Pathway Scholarship: Fall/Winter/Spring 20_____

Title of Pathway Scholarship: _____

Mentor: _____

Please evaluate PATHWAY and Pathway Scholarship in terms of the following:

1. The Pathway/ Pathway Scholarship program	Completely agree	Somewhat agree	Not sure	Somewhat disagree	Strongly disagree
<input type="checkbox"/> Objectives, process, and expectations of Pathway & Pathway Scholarship were clear.					
<input type="checkbox"/> Procedures for completing the Learning Contract and other forms were clear.					
<input type="checkbox"/> I understood the purpose of Pathway & Pathway Scholarship.					
<input type="checkbox"/> I was able to complete my identified Pathway activities within the specified time frame.					

Comments about PATHWAY/Pathway Scholarship program:

2. Pathway & Pathway Scholarship provided opportunities to:	Completely agree	Somewhat agree	Not sure	Somewhat disagree	Strongly disagree
<input type="checkbox"/> increase my professional knowledge and skills..					
<input type="checkbox"/> complete a project that interested me.					
<input type="checkbox"/> complete a project that fit my area of professional interests.					
<input type="checkbox"/> achieve the learning goals and objectives specified in my Learning Contract.					
<input type="checkbox"/> apply what I learned in the MSW program to social work practice.					
<input type="checkbox"/> integrate course content.					
<input type="checkbox"/> apply social work values.					

Can you list three or four professional areas that you feel have improved through PATHWAY and Pathway Scholarship?

Comments about the PATHWAY/Pathway Scholarship experience:

3. The Mentorship Experience	Completely agree	Somewhat agree	Not sure	Somewhat disagree	Strongly disagree

<input type="checkbox"/> the amount of meetings per semester was sufficient to advance in my project.					
<input type="checkbox"/> an atmosphere conducive to scholarly discussion was demonstrated during meetings.					
<input type="checkbox"/> expectations were clear and consistent.					
<input type="checkbox"/> I received regular feedback on my project.					

Comments about the Mentorship Experience:

4. What are the positive aspects of your PATHWAY and Pathway Scholarship?

5. What, if any, were negative aspects of MSW PATHWAY & Pathway Scholarship?

6. Do you have recommendations regarding PATHWAY and Pathway Scholarship?

7. Overall, how would you rate your PATHWAY and Pathway Scholarship experience?

- greatly exceeded my expectations
- somewhat exceeded my expectations
- met my expectations
- somewhat fell below my expectations
- greatly fell below my expectations

8. Any other comments:

Memorial University protects your privacy and maintains the confidentiality of your personal information. The information requested in this form is collected under the general authority of Memorial University Act (RSNL 1990, Chapter M-7) and is required for facilitating your Pathway Scholarship, academic administration, and MSW program planning. Questions about this collection and use of personal information may be directed to Ivy Burt, MSW Student Services Coordinator, at iburt@mun.ca

Contents of a Complete Pathway Scholarship File

Student Name: _____ Student Number: _____

Submission Date: _____

Note: PATHWAY refers to SCWK 6000 and Pathway Scholarship refers to SCWK6417

Required Forms:

- PW1 - MSW PATHWAY Learning Contract**
(to be completed at the beginning of PATHWAY; signed and dated by both student and mentor. This becomes a working document and is completed throughout Pathways and Pathway scholarship. At the end of Pathway Scholarship it is dated and signed again by the mentor and student. The final version is included in the file.)

- PW3 - Mentor Evaluation of Student**
(to be completed by the mentor at the end of Pathway Scholarship)

Required Products:

- Presentation**
A minimum requirement for a complete file is an indication of the date and title of the presentation.
Date: _____
Title: _____

Although encouraged but not required, students may also include additional items such as the poster for the presentation, the power point slides, audio-visual recording of the presentation, handouts etc.

- Pathway Scholarship Product**
The student's product must be submitted electronically. If the product cannot be submitted electronically (e.g., it is three-dimensional, an artistic performance, music etc.), a 1-2 sentence description of what was produced needs to be included in the file.

The above 4 components must be submitted for the file to be considered complete and for the student to receive a “pass”.