

FIELD INSTRUCTOR SEMINAR II: EVALUATIONS AND ENDINGS



Vina Sandher

Field Education Manager, School of Social Work, York University

Introduction

- Name
- Agency and Area of Practice
- What do you hope to take away today?

Topics Covered

- Welcome and Introduction
- Where are we ...reminder about the Midpoint Check-in
- The Final Evaluation
- Challenges in Evaluation
- Power Differences in Evaluation
- The Process of Evaluation- Database walk through
- 'Endings' in placement

Mid-Point Progress Review

- The Mid-Point Progress is a review of where the student is at.... a check in
- Students should have a formal meeting with their field instructor to discuss achievements to date, based on their learning goals and objectives
- It is the point at which student's learning goals can be revisited and revised if needed

Mid-Point Progress Review

- At the Mid-Point the student should be able to highlight strengths and be able to focus on a more intense application of skills- complete a self-assessment
- Students should be more independent by this point
- It is also the point by which concerns should have been formally identified and plans put in place to address the concerns during the second half of the placement
- Students should be able to articulate what their philosophy of practice is as well as make attempts to bridge theory with practice
- Students **MUST** submit their log of hours online for you to approve
- Field Visits occur for all students around midpoint!

Final Evaluation

- The **final evaluation** is the point at which the student's overall progress is assessed.
- It is tied to the student's learning goals which were finalized at the mid-point.

Final Evaluation (BSW / Year 1 MSW)

Criteria / Expected Level

- The student has demonstrated growth across the time of placement, i.e., has demonstrated not only a conceptual grasp of theory and relevant understanding of policy and community development, but an ability to integrate theory into practice in a purposive way.
- At the time of final evaluation, the student could function as a beginning social worker in a general service agency, i.e., capable of autonomous work in routine areas after a period of orientation with awareness, and capacity to seek out and utilize consultation and help from supervisors and other staff members.

Evaluation (MSW)

Criteria / Expected Level:

Upon commencement of the MSW placement a student should demonstrate a strong grounding in social work theory and practice at the BSW level. Over the course of the placement the student is expected to demonstrate an advanced level of practice in which the student demonstrates initiative as a practitioner, professional and colleague; and can function autonomously their individual practice and within the agency.

5 Major Learning Goals

- Social Issues Addressed by Organization
- Organizational Context
- Critical Social Work Skills
- Critical Reflective Practice Skills
- Critical Reflexive Practice Skills
- Professional Context of Practice

(1) Social Issues Addressed by Organization

- Recognizes the impact of local and/or global perspectives and social, political and economic factors on social issues
- Articulates and explains a range of theories and approaches used by the organization

Learning Goals	Plans for Goal Attainment	Progress of Learning Goal
		<input type="checkbox"/> EE <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> DNM <input type="checkbox"/> NA

Student's Reflection on their Progress

Field Instructor's Feedback on Progress

The Importance of Evaluation

For the Clients/Community:

- To provide accountability for the quality of social work services

For the Profession:

- To ensure that we are introducing competent, ethical and responsible social work students into the social work profession
- To ensure that graduating students achieve a performance level necessary for beginning practice

For the Student:

- To describe the student's current level of knowledge, skill, strengths and achievements
- To mark difficulties experienced in arriving at that point
- To specify areas for future development

Challenges in Completing Evaluation

- Facilitating learning is more appealing than judging performance
- Social work values of being nonjudgmental, using strengths perspective, empathy, etc. are challenged
- Social Workers don't always like giving feedback that might be perceived as negative
- RATING & Student reaction to this
- Complexity of evaluating...How to measure success in placement – Is it based on number of cases the students can carry, the learning goals and their attainment, the student's own perceptions, the student's relationship with clients, their understanding of the agency and it's unique way of operating, etc.?

Power Differences in Evaluation

- Supervisor – student
- Multiple social locations and identities:
 - ▣ Racial minority students
 - ▣ Students with different ability
 - ▣ Sexual minority students
 - ▣ Students with mental health challenges
 - ▣ Mature students
 - ▣ Other power differences: gender, age, experience

Reference: Razack, Narda. 2002. *Transforming the field: Critical antiracist and anti-oppressive perspectives for the human services practicum*. Halifax: Fernwood Publishing.

Reflection:

- Think back to your experience of evaluation as a placement student or employee:
 - What made you receptive to your supervisor's evaluation of your performance?
 - What made it difficult for you to hear your supervisor's evaluation of your performance?
 - What was helpful or not so helpful in the way your supervisor gave you feedback on your performance?

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Case Discussion: Evaluation

The Evaluation Process

- Start talking about the final evaluation a couple of weeks before the placement ends
- Ask the student to reflect on their journey in your agency:
 - ▣ What did they think the placement would be like? What were their hopes, fears, and expectations?
 - ▣ Did they have any misconceptions of what social work would entail in the 'real' world?
 - ▣ What did they learn about themselves?
 - ▣ Do they feel their learning goals were realistic?

The Evaluation Process (cont'd)

- Ask students to discuss what they perceive as their achievements, strengths, and possible areas for improvement (this is important because sometimes students may not see or feel that they are doing well).
- Encourage students to first evaluate their own learning and complete the Final Evaluation by themselves. (rough draft).
- Arrange a formal meeting with your student to work on the Final Evaluation collaboratively. This meeting will be more productive if both parties have prepared.

The Evaluation Process (cont'd)

- Use this time to give “balanced feedback”.
- Feedback should be clear, systematic, and inviting dialogue.
- Use the Learning contract and the Mid Point Evaluation as a tool to build the Final Evaluation on.
- Ensure that student includes a detailed account of the work completed.
- Field Instructors should elaborate in the space provided under each section or provide attachments where necessary.

Online Database

<http://www.yorku.ca/laps/sowk/practicum/>

Trouble-Shooting and Help?

Any questions on the database

Please contact

Esther Ng

Email: estherng@yorku.ca

Phone: 416-736-2100, ext. 20662

DEADLINE for June Convocation

**MSW 2 YR/Yr 2 Students who started
placement in Sept 2016**

Final Evaluation & Log of Hours:

LATEST DEADLINE

Friday April 14, 2017

DEADLINE for June Convocation

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**BSW Students who started
placement in September 2016**

Final Evaluation & Log of Hours

Friday April 14, 2017

DEADLINE for October Convocation

**Deadline for BSW Students and MSW Students
who will be starting their placement in January
2017**

Online Final Evaluation:

LATEST DEADLINE

Friday August 18, 2017

Ending

Ending

- Ending is a part of life.
- Ending marks a new beginning.
- Placement ending involves ending of student's relationships with:
 - ▣ Field instructor
 - ▣ Clients
 - ▣ Agency staff

What are some things that you can think of that might make this ending difficult for students?

Case Discussion: Ending

How to prepare for this ending

- Allow time
 - ▣ ***Support students to think about when and how to talk with the folks they have been working with*** and what more they can get done in the remaining time of the placement
 - ▣ Students! Be proactive with the kind of closure you want
- Prepare the student for ***possible reactions***
 - ▣ Feeling of abandonment or rejection – the task is to talk about these feelings
 - ▣ Anxiety and regression – the return of presenting problems or onset of new problems

- ▣ Pride, joy, sense of accomplishment
 - ▣ Denial of feelings of loss or any feelings about termination – this can make the student feel that they might have done poorly having little or no impact on the client's life.
-
- Talk about how other endings have gone for them - past participants/clients, participants/clients who have dropped out of program

Some students' reaction to ending

- Plan how to continue a relationship with the agency, participant, or field instructor
- Become hyperactive, i.e., seeing more participants, requesting more supervision time, etc.
- Feel disinterested already, distancing from participants/clients or you
- Feel sad and nostalgic

- Feel depressed or nervous about the future
- Feel angry or frustrated with the school or the agency for providing inadequate training to prepare them for the 'real' work
- Feel relieved
- Think about what has been satisfying and disappointing

Tasks of Ending

- Summarize the work completed: what worked, what didn't work, say goodbye
- Arrange for work transfer
- Help the student reflect and see *what the placement has meant to them* and determine what is useful to share with clients/participants
- Help the student *work through their attachment* to the placement and let go

- Discuss your own feelings about endings with the student - grief, loss, guilt, accomplishment, joy, relief. This *parallel process* will model for the student how they can address endings issues for themselves and those they have worked with directly, participants/clients or otherwise.

What about our own reactions to ending?

- Sometimes we experience panic or regret at not having taught the students more
- Work toward the acceptance of not having taught everything, recognizing limitations
- Define realistically what can be accomplished in the remaining weeks
- Recognize the gifts you have given your student and those you have received

Ending instructor/student relationship

- Benefits/ Regrets?
- Student speaks about relationship with field instructor
- Field instructor speaks about relationship with student
- As a Field Instructor, what did you learn about your teaching style? Would you do it again? What challenged you?

CELEBRATION AND GOOD NEWS!

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□ End of Year Celebration! Date will be sent out by email

□ Adjunct Faculty Applications are now being accepted!

Appointments to the Adjunct Faculty of School of Social Work may be granted to experienced and dedicated Field Instructors who satisfy the following criteria:

- BSW and or MSW, or a related degree, or equivalent qualifications and work experience will be considered
- Held the position of Field Instructor for three consecutive years and/or;
- Provided support to the School's Field Education program by acting as a contact within community organizations to facilitate the development of placement opportunities, and;
- Will work/has worked in collaboration with the School of Social Work to develop and implement practice-based workshops to support students' understanding and development of critical social work practice skills
- Participated in field instruction training sessions.
- Have received positive evaluations by students

Process for Appointment: Eligible candidates can apply for consideration by completing this application (accompanied by a CV). The Director of the School of Social Work and Field Education Manager will review applications and make recommendations to the Dean of Liberal Arts and Professional Studies. The recommendation will be accompanied by a brief statement indicating the basis and terms for the appointment.

□ Field Instructor Survey will be online by Spring! Your feedback is very important to us!

THANK YOU

Questions, Comments, Feedback?