



McGill

School of  
Social Work

Field Education

### MSW FIELD EDUCATION LEARNING CONTRACT

Due within 4 weeks of the start of placement. For block placements, please return within the first 2 weeks. Please return to:  
fieldeducation.socialwork@mcgill.ca

It is recommended that you reference the MSW Fieldwork Evaluation Guidelines when formulating your learning goals. These can be found at  
[www.mcgill.ca/socialwork](http://www.mcgill.ca/socialwork)

Name of Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Tel/Email: \_\_\_\_\_

Please indicate the following information as it pertains to your internship 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 your 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, increased awareness as to the impact of my 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 supervisor. 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 his or her field instructor.

Learning Objectives/Goals	Learning Resources/Teaching Tools e.g. . Audio, video tapes. Process recording. Summary of drop-ins & presenting problems. Visiting agencies, collect 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/organizational assessments	Expected Date Of Achievement e.g. ongoing, mid-October, end of term
<p>These are Suggested Themes – feel free to add those relevant to your field education setting:</p> <p>Conceptualizing Practice: Identifies pertinent issues, considers the meaning behind interactions, identifies gaps in knowledge, questions discrepancies, and transfers learning.</p>			
<p>Reflective Practice: Reflects on self (including personal values, beliefs, social location and skills) and impact of self on work, reflects on others (including others’ values, beliefs and social location) and impact of others on work, reflects on social and organizational structures and impact of context on work.</p>			
<p>Ethical Practice: Practices in a way that is consistent with the core values of the profession, refrains from imposing personal values on others, identifies and works to resolve value clashes and ethical dilemmas.</p>			

Diversity: Supports and enhances diversity by addressing structural sources of inequity: open to identifying how personal views and stereotypes regarding diverse groups can impact work, adapts practice to meet the unique needs of clients, groups and communities; works effectively with diverse clients, groups and communities.			
Communication Skills: Writes and orally presents ideas clearly and concisely, conceptualizes a situation and the pertinent issues, and communicates these formulations in writing and orally.			
Engagement, relationship building/outreach and recruitment: Students can establish a good working relationship and purpose for collaboration both when approached by clients, communities and groups and when approaching clients, communities and groups.			
Assessment/analysis of a social problem: Collects and organizes pertinent information to more fully understand presenting problems or issues, identifies where more information is required.			
Planning and intervention: Planning and intervention: collaboratively plans and implements interventions that match the goals and needs of			

clients, groups and communities. Demonstrates skills in the use of intervention techniques appropriate to the setting and work.			
Ending and Evaluation: Students can anticipate and deal effectively with issues related to ending work with clients, groups and communities.			
Students as a learner: Students are respectful of their responsibilities, are open to learning, are active participants in their own learning process and demonstrate professional growth over the course of the placement.			
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 with all professionals and para-professionals that are associated with 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 videotapes, 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).
- 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](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](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](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%20and%20Scope%20of%20Practice>;
- 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 supervisee'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 supervisee 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 supervisee, 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 supervisee 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 supervisee:

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)