



McGill

School of
Social Work

Field Education

BSW FIELD EDUCATION LEARNING CONTRACT

Due within four weeks of the start of placement. For block placements, please return within the first two weeks. Please return to: field.socialwork@mcgill.ca. It is recommended that you reference the BSW Fieldwork Evaluation Guidelines when formulating your learning goals. These can be found at www.mcgill.ca/socialwork

Name of Student: * _____

90 credits - U2 ☐

90 credits - U3 ☐

Agency: * _____

Address: _____

Field Instructor: * _____ Tel: _____

Please indicate the following information as it pertains to your field placement site:

Field Placement schedule (i.e., day, time): _____

Team meetings (i.e., weekly/bi-weekly, day, time): _____

Rounds (i.e., day, time): _____

Additional activities (please indicate if they are mandatory or voluntary for students i.e., BSW courses, conferences, workshops, seminars etc.):

STUDENT LEARNING GOALS

Focusing on personal learning goals facilitates the student's professional growth and development. Each student and field instructor should identify these goals and define them in such a way that they can be evaluated at the end of each semester. For example, goals may be stated as: *expand my assessments to include multiple family members, increase awareness as to the impact of being a part of the system or having a greater repertoire of interventions within a theoretical model*. The development of goals is considered a mutual responsibility of the student and the field instructor. If there has not been an opportunity to achieve one of these goals, the student should look for opportunities to do so and discuss them with their field instructor.

Learning Objectives/Goals	Learning Resources/Teaching Tools e.g. Audio, video recordings, process recording. Summary of drop-ins & presenting problems. Visiting agencies, collecting relevant information through/from psychosocial assessments/ community assessment, interviews with family/community members, team members	Evidence of Learning e.g. able to articulate client needs, strengths, goals; completing psychosocial/community/organization/ assessments	Expected Date Of Achievement e.g. ongoing, specific date, end of term
Suggested Themes:			
Conceptualizing Practice: The student will conceptualize a situation and the pertinent issues, consider the meaning behind interactions. Demonstrate the connection between theory and practice in actions with client systems.			
Reflective Practice: The student will increase professional confidence through use of self-reflection and interaction with clients and colleagues.			
Ethical Practice: The student will acquire understanding that is consistent with the core values of the profession. Maintain a personal value system while respecting the values of the profession and the clients, maintain confidentiality			

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Suggested Themes:			
Communication Skills: The student can write and verbally present ideas clearly and concisely. Summarize and synthesize pertinent issues in writing.			
Engagement, relationship building: The student is able to establish good working relationships with client systems and colleagues.			
Assessment/analysis of a social problem: The student acquires recording and assessment skills appropriate to the field placement setting			
Planning and intervention: The student develops interviewing and questioning skills, implements interventions that match the goals and needs of client system.			
Other:			

CONFIDENTIALITY AGREEMENT – CASWE Standard 3.2.9: Confidentiality: property of data or information for which the disclosure, awareness and use are reserved for authorized or designated entities.

It is understood that by signing this contract, I (**student**) will agree to uphold the confidentiality agreement to:

1. Protect the confidentiality of service users, settings, social workers and students in assignments, content of the records (written, verbal or electronic), audio and video tapings, case examples, or any other learning situations, including use of all forms of social media.
2. Understand that any disclosure of Confidential Information, whether directly or indirectly, to any third party could be highly prejudicial to the Field setting, its employees or its users. Therefore, I agree that I will not share and will not use such Confidential Information, in any manner whatsoever, whether in whole or in part, for any purposes other than those which are related to my field placement;
3. Undertake not to transmit any Confidential Information nor to transport any document containing such Confidential Information outside the premises of the Field setting, unless necessary, for the field placement;
4. Undertake not to reproduce any Confidential Information except as required as part of my field placement;
5. Undertake to return any and all copies of any such Confidential Information to the Field setting upon the termination of my field placement agreement, and undertake not to keep any copies of any such Confidential Information in any format whatsoever;
6. Undertake to take all necessary security measures to protect any Confidential Information which I will have access to in connection with my field placement;
7. Undertake to immediately inform my field instructor of any breach of the obligations provided for under this Agreement or of any event that could potentially undermine the security or confidentiality of the Confidential Information;
8. Undertake to allow representatives of the field setting to perform any verification or investigation relating to the confidentiality of the Confidential Information.

Responsibilities of the Student:

- a) Arrive on time, as determined by their field instructor, to the field teaching centre and for specially scheduled meetings.
- b) Carry out field placement assignments in a professional manner.
- c) Establish positive working relationships within the field teaching centre.
- d) Fulfil all requirements related to written and verbal presentation of work accomplished.
- e) Develop their Learning Contract (a learning contract identifies goals, activities and tools and must include critical reflection and self-evaluation) with the assistance of their field instructor and submit it to the BSW Field Coordinator within the appropriate time frame. This will include a confidentiality agreement to sign (**below**).
- f) Provide weekly demonstration of work, specifically as part of their learning experience. This may be in the form of process recording, reflective log, audio or

- video recordings, or meeting notes.
- g) Meet with their field instructor on a scheduled, systematic basis. Students should be actively engaged in their learning. Students should come to the supervisory sessions prepared to discuss their assignments, with questions and practice alternatives. They should also use this time to discuss theoretical material from their classes and make connections between theory and practice.
 - h) Students are encouraged to alert their BSW Field Coordinator or Field Liaison of any concerns they may have with respect to their field placement.
 - i) Prepare a draft self-evaluation for the mid-term and final evaluation meeting with the field instructor. The field instructor is responsible for the final copy that is submitted to the School.
 - j) Complete the on-line evaluation of the field practice experience (exit survey - in April 2022).
 - k) Appropriately terminate all relationships with clients and field placement centre upon completion of the field placement.
 - l) As students of McGill University undertaking a required field placement, each student remains subject to the rules and regulations of the University, which includes those outlined in the Handbook of Student Rights and Responsibilities (<https://www.mcgill.ca/students/srr/policies-student-rights-and-responsibilities>) and must behave in accordance with the Code of Ethics of l'Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (<http://legisquebec.gouv.qc.ca/en/ShowDoc/cr/C-26,%20r.%20286/>) and CASWE (<https://www.casw-acts.ca/en/Code-of-Ethics>).
 - m) Charter of Students' Rights
https://mcgill.ca/secretariat/files/secretariat/charter_of_student_rights_last_approved_october_262017.pdf
 - n) McGill School of Social Work Student Code of Conduct: This Code of Professional Conduct and Appropriate Use of Social Media Policy delineates expectations for students regarding conduct in actual or virtual interactions with one another within the School, and in the outside community in contexts where they represent the School (e.g. field placements, research activities, presentations and dissemination activities etc.)
https://www.mcgill.ca/socialwork/files/socialwork/ssw_professional_conduct_and_social_media_policy_draft_march_23_2020.pdf
 - o) McGill Student Code of Conduct: https://www.mcgill.ca/secretariat/files/secretariat/code_of_student_conduct_and_disciplinary_procedures.pdf

Responsibilities of the Field Instructor:

- Respect the Code of Ethics of the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ) and CASW Code of Ethics (<https://www.casw-acts.ca/en/Code-of-Ethics>);
- To provide an atmosphere of respect, support and encouragement for professional growth;
- In weekly supervision, for a minimum of one hour, allow the student an opportunity to provide their feedback regarding supervision, site and overall placement experience;
- To review the supervisee's learning goals, facilitate the student's learning and development of social work skills and to ensure that these remain an integral part of the supervision and evaluation process throughout the year;
- To review, give feedback on and authorize all written material including assessments, progress notes, closing summaries, and any correspondence;
- To consult with Field Coordinator should the student be experiencing any problems in the placement that might require an extension to the placement or should there be any concern about the supervisee's ability to pass the placement;
- To maintain confidentiality regarding supervision except as indicated in above responsibility;
- To jointly, with the student, evaluate the progress of the supervisee, based on the learning goals established at the beginning of the year and provide an assessment of the student using the Evaluation Form provided by the University at the end of every semester of the field placement;
- To be available to the student between supervisory sessions for brief clarification of supervisory issues.
- To confirm that the field placement setting and the Field Instructor is free of discriminatory practices based on age, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation or socio-economic status

By signing the " Field Learning Contract," I hereby acknowledge that I have read and understood the information provided above including the "Confidentiality Agreement", and commit myself to fulfilling my responsibilities as a student:

Signature _____ Date _____
(STUDENT)

By signing the " Field Learning Contract," I hereby acknowledge that I have read and understood the information provided above, and commit myself to fulfilling my responsibilities as field instructor:

Signature _____ Date _____
(FIELD INSTRUCTOR)

(Append extra sheets as needed)