

BUILDING A POSITIVE CONTEXT FOR SUPERVISION AND LEARNING

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Vina Sandher, BSW MSW RSW
Field Education Manager, School of Social Work, York University

The Field Education Team

- **Vina Sandher** – Field Education Manager
vsandher@yorku.ca, 416-736-2100, ext.39488
- **Naylen Gonzalez**—Field Education Coordinator
nayleng@yorku.ca, 416-736-2100, ext. 66320
- **Sheryl Abraham** – Field Education Coordinator (MSW) on leave
- **Esther Ng** – Field Education Program Assistant
estherng@yorku.ca, 416-736-2100, ext. 20662

Introduction

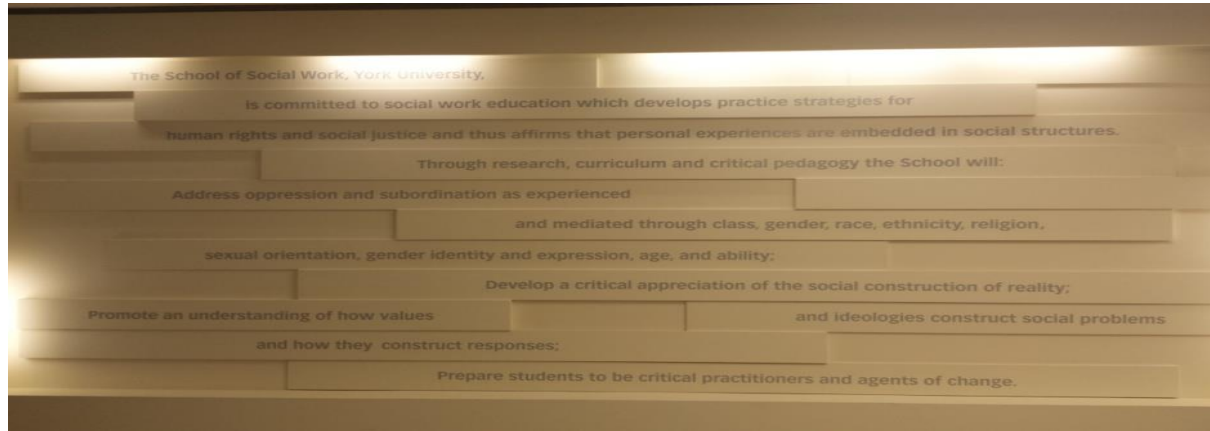


- Name & Program –for students
- Name & Agency– for FIs
&
- If you had tell someone 1 thing about you (only)..what would you want them to know?

Topics Covered

- ❑ School of Social Work Mission Statement
- ❑ Quick Facts about student practicum
- ❑ The triad and roles/responsibilities
- ❑ Key policies and procedures
- ❑ Practicum Process: Learning Exchange, Learning Contract, Mid-Point Progress, Final Evaluation
- ❑ Online database tutorial
- ❑ Supervisory relationships
- ❑ Power and Supervision
- ❑ Scenario Discussion
- ❑ Facilitating Student Reflection
- ❑ Ending Remarks and Student Testimonials

Mission Statement



The School of Social Work, York University, is committed to social work education which develops practice strategies for *human rights* and *social justice*, and thus affirms that *personal experiences are embedded in social structures*.

Mission Statement (cont'd)

- Through research, curriculum, and *critical pedagogy*, the School will:
 - ▣ Address oppression and subordination as experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, age, and ability
 - ▣ Promote an understanding of how values and ideologies construct social problems and how they construct responses
 - ▣ Prepare students to be critical practitioners and agents of change

What is Critical Approach?

- A teaching approach which facilitates students to examine the *social construction and structural conditions* (e.g. social policies, economic forces, racism, sexism, homophobia, ageism, ableism, etc.) of social problems and human experiences.
- It brings *students' awareness to the complexity of power relations between service users and Social Workers*

Quick Facts About the Social Work Program, York University

□ BSW

- Direct Entry A (from High School)
- Direct Entry B (from College)
- Post Degree

□ MSW

- 2 Year Program (full time)
- 1 Year Advanced Standing (full time)
- 2 Year Advanced Standing (part time)

□ PhD

Quick Facts About Student Placements

- BSW
 - 1 placement consisting of 700 hours (in the last year of their program Fall or Winter)

- MSW 2 Year Program:
 - Yr 1: 550 hours
 - Yr 2: 450 hours

- MSW Advanced Standing:
 - Advanced Standing: 450 hours

- 
- Placement Coordinators worked on placements for:

22 MSW Students

135 BSW students

Roles and Responsibilities

The Triad

Faculty Advisor



Student

Field Instructor

Student's Roles and Responsibilities

- ❑ Come prepared and excited to learn!
- ❑ Show initiative and professionalism
- ❑ Keep their log of hours- online
- ❑ Remind Field Instructor of the documentation that is required and timelines
- ❑ Make link from theory to practice
- ❑ Provide reflection and debriefing
- ❑ Set agenda for supervision
- ❑ Identify a project that you would like to build on!

The Practicum Student agrees to:

- (a) Maintain student status at York University and enroll in sowl both 4000 & 4001 for the appropriate terms.
- (b) Attend the 4 integrative seminars facilitated by the student's faculty advisor
- (c) Adhere to the Social Work Code of Ethics espoused by the Canadian Association of Social Workers;
- (d) Act in accordance with the Practicum Centre's regulations, rules, policies and procedures including appropriate Provincial Acts as they apply to the Practicum Centre, including but not limited to confidentiality and privacy;
- (e) Obtain all immunizations and tests (including a police record check) if required by the Practicum Centre before commencing the practicum placement;
- (f) Meet with representative(s) of the Practicum Centre to arrange, before or at the beginning of the practicum placement, the nature of the practicum experience including hours, days, responsibilities, and meeting schedule with their staff mentor;
- (g) Provide a copy of her/his Learning Contract, including learning objectives to the Practicum Centre and the School of Social Work early in the practicum experience (normally by the 3rd week);
- (h) Arrange for a final evaluation meeting with their Field Instructor and complete the final evaluation online.
- (i) The practicum student has made him/herself aware of the School of Social Work BSW Student Professional Behaviour Policy and understands that breaches of professional behaviour may result in withdrawal from the BSW program

Behaviour that may result in withdrawal from the BSW program

A student may be withdrawn from the BSW program if he or she:

1. Commits any breach of the CASW Code of Ethics, the Ontario College of Social Workers and Social Service Workers Standards of Practice, and/or any York University Policy that relates to student behaviour, such as the York University Student Code of Conduct or the Senate Policy on Academic Honesty that would engage the behavioural and ethical standards of the profession;
2. Engages in any proscribed behaviour in a practicum agency as detailed in the School of Social Work's Practicum Manual;
3. Acquires a criminal conviction after being admitted to the program (or which was acquired prior to admission but became known only after having been admitted to the program) which jeopardizes the student's ability to gain registration as a social worker; or
4. Engages in behaviour that impairs the performance of professional responsibilities.

I, _____ (name of the Practicum Student, please print), agree to fulfill the obligations listed above as a condition of my practicum placement at _____ (name of Practicum Centre, please print).

Program (check one):

Direct Entry A (Admitted from High School) Direct Entry B (Admitted from College) Post Degree

Students must be in placement for **FULL** days (the agency's full working day).

of Days per Week at Placement: _____

Please Check the Days at Placement:						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Witness

Signature of the Practicum Student

Date

Date

BSW/MSW Student Placement Agreement Form

Return to the school soon after you have begun your placement!

(no later than the second week your placement)

Field Instructor's Role & Responsibilities

- Orientation
- Provide learning opportunities
- Challenge and Mentor the student
- Work with the student to do the learning contract, mid-point review and final evaluation
- Complete the midpoint and final evaluations as per the deadlines set out by the School
- Approve the log of hours- online
- Provide supervision (min. 1 hr/week)

“The task of the leader is to get his people from where they are to where they have not been.”

- Henry Kissinger

Faculty Advisor's Role & Responsibilities

- Link between School, placement and student
- Convene 4 2-hr seminars to integrate theory and practice
- Mediate/troubleshoot: Field instructors are asked to contact the student's faculty advisor if there is any concern or questions regarding the student's performance so that the school can assist in addressing the concerns early on in the placement
- Submit complete documentation for students to Field Education Manager
- Conduct site visit normally at midpoint

Who is the FA for your student...you might ask?

Confirmation of Placement

F14 AP/SOWK 4000: Practicum in Social Work

Student Information

Name:
Address:
City:
Postal Code:
Home Tel:
Email:

Student ID:
Province:
Country:
Work Tel:

Confirm Date:

Placement Details

Agency Name:
Address:
City:
Postal Code:
Placement Site Address:
Placement Start Date:
Projected End Date:

Province:
Country:

Placement Hours: 700 hours, 3 days a week

Field Instructor1

Name:
Work Phone:
Email:

Ext:

Fax:

Field Instructor2

Name:
Work Phone:
Email:

Ext:

Fax:

Faculty Advisor

Name
Phone
Email

Orientation For Student:

Integrative Seminars For Student:

Tuesday, September 25, 2012
Tuesday, November 13, 2012
Tuesday, February 26, 2013
Tuesday, March 26, 2013

9:30 am - 11:30 am
9:30 am - 11:30 am
9:30 am - 11:30 am
9:30 am - 11:30 am

S801, Ross Building
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S801, Ross Building



Policies & Procedures

Procedure for Placement Extension

- Placement end dates have to be the same as on confirmation package! If student cannot complete placement by the date listed, a PLACEMENT EXTENSION/DEFERRAL form must be completed.

Confirmation of Placement

F14 AP/SOWK 4000: Practicum in Social Work

Student Information

Name:
Address:
City:
Postal Code:
Home Tel:
Email:

Student ID:
Province:
Country:
Work Tel:

Confirm Date:

Placement Details

Agency Name:
Address:
City:
Postal Code:

Province:
Country:

Placement Site Address:
Placement Start Date:
Projected End Date:

Placement Hours: 700 hours, 3 days a week

Field Instructor1

Name:
Work Phone:
Email:

Ext:

Fax:

Field Instructor2

Name:
Work Phone:
Email:

Ext:

Fax:

Faculty Advisor

Name
Phone
Email

Orientation For Student:

Integrative Seminars For Student:

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Placement Extension/ Grade Deferral Form

Placement Extension/ Grade Deferral Request

Student Name: _____

Student ID: _____

- Program: BSW- DEA
 BSW- DEB
 BSW- PD
 MSW- Full Time Advanced Standing
 MSW- Part Time Advanced Standing
 MSW- 2Yr/ YR 1
 MSW- 2yr/YR 2

Date: _____

Placement hours to date: _____

Initial Placement End date (as indicated on Confirmation package): _____

Requested Placement End date: _____

Field Instructor Approval: _____

Faculty Advisor Approval: _____

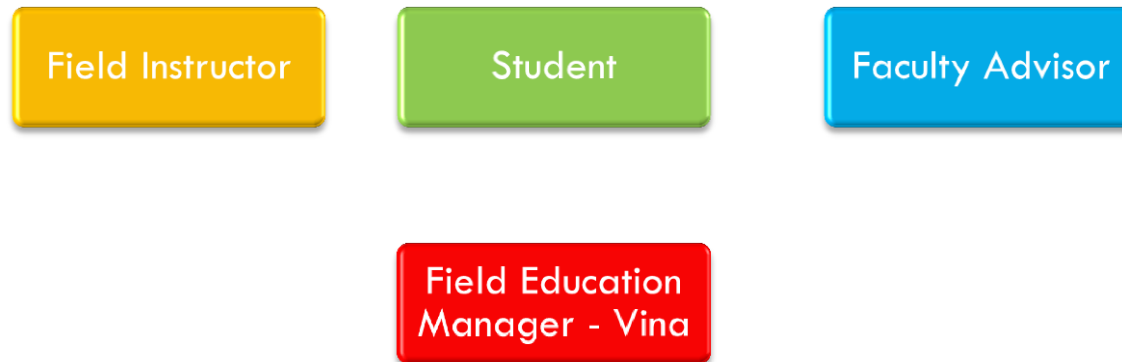
Field Manager Approval: _____

Students need to complete a MINIMUM of 2 PLACEMENT DAYS A WEEK

Students, please submit completed forms to Field Office to ensure a DEFERRAL is indicated in your practicum courses should you go passed the initial deadline for completion AND to ensure you remain covered by York University's insurance.

Please NOTE: Your Faculty Advisor or Field Education Manager may ask you for documentation in support of your request (e.g. A physician's note)

Placement Concern...what to do?



Placement breakdown and failure process in practicum manual

Placement Termination:



Placements may be terminated without students successfully completing their placements for two reasons:

1. Placement failure
2. Placement breakdown

1. Placement Breakdown

- Occurs when a placement is not viable for reasons other than a student's ability to demonstrate professionalism and/or the capacity to develop social work skills.

For example:

- lack of adequate supervision
- lack of appropriate learning opportunities
- lack of fit between the student and supervisor/agency
- A personal situation for the student that impedes their ability to complete placement

PLACEMENTS CANNOT BE TERMINATED WITHOUT SCHOOL'S AWARENESS, INVOLVEMENT, AND CONSENT!

2. Placement Failure

- Occurs as a result of a student's inability to demonstrate the capacity to develop the required social work practice skills
- May occur as a result of a breach of professional behavior/ breach of the Social Work Code of Ethics

I know what you're thinking...



Learning Exchange

Learning... Life long endeavor, isn't it?

People have different learning “styles”.

- ❑ Auditory?
- ❑ Visual?
- ❑ Tactile?



Learning Exchange- some points to consider

- ▣ Not empty vessels –life experience/lived experiences;
- ▣ Ability to be self-directed learners;
- ▣ Empowerment lead to initiative ...
- ▣ Experiential learning & question posing approach;
- ▣ Emphasis is on building capacity to act.
- ▣ Might not have much experience (lived or other) BUT come with an unbeatable desire to learn everything you have to offer!

Group Exercise

It is important to understand the differences that exist between the two of you in terms of the way you learn/teach (in this dyad of learning) so that you can figure out how to engage with one another...

Lets take some time to talk about your idea of supportive learning... How can we be creative in the way we support students in placement...

Learning Contract

Learning Contract

- By the 3rd week of placement (roughly 60 hours), students should submit their learning contract online upon discussion with field instructors
- A collaborative process
- Flexible, dynamic, subject to change at midpoint
- Encourage student to leave a piece of them with your organization! (Share some success stories)

Learning Contracts (cont'd)

Based on:

- Field agency capacity
- School expectations
- Student learning goals

Serves to:

- Establish goals
- Identify steps in reaching goals
- Establish evaluation criteria
- Set time frame

Learning Contracts (Administrative)

Administrative:

- The details of the placement
- Who, what, where, when

Learning Contract (Educational)

- **Goals:** Students and field instructors determine goals that reflect the criteria outlined in the Development Area but are specific to the context of the agency
- **Plan for goal attainment:** Explains how student will meet each goal: tasks, activities, projects and method of evaluation

Learning Contract – Administrative Agreement

The learning contract is negotiated between the student and the field instructor and provides the basis for evaluating the student's progress in placement. The student's learning contract should be comprehensive with activities that fall under the 5 major learning objectives identified below. The learning contract should be completed no later than the third week after your placement begins. If necessary, you will have the opportunity to revise your learning goals online at midpoint.

PRACTICUM PARTICULARS

Student Name		Agency/Organization	
Faculty Advisor		Agency/Organization Address	
Field Instructor 1		Primary Address for Placement (if different from above)	
Field Instructor 2		Practicum Start Date	
Expected date of Mid- Point Progress Review		Expected date of Final Evaluation	

ADMINISTRATIVE AGREEMENT

Length of Placement (months)		Days of the week at placement (FULL DAYS)	MON	TUES	WED	THURS	FRI	SAT	SUN
Projected Start Date		Hours at Placement per Week							
Projected End Date									

SUPERVISION

How often will the student and Field Instructor be meeting for formal supervision and what does supervision consist of? How will Field Instructor and Student incorporate a discussion on practice theory and application during these meetings?

Please list any expectation that the Field Instructor has for the student concerning the preparation for supervision (e.g. process recording, tapes, questions, oral discussion of projects, feedback from other staff, observations etc):

Learning Contract – Educational Agreement

LEARNING AREAS

(1) Social Issues Addressed by Organization

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

	LEARNING GOALS	PLANS FOR GOAL ATTAINMENT
1)	<input type="text"/>	<input type="text"/>
2)	<input type="text"/>	<input type="text"/>
3)	<input type="text"/>	<input type="text"/>
4)	<input type="text"/>	<input type="text"/>
5)	<input type="text"/>	<input type="text"/>

(2) Organizational Context

- A. Identifies funding structures within the setting and impact on service delivery
- B. Recognizes social policies that affect the organization and/or its services
- C. Describes the organization's policies, procedures and mission, including those related to health and safety, ethics, discrimination, harassment, diversity and equity.

Learning Contract – Educational Agreement

(3) Critical Social Work Skills

- A. Identifies skills which are relevant and important for a successful placement at the organization, such as policy, community development, research, direct practice, advocacy, program development
- B. Shows an understanding of the role of advocacy in social justice work
- C. Uses a critical lens to advocate for enhanced service delivery by analyzing the organizational, community and/or governmental structure and its impact on clients and service delivery.
- D. Utilizes formal and informal community resources and where feasible, develops new resources to meet community/client needs
- E. Identifies client's strengths and understands client's systemic context
- F. Demonstrates successful termination with clients, agency personnel, projects, and community groups utilizing appropriate skills and knowledge.
- G. Identifies the dominant theories and/or discourses that organize the particular field of practice (recognize features of the theories, the tensions inherent in the theories, as well as their merits/utility in the lives of the individuals, families, groups, communities, etc. served by the organization).

(4) Critical Reflexive Practice Skills

- A. Structures practice in recognition of how one's own social identity, social location and values can advance/impinge in one's work with the individuals, families, groups and/or communities, as well as community or policy frameworks
- B. Articulates theory in practice
- C. Describes one's own philosophy of practice, including the ability to identify strengths and areas for improvement
- D. Recognizes the importance of self-care in practice

Learning Contract – Educational Agreement

(5) Professional Context of Practice

- A. Interprets moral and ethical dilemmas within the structure of the organization
- B. Appraises the CASW Code of Ethics in respect to meaning for critical practice
- C. Uses supervision effectively including appropriate uses of staff for consultation
- D. Where appropriate, takes initiative and demonstrates the ability to complete projects in a timely manner.
- E. Demonstrates ability to work collaboratively in a group setting to establish clear objectives for project work and other placement related activities.
- F. Where appropriate, participates in leadership as an active team member
- G. Expresses self verbally and communicates writing in an effective manner
- H. Where applicable, demonstrates ability to use the organization's database or search engines/online resources
- I. Demonstrates awareness and adheres to agency recording standards, including policies pertaining to confidentiality, consent, and overall policies and procedures

Learning Contract (Example)

- **Major Learning Goal:** To develop group facilitation skills
- **Plan Goal Attainment:** Attend a community group as an observer and then plan and facilitate a group session. My supervisor will attend a group session with me and give feedback on my group work skills.

Quick Exercise- Learning Contracts

- Student and FI to come up with a Learning Contract Goal to share with the group.



Evaluation

Evaluation

- Both the mid point review and the final evaluation are tied to the student's learning contract
- The **mid point** is a review of where the student is at: a check in. It is the point at which concerns should be formally identified and plans put in place to address the concerns during the last half of the placement
- The **final** is the point at which the student's overall progress is assessed and a Pass or Fail grade assigned.

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.

On-Line Database - Mid-Point Progress Review

(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

EE ME NI DNM NA

Student's Reflection on their Progress

Field Instructor's Feedback on Progress

**Student's can change the learning goals and plans and should input their Reflection.
The Field Instructor inputs the Progress and Feedback section after the student
submits the on-line mid-point**

On-Line Database - Final Evaluation

(1) Social Issues Addressed by Organization		
<ul style="list-style-type: none">• 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		

Students input their Reflection. The Field Instructor inputs the Progress and Feedback section after the student submits the on-line final evaluation.

Database Tutorial



Supervisory Relationship

Supervisory Relations & Power Imbalances

- Complex & emotionally intense experiences;
- Conflict is a common characteristics;
- Dealing with conflicts in placement is also a part of learning for our student

“.... The important thing about an issue is not its solution, but the strength we gain in finding the solution.” (Author unknown)

Power Imbalances: Difference & Diversity

- Social identities & Social location:
 - Cultural self-awareness & power, privilege, and oppression;
 - Awareness of differences based on social identities and location
 - Rarely discussed

Power and Imbalances: Difference & Diversity (cont'd)

- Which ways might one of you have more power than the other?
 - Race
 - Ethnicity
 - Gender
 - Class
 - Sexual Orientation
 - Education
 - Ability
 - Age

In acknowledging the power differential, how can that be managed in a positive way?

Reflection

- **Field Instructors:** Think about your relationship with your field instructor(s) when you were a student:
 - What was your positive experience? What was helpful or supportive?
 - What was your not so positive experience, if any? What was difficult or not supportive?
- **Students:**
 - How do you learn best? What is your learning style?
 - What support would you hope from your supervisor?

The Relationship

- Draw out differences between what you would expect from a supervisor as an employee versus a student.

<u>Supervisor / Employee</u>	<u>Supervisor / Student</u>

what our students said about their Field Instructors

Optimistic

Leader AOP Real Respectful

Empathetic

Passionate Multidimensional

Concerned Balanced

Real Reflective

Dedicated

Flexible Advocate Mindful

Inclusive Activist

Group Activity

- What makes a supportive student-supervisor relationship?
- What might get in the way?
- What steps can we take to build a positive student-supervisor relationship?

Facilitating Student's Reflection:

- How to debrief and help students reflect:
 - What informed your assessment of the situation?
 - What theory or knowledge did you draw on?
 - How did your personal response influence your professional response?
 - How was your subjective/personal response influenced by your values/ideologies/biases based on your gender, class, race, sexual orientation, age, ability, etc.?
 - What did you learn that you can use in the future?
 - What would you do differently next time?

Facilitating Student's Reflection (cont'd)

- Encourage students to continue re-reading their understanding or analysis of a situation;
- Challenges students to consider the political, social, cultural, economic context of the situation.
- Encourage students to keep a reflective journal to capture placement growth and learning.

Ending Remarks

- As a practicum mentors and supervisors, you are a “teacher of practice”...you are walking students through learning that cannot happen in the confines of a classroom... You want to create a healthy learning space and avoid a climate of:
 - I know it, and I will teach you
 - I will talk, and you will listen
 - I will choose what you do, and you will comply

Student Feedback from 2016/2017 Questionnaire

BSW

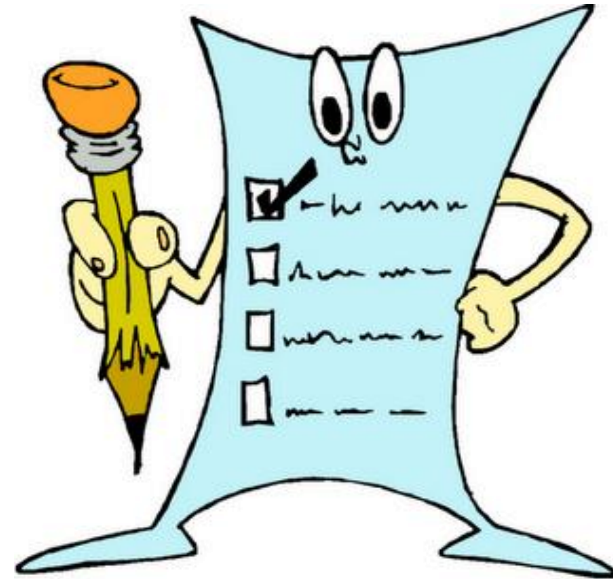
140/165

(85%)

MSW

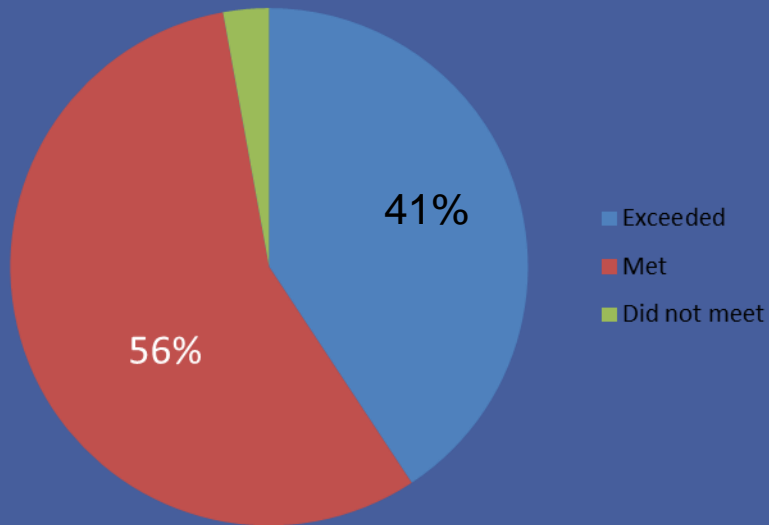
59/97

(61%)



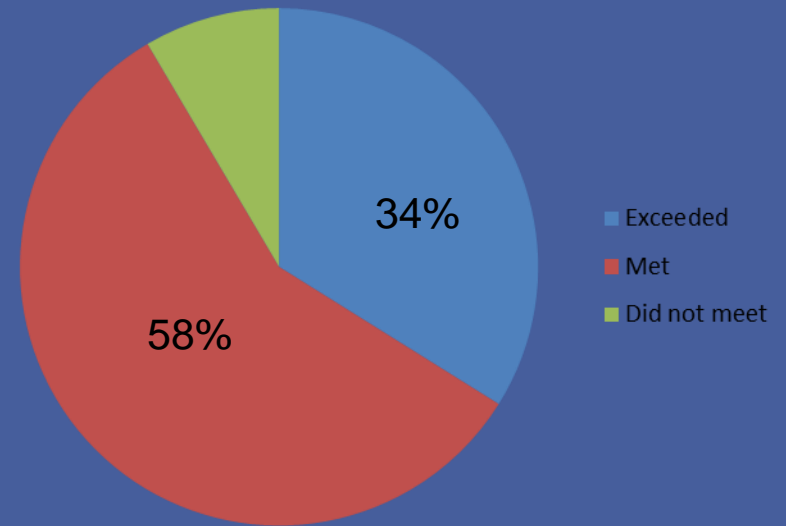
QUESTIONS ABOUT FIELD INSTRUCTOR	BSW (140=85%)	MSW (59=61%)
At the beginning of placement, did your field instructor discuss placement expectations with you?	Yes 95%	95%
Were learning goals and objectives established at the beginning of the placement?	Yes 98%	95%
Were your learning goals achievable and measurable?	Yes 95%	95%
Was your field instructor reasonably available to you:		
<ul style="list-style-type: none"> • For planned supervision time? 	Yes 91%	92%
<ul style="list-style-type: none"> • For informal conversation? 	Yes 87%	95%
<ul style="list-style-type: none"> • To observe their work? 	Yes 85%	92%
<ul style="list-style-type: none"> • To address issues that developed out of the placement? 	Yes 88%	91%
<ul style="list-style-type: none"> • To provide constructive feedback? 	Yes 91%	93%
Was this person knowledgeable about:		
<ul style="list-style-type: none"> • The agency, its functions and its target population/social justice issue? 	Yes 98%	97%
<ul style="list-style-type: none"> • Social work practice? 	Yes 87%	92%
<ul style="list-style-type: none"> • Community resources? 	Yes 99%	97%
<ul style="list-style-type: none"> • Issues around oppression? 	Yes 92%	89%

Placement Expectations (BSW)



Total respondents: 140/165

Placement Expectations (MSW)



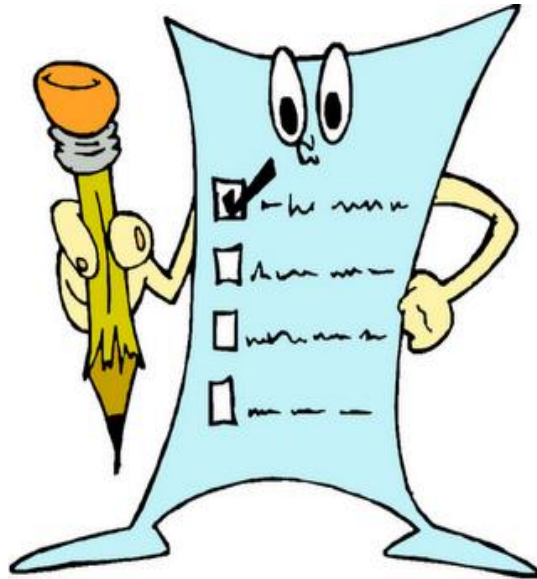
Total respondents: 59/97

Some concerns...

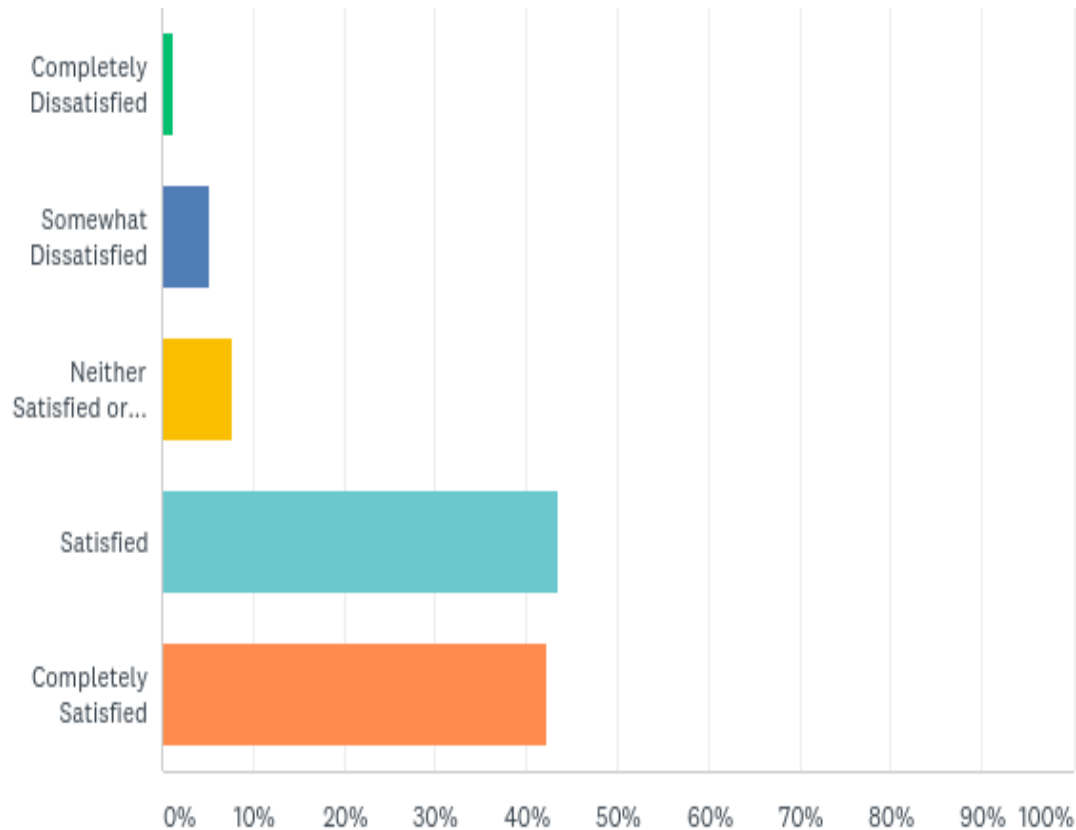
- Limited supervision
- Never talked about my learning goals....just tasks
- Limited feedback or no feedback
- “I didn’t feel welcome”
- Field Supervisor “too busy for me”
- Getting brought into the office politics
- Not enough to do!
- Too much to do!
- Too much admin/clerical work
- Never got to see my supervisor in action
- “Seemed like they never wanted to get to know me”

Field Instructor Feedback from 2016/2017 Questionnaire

140/262 (53% response rate)



Overall, how do you feel about the placement experience this year?



How did your experiences as a Field Instructor influence you and your work?

“It keeps me updated on what students are learning at York. Very great conversations”.

“The students reminded me of taking a step back and seeing things from a fresh perspective. It's easy to get lost in the daily work and they helped me see clients as individual cases”.

“Challenged me to reflect on the strengths and areas of growth for myself and the student”.

“As a field instructor, I am influenced by the amount of enthusiasm the student brought into the placement and the interest she continued to show towards the full placement. This is never an easy placement as we have crisis situation everyday, and having a student forces me to reflect on my practice especially to take time to nurture my self as I have to model this to my student as well”.

“Enabled us to: Register an increased number of clients, incorporate a larger variety of services during initiative, enhance our database (e.g. add necessary queries, incorporate more technology into group facilitation), and give more individual attention to participants during group programming).

“Doing weekly reflections with my student also help me review my role as a social worker”.

“Provided supervisory experience”.

Some lessons...



“...ensure there are clear expectations at the beginning of placement”

“not shy away from giving balanced feedback--- including areas where growth is needed”

“talk to students about boundaries”

“meet more frequently”

Reflections....

As a result of what I have learned here today,
I feel...

I will ...



THANK YOU FOR THIS
PARTNERSHIP!

Questions, Comments, Feedback?