

Field Placement Workshop: Building a Positive Context for Learning

Friday January 10, 2020

Vina Sandher
Field Education Manager

LAND ACKNOWLEDGEMENT



York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Metis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

The Field Education Team

Vina Sandher – Field Education Manager

vsandher@yorku.ca, 416-736-2100, ext.39488

Naylen Langin—Field Education Coordinator

nayleng@yorku.ca, 416-736-2100, ext. 66320

Sheryl Abraham – Field Education Coordinator (MSW)

sabraham@yorku.ca

Esther Ng – Field Education Program Assistant

estherng@yorku.ca, 416-736-2100, ext. 20662

Introduction

- Table icebreaker

Lets get to know eachother! Try to find one commonality amongst the folks at your table (cannot be that you ARE a student or have taken a student in placement!!) 😊

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
- ☐ 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.

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, gender identity and expression, age, and ability;

Develop a critical appreciation of the social construction of reality;

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.

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 activists of social 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*
- Students are taught to peel back, question, and reflect

Quick Facts About our Programs

- 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 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

Winter 2020


Placement Coordinators worked on placements for:

- **27 BSW Students**
- **57 MSW Students**

OUR PARTNERS!

Our **partnerships for the Winter placement cycle include:**

Access Alliance Multicultural Health and Community Services
CAMH – Aboriginal Services, Complex Care and Recovery Program/ Forensic
Mental Health, Gender Identity Clinic, The Toronto Adult
Neurodevelopmental Services (ANS), and Toronto Drug Treatment Court
Program
Cente for Dreams
Children's Aid Society of Peel
Children's Aid Society of Toronto
Catholic CAS
Compass Community Health
COSTI Immigrant Services
Delta Family Resource Centre
Dufferin Child and Family Services
Dufferin Peel Catholic District School Board
Durham CAS
Halton Healthcare - Child & Youth Outpatient Team



Hospice Toronto
Humber River Hospital – ICU and Maternal & Child Program
Kerry's Place Autism Services
Lakeridge Health - Women's & Children's Healthcare
Mackenzie Health Hospital - Long-term Care Program
Markham Stouffville Hospital - ER
Philip Aziz Centre - Emily House Children's Residential Hospice
Practice and Research Together (PART)
Scarborough Health Network (SHN) – Child & Adolescent ADHD Clinic
Scarborough Health Network (SHN) – Justice and Mental Health Program
Scarborough Health Network (SHN) – Multi-Care Kidney Clinic, Nephrology
Sheridan College - School of Community Studies
Sumac Creek Health Centre @ St. Michael's Hospital
The Compassion Project
The Ministry of Health - Justice, Forensics and Supportive Housing Branch,
Forensics and Justice Unit
Toronto District School Board
Trillium Health Partners - Early Psychosis Intervention Program

Community Living Ajax-Pickering & Whitby
Community Living York South
Costi Immigrant Services - Seniors' Day Program
Eva's Initiatives
F.E.A.T. for Children of Incarcerated Parents
Helping Hands
John Howard Society of York Region
Kawartha Haliburton Children's Aid Society
LOFT Community Services
Malvern Family Resource Centre
Renascent
Seneca College: SSW - Immigrants and Refugees Program
Skills for Change
The Centre for Dreams
Union Villa Long-Term Care
York University – TD Community Engagement Centre: Community Engaged Scholars Program
WomenatthecentrE (Women's Centre For Social Justice)
York University: Centre for Human Rights, Equity, and Inclusion
Acid Survivors Foundation (International Placement in Bangladesh)

Canadian Training Institute
CMHA Toronto George Brown College: Transitions to Post-secondary Education
Program (TPE)
Humber College School of Social and Community Services - Continuing
Education
Lumacare
North York Harvest Food Bank
Regenesis
Salvation Army - Territorial Headquarter
Sistering - A Woman's Place
St. Michael's Homes - Residential Treatment Program
The Office of Peter Tabuns
University of Toronto Scarborough - Department of Student Life
Vibrant Healthcare Alliance
Victim Services Durham Region
YouthRex

Roles and Responsibilities

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 and share such observations and reflections with FI
- Provide reflection and debriefing about the work
- Set agenda for supervision
- Identify a project that you would like to build on!

SAFETY ORIENTATION CHECKLIST

Student Name: FTest LTest
Student Number: 123456789
Program: BSW-F10-4000
Name of Practicum Center: Testing Agency

Practicum Centre to complete with student on their first work day

COMPLETE DURING ORIENTATION

- ☒ Name of immediate supervisor and Joint Health and Safety Committee representative (JHSC) or Safety Representative
- ☒ Worker/supervisor rights and responsibilities
- ☒ Safe work procedures and operation of equipment
- ☒ Use of Personal Protective Equipment (PPE)
- ☒ Identification of restricted or prohibited areas, tools, equipment and machinery
- ☐ Hazards in the workplace that may affect the student, how they're controlled and how to deal with them
- ☒ What to do and who to see if the student has a safety concern

Orientation Checklist

COMPLETED ONLINE BY FI
AND STUDENT AND FIELD
INSTRUCTOR NEEDS TO
APPROVED

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 (1 hr/week sit down) and ad hoc
- Report any WSIB injury to the School

Faculty Advisor's Role & Responsibilities

- ☐ Link between School, placement and student
- ☐ Convene 4- 2hr seminars to integrate theory and practice
- ☐ Mediate/troubleshoot
- ☐ Support to student and field instructor
- ☐ Submit complete placement documentation to Field Education Manager for grade submission
- ☐ 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
S801, Ross Building
S801, Ross Building
S801, Ross Building

Policies & Procedures

Process for Placement Extension

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:
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

SR01, Ross Building
SR01, Ross Building
SR01, Ross Building
SR01, Ross Building

liberal arts &
professional studies

YORK
UNIVERSITÉ
UNIVERSITY



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

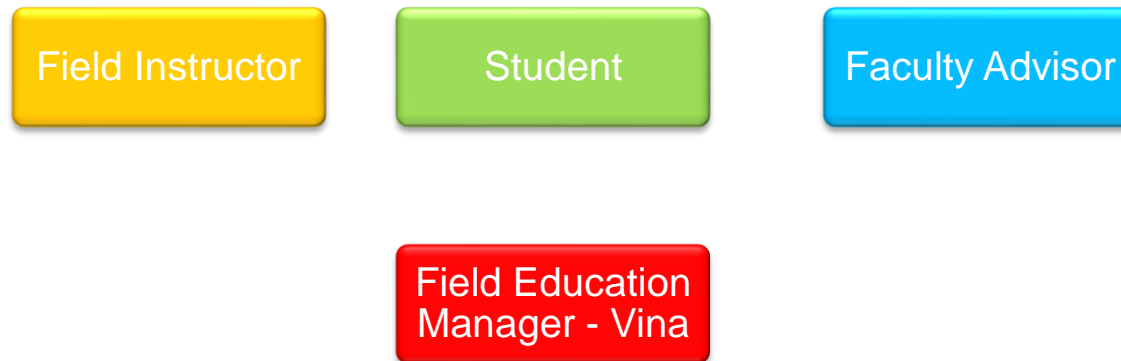
Students, please submit completed forms to Field Office to ensure a DEFERRAL is indicated in your practicum courses should you go passed the initial deadline for completion AND to ensure you remain covered by York University's insurance.

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)

liberal arts &
professional studies



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

Lets take a Stretch Break!

Learning Exchange




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

People have different ways of learning

- ☐ Auditory?
- ☐ Visual?
- ☐ Tactile?



- 
- ❑ Verbal-- reciting information out loud, writing your own notes and highlighting the key points, having a passion for words, writing, tongue twisters, rhymes
 - ❑ Logical --often learn by asking a lot of questions, want to understand the whole picture. They are natural thinkers who learn by classifying, categorizing and thinking abstractly about patterns & relationships etc.
 - ❑ Social --prefer to learn in groups rather than on their own, and like generating ideas by brainstorming with others

<http://acadoceo.com/different-types-of-learning-styles/>

Learning Exchange- some points to consider

- Explore your needs! And get to know each other!
- Learning is an active process – two way process
- Life experience/lived experiences;
- Self-direction;
- Encourage an atmosphere that builds confidence
- Empowerment can lead to initiative;

Group Exercise

- It is important to understand the differences that exist 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...

Learning Contract



Learning Contract

- By the 3rd week of placement (roughly 60 hours)
- General and Research templates online
- 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)
- Must be approved by the Field Instructor online

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.

- F. Be knowledgeable of external policies and programs that impact on the agency's service delivery in the placement setting
- G. Identify potential areas for organizational change (e.g. policy, practice)
- H. Identify and respond to the need to advocate for policy and program changes at organizational, community or governmental levels
- I. Where feasible, develops new resources to meet community/client needs

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

- 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

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;
- Conflict can arise;
- Dealing with conflicts in placement is also a part of learning for our student

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?

what our students said about their Field Instructors

mentors Concerned shadow
Reflective supervision
Flexible Planned Critical Debriefing
Kind together Empathetic
Real Sat AOP Approachable Informal feedback
structure Inclusive Driven
Clear Available Optimistic
Supportive Passionate
Learned Comfortable
Dedicated Showed Balanced

WordItOut

Group Activity

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

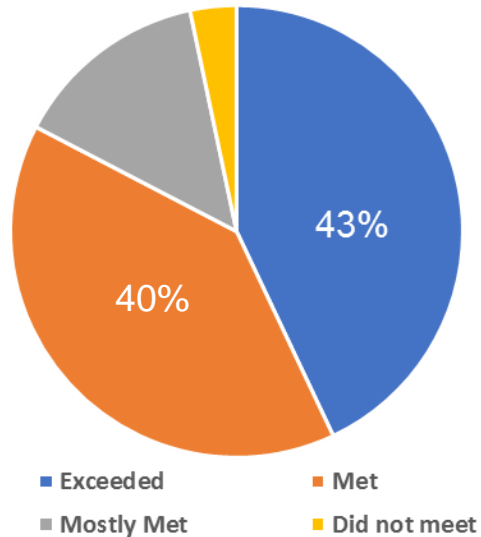
Ending Remarks

As a practicum supervisors, you are walking with students through learning that cannot happen in the confines of a classroom...And this is not something taken lightly!

Thank you for this opportunity...

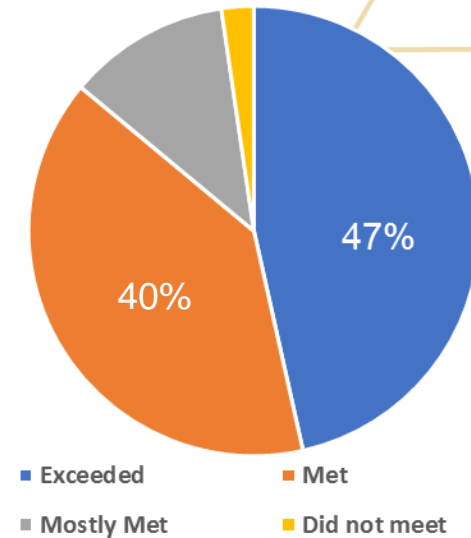
QUESTIONS ABOUT FIELD INSTRUCTOR	BSW	MSW
At the beginning of placement, did your field instructor discuss placement expectations with you?	Yes 96%	98%
Were learning goals and objectives established at the beginning of the placement?	Yes 98%	98%
Were your learning goals achievable and measurable?	Yes 97%	100%
Was your field instructor reasonably available to you:		
• For planned supervision time?	Yes 88%	91%
• For informal conversation?	Yes 93%	95%
• To observe their work?	Yes 89%	88%
• To address issues that developed out of the placement?	Yes 92%	98%
• To provide constructive feedback?	Yes 93%	91%
Did this person engage in conversations about:		
• The agency, its functions and its target population/social justice issue?	Yes 97%	98%
• Social work practice?	Yes 88%	95%
• Critical Social Work practice?	Yes 79%	88%

Placement Expectations (BSW)



Total respondents:
121/140= 86%

Placement Expectations (MSW)



Total respondents:
44/91= 47%

Learning Opportunities

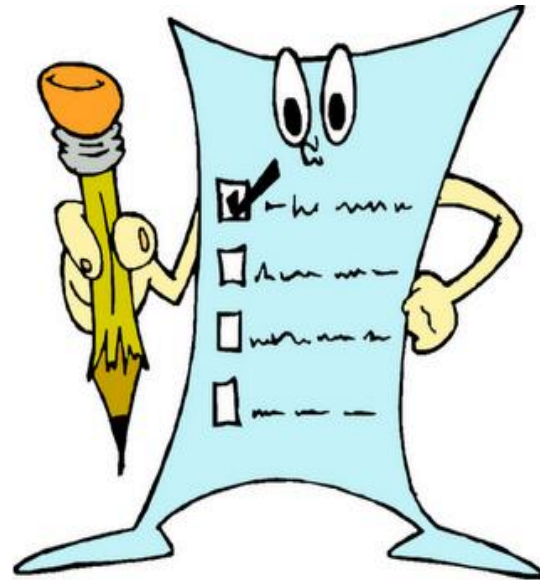
- Case management, home visits, counselling, complete assessments, case reporting/documenting, working in a team, crisis support,
- Shadow different teams/social workers
- Resource development
- Proposal/grants for funding
- Community based research, interview research participants, analyse data, assist with coding, etc...
- Attend meetings, workshops, community events, outreach and networking opportunities
- Organize events
- Develop curriculum for a program, run programming, facilitate support group
- Conference presentation
- Support creation of policies
- Attend training events, etc.

Recap of concerns....

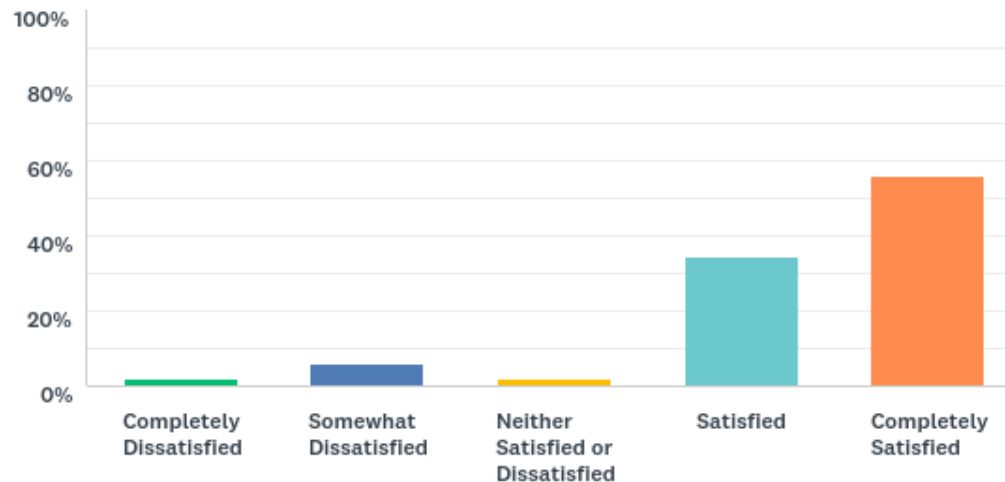
- Limited supervision
- Being switched field instructors
- Limited feedback or no feedback
- Field Supervisor was too busy
- Getting brought into the office politics
- Not enough to do!
- Too much to do!
- Too much admin/clerical work
- Never got to see my supervisor in action
- Supervisor was not prepared for my learning

Field Instructor Feedback from Questionnaire

53/230 (23% response rate)



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



56%
Completely
Satisfied!

Some successes....

- *Our placement student prepared a value/attitude reflection chart for each client that she worked on was the greatest achievement.*
- *My student was able to participate with a patient that wished to pursue MAID (Medical Assistance in Dying) She was very involved and although she found the subject personally challenging, she did not shy away from the experience and in supporting the patient she had developed a relationship with. Our student was very involved in organizing Social Work Week at our organization.*

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”.

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

“Student's use of critical reflexivity and awareness of anti-oppression and power dynamics influenced and reminded me of its impact and presence in my work with clients”.

“Sometimes I forget that it's a whole lot of work!”

“I found that my experience with the student reminded me very much of when I was a student with so much to learn. It really for me came down to the feelings associated with being a student (making mistakes and being able to recover from them, knowing how and who I could turn to for support and direction)”

“it really is a two sided relationship” “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”.

Field Instructors spoke about students securing employment after placement.

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?