



DEPARTMENT OF GOVERNMENT SOCIOLOGY
AND SOCIAL WORK



<http://www.cavehill.uwi.edu/fss/gssw/home.aspx>

THE DEPARTMENT OF GOVERNMENT, SOCIOLOGY & SOCIAL

WORK

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THE UNIVERSITY OF THE WEST INDIES MISSION STATEMENT

The Mission Statement reflects the primary purpose of the University, that is, the reason for its existence. The enduring mission of the UWI is:

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership, and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond.

What Does It Mean?

The Mission of the UWI is further explained in the following context:

To advance education:

Provide opportunities to the population of the region and beyond for higher education that fosters creative activity and notions of shared community, enhanced social and interpersonal relations, and critical and creative thinking skills.

To create knowledge:

Engage in research that serves to:

- create significant new insights,
- explore and apply solutions to priority national and regional problems and challenges,
- exploit developmental potential and competitive advantages,
- position self and society in a changing world order, and
- provide a sound basis for public policy formulation and decision making.

To support inclusive development of the Caribbean region and beyond:

Maintain a capacity to supply and support a wide range of expert technical, professional and advisory services to meet the needs of national governments, public and private sectors, and regional and international institutions, and to involve all stakeholders in the process; and be a significant contributor to global intellectual growth and human development by producing scholars that harness the creative energies, cultural diversity, social experiences, biodiversity and other assets of the region and beyond.

www.cavehill.uwi.edu/About/mission-vision.aspx

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SECTION A:

**INTRODUCTION TO THE
UNIVERSITY OF THE WEST INDIES**

HISTORICAL PERSPECTIVES

The University of the West Indies (UWI) was founded in 1948 as the nucleus of a dream to bring “light, liberty and learning” within the reaches of the people of the Caribbean. The University grew rapidly, beyond all projections, and today is a multi-campus institution with an international reputation for excellence in teaching and research, and a focus on providing West Indian society with the tools for unlocking its potential for growth.

Over the last six decades, UWI has evolved from a fledgling college in Jamaica with 33 students to a full-fledged University with over 40,000 students. Today, UWI is the largest and most longstanding, higher education provider in the English-speaking Caribbean, with main campuses in Barbados, Jamaica and Trinidad and Tobago, and Centre’s in Anguilla, Antigua & Barbuda, The Bahamas, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Montserrat, St Christopher (St Kitts) & Nevis, St Lucia, and St Vincent & the Grenadines.

The second campus was established in Trinidad in 1960 and in 1963 the Barbados campus was opened, with 118 students, at a temporary site near the Deep-Water Harbor. In 2009, UWI launched its Open Campus, a virtual campus with over 40 physical site locations across the region, serving over 16 countries in the English-speaking Caribbean.

UWI is an international university with faculty and students from over 40 countries and collaborative links with over 60 universities around the world. Through its seven Faculties, UWI offers undergraduate and postgraduate degree options in Engineering, Humanities & Education, Law, Medical Sciences, Pure & Applied Sciences, Science and Agriculture, and Social Sciences. In Barbados, affiliated to UWI, there is Codrington College which offers the Bachelor of Arts and the Licentiate in Theology of the UWI; the Caribbean Meteorological Institute which teaches the meteorology portion of the Bachelor of Science with Meteorology; and the Cave Hill School of Business.

The Cave Hill Campus in Barbados overlooks the island’s capital and principal commercial center, Bridgetown. The scenic attractiveness and relatively small size of the university community creates an inviting, intimate and friendly atmosphere.

ABOUT CAVE HILL CAMPUS

The University of the West Indies (UWI) is a multi-campus regional university serving the English-speaking Caribbean, the UWI campuses include: The Mona and Western Campus located in Jamaica, St Augustine and Penal Campus located in Trinidad and Tobago, the UWI- Open Campus with campus sites throughout the Caribbean region and the Cave Hill Campus in Barbados.

The Cave Hill Campus is characterized by its quaint and historic legacy. The campus was originally designed to accommodate approximately 500 students. However, the demand for quality education coupled with the Campus' growing tradition of excellence has seen an exponential growth in student number, ranging from 7,000 – 9000 students per annum.

This regional campus' great legacy has witnessed the ever-growing international student population, and as such the Campus is now home to a vibrant and diverse student from over 35 countries, China, Brazil, USA, UK, and Italy.

The physical expansion of the campus has taken place in a manner sympathetic to the original architectural design of low-rise buildings, simplicity, and orderliness. This, combined with the scenic attractiveness of the site, and the relatively small size of the University community has resulted in an atmosphere of intimacy and friendliness which is immediately felt by visitors to the Campus.

The Campus is located on 98.12 acres. The main campus is located on 47 acres of elevated scenic property overlooking the capital, Bridgetown, with a further 33 acres of land contiguous to the existing campus, overlooking the crystal clear, tranquil Caribbean Sea. This site houses state-of-the-art sporting facilities including a FIFA-rated football field; an IAAF rated athletic track, cricket training facilities, sport labs and gyms.

Over the past several years, the campus has focused heavily on expanding its graduate offerings. In 2011, the Global ranking of Master Degrees the universal ranked the Campuses' following masters programmes as follows:

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- MSc. Building and Construction Management was among the best 100 programmes globally. MSc. International Management was ranked among the top 200 best Master's in International Management.
- MSc. Project Management and Evaluation was ranked among the top 200 Master's in Engineering and Project Management and,
- MSc. Management with Concentrations was ranked among the best 200 globally.

The Campus has also developed centers of excellence in numerous fields including:

- The Centre for Resource Management and Environmental Studies (CERMES) which promotes and facilitates sustainable development in the Caribbean and beyond.
- The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) The focus of the research and technical assistance programme is on economic and social development policy and governance and public policy in the Caribbean and other small developing countries.
- The Institute for Gender and Development Studies: Nita Barrow Unit (IGDS: NBU) uses gender analysis to investigate material and ideological relations of gender affecting Caribbean women

and men. It is particularly concerned that there are institutionalized gender inequalities for women.

The Campus has become a leader in tertiary education in Barbados and a beacon of academic excellence throughout the region as well as internationally. In 2013 Cave Hill celebrated its golden anniversary and reflected with pride on its contribution to regional development and the upliftment of Caribbean people.

CURRENT PERSPECTIVES

THE UNDERGRADUATE SOCIAL WORK PROGRAM, THE UNIVERSITY OF THE WEST INDIES CAVE HILL CAMPUS

Bachelor of Science BSc (Degree) Program

The Bachelor of Science BSc. (Degree) is a full time, three-year (3), 90-credit programme. The program allows students to begin their social work education at the start of their undergraduate education to pursue a BSc. (Degree). The program is structured so that students concentrate on liberal studies in the first year and increase the number of social work courses progressively from year two and three of their studies. Students are required to complete an intensive Social Work Practicum during their last year of study. Student in the BSc. Social Work program must complete the core Social Work courses, and in addition to the completion of Level 1 and 2 required courses, 60 credits must be completed to enroll in the practicum component of the program.

SECTION B: THE BSc. SOCIAL WORK PRACTICUM

THE BSc. SOCIAL WORK PRACTICUM: SOWK 3004/3006 AND SOWK 3005/3008

The practicum is a core course requirement for the Bachelor of Social Work degree. Therefore, all students registered in the BSc degree program must complete the Practicum course and receive 24 credits to complete the degree.

The Practicum course is one course with a value of 24 credits per academic year. For administrative reasons, the course was broken into two halves - SOWK 3004/3006 and SOWK

3005/3008 – each with a value of twelve (12) credits each semester. The BSc placement at The University of the West Indies of the Cave Hill Campus consists of 832 hours per academic year.

GENERAL OBJECTIVES OF THE PRACTICUM

The practicum course requirement in the Bachelor of Social Work program provides an opportunity for the student to apply, in practice, concepts and theories learned in the classroom under the guidance of a qualified Field Instructor. The placement experience allows the student to further develop their knowledge, skill, and experience so that they will be capable of entering the field of social work as a professional practitioner.

Students will be required to do micro practice placements in which they will gain experience providing psychosocial services to individuals, families, groups and/or communities and macro placements in which

they will have exposure to the process of formulating administrative policy, developing and planning programs and disseminating information through public education.

During either type of placement, the Field Education Director and Field Instructor will strive to assist the student to develop their skills in applying a critical social work perspective to the context in which they are practicing and to begin to plan and implement strategies for change that will address the structural and/or psychosocial constraints present in their practice environments.

KNOWLEDGE AND PRACTICE OBJECTIVES OF THE PRACTICUM

1. Ability to assess and understand the impact of psychosocial, political, cultural, racial, and economic systems on the lives of people.
2. Ability to understand and apply theory into practice.
3. Demonstrate the ability to engage in a process of self-reflection.
4. Knowledge of various strategies of social work intervention with community and institutional systems, small groups, families and individuals and the theoretical bases of these strategies.
5. Ability to conduct culturally sensitive interviews, give and receive information and communicate clearly, both verbally and in writing.
6. Knowledge and understanding of the human resource and service network to facilitate appropriate referrals and understand policy and practice implications.
7. Understand policy and practice implications in human service organizations and the impact on the lives of client.

HOW PRACTICUM WORKS

Students are expected to complete the hours required for their placement four (4) days a week for eight (8) months. During the final year of their program all students begin their placement in September and end their placement by the end of April taking the amount of 832 hours, which must be completed.

PRACTICUM PRE-REQUISITES

Undergraduate Students

The following are eligibility requirements for students applying to practicum:

- I. Successful completion of the following core courses:
 - ✓ PSYC 2002 Abnormal Psychology
 - ✓ PSYC 2012 Developmental Psychology
 - ✓ SOCI 2006 Qualitative Research Methods
 - ✓ SOCI 2007 Survey Design and Analysis
 - ✓ SOCI 3012 Caribbean Social Planning
 - ✓ SOCI 3013 Caribbean Social Policy
 - ✓ SOCI 3035 Caribbean Social Problems
 - ✓ SOWK 2000 Social Work Theory and Practice with Groups
 - ✓ SOWK 2010 Interpersonal Relations and Skills Laboratory
 - ✓ SOWK 3009 Theory and Practice of Social Work: Community Organization
- And successful completion of 57 credits outside of Social Work
- Submission of an online application form to the program to the Field Education office should be submitted by the end of March 01 of the year you are applying to the practicum.

TIME REQUIREMENT OF THE PLACEMENT

The practicum consists of **832 hours at the placement site.**

Students

Students are required to complete their practicum at an approved placement site four (4) days per week. The specific days students will attend placement each year are negotiated between the students and Field Instructor. BSc students begin in September and attend the placement site on Mon/Tue/Wed/Thru and on Friday the Integrative Seminar.

Though some evenings and weekend work may be negotiated, The Student will have to speak to the Field Instructor. It is recommended that students plan to complete placement hours during the normal business hours of agencies.

Some students may qualify to participate in work placements (see Section C – The Placement Process for further details).

READINGS

Required Reading, Reviewing Policies and Guidelines

Placement students must read the following booklets prior to the start of the placement:

- National Association of Social Workers. Social Work Code of Ethics available free of charge on the website: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- The Department of Government, Sociology and Social Work. BSc. Social Work Practicum Manual: A Reference Guide for Students, Faculty and Field Instructors – available on the Departmental website: <http://www.cavehill.uwi.edu/fss/gssw/student-resources.aspx>
- Boylan, J. C., Malley, P. B., & reilly, E. P. (n.d.). *Practicum Internship, Textbook and Resource Guide for Counseling and Psychotherapy* (3rd ed.). Brunner-Routledge.
- Birkenmaier, J., & Berg-Weger, M. (n.d.). *The Practicum Companion for Social Work, Integrating Class and Field Work* (3rd ed.). (D. Musslewhite, Ed.) Allyn & Bacon.
- Baird, B. N. (n.d.). *The Internship, Practicum and Field Placement Handbook, A Guide for the Helping Professions* (7th ed.). (S. Hartman, Ed)
- Collins, D., Thomlison, B., & Grinnell, Jr., R. M. (n.d.). *The Social Work Practicum: A Student Guide*. F. E. Peacock Publishers, Inc.
- Guideline For Use of Social Media (refer to Section H – Health and Safety and Ethical Requirements)

- Placement Breakdown and Placement Failure Policy (refer to Section G – Placement Breakdown and Placement Failure)

RECOMMENDED FOR BSc. STUDENTS

Volunteer Experience

It is highly recommended that students complete volunteer hours at a social service agency prior to applying for placement. The more experience a student can obtain (even as a volunteer), the better the chances of having their resume considered and obtaining a placement. Please see the list of names: The Barbados Red Cross Society, Salvation Army, Community Organizations and NGOs.

Other Readings

Students are expected to read material that is relevant to their placement. These materials could be comprised of policy manuals of the placement setting, literature on social issues, legislation and regulations of respective regulatory bodies, literature on successfully preparing for and completing a placement.

INTEGRATIVE SEMINARS

Integrative Seminars are an integral component of the practicum and a **mandatory** requirement for placement students.

Integrative Seminars provide a forum for students to share practicum experiences and discuss common concerns in a safe environment. These seminars also provide a forum for reflection and further integration of theory and practice. Integrative Seminars are planned and delivered by Field Education Director or Guest Lecturers.

The purpose of the Integrative Seminar is to support BSc students during their placement through:

- Reflecting on their practicum experience within a group setting linking critical theory to practice.
- Debriefing both the challenges and successes students are experiencing within their placement setting.
- Encouraging students who are having difficulties with their placement to share these difficulties with the group and the Field Education Director

Policy for missed Integrative Seminars:

- Students who aren't able or miss the seminar should communicate the information to the Field Education Director via email
- Students have the responsibility to gather information from their peers to keep up-to-day with what they missed.

Each Semester, Field Instructors are assigned the supervision of several placement students. Students are required to attend all the Integrative Seminars. At midpoint, the Field Education Director will visit the students in placement to ensure the learning is progressing well.

EVALUATION

Students will receive a **CREDITS** or **FAIL** grade at the completion of the practicum.

The placement evaluation process is a joint process between the Field Education Director, Field Instructor, Field Liaison Officer, and the placement student. There are 7 components to the evaluation process:

- Attendance and participation in all Integrative Seminars
- Learning Contract (signed hard copy)
- The Mid-Point Progress Review
- The Final Evaluation
- The Reflective Paper
- Submission of the Log of Hours
- The Student Questionnaire of the Placement

During the first three weeks of the placement, students will prepare, in consultation with their Field Instructors, a **Learning Contract** (to be completed). The Learning Contract will be used as a basis for the completion of the Mid-Point Progress Review and Final Evaluation forms. A signed copy of the Learning Contract is submitted to their Field Education Director, by the end of the third week of their placement.

The **Mid-Point Progress Review** (completed at the halfway point, complete by the Field Education Director in consultation with the Field Instructor and Student) and the **Final Evaluation** (completed at the end of the placement) are jointly completed by the Field Instructor and the placement student.

Placement students are also required to complete a **Reflective Paper** and **Integrative Paper** to be submitted to the Field Education Director at the end of the Practicum. The Field Education Director will provide guidelines of the content of the paper during the Integrative Seminars. Each Faculty Advisor will provide guidance and description of the content of the paper during the Integrative Seminars. Students are advised to check their eLearning for more Information.

Placement students also have an opportunity to evaluate their placement experience on the **Student Questionnaire of the Practicum** (completed online). Please see the eLearning website for the questionnaire.

SECTION C: THE PLACEMENT PROCESS

Successfully negotiating a placement is not only important to placement students, but also to the Field Education Director. The Field Education Director puts a lot of thought, time and effort in this process and works closely with hundreds of community partners to secure the best possible placement opportunities for over 35 students each academic year.

It is important to note that students are expected to demonstrate readiness for practice in the process of securing a placement. This requires that students:

- Remain in good financial standing with the University and are registered for the appropriate academic term during the placement process.
- Participate and follow the University placement processes and protocols, including **NOT** reaching out to an agency on their own without prior discussion with the Field Education Director.
- Complete the on-line placement application by the specified deadline (March 01). Please see <http://www.cavehill.uwi.edu/fss/gssw/student-resources.aspx> for the form.
- Complete practicum course pre-requisites and co-requisites. If students are not able to do this or cannot start their placement at the expected time for any reason, students are responsible for informing the Field Education Director right away.
- Check phone and e-mail messages regularly (for example, 2-3 times a week) for confirmation about the potential placement.
- Keep the Field Education Director updated with any changes to their contact information.
- Inform the Field Education Director of any absences that might affect your availability during the placement process.
- If applicable the student may have to prepare for an interview with the agency.
- Respect the time and efforts in the process. Students must accept the placement offer and prepare for the starting date.

Enroll in the correct practicum course before the placement starts to ensure that credit is received.

- Conduct themselves in a professional, open-minded, and respectful manner; being mindful of the tone, grammar, and attitude when communicating with the Field Education Director, Field Instructor, and community partners, whether this is through email, phone or face-to-face communication as welcomes your on-going **constructive** feedback.

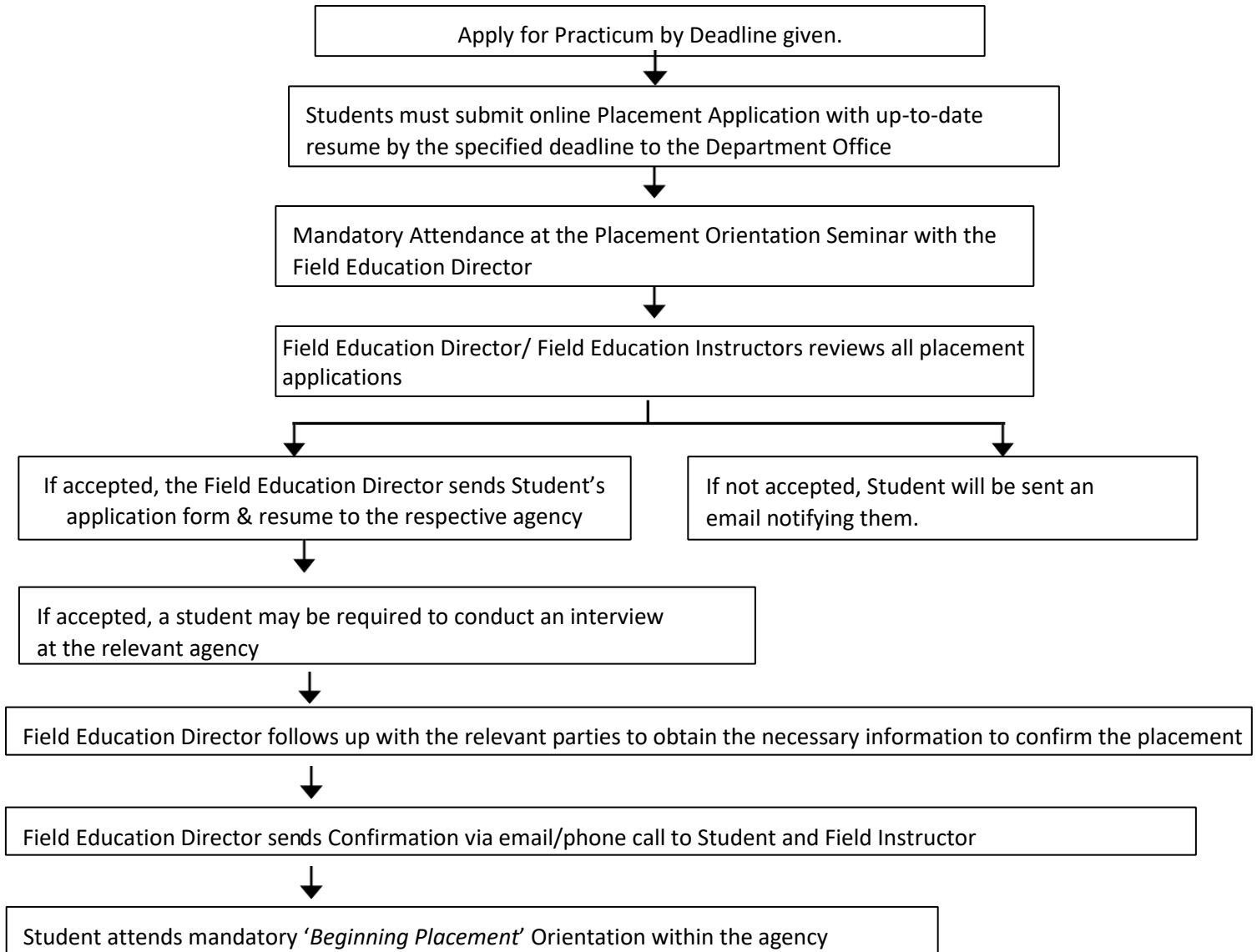
The Field Education Director recognizes that students will have other demands and responsibilities while undergoing the placement. Students are encouraged to spend some time planning for the placement and are asked to consider the following before starting the process:

How can they successfully incorporate the practicum into their lifestyle: ○ Are they currently a primary caregiver for family member(s)? ○ Will they be taking courses while completing the practicum? Geographical regions they can complete their placement in, do they have access to a vehicle, the necessary car insurance and are they able to travel for placement purposes?

Their area(s) of interest in social work practice that they would like to learn more about. Please note: some agency sites will require a certain level of previous experience and their learning style.

BSc. SOCIAL WORK PRACTICUM ROAD MAP

This is a brief overview of the placement process. Please read it in conjunction with the information contained in this manual.



OVERVIEW OF THE PLACEMENT PROCESS

Negotiating a placement and working towards a successful placement experience is not only important to placement students - it is important to the Social Work Department and the University. The success of our students exemplifies the foundation of the University's mission statement and the processes that have been set in place to achieve practicum goals. The Social Work Department continuously strives to strengthen community ties for field placement purpose. Our students' success at placement sites often paves the way for other students.

Given the complexity of securing placements for many students, the University has a structured placement process.

The Field Education Director expects students to have an orientation with their field instructor to ensure the placement.

Throughout the Orientation:

Students will have the opportunity to learn more about the agency's:

- Regulatory bodies
- Structure
- Mission statements
- Philosophy/theories of practice
- Existing policies, including health and safety policies related to working with clients in the community and Schools
- Current practices
- Programs they can be exposed to
- Supervision style of the field instructor and other team members they can work with Agency-
- mandated pre-placement requirements the student has to obtain.

The Field Instructor will have the opportunity to learn about the student's:

- Previous volunteer, work or practicum experience
- Social work skills, skill level and knowledge
- Writing capabilities
- Previous training/workshops
- Educational background
- Areas of interests
- Desired learning goals
- Learning style and supervision that is needed
- Aspirations and Goals

Students should prepare for this orientation or practicum by:

- Conducting research on the agency, including reviewing the agency's website.
- Learning the goals, mission, and Philosophy of the agency.
- Considering what supervision, they will require for their learning needs
- Being able to express their learning goals clearly and concretely

CONFLICT OF INTEREST

The Field Education Director gives final approval over all placements and will assess if there are any conflict of interests. Conflicts of interests can include where a student has a relative in the placement site who can influence the evaluation process, certain instances where the student has been a client of the Field Instructor or other staff at the placement site, or where the student has been working in the field and has had previous or current experience with the agency. In these circumstances, the Field Education Director will talk to all the parties involved and will ensure there are no conflicts of interests. Students who fail to disclose possible conflicts of interest may be removed from their placement and may face disciplinary action for failing to adhere to the Social Work Code of Ethics.

TIMELINE FOR SECURING A PLACEMENT

Students must secure a placement by the third week of semesters 1 and 2 end of September. If a student has secured a placement by the timeline, the Field Education Director will need to talk about a deferral into the next placement term.

For information regarding placement responsibilities/obligations, please refer to Section E – Student and Faculty Advisor Roles and Responsibilities.

USE OF CAR FOR PLACEMENT PURPOSES

Students are free to use the means of a vehicle to get to the placement site. However, students do not receive compensation from the University when using their vehicles for mileage or otherwise. We advise you not to transport clients in your own car unless directly required to by the placement site.

EMPLOYED STUDENTS

The Department of Government, Sociology and Social Work recognizes that the Practicum may present some problems for a few students who are **employed full time**, and who may not be able to obtain or take a leave of absence due to tenuous work situations and economic need.

However, the Practicum was designed to allow students to put into practice theories, skills and knowledge learnt from year 1 and 2 in the classroom. The Field Instructor at the agency plays a crucial role in providing supervision and guidance. Students must arrange for leave of absence or alternative schedules for completing the placement, such as using vacation days, evenings, and weekends. These approaches require careful planning, organization, patience, and flexibility.

INTERNATIONAL PLACEMENT INITIATIVE

The University of the West Indies is committed to developing meaningful relationships with other Universities outside of Barbados for the purposes of exchanging knowledge and pedagogy. With this in mind, we have developed long-lasting partnerships with other Universities and are able to offer safe and supportive learning environments to our students. Undertaking an international placement offers students the opportunity to:

- Gain Knowledge and understanding in the ethic sensitive Social Work
- Enhance appreciation of and ability to apply anti-imperial concepts in practice
- Learn more diverse theory and practice and integrate these in fieldwork
- Recognize the challenges in this field and apply this new learning within a globalized world

Availability

The University has developed an exchanging programme with the University of Calgary, York, and Ryerson. Please speak to the Field Education Director and the Student Enrollment and Retention Unit Office if you are interested in this exciting international placement.

If you are interested in completing an international placement in another part of the world, please know that the University does not have a list of available international placements for other regions; international placements are very student driven. Students may put forward suggestions and contacts for international placements and the University may then negotiate on the student's behalf where applicable. Placements may also be tied to faculty international/national/local projects, and these will also follow the criteria/guidelines set out by the school as outlined below. The University of the West Indies will follow strict guidelines for approval and there must also be open consultation with the host University/agency abroad. The Field Education Director/ Exchange Office retains the right to refuse requests for international placements in consideration of the above requirements. Although students may be approved at the local level, when the documents are sent abroad, the host institution/agency could decide to accept, reject, or seek further information.

International Placement Considerations

Students are required to follow the guidelines below to be approved to undertake an international placement.

- The student must have a strong academic standing GPA of 3.0 and over
- Students will be responsible for gaining knowledge about the host country, understanding language barriers, health, climatic conditions, and differing customs/practices prior to approval of placement.
- The student will make necessary arrangements relating to visa, health care, travel, accommodations, and other relevant commitments
- It is also suggested that the host University be willing to provide a liaison and augment supervision in the host agency. If possible, the University liaison in the host country should conduct a site visit of the agency where the student is placed

- The host Field Instructor's educational qualifications and experience must meet the accreditation standards as set out by the University of the West Indies Cave Hill Campus.
- The host Field Instructor must be willing to provide the necessary supervision for the student and provide a formalized and structured evaluation process through a learning contract, mid-point progress review, and final evaluation for the practicum course.
- The student, Field Instructor and host agency must agree to follow procedures and guidelines as outlined in the Practicum Manual, except where not applicable

CONFIRMATION OF PLACEMENT

Once a placement has been confirmed, the respective student receives a confirmation package via email. It is the student's responsibilities to enroll in SOWK 3004/3006 and SOWK 3005/3008; completion of placement hours without registration in the practicum courses may result in having to re-do your practicum hours and failing the course.

A confirmation package containing various documents, including the scheduled dates for the Integrative Seminars, outlines and guidelines for the course will be uploaded to the eLearning site. A package is also sent to the respective Field Instructor at the placement site. Students are responsible for seeking out the assistance and/or advice from the Field Education Director for matters and issues pertaining to the placement. If the Field education Director is unavailable, students should use the means of an email to contact the Field Education Director.

SECTION D:

THE PRACTICUM SETTING AND FIELD INSTRUCTION

The effectiveness of social work education depends on several factors; particularly the skills and knowledge students develop through engaging in a process of practice-based education and learning. The school would like to thank their community partners and field instructors for their support in this process!

The Field Education Director is continuously searching to locate agencies where students can engage in challenging learning opportunities.

CRITERIA FOR FIELD INSTRUCTION SETTINGS

The Department of Government, Sociology & Social Work strongly believes that there are mutual advantages for the University and the community agencies that are willing to collaborate in social work education. The productivity of the setting may be increased, but more importantly, students and Field Instructors provide an opportunity to contribute to the ongoing development of professional, competent social work practice. In return, students receive much from the agency in time, concern, and opportunity to learn, which the University gratefully acknowledges.

The following are the principles used to select field settings:

- The agency can, and is interested in, participating in social work education, and adding to the student's growth and development as a professional social worker.
- The agency can provide an environment that is safe and free from harassment or discrimination and can provide orientation materials, including health and safety information, to the student at the beginning of the placement.
- The agency's philosophy of service should be compatible with the values and ethics of the social work profession, and with the educational objectives of the school.
- The agency is willing to provide a learning environment for the student, including accepting them as a member of the placement setting and as a learning professional.
- The setting and organizational structure should be such that students can be allowed a wide range of learning experiences and social work functions.
- Depending on the learning objectives of the student and the structure of the agency, field instruction responsibilities may be shared between more than one Field Instructor.
- Recognition of the relevance and importance of the placement supervisory role.

If, during the placement negotiation process, the agency is unable to provide a placement opportunity at the time (for example, the field instructor has been transferred, promoted, let go, becomes ill, the learning activities are unavailable, and so on), it is the agency's responsibility to inform the Department Office at the earliest possible point so they can plan accordingly.

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

Normally, the Field Instructor will hold a Bachelor of Social Work degree (or equivalent) and a minimum of three (3) years of relevant experience, with sufficient experience in the specific setting to be able to interpret the work of that agency. The Field Instructor must have demonstrated competency as a social worker and, of course, must have an interest in students and social work education.

Although the norm has been that the Field Instructor must have a social work degree, the reality is that there are many experienced social service workers in the field who may have been practicing for several years without the full requirements. The educational qualifications and professional experience of potential Field Instructors will be assessed on a case-by-case basis by the Field Education Director.

FIELD INSTRUCTOR ROLES AND RESPONSIBILITIES

The following are specific responsibilities for Field Instructors in placement:

- Providing a learning environment that is safe and free from harassment and discrimination.
- Orienting the student to the agency and the community. This should include the structural organization of the agency, the decision-making process, policies and procedures, funding sources and relevant legislation that pertains to the placement.
- Recommending readings relevant to the student's learning at the placement site, as appropriate and as required.
- Developing with the student, within the first three weeks, a learning contract specifying the days and hours students will be at the agency, the learning objectives of the student, how these objectives are to be pursued, what means are to be employed for evaluation, the nature of the workload and the expectations of the Field Instructor concerning the use of the time set aside for field instruction, usually at least one hour per week. Please see Section F – Student Evaluations, for further details on how to create a learning contract/goal.
- Selecting and making available to the student practice experiences in the agency that reflect the range of activities possible in that setting. With discussion and guidance, assignments should be made within the first week of placement.
 - Integrating the student's work with that of other agency personnel where applicable. Providing
 - opportunities for the student to observe and shadow the instructor's work and to engage in follow up discussions based on the observation.
 - Facilitating observation of and work experience with other workers.
 - Allowing students to leave placement early or start placement later to attend Practicum Integrative Seminars (if integrative seminars fall on placement days). The integrative seminars schedule will be included in the confirmation package.

- Holding regularly scheduled supervision sessions with the student regarding the learning and practice experience based on direct observation of the student's performance or written or taped material. This time should be established at the beginning of the placement and included in the Learning Contract as an ongoing appointment that will only be changed through mutual negotiations between the student and the Field Instructor. For example, supervisory meetings will be held on Tuesdays, from 10:00 - 11:00 a.m.
- The supervisory sessions are critical to the placement. These meeting times provide consistent opportunities for students and Field Instructors to review experiences, discuss concerns, make observations, and reflect on the student's learning.
- Providing continuous feedback to the student around progress and performance in addition to completing formal evaluations provided by the University. Evaluation should always be a joint endeavor between the student and Field Instructor. Field Instructor makes a recommendation to the Field Education Director as to whether the student should pass or fail the practicum.

SECTION E:

STUDENT AND FIELD EDUCATION DIRECTOR ROLES AND RESPONSIBILITIES

STUDENT ROLES AND RESPONSIBILITIES

The following are specific responsibilities for students in placement:

Enrolment and Beginning Placement Documentation:

- It is the student's responsibility to enroll in SOWK 3004/3006 and SOWK 3005/3008 to ensure that they receive credits towards their degree. Completion of placement hours without registration in the practicum courses may result in having to re-do your practicum hours.

Commencing Placement and Code of Conduct:

- Ensure the dress code is discussed with the Field Instructor and is followed.
- Read material that is relevant to their placement, taking the initiative in requesting reading guidance from both the Field Instructor(s) and the Field Education Director. These materials could be comprised of policy manuals of the placement setting, literature on social issues, legislation and regulations related to the placement setting, literature on successfully preparing for and completing a placement, and other relevant readings.
- Learn agency policies and adhere to these very same policies, the ethical code of practice for social workers as outlined in the Code of Ethics.
- Practice ethical social work. Students should consult with their respective Field Instructors or Field education Director if they are in doubt about any decision or action.
- Students should refer to the **Social Work Code of Ethics**, which is available, free of charge, on the website: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- Adherence to Professional Codes of Conduct is of the highest priority. The two most obvious examples of this are:
 - Safeguarding confidentiality
 - Clients' right to self determination
 - Setting professional boundaries between yourself and your clients
- Demonstrate the willingness and enthusiasm of a learning and reflective team member while in attendance at the placement setting.
- Undertake all mutually agreed upon tasks and responsibilities as assigned by the Field Instructor.
- Students must monitor their own placements and be responsible for ensuring that they are in an optimal learning situation and meeting placement hours and goals.
- Seek out the assistance and/or advice of their respective Field Instructor and Field Education Director for matters and issues pertaining to the placement. If students are unsure about addressing concerns to their Field Instructor, they should consult with their respective Field Education Director. Students must also consult with the Field Education Director immediately concerning any issues that may arise during the placement that cannot be resolved with the Field Instructor. Students must also take some responsibility for ensuring that they are in an optimal learning situation.

Placement Hours:

- Comply with agreements relating to time, hours and days of attendance at the agency. A placement day is typically seven (7) hours long [i.e., eight (8) hours with an hour for lunch]. This may vary depending on an agency's requirements. The student is expected to work the same hours as the Field Instructor. Students may count their lunch hour as part of the practicum hours if it is a working lunch. Some agencies may require students to occasionally stay past the regular placement hours, which mean that some days may be longer than seven (7) hours. In this case, the student can count those hours toward their practicum.
- May take relevant religious holidays that fall on placement days and any other holidays unique to the agency, however, Field Instructors must be informed well in advance of these absences and students must make up this time. **Statutory holidays are not to be included when calculating placement hours and any missed time must be made up.**

- Make up any time they are away for personal reasons and/or time missed due to inclement weather.
- Students must notify their Field Instructors if they are ill and unable to be present at the practicum setting. Students must make up this time. If a student is absent for one week or more at any given time, the Field Education Director must be informed as soon as possible. Students are required to complete the total required number of placement hours. Absences from field placement will need to be made up during non-class days, following discussion with and approval by the Field Education Director.
- If the placement agency has arranged training or workshops for students, every attempt to attend should be made. If a student cannot attend, an explanation should be provided to the Field Instructor. These hours are counted towards the placement.
- Attendance of and participation in the practicum course's integrative seminars convened by the Field Education Director (attendance is **mandatory**). See Section B – The Practicum, for more information. A schedule of these seminars will be included in the student's confirmation package. Students are required to make up the time at their placement agency if the integrative seminar conflicts with their placement hours.
- Journaling: Students are required to write a Journal of their experiences while on practicum. Journals not only provide a written log of activities that the student was involved in, but it also encourages self-reflection and therefore further learning about oneself.

Learning Contract and Evaluations:

- Develop with the Field Instructor, within the first three weeks of placement, a contract specifying the learning objectives for the placement (see Section F – Student Evaluations for more information).
- Participate fully in the student evaluation process by meeting with their Field Instructor to complete the **Mid-Point Progress Review** and the **Final Evaluation**
- Submit a written **Reflective Paper**. Each student will write a reflective paper about their field experiences as directed by their respective Faculty Advisor. This reflective paper must be completed and submitted to the Faculty Advisor towards the end of the placement before a grade can be assigned for the placement.

THE FIELD EDUCATION DIRECTOR

The Field Education Director's role is viewed as an integral component of the Practicum and consists of administrative and pedagogical responsibilities. Once a placement has been confirmed by the Field Education Program, the Field Education Director will assume the responsibility of representing the University and being the direct liaison with the student and Field Instructor.

The following are specific responsibilities for the Field Education Director in placement:

- Initiate contact with the agency and student at the beginning of the placement to:
 - Ensure the Field Instructor has received the confirmation package and this information is understood by both the student and the Field Instructor
 - Verify the start date, days and hours of placement and supervisory time for the student.
 - Provide the Field Instructor with their contact information for inquiry, concerns, and information. It is important to remind the student and Field Instructor of procedures related to the practicum should situations arise.

- Continuously oversee the placement and field instruction format and techniques.
- Take reasonable steps to ensure that student placements are safe and free from harassment and discrimination.
- Is available to both the student and the field instructor throughout the placement should they have any questions or concerns.
- Recommend relevant readings to students.
- Set up a visit, typically lasting 1 hour, between themselves, the Field Instructor, and the student to review the student learning that has taken place and set goals for future learning, as well as to share any questions or concerns. Field Education Director normally visits each student at their placement site once during the placement period, usually at the mid-point of the placement hours, unless circumstances arise during the placement which requires further meetings. In some cases, alternate arrangements to a visit can be made.
- Arrange meetings to resolve any difficulties in the placement. These meetings should be held at the earliest signs of difficulty so that necessary changes and adjustments can be made which, in turn, might prevent a placement breakdown or failure.
- Convene approximately ten (10) 3 hour-long integrative seminars for students throughout the academic year.
- Ensure the learning contract, mid-point progress review, final evaluation the log of hours and the Student Questionnaire of the Practicum have been received by the deadline and reviews them.
- Determine students' grade based on the student's attendance and participation in the integrative seminars, the mid-point progress review, final evaluation, reflective practice paper, the log of hours and any other assignments negotiated during the placement.

SECTION F:

STUDENT EVALUATION

THE LEARNING CONTRACT

General

The **Learning Contract** is a document that is designed jointly by a student and their respective Field Instructor to define the structure and goals of the student's placement experience. This document will be unique and specific to each placement.

The **Learning Contract** should contain:

- Information about the learning goals established for the placement and arising out a merger of the student's individual learning goals, the objectives of placement for the University of the West Indies and the work of the agency
- the teaching opportunities that the Field Instructor will be able to offer the student
- the activities and/or programs that the Field Instructor will be able to provide the student access to within the agency.

Information provided in the Learning Contract should be specific and task oriented, and tasks should be verifiable. Methods of evaluation and procedures for observation of work should also be discussed and included in the Learning Contract.

The Learning Contract should be completed online **by the end of the third week of the placement**. Once completed, the Learning Contract should be printed and signed by the student and the Field Instructor. The signed copy should be given to the Field Education Director as soon as possible.

The Learning Goals on the Learning Contract can be revised at the midpoint or final evaluation of your placement.

Some students in this program may bring with them extensive work experience and maturity, while others may not. Thus, the learning objectives of the practicum will vary with the level of knowledge and skill that students will demonstrate as the practicum progresses.

It is incumbent upon Field Instructors and students to develop learning objectives which acknowledge the current level of competence, as well as provide opportunities for new and advanced learning goals. Student learning should include opportunities for discussion around integration of theory and practice and life experiences. Although many agencies may operate on a micro/clinical orientation with respect to cases, the expectation is that the student will incorporate knowledge and understanding of social, economic, and political systems.

Components of the Learning Contract

There are two components to the learning contract: the **administrative agreement** and the **educational agreement**.

- I. The Administrative Agreement contains specific information and should be negotiated at the **beginning** of the placement. This agreement concerns the establishment of the following:
 - The length of the placement
 - The specific days and hours the student will be at the agency
 - The specific day and time when the student and Field Instructor will meet for supervision
 - The expectations of the Field Instructor concerning the preparation for supervision, for example, process recording, tapes, questions, oral discussion of projects, feedback from other staff, observations, and so on
- II. The Educational Agreement

This agreement should evolve out of a collaborative effort between the student and the Field Instructor and be revised accordingly during the placement. Student assignments are included in this agreement and may include direct practice, community work, research, policy, and administrative duties. Opportunities for students to attend and participate in educational seminars, meetings and conferences may also be included. Specific tasks and the methods for completing and evaluating the tasks should also be included.

The educational section of the learning contract includes five (5) development areas.

The learning areas:

1. Social issues addressed by the organization.
2. Organizational context.
3. Critical Social Work skills.
4. Critical reflexive practice skills.
5. Professional context of practice.

Students use the learning areas as a guide toward the development of learning goals. Once the learning contract is complete, it is submitted to the Field Education Director.

Please go to the eLearning website to see a copy of the **BSc. Learning Contract Form**.

See Appendix B for more information about the Learning Contract.

MID-POINT PROGRESS REVIEW

The **Mid-Point Progress Review** is based upon the learning contract developed by the student and the Field Instructor. At the mid-point mark of the placement, students should have a formal meeting with their Field Instructor and the Field Education Director to review their achievements to date, based on the goals for placement as identified by the University and in the student's learning contract and to clarify the students' critical path of focus for the remainder of the placement. At the mid-point the student should be able to highlight strengths as well as areas to focus a more intense application of skills to be improved in the identified areas to be considered for the final part of the placement. The goals of the learning contract should be revised to reflect areas identified as needing improvement. The revised learning contract is then used as a guide for the final evaluation process.

The mid-point is a critical period to assess the student's abilities and competence as a social work professional at the undergraduate level. The Field Instructor is asked to indicate the level of progress in each area.

THE FINAL EVALUATION

The **Final Evaluation** is an essential part of the field experience for it depicts the students' achievements in placement and signifies completion of the practicum course. The completion of the Evaluation should be based on the learning objectives outlined in the **Learning Contract** completed by the student and the Field Instructor.

The student and Field Instructor should approach the evaluation with a general discussion which draws together the work of all the preceding supervisory sessions. The Field Instructor may ask the student to do a self-evaluation which can then be discussed and incorporated into the final evaluation.

Please go to the eLearning website to see a copy of the **BSc. Final Evaluation Form**.

See Appendix C for more information about the **Final Evaluation Form**.

THE REFLECTIVE PAPER

The reflective paper is an important part of the Practicum because it provides a medium for reflection and consolidation of the student's learning experience(s). The reflective paper usually describes significant learning which occurred during the placement process. This learning could include observations and challenges around understanding bureaucracies, organizational procedures, particular challenges with a policy, community organizing, social action or direct practice with an individual client, family, or group.

The reflective paper constitutes part of the requirements for passing the Practicum course and must be submitted to Field Education Director along with the Final Evaluation.

The Field Education Director will provide a detailed outline of the requirements for this paper during the Integrative Seminars. Students should consult with the Field Education Director if they have questions about this assignment.

SECTION G:

PLACEMENT BREAKDOWN AND PLACEMENT FAILURE

PLACEMENT BREAKDOWN

A placement breakdown may occur for several reasons. These reasons include but are not limited to:

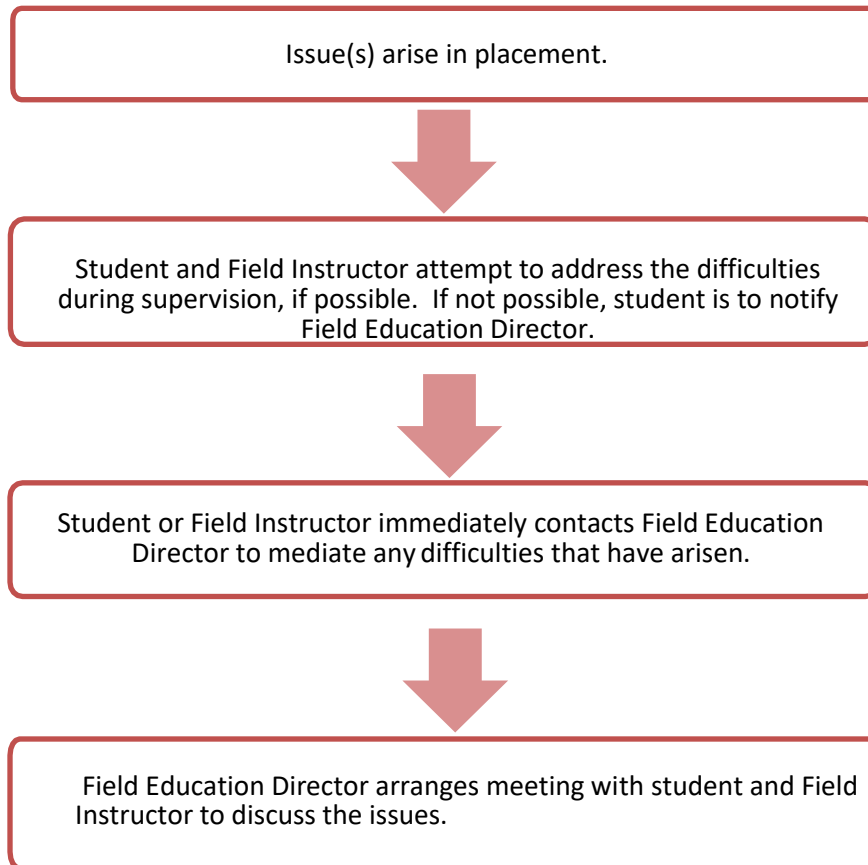
- Lack of adequate supervision
- Lack of appropriate learning opportunities
- Lack of fit between the student and agency
- Lack of fit between the student and field instructor
- A personal situation that is impeding the student's ability to sustain the placement.

Engaging in a process of mediation is a learning opportunity that can build a student's conflict resolution skills. If this conflict resolution process is not possible, the Field Education Office will take the steps to support the student with their placement breakdown.

Students CANNOT decide on their own, to end their placement. As placement students, you have committed to a contract and are required to fulfill all obligations for a successful placement. The placement breakdown process as identified below must be followed before a placement breakdown is considered. Not following through with the process as outlined below will result in a failure.

1. Student and Field Instructor attempt to address the difficulties arising in the placement during supervision. The Field Education Director is to be notified of these difficulties and the planned steps to be taken by the student and Field Instructor.
 2. In cases where these attempts are not successful, or where the student is not comfortable speaking with the Field Instructor, the student is to notify the Field Education Director. Normally, the Field Education Director arranges a meeting with the student, the Field Instructor, (if required or requested), to discuss the issues. At this meeting, a plan of action with timelines for follow-up will be shared.
 3. If the difficulties cannot be resolved following a meeting between the student, Field Instructor and Field Education Director, then the University, or placement agency can request that the placement be terminated. **Students cannot end OR stop attending their placement without the Field Education Director approval beforehand.** Failure to obtain permission will result in a failure of the placement rather than a placement breakdown.
 4. If there is disagreement about whether the placement should be terminated, the Field Education Director, in consultation with university, will determine the course of action to be taken. Decisions will consider the best interest of the student, Field Instructor, and agency.
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SUMMARY OF PLACEMENT BREAKDOWN PROCESS



PLACEMENT FAILURE

A failure is based on the student's performance in the practice setting and is determined by the Field Education Director. Reasons for failure include but are not limited to:

- Failure to meet the expectations for BSc. level of practice
- Student engages in actions, including the use of social media, which jeopardize the well-being and/or reputation of the agency, the University, the Field Instructor, or a client Student
- fails to adhere to the Social Work Code of Ethics.
- Behavior or actions exhibiting racism, homophobia, sexism, or any other form of discriminatory behavior
- Student engages in unethical practices such as alcohol, abusive language, politics, and sexual abuse.

In cases of a **professional breach of conduct**, the only option may be for the student to be withdrawn from the placement. The Field Instructor brings the area of concern to the immediate attention of the student and the Field Education Director.

SECTION H:

HEALTH AND SAFETY AND ETHICAL REQUIREMENTS

The University of the West Indies is concerned with student safety and security in the placement. Placement settings are responsible for ensuring that students receive an orientation to safety protocols, policies and/or procedures. In addition, students should be made aware of how to handle emergency situations in the absence of their Field Instructor.

Students with concerns about safety are advised to discuss these with their Field Instructor and Field Education Director. Students should not be alone in the placement setting either during placement hours or after hours unless this has been discussed with the Field Education Director and appropriate training and support is available.

SEXUAL HARASSMENT

The ethics governing behavior in a professional relationship between a student and Field Instructor should be the same as the ethics governing worker-client relationships. Students are particularly

vulnerable because of the perceived authority and power of the Field Instructor. If students feel uncomfortable or under pressure, they should consult immediately with the Field Education Director.

Definition

The University of the West Indies strives to provide an environment wherein all students, faculty and staff can learn, study, teach and work, free from sexual harassment, including harassment based on gender identification and sexual orientation.

Sexual harassment is:

1. Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted.
2. The making of an implied or express promise of reward for complying with a sexually oriented request.
3. The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request.
4. Sexually oriented remarks and behavior which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

What you should know

Sexual assault can happen to anyone, anywhere regardless of race, religion, gender, sexual orientation, education, culture, ability, socio-economic background, etc.

Sexual Assault is any unwanted advance, phrase, gesture, implied meaning, touch, or any other sexual act to which you have not consented. It also includes when someone is forced to perform sexual acts against their will. Sexual Assault violates a person's boundaries, trust, and feelings of safety. It is defined by a lack of consent not by the act itself.

Consent is the voluntary agreement of a person to engage in sexual activity. It is expressed permission, agreement and approval that is freely given.

Sexual Harassment is any behavior, comment, gesture or contact of a sexual nature that could be considered objectionable or offensive. It includes implicit and explicit sexual coercion, sexist comments and/or sexual innuendo.

GUIDELINE ON USE OF SOCIAL MEDIA

Social media is a catch phrase for (1) internet-based communication technologies, (2) digital technologies, and (3) sharing platforms. These services and sites contribute to:

- **Easy sharing of content** which can lead to exponential dissemination.
- **A sense of community** through targeted audiences, focused subject matter.
- **Engagement** through polls, comments, metrics, alerts for new content.
- **Being readily accessible** via smart phones, tablets, laptops, public computers.
- **Being low-cost or free** but a large time commitment on the part of your social media account manager.

Social media's use in community development has largely been as a promotional tool as well as a vehicle for knowledge mobilization (both academic and community created knowledge). It has also been used as a mechanism of communication for activists.

With more and more social workers embracing social networking sites, the question arises – where do you draw the line in terms of boundaries with your clients? Setting and maintaining clear boundaries is very important in developing professional relationships.

As a student you should also know what (if any) policies exist at your practicum agency, as they may go beyond those laid out in this guideline. As a placement student, you are expected to follow your placement site's policies re: the use of social media.

Communication about the University of the West Indies and Your Practicum, using social media:

- Whenever you identify yourself online as a student from a particular practicum site/agency, you effectively represent that agency or the University.
- It is advised that you not say/write things on a social media platform that you wouldn't want attributed to you. Even things you may think are private on social media may not be. Before making a comment or statement you might want to ask yourself, "would I say this in public?"
 - Online communication strips away all the non-verbal cues we rely on to understand what someone is saying: tone, body language, facial expressions, intonation, etc. It is wise to always give your audience the benefit of doubt when ascertaining meaning.
- As a Social Work Student, you are also bound by the Social Work Code of Ethics to maintain confidentiality with respect to your practicum setting and the clients you work with. Everyone is entitled to their privacy online.
- The University encourages you to write knowledgeably, respectfully, and accurately, using appropriate professionalism. Despite disclaimers, your web interaction can result in members of the public forming opinions about the University, your practicum and/or their employees or clients.

- It is not advised that you “friend” your clients (current or past) or allow your clients (current or past) to “friend” you on your personal account. Use the agency account, as outlined by the agency policy, if you are trying to outreach to clients.
- It is also not advised that you use your personal Twitter, Facebook, and LinkedIn accounts to contact your clients or respond to clients who may have contacted you. Use the agency account, as outlined by agency policy.
- It is advised that you become intimately familiar with the privacy controls on these networks and ensure that the clients cannot see personal details of your life you would prefer to share only with your immediate friends and family.
- Only use your professional (work/practicum) email address to communicate with clients.
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your agency and their internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the internet service provider.

Photographs or visual aids

Posts that use visuals are more effective than ones that don't. The use of a photo or a graphic might give your content the greatest chance at being discovered. However, keep in mind that taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research, and education purposes. Know your agency's policy regarding photography including any limitations on its use.

SECTION I:

APPENDICES

APPENDIX A: IMPORTANT DATES

All courses at The University of the West Indies are offered in a Semester. Each semester has a different start and end date, as well as different dates and deadlines for adding and dropping courses. For example, during the first Semester. It begins in early September and ends in December. If it's the second Semester, it begins late January and ends late May.

APPENDIX B: STUDENTS LEARNING CONTRACT FORM

LEARNING CONTRACT

The learning contract is negotiated between the student and 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 Instructors and Students incorporate a discussion on practice theory and application during these meetings? **(Student to complete)**

Please list any expectations that the Field Instructor has for the student (e.g., *process recording, tapes, questions, oral discussion of projects, feedback from other staff, observations etc.*): **(Student to complete)**

(1) Social Issues Addressed by Organization

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

Learning Goals **(Student to complete, 2 – 3 goals)**

Plans for Goal Attainment **(Student to complete)**

LEARNING AREAS

(2) <u>Organizational Context</u> - Identifies funding structures within the setting and impact on service delivery - Recognizes social policies that affect the organization and/or its services - Describes the organization's policies, procedures, and mission, including those related to health and safety, ethics, discrimination, harassment, diversity, and equity.	
Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)

(3) Critical Social Work Skills

- 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
- Shows an understanding of the role of advocacy in social justice work
- 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
- Utilizes formal and informal community resources and where feasible, develops new resources to meet community/client needs
- Identifies client's strengths and understands client's systemic context
- Demonstrates successful termination with clients, agency personnel, projects, and community groups utilizing appropriate skills and knowledge
- Identifies the dominant theories and/or discourses that organize the 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)

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)

(4) Critical Reflexive Practice Skills

- 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
- Articulates theory in practice
- Describes one's own philosophy of practice, including the ability to identify strengths and areas for improvement
- Recognizes the importance of self-care in practice

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)

(5) Professional Context of Practice

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

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)

ADDITIONAL INFORMATION

Please list any trainings/workshops that the student has attended or will attended (include title, dates, sponsor and relevance to the placement): **(Student to complete)**

Is there any other information the Student or Field Instructor would like the school to know: (Student to complete)

Field Instructor Signature		Date	
Student Signature		Date	
Faculty Advisor Signature		Date	

APPENDIX C: STUDENTS FINAL EVALUATION FORM

BSc. FINAL EVALUATION

The final evaluation is completed by the student and the field instructor as the placement ends. It is intended to assess the student's level of achievement in meeting the goals for placement as identified by the school and in the student's learning contract.

EXPECTED LEVEL OF ACHIEVEMENT

1. 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.
2. 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

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 Instructors and Students incorporate a discussion on practice theory and application during these meetings? (Student to complete)
Please list any expectations that the Field Instructor has for the student (e.g., <i>process recording, tapes, questions, oral discussion of projects, feedback from other staff, observations etc.</i>): (Student to complete)

LEARNING AREAS

RATING

SCALE

EE = Exceeds Expectations

ME = Meets Expectations

NI= Needs Improvement

DNM= Does Not Meet Expectations NA

= Not applicable at this time

(1) Social Issues Addressed by Organization

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

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)	Progress of Learning Goal
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA

Student's Reflection on their Progress (Student to complete)

Field Instructor's Feedback on Progress (Field Instructor to complete)

(2) Organizational Context

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

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)	Progress of Learning Goal
		EE ME NI NM NA
		EE ME NI NM NA
		EE ME NI NM NA
		EE ME NI NM NA
		EE ME NI NM NA
Student's Reflection on their Progress (Student to complete)		
Field Instructor's Feedback on Progress (Field Instructor to complete)		

(3) Critical Social Work Skills

- 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
- Shows an understanding of the role of advocacy in social justice work
- 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
- Utilizes formal and informal community resources and where feasible, develops new resources to meet community/client needs
- Identifies client's strengths and understands client's systemic context
- Demonstrates successful termination with clients, agency personnel, projects, and community groups utilizing appropriate skills and knowledge
- 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)

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)	Progress of Learning Goal
		EE ME NI NM NA
		EE ME NI NM NA
		EE ME NI NM NA
		EE ME NI NM NA
		EE ME NI NM NA

Student's Reflection on their Progress (Student to complete)

Field Instructor's Feedback on Progress (Field Instructor to complete)

(4) Critical Reflexive Practice Skills

- 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
- Articulates theory in practice
- Describes one’s own philosophy of practice, including the ability to identify strengths and areas for improvement
- Recognizes the importance of self-care in practice

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)	Progress of Learning Goal
		EE ME NI
		EE ME NI
		EE ME NI
		EE ME

		<table border="1"> <tr> <td></td> <td>EE</td> <td>ME</td> <td>NI</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>NA</td> <td></td> </tr> </table>		EE	ME	NI					NA	
	EE	ME	NI									
			NA									
Student's Reflection on their Progress (Student to complete)												
Field Instructor's Feedback on Progress (Field Instructor to complete)												

(5) Professional Context of Practice

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

Learning Goals (Student to complete, 2 – 3 goals)	Plans for Goal Attainment (Student to complete)	Progress of Learning Goal
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		☐ EE ☐ ME ☐ NI ☐ DNM ☐ N
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ N
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ N
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA
		☐ EE ☐ ME ☐ NI ☐ DNM ☐ NA
Student's Reflection on their Progress (Student to complete)		
Field Instructor's Feedback on Progress (Field Instructor to complete)		

SUMMARY

Field Instructor to summarize student learning, process and achievement in placement. (Field Instructor to complete)

Field Instructor Signature		Date	
Student Signature		Date	

Faculty Advisor Signature		Date	
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