

CSSW Workshop

How to exit gracefully

15/2/15

THANKS

- Without field educators
social work programs
wouldn't exist

Current context impacting on placements

- Scars resources and constant change in the sector
- Increased specialisation, fragmentation and bureaucracy
- Clinical placements and payment
- Placements and payment
- Decreased placements and onsite social work supervision
- Change in organisational culture and customer (student) choice, “what can we get?”
- Shift in organisations able to take international students
- Increased pressure on university for students
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- Increased Students without license, international students, Disability and complex work arrangements and demands
- Difference between BSW and MSW students

Cost and benefits of taking a student on placement

Gatekeepers of the profession

- Moral obligation and responsibility to genuinely engage with the assessment process when supervising students on placement
- Field education is a **collaborative** process between the organisation, the university and student
- Do I have the time and resources to provide a placement?
- What resources will my organisation offer me?

University processes

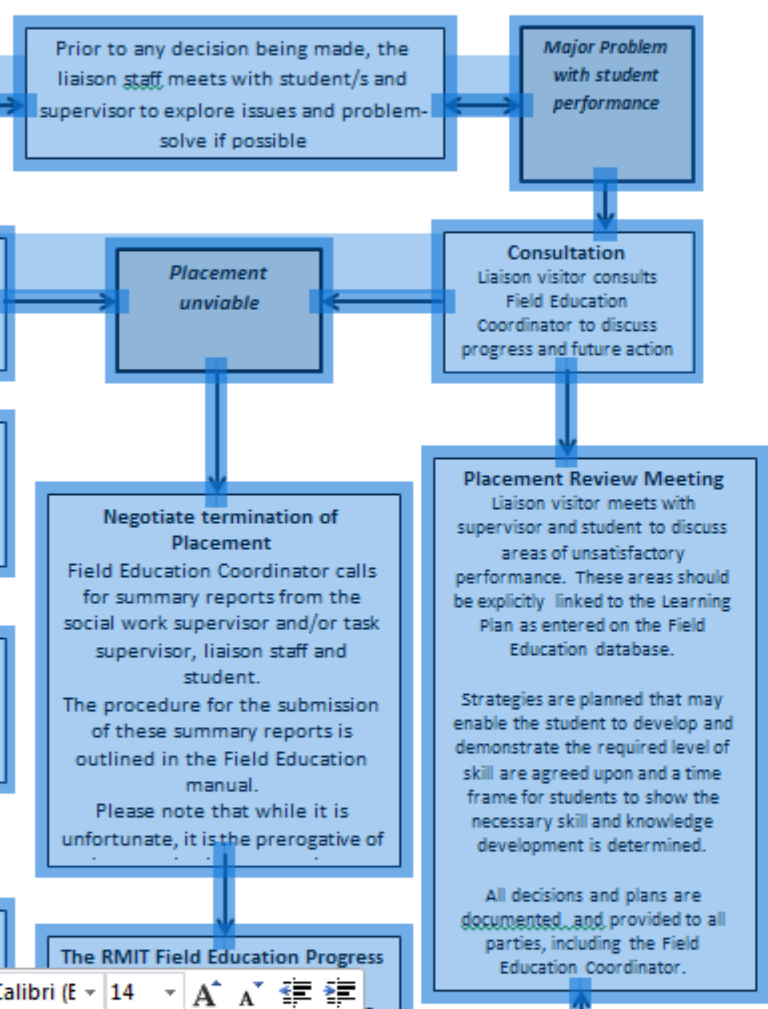
- Field education manual and processes provide your parameters about the process
- Investing the time in the first 3-4 weeks of placement will positively set the scene
- Strategically using the university, through first the liaison person or coordinator
- Documentation is essential from the beginning
- Timelines
- Plan B and who is available to supervise if I am not

Difficulties and reframing as differences

- Difficulties should first be acknowledged and/or 'named' in discussion between student and Field Educator.
- If either party feels uneasy about doing this, each is free to explore a process for doing so in a discussion with the liaison person.
- The liaison person will encourage the student or Field Educator to put the concern 'on the table' for discussion, with or without the liaison person being present.



with difficulties on placement



Options for dealing with difficulties: Each university will have different processes

- A student may be given time out of placement (to be made up later)
- The perceived 'problems' may be identified to be about conflicting attitudes or values between student and Field Educator
- A placement may be terminated if the difficulties are agreed to be severely limiting the student's performance

Examples

Organisational

- ***Insufficient suitable work***
- ***Field Educator has too little time***
- ***Field Educator becomes ill or leaves unexpectedly***

Student

Student not coping or succeeding with placement tasks

- ***Student is critical of agency work practices or ethics***
- ***Difficulties between students on placement***
- ***Student's personal problems interfering with placement work***