



Kia Tene Off The Cuff

*Ngā Rauemi mō ngā Kaiako mahi Tūwaenga me
ngā Ākonga Mahi Tūwaenga*

Resources for Field Educators and Social Work
Students

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Ngā Mihi

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Jude Douglas

Nelson, March 2011.

Introduction to Resource Set Off the Cuff

Whakatuwheratanga

Introduction

These learning activities are for you, field educators who are working with social work students on placement.

We know that you are busy practitioners first and foremost and that you haven't got lots of time to explore some of the useful resources in books and on the web. Besides, there is very little material that is designed especially for students in Aotearoa New Zealand.

We hope these activities give you starting points and ideas of ways to help your students connect with the rich possibilities of their placement.

Each activity has a page for you (orange) and then an activity for the student (blue) to complete. Most should fit nicely into a supervision or practice teaching session – a few are longer. The activities are designed to be useful in a range of settings but feel free to adapt them to fit your agency and your student.

The first three activities are better used early in the placement and the rest are in no particular order. Numbers four to nine are all about an aspect of teaching and learning and the last five activities explore some of the core themes of practice. Use them in any order that works for you.

So, enjoy watching your students learn and grow

Te Rārangi Take

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Activity One

Ko wai ahau?

Who Am I?

To help you the Field Educator, or the team who will be working with the student, to prepare, think about these questions

Reflect on your own experience as a learner

Think about a particular piece of learning that you did, eg learning to drive, knit

Note the things that were helpful

Was there anything that hindered your learning?

How could you translate that knowledge into your work with a student?

Make some notes for yourself.

Who am I? activity

It is important that you and the student spend time early in the placement becoming aware of each other's social identity. You need to think about how much you will disclose to your student about yourself. Some of your identities might be more visible than others. Issues of power, oppression and social location are not easy to discuss but your working relationship with the student will be more open and honest if you are able to begin these conversations early. You of course are also sending a message about the importance of self awareness in relation to service users. Empowering practice means being aware of and naming and valuing difference, challenging stereotypes, checking out assumptions and recognizing power differences.

Which characteristics are relatively visible and which ones can you choose not to reveal – are they the relatively powerful ones or not? Are there any characteristics which you feel ambivalent about, or difficult to decide? If you are doing this with others, make sure you all agree beforehand what you are willing to share. It is interesting to know how many 'reds' and 'blues' different people have, even if you do not specify which these are.

Start the discussion by thinking how these categories can be variously described (e.g. woman; Caucasian; elderly; straight; omnivore; tangata whenua; handicapped, etc). Do different 'titles' confer different meanings? What do you think of your personal power profile, and what other characteristics of power would you like to add?

Field Educator

Activity One

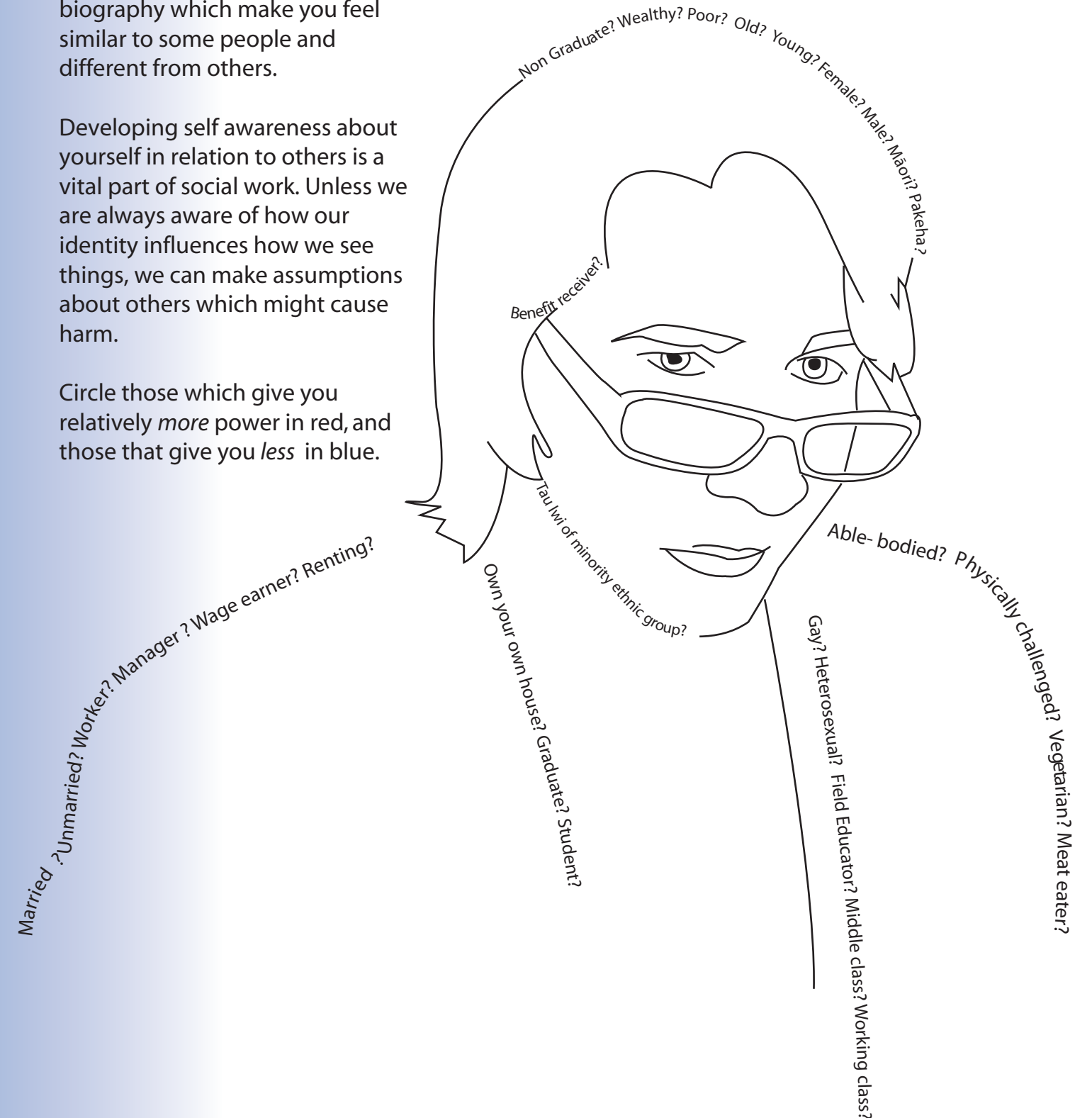
Ko wai ahau?

Who Am I?

Your personal biography is as unique as your fingerprint. Yet there are characteristics of your biography which make you feel similar to some people and different from others.

Developing self awareness about yourself in relation to others is a vital part of social work. Unless we are always aware of how our identity influences how we see things, we can make assumptions about others which might cause harm.

Circle those which give you relatively *more* power in red, and those that give you *less* in blue.



Adapted from an exercise presented at the Albany and reprinted in Doel et al, 1996

Student

Activity Two
Ngā Whāinga
Expectations

Sharing your expectations with the student early in the placement is one of one of the most helpful things you can do!

You and the student can complete these 2 activities at the same time – and then share what you have written. Take time to discuss any areas of difference. Your negotiated agreement can be written into the learning agreement.

General expectations

One of the things I like most about having a student on placement is

One of things I find most difficult about having a student on placement is ...

My previous experiences of teaching students have felt ...

It is particularly important to me that students ...

One of the best things which I think students can get out of placements is ...

Specific expectations for this placement

One of my main hopes for this placement is ...

One of my main concerns about this placement is ...

Something I wonder might be an issue for us during the placement is ...

One area of special consideration for me is ...

Activity Two
Ngā Whāinga
Expectations

General expectations

One of the things I like most about being a student is ...

One of the things I dislike most about being a student is ...

My previous experiences of being a student have felt ...

It is particularly important to me that teachers ...

One of the best things which I think students can get out of placements is ...

Specific expectations for this placement

One of my main hopes for this placement is ...

One of my main concerns about this placement is ...

Something I wonder might be an issue for us during the placement is ...

One area of special consideration for me is ...

Ko wai ngā mea kai huka?
Who Takes Sugar?

Beginnings

There are some items which need to be in place ready for any student to walk into, and there are others which will be required by this particular student. Some ‘small’ things, eg the student unwittingly using the boss’s personal cup from the tea room cupboard have created difficult beginnings for students.

Thinking of students as guests, what do you need to get ready (like making up a bed for a visitor)? What special preparation should there be for this student (like a visitor you know is vegetarian)? Are there any particular networks you need to make available to the student (e.g Pasifika worker/s group to give support to a Pasifika student placed in a predominantly Pakeha agency)?

This is an example of a quiz approach to use with a student. While some questions are designed to get the student talking to other staff in a light way (e.g who takes sugar) others encourage thinking about wider service provision and structural inequity.

Spend some time adapting this quiz for a student placed at the Ridgeview Home for adults with disabilities to make it useful for your student.

Handy Hint:
Ask your student to rewrite it for the next student near the end of placement.

True or False?

Joan is the oldest resident

The cook makes up the menus

The Grovetown pub has a ramp to the side door

The Manager decides how to spend the annual budget

Residents can make themselves a meal any time they want

Relatives can visit residents at any time

There are no Māori residents

The team leader is the only fully qualified first-aider

John and James are an ‘out’ gay resident couple who share a room

Residents can furnish their own rooms as they choose

Ann is the only staff member who takes sugar in her tea

General Questions

Where is the nearest place you can post a letter?

Where can you get the Disability stickers for cars?

What is the nature of service user representation on the management committee for Ridgeview?

How many different services in the area for people with physical disabilities listed on the Family and Community Services directory website?
www.familyservices.govt.nz/directory/index.jsp

How many different staff ethnic minority groups are represented amongst the staff?

The residents?

What different levels of care does the Ridgeview home offer?

Who Takes Sugar?

Reproduced and adapted from Doel and Shadlow (1998)

True or False?

General Questions

Activity Four
Te Rārangī Kaupapa
Menu

On a flip-chart or whiteboard brainstorm all the components of practice which you think the student should learn.
On a second sheet of paper, separate these items into three columns, 'knowledge,' 'values' and 'skills'. Some items may appear in more than one column. Here is an example from a probation setting.

What should the student learn on placement?		
Knowledge	Values	Skills
Overview of the probation function	Use of authority	Report writing
Role of the agency	Care and control	Liaison skills
Agency structure and admin	Anti-discriminatory practise	Court work
Role of professional guidelines on child protection	Ethical dilemmas	Time management
Law and sentencing	Issues of confidentiality	Evaluation skills
Working with sex offenders	Awareness of own feelings	Assessment skills
Court work	Self-presentation	Coping with pressure
Children Young Persons and their Families Act	Openess and honesty	Using supervision effectively
Duty work	Professional boundaries	Interviewing skills
		Groupwork skills
		Handling breaches
		Decision making
		Duty work

Some items fit into more than one category.
How do your lists compare with the guidelines issued in the student's handbook and what you have to evaluate? An interesting addition would be to look at the 10 core competencies required by the Social Workers Registration Boards.
<http://www.swrb.org.nz/Competency.pdf>
and the ANZASW practice standards.
<http://www.anzasw.org.nz/publications.html>
Are there any major gaps? Double ups?
With the student, go through your list and work with the student to identify any which stand out. The student may be very keen to work on some aspects and not others. Exploring why this is would be valuable.
Then see if you can look at a work programme which will support the student learning in the areas you have selected. It may involve other workers so communication about which learning goals have been selected is important.

Activity Four
Te Rārangī Kaupapa
Menu

Use the following template to record any decisions and note how they relate to your learning agreement.

Knowledge	Values	Skills
E.g Overview of function of probation service Learning Agreement no 4, 6	Power and authority Care and control	Clearly explain probation officer's role to a client. Include legal mandate

Activity Five

Te Whakakaupapa Haere

Building Blocks - Structuring the learning

Take an aspect of the practice that you want to teach or an issue that the student brings to you. Make a note in each of the five areas of what you could do to help the student’s learning in relation to that goal.

Then decide on an action plan to use at least 3 areas to work on the chosen issue. You may wish to challenge the student by using an area that s/he is less comfortable with. (See activity 7).

1 Hardware

Audio Video Tape Slide
Film Computer
One-way screens
Internet CD-TV
(Interactional video)

2 Written

Practice folder Portfolio
Minutes
Logs Reports Summaries
Case records Assessment frameworks
Resource file
Questionnaires Letters
Critical Incident Analysis
Contracts Evaluation sheets
Individual care plans
Recorded, timed observations

3 Experiential

Exercise Activities
Games Role-play
Drama Office Interviews
Rehearsal Simulations
Sculpting “Quick-think”
Discussions Meetings
Project development
Court appearances
Ward rounds Home Visits

4 Graphics

OHP Flip-charts Whiteboard
Powerpoint Genograms Mind
Maps Plans
Photographs Diagrams
Drawings Cartoons

Also consider using a variety of structures

One to one
Peer
Group
Pair
Co-work
Simulation
Team
Offsite
Onsite

5 Printed

Articles Handouts
Books Novels
Texts Reports
Newspaper items
Journals Statistics
Official document analysis
Policy documents
Procedures manuals
Client feedback

From Doel et al (1996)

Field Educator

Activity Five

Te Whakakaupapa Haere

Building Blocks

List the activities you are going to undertake to meet the learning goal you and your Field educator have identified.

Goal -----

Hardware	Written	Experiential	Graphics	Printed

I will know I have achieved/made progress against goal when -----

Goal -----

Hardware	Written	Experiential	Graphics	Printed

I will know I have achieved/made progress against goal when -----

Goal -----

Hardware	Written	Experiential	Graphics	Printed

I will know I have achieved/made progress against goal when -----

Student

Activity Six Te Ariā me te Whakamahi Theory and Practice

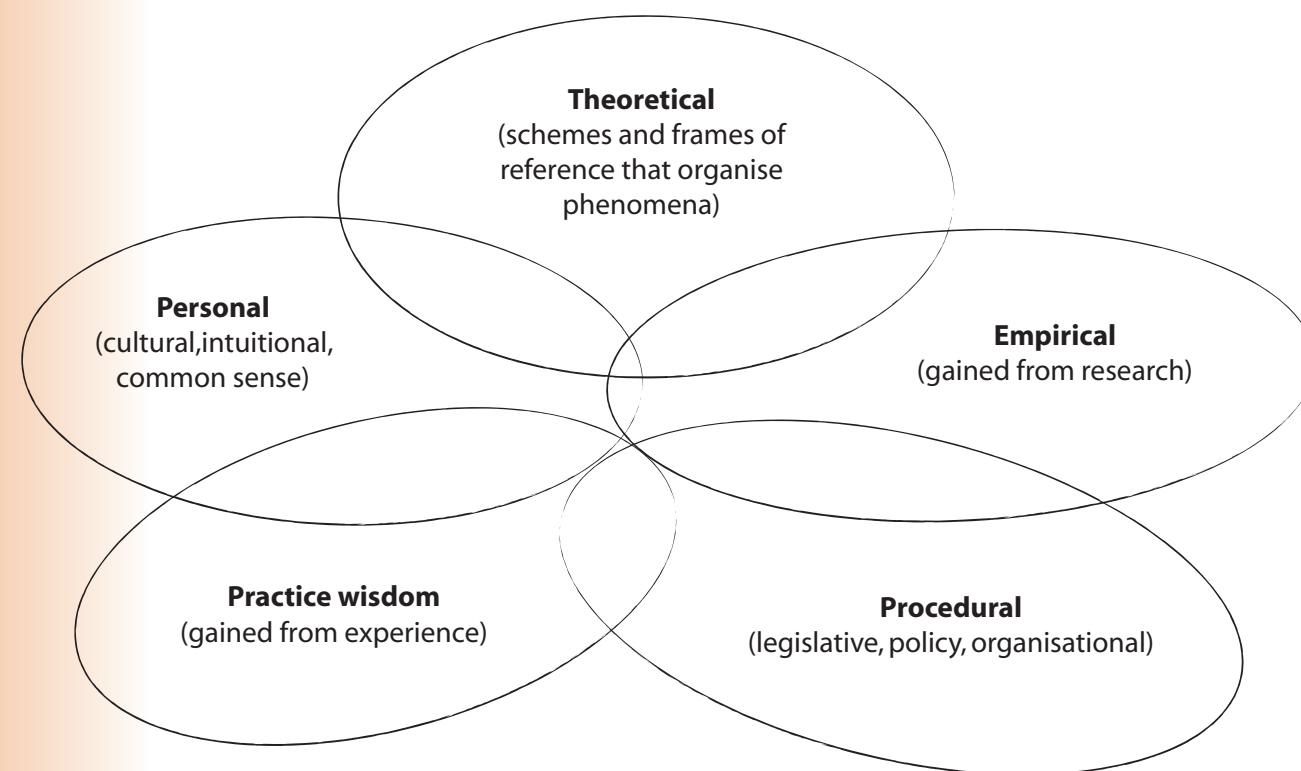
This next exercise can be completed by the student over several weeks and encourages close observation of practice, reading and reflection in order to 'unpack' the relationship between theory and practice.

A helpful Field Educator role would be to remind the student of why theory is important:

It:

- ✂ Provides a conceptual framework to observe, explain and predict service user behaviour and can identify knowledge gaps
- ✂ Provides structures to organise knowledge, make it meaningful and thus underpin purposeful interventions
- ✂ Enhances accountability to service users, employers and funders
- ✂ Improves the quality of service provision

In Fieldwork the aim is for the student to become increasingly conscious of and begin to articulate the connection between particular theories which inform practice and the practice itself.
In social work, theories are drawn from a range of disciplines and include several types of knowledge
From Cleak and Wilson, (2004) *Making the Most of Field Placement*.



Model of Professional Knowledge
Diagram from Cleak and Wilson (2004)

Field Educator

Activity Six

Mapping the theoretical landscape in your agency

Create a theory 'audit' of your placement agency over the time you are there.

The purpose is to identify which theoretical frameworks are used by the other workers, the reasons they are chosen and how they shape the interventions used.

Find out by

Talking to the other workers about what theory informs their work

Observe carefully when you can interactions between workers and service users

Reflect on theory informing your own work

Examine the professional and agency based literature practitioners use to guide their work

Attend any inservice training you are able to access while you are on placement.

From these activities, journal your observations about what specific ideas values and research are informing practice.

How do various interventions relate to different theoretical perspectives?
Provide some examples from your placement

What strengths and limitations of these approaches can you identify?

Develop this 'audit' into a presentation and offer to present it to your Field Educator or better still your team.

After the presentation, incorporate any feedback so that your 'audit' reflects all this information.

Example for Field Educator

Adapted from Beddoe and Maidment (2009) 17

Activity Seven
Tauira o te Rākau
Tree

Learning Styles

We all have preferences in the way we learn and there are a wide variety of approaches to teaching, some of which will suit some students better than others. Take time to get to know your learner and think about different ways of getting the message across. Social workers traditionally prefer aural (talk and telling) modes but you likely to be a more effective teacher if you vary your approach.

The following activity, Tree, is an example of how you might use a visual mode -

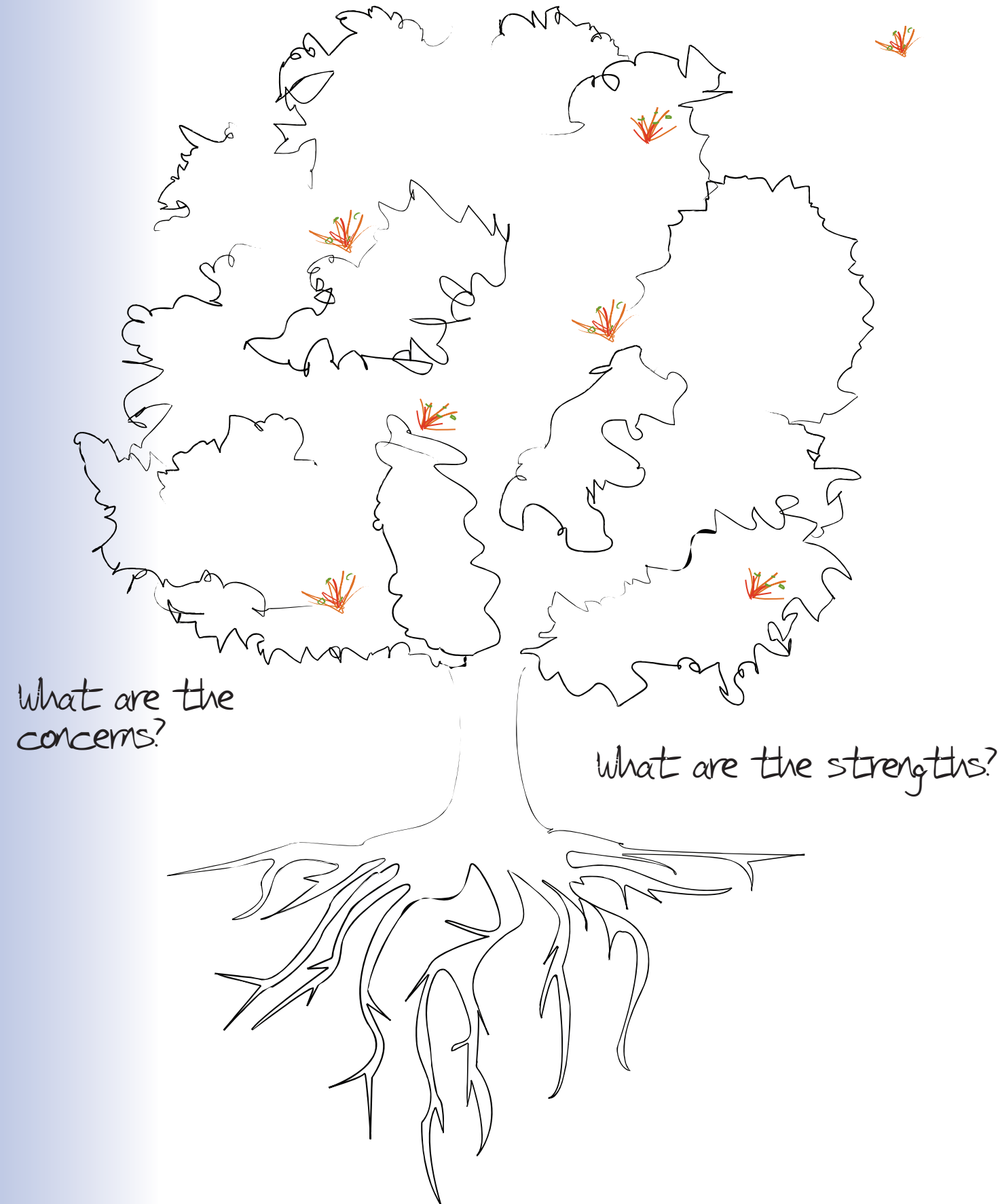
- ✂ To help the student to think about underlying causes (roots) for issues uncovered in assessment
- ✂ To help the student to think about strengths and issues alongside each other (trunk and branches)
- ✂ To help the student explore options for future work with service users (flowers)
- ✂ For use with service users (who also have preferred learning styles!)



Field Educator

Activity Seven
Tauira o te Rākau
Tree

What are the options?
(Which are most likely to flower?)



Student

What are the causes for these concerns?

Activity Eight

He Pangahono

Jigsaw

Looking back on your work over the last week or so, select a particular piece of practice which you feel it is important for a student to learn about. It should be a specific situation, and it does not have to be a glowing piece of good practice.

Taking this piece as one small part of the overall picture of social work practice, consider how you would teach it using the questions in the jigsaw piece as a guide.

Content

How would you describe the content of the learning?
Describe this in three or four learning objectives which the student would be expected to achieve in connection with this piece of practice.

Methods

How might the student learn about this piece of practice?
Brainstorm three or four ways in which you might teach the student and make a brief note of the advantages and disadvantages of each.

Position

How does this jigsaw piece fit with other aspects of practice?
Are there any other pieces of learning which should be in place before the student is introduced to this particular piece of practice?

Assessment

How do you know whether and when the student has achieved the learning objectives for this piece of practice? What indicators would demonstrate to other people that the student had been successful?
Develop 3 or 4 indicators for one of the learning objectives.

Make up your own jigsaw by following the prompts. Here is an example:

I am going to learn to...record phone interviews

The goals are

I will be able to record an initial phone interview accurately

I will understand how to use the agency system for recording

I will achieve this by

Reading several examples of other peoples' interview notes

Have a mock phone call with a teammate and I will practise taking notes, then ask for feedback

Take minutes at the next staff meeting

Have another practise with a simulated phone call with a realistic scenario and take notes, ask Field Educator for feedback

I will need to know this before I start

Have reasonable listening and recording skills, understand purpose and any relevant legislation, e.g. privacy

I know I will have achieved this when

My Field Educator says that my phone interview notes are accurate on three occasions

I feel more confident to approach the task than I do now

I understand the agency system for recording and can use it appropriately

Now complete the sentences below with a piece of learning you have discussed with your Field Educator.

You may need to think about time frames and what you need to support you to reach your goals.

I am going to learn

The goals are

I will achieve this by

First I will need to know

I will have achieved this when

Te Urupare
Giving Feedback

Consider each of the situations below. Would you make any comment? If not, why not? If so, how would you phrase your comment?

- ✂ Your student arrives punctually on the first day of the placement.
- ✂ Your team leader has changed her hairstyle, and you think it's a great improvement.
- ✂ You hear a team colleague being curt and unhelpful over the phone.
- ✂ You see a colleague handling a tricky situation with a resident very well.
- ✂ You notice the student sitting on the food table in the staffroom
- ✂ Your student comes to the first day of the placement wearing a "Proud to Be Gay" Badge.
- ✂ You suspect a student placed with a colleague is using the phone for a lot of personal calls.
- ✂ Your team leader has changed his hairstyle, and you think it's a great improvement.

Return to these examples after you have read the notes below and see if there are any changes to your responses.

We are not generally good at giving constructive feedback and tend to avoid it if we can. Think about your own style – do you find it easier to give affirming feedback but not so easy to challenge? Timely, specific and constructive feedback from you to your student is probably the most useful learning tool. Prepare some ground rules about giving feedback – there needs to be a common understanding about how and why you will give feedback and it can be negotiated as part of the learning agreement. Acknowledge the power differential and be clear with the student that your purpose for giving feedback is to help their learning. Seek their views first – it's annoying to have someone tell you something they already know and students are often very critical of their own performance. Be specific . The Keep/ Change rule is a good model for giving feedback. What I would keep is... and what I would change is... The feedback loop is complete when you see changes in a student's work as a result of your feedback You can model an interest in receiving feedback about your own performance as a Fieldwork Educator – this will give the student practice in giving feedback – an important social work skill. It will help you improve your teaching. You might like to think about what exactly you would like feedback from the student about and use this as part of your closing ritual with the student. (See Activity 14)

Te Urupare
Feedback

The ability to give timely, specific and constructive feedback to the people you work with is a social work skill.

Some general principles of good feedback are outlined on the Field Educators page so read this first.

Receiving Feedback

Many students list "getting feedback for my work" in their learning agreement with their Field educator but might not stop to think about what this really means. How open are you really to feedback – both affirming and challenging? While you are a student on placement it is particularly important to seek and consider feedback from your field educator, colleagues and clients on your work. Ask and ask again – it doesn't have to be formal – How was it for you when I said ...? How did it feel for you when I closed the door in the interview room?

Be aware of your response to receiving feedback. Which types of feedback and from who make you glow/ think again? Why is this?

Professional social workers are learning all the time – from our own reflection, from feedback from managers, supervisors, colleagues and service users although often this last group doesn't get the chance to feedback on our performance formally.

Choose three of your own learning objectives for this placement and design a feedback form – no more than 5 questions - for your client/s that will give you useful feedback about what they think of your performance around this goal. It might be possible for you to actually ask them to complete this verbally or in written form but remember it's not part of their contract with the agency so check with your field educator first.

My Feedback Form

Learning Goal	Learning Goal	Learning Goal

Activity Ten

Te Kauneke ki te Kaiakatanga Ahurea

Moving towards Cultural Competence

Culture is often thought of in terms of ethnicity but in social work we need to consider culture in its broader sense which includes gender, class, ability, sexual orientation, age and ethnicity.

Sue and Sue (2003) suggest an approach to moving towards cultural competence as social workers which involves three parts:

- ✂ We learn more about their own cultural heritage. This involves examining personal values and biases and how they might affect the work with clients
- ✂ We develop ‘cognitive empathy’ with clients and groups with different value bases from our own by learning more about the history, experiences, cultural values and lifestyle of the group and an understanding of how oppression operates to marginalise those who sit outside the dominant cultural group.
- ✂ Practising particular skills which means being able to generate a wide variety of verbal and non verbal messages and being able to send these accurately, finding and mobilising resources and providing service delivery in a range of contexts eg a marae, church and being prepared to participate in a range of rituals eg powhiri, prayer.

This exercise can be completed first by the student but then needs to be discussed in supervision.

This is a good place for the field educator to model reflective practice with contributing some of their own biases (maybe towards the student?) an analysis of how this might affect the work and how you, the field educator, have identified and are responding to any new learning you need to do.

Never underestimate the power of modelling good practice!

Activity Ten

Te Kauneke ki te Kaiakatanga Ahurea

Moving towards Cultural Competence

Social work is concerned with people and groups who have sometimes been termed “outsider groups” to represent the fact that their history, experiences and ideas are marginalised from those of the dominant culture.

With your field educator identify a client or group you will come into contact with on placement to help you focus on this exercise.

Then record your responses to the following in note or visual form for later discussion with your field educator.

Identify the points of difference and similarities between your own history and theirs. What personal biases can you find and how might they affect your work?
Do some research about the history experiences and lifestyle of the person/group. In what ways are they marginalised from the dominant groups?
Identify three practice skills which might help you refine your messages to this person/group eg listening, clarifying, agenda setting. Are there any settings or rituals you need to learn more about to feel more comfortable?

With your field educator discuss the opportunities that might exist in the placement to develop the areas you have identified. You may decide to formalise them by adding them to your learning agreement.

Activity Eleven

Te Mahi me te Māori

Working with Māori

Te Tiriti o Waitangi/ The Treaty of Waitangi ‘protects and acknowledges Māori as tangata whenua as equal participants with tau iwi in nation building’. (Beddoe and Maidment, 2009). Māori helping traditions have a thousand year history in Aotearoa New Zealand although the theory which underpins Māori models of practice is underrepresented in the literature our students encounter. Ruwhiu (2009) explains that we need to engage with three ‘recognition points’. This is a useful framework to use with students.

These are

- ✂ the significance of history,
- ✂ the role of narratives (stories) in promoting identity
- ✂ the importance of cultural concepts of well being

These sets of reflective questions incorporate this framework and challenge the student to examine both their own and agency practice in relation to these ideas. To support your student in their thinking and learning about practising biculturally you will need to examine both your own and the agency practice. You may like to complete the exercises (adapted from Beddoe and Maidment, (2009) for yourself before introducing them to the student.

Activity Eleven

Te Mahi me te Māori

Working with Māori

For Non - Māori students and Māori students in mainstream agencies

In what ways does the agency ensure all workers know about Te Ao Māori (the Māori world) including the significance of history, Te Tiriti O Waitangi, narratives promoting identity and cultural concepts of wellbeing.
What are the challenges for Māori workers in your agency? Do you see evidence of pressure on them to meet the needs of all Māori clients and/or to provide ‘cultural consultancy’ for non-Māori workers?
What practices do you see your agency taking to meet the needs of Māori clients? Workers? Students? Can you list any suggestions for the agency to do more than it is doing currently?
What support and advocacy comes does your agency offer for Māori led services and practitioners?

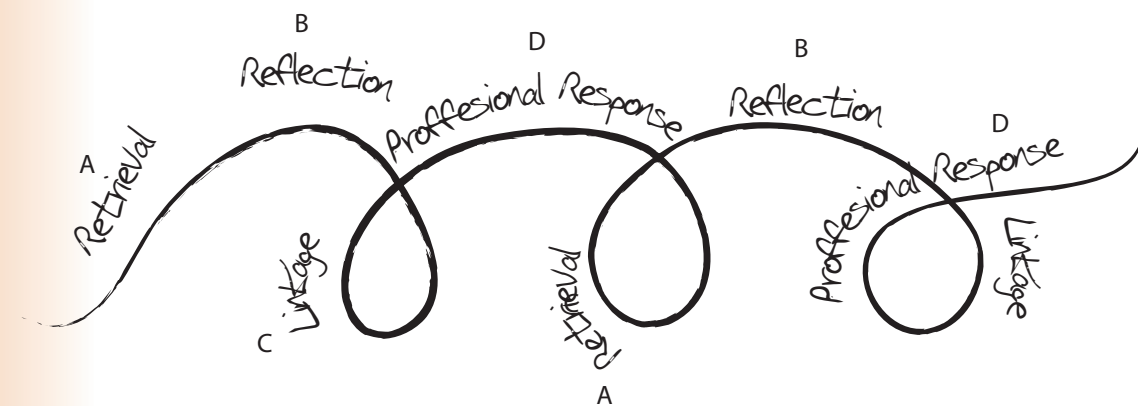
For Māori students

What are the main values and beliefs about helping in your culture?
Do these ideas differ from the type of helping or the kaupapa you encounter in your agency?
How do you weave your own ideas into your practice? What support or do you need to do this?
What strategies might you use now and in the future to hold on to and strengthen your own cultural perspectives?

Activity Twelve

Kia Whakapūmahara te Kaiwhakaruruhau Becoming reflective practitioners

Bogo and Vayda adapted Kolb's work on learning cycles and show a way to think about a four-stage cycle of learning: experiencing, reflecting, conceptualising and action planning. Their adaptation of this learning cycle to social work education has produced the ITP (Integration of Theory and Practice) Loop which can be used at any level of social work intervention.



Bogo and Vayda (1998) as cited in Cleak and Wilson.

We know that if students get in the habit of going through a reflective cycle on placement as they practice, they are more likely to become reflective practitioners in the real world of social work. In these changing times, the ability to learn from and as you go is arguably the most useful tool you can give your student.

Students who see their field educators openly reflect on their own practice (possibly on their own role as field educator), are more likely to continue to take time to reflect on their practice once their student days are over.

The questions on the next page are ones which you can use with students to help them move through the 4 stages. You won't use every question for every piece of work but consider these as starting points. Enjoy watching your student become an independent and reflective practitioner!

Kia Whakapūmahara te Kaiwhakaruruhau Becoming reflective practitioners

Find a piece of practice and use these questions as a framework to help you move through a reflective cycle. If you are able to record your work or ask someone to help you with your observations even better!

Discuss with your Field Educator and make notes in your journal. If you do this exercise several times over your placement it would be interesting to compare something you noted at the beginning with some notes you made at the end of your placement. It would be interesting to ask your Field educator whether he/she thinks your ability to move through this process has improved with practice!

Experiencing

What was your role in the situation?

What was your aim? What planning did you do?

What did you expect to happen?

What actually happened? Is your perception of what happened the same as others? Check this out!

What did you do and say? – what were the reactions did you notice to what you did and said?

What surprised or puzzled you?

What did you notice about yourself, your client/s, co-worker/s?

Reflecting

What feelings did you bring to the situation? At the start? As you went through?

Did the situation or your feelings remind you of anything?

Describe a time you last experienced those feelings

What do you think the client/s was feeling? How do you know?

Where and when did you feel most and least comfortable?

What ideas came to you during the situation?

What feelings were you left with? Does this always happen after this sort of event?

Analysing

List 3 assumptions that you brought to the situation.

How would you explain what happened?

Change some of the power relationships in the scenario (say the client was male not female, older than you not younger) What would have been different?

Did the power relations shift during the situation? If so, why?

How else might you have managed the situation?

What is not known?

Action Planning

Considering your reflection so far, what is your summary of where things are and what needs to happen next?

What information, ideas, support do you need to proceed?

What would be a successful outcome from your perspective?

What would be a successful outcome for the client/s?

What might be your strategy for the next step?

Does anyone else need to be involved?

How can your Fieldwork Educator best support you?

Activity Thirteen

Te Mahi Whakamana Empowering

One way of thinking about how power operates is to see its influence at 3 levels, the personal, the cultural and the structural.

- ✂ Personal includes individual viewpoints and practice and includes personal prejudice
- ✂ Cultural includes to things common to groups, and includes stereotypes and assumptions
- ✂ Structural includes experiences of marginalisation and oppression that are systemic (eg the fact that women earn less than men on average)

Students need to develop an awareness of a multiplicity of oppressions and the complex ways they interact. This means understanding the difference between making meaningful generalisations and potentially harmful assumptions. The most useful way to monitor how empowering practice is to ensure the voice of the service user is included in a partnership model.

This is not always easy to achieve, in particular where service users are not voluntary users. Encourage your student to look at how this is achieved through agency policies and practice.

Can the student divide agency policy and practice that is empowering under the headings personal, cultural and structural?

If there are gaps, or service users are not empowered, discuss why this is. The student needs to identify where they sit in relation to insider /outsider groups (see Who Am I Activity One) in order to 'see' past the invisibility of some groups and actively work to empower them through using their legitimate power.

The Steps to Empowerment activity is based on principles of partnership and empowerment and outlines some practical ways of working towards empowerment. You might like to use it near the beginning and then again at the end of placement and compare the findings.

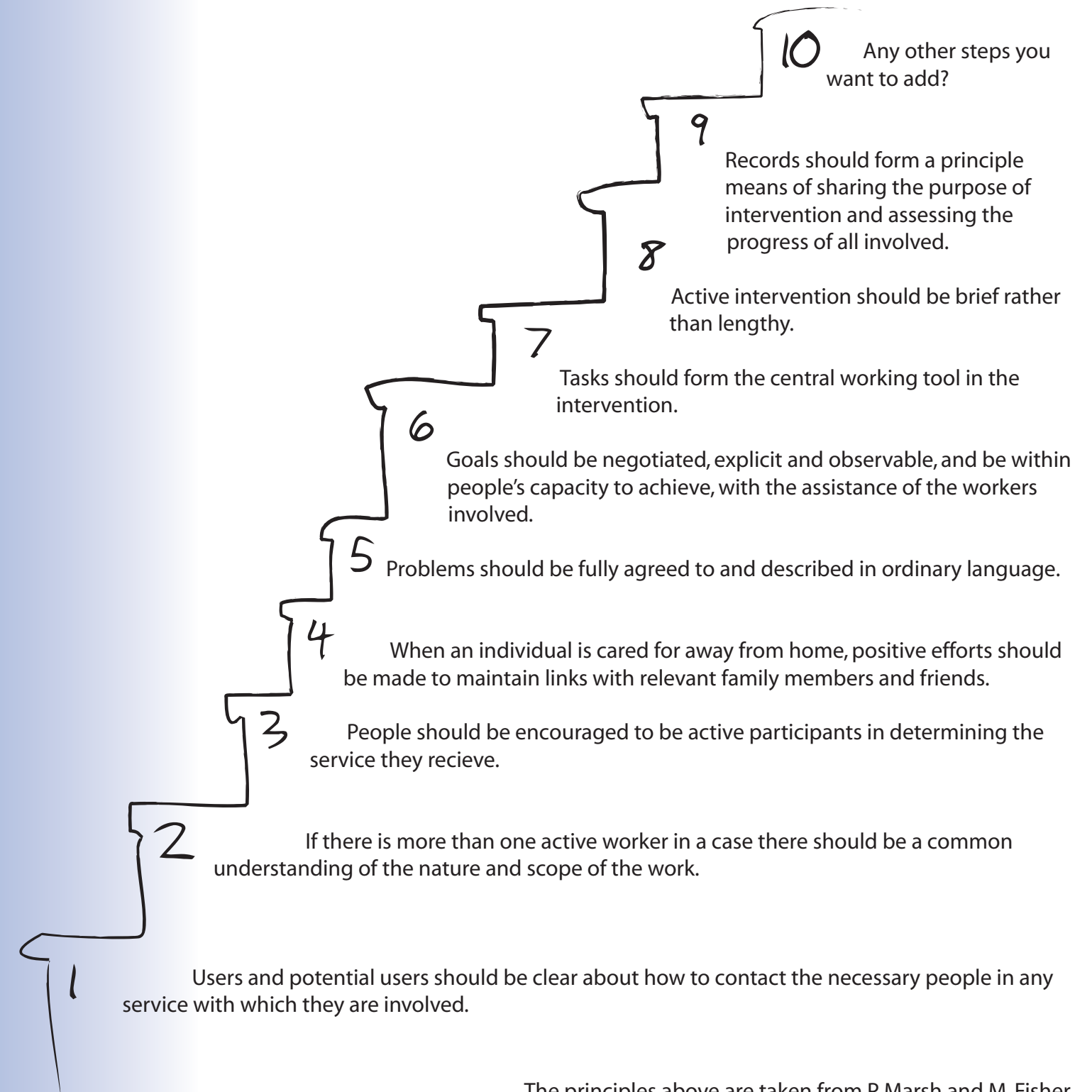
Field Educator

Activity Thirteen

Te Mahi Whakamana Empowering

Steps to Empowerment

Take a piece of work you have been involved in and measure it against these nine practical steps to partnership and empowerment.



The principles above are taken from P. Marsh and M. Fisher, *Good Intentions: developing partnerships in social services*, 1992

Student

Activity Fourteen

Arotake
Reflecting and learning

The first thing to decide is your own motivation for doing this exercise with the student. Showing your student how serious you are about this ‘action reflection stuff’ by doing it about your own practice is one of the most powerful messages you can send and it takes courage. You might already know that the student has not had the best deal possible from the placement and it might not be fair to locate the reasons entirely with you. Even in the most committed agencies, ‘stuff happens’, and it might just be that you have not had the time nor the support you expected to be able to make the best possible job of being a field educator. Even so, gathering the evidence that evaluation can provide may confirm what you already know and can give you good ammunition when you are advocating for resources for the role in the future.

In the same way that we involve service users in evaluating the services we provide to them, we also need to ask our students as the direct recipients of our practice as Field Educators.

Here is a sample questionnaire which could be used to reflect on the placement. You can make it as wide as you like as the possibility of feeding back useful information to the agency and the learning institution as well as about your own practice exists. If there is anything in particular you would like to have feedback on from your student..add it in!

For students, this framework provides a way of thinking about their learning. The process of giving thoughtful feedback to you and the agency is often a welcome opportunity and a useful learning tool.

The completion of this exercise can be part of the finishing process with your student. Note: You need to consider power issues. How likely is your student able to be honest before your role in placement evaluation is completed? Sometimes there are a few days of placement left after the formal evaluation or it might mean asking the student to return the questionnaire by email after the placement has ended.

Handy Hint

Have a look at this questionnaire near the beginning of the placement and schedule a time to complete it together at the end.

Activity Fourteen

Questionnaire for Evaluating the Placement for
Students and Field Educators

Student and field educator to complete together

- 1 How well did the process of meeting and orienting to the agency go?
- 2 How well did you think the learning agreement was set up and monitored?
- 3 On a scale of 1-5 how well do you rate each other’s skill in the following: (1 is poor 5 is excellent)

Listening
Giving information and feedback
Receiving feedback
Handling conflict
Setting goals
Evaluating work
Add your own in here..
- 4 How well do you think the learning opportunities have been provided? Give examples
- 5 How well do you think supervision /practice teaching tutorial has been used?
- 6 How well do you think that competence has been assessed?
- 7 If a student was thinking of coming here for a placement and approached you for advice what would you say?
- 8. Anything else?

Off the Cuff

List of Activities and Sources

1 **Who am I?** w, S., Sawdon, C., & Sawdon, D. (1996) Teaching social work practice: A programme of exercises and activities towards the practice teaching Award UK: Ashgate pp.31-38.

3 Who takes sugar?

Adapted from Doel, M. And Shardlow, S. (1998). The new social work practice: Exercises and activities for developing social workers. UK: Ashgate pp.15-17.

4 Menu

Adapted from Doel, M., Shardlow, S., Sawdon, C., & Sawdon, D. (1996) Teaching social work practice: A programme of exercises and activities towards the practice teaching Award UK: Ashgate pp. 101-108.

5 Building Blocks

Adapted from Doel, M., Shardlow, S., Sawdon, C., & Sawdon, D. (1996) Teaching social work practice: A programme of exercises and activities towards the practice teaching Award UK: Ashgate pp.129-135.

6 Theory and Practice

Adapted from Cleak, H. and Wilson, J. (2004). Making the Most of Field Placement. Southbank, Victoria, Australia: Thomson pp.90-97.

7 Moving towards Cultural Competency

Adapted from Beddoe, L., & Maidment, J. (2009). Mapping knowledge for social work practice: Critical intersections, Melbourne, Vic.: Cengage. pp.17-20 Reprinted with the permission of Cengage Learning Australia Pty Ltd.

8 Working with Māori

Adapted from Beddoe, L., & Maidment, J. (2009). Mapping knowledge for social work practice: Critical intersections, Melbourne: Cengage., p 47 Reprinted with the permission of Cengage Learning Australia Pty Ltd.

9 Tree

Adapted from Doel, M. And Shardlow, S. (1998). The new social work practice: Exercises and activities for developing social workers. UK: Ashgate pp.79-81

10. Becoming Reflective

Cleak, H. and Wilson, J. (2004). Making the Most of Field Placement. Southbank, Victoria, Australia: Thomson pp. 94-96

11 Jigsaw

Adapted from Doel, M., Shardlow, S., Sawdon, C., & Sawdon, D. (1996) Teaching social work practice: A programme of exercises and activities towards the practice teaching Award UK: Ashgate pp. 109-115.

12 Feedback

Adapted from Doel, M., Shardlow, S., Sawdon, C., & Sawdon, D. (1996) Teaching social work practice: A programme of exercises and activities towards the practice teaching Award UK: Ashgate p.74.

13 Empowering

Adapted from Doel, M. And Shardlow, S. (1998). The new social work practice: Exercises and activities for developing social workers. UK: Ashgate pp. 177-179.

14 Reflecting and Learning

Adapted from Doel, M. And Shardlow, S. (1998). The new social work practice: Exercises and activities for developing social workers. UK: Ashgate pp. 177-179.

Ngā Puna Kōrero

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