

**Aotearoa New Zealand Association of
Social Workers & Council of Social Work
Education Aotearoa New Zealand**

Social Work Field Education Guidelines



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SOCIAL WORK FIELD EDUCATION GUIDELINES

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Introduction

Field Education is an integral component of an academic qualification in social work. This element of the curriculum is a cornerstone in the practice development of beginning social work practitioners. Field education is underpinned by adult learning principles which emphasise reciprocal teaching and learning. It encompasses a wide range of activities including direct practice, policy development and research.

Field education is also a collaborative process that engages students, agencies, field educators, mentors (internal and external) and field education coordinators and liaison staff. While all stakeholders have important roles and responsibilities in field education these guidelines are focused on the responsibilities, skills, knowledge and tasks associated with the external educator, field educator and mentor roles.

The roles of field educators and mentors include guiding, educating, supervising and supporting student learning. In partnership with other stakeholders, field educators and mentors facilitate learning opportunities for students to experience 'hands-on' learning and discover 'real world' connections increasing their skill and knowledge development.

Involvement in field education provides benefits for all parties. Students' access authentic work based learning; field educators and mentors gain opportunities for professional development in supervision and fostering critical reflection; agencies actively become involved with workforce development and potential recruitment, while tertiary institutions ensure students fulfill the practicum component of their social work education.

Acknowledgements & development of the Guidelines

The vision of 'strengthening field education' motivated and encouraged the collaboration of ANZASW & CSWEANZ to form a working group to develop these Field Education Guidelines. Using the United Kingdom College of Social Work Professional Standards as a benchmark, the working group adapted and developed field education guidelines unique to Aotearoa New Zealand. Using ANZASW teleconferencing facilities we held 25 one hour sessions on a fortnightly basis which allowed robust discussion and critique of developing content. In-between session's consultation, draft writing and further critiquing occurred.

Consultation

There has been extensive consultation during the development of the Guidelines including but not limited to:

- Field Education Coordinators through the Field Education Sub-Committee of CSWEANZ
- Field Educators in Non-Government and Statutory organisations providing field education placements
- Tangata Whenua Voices
- Massey University Liaison Groups

- University of Canterbury Social Work Programme Advisory Panel
- Australia & New Zealand Social Work and Welfare Education and Research (ANZSWWER)
- University of Auckland Field Education workshop participants
- Field Educator groups identified by the University of Waikato

The work on developing these guidelines was begun in June 2015 and completed in August 2016, our thanks to the following key contributors:

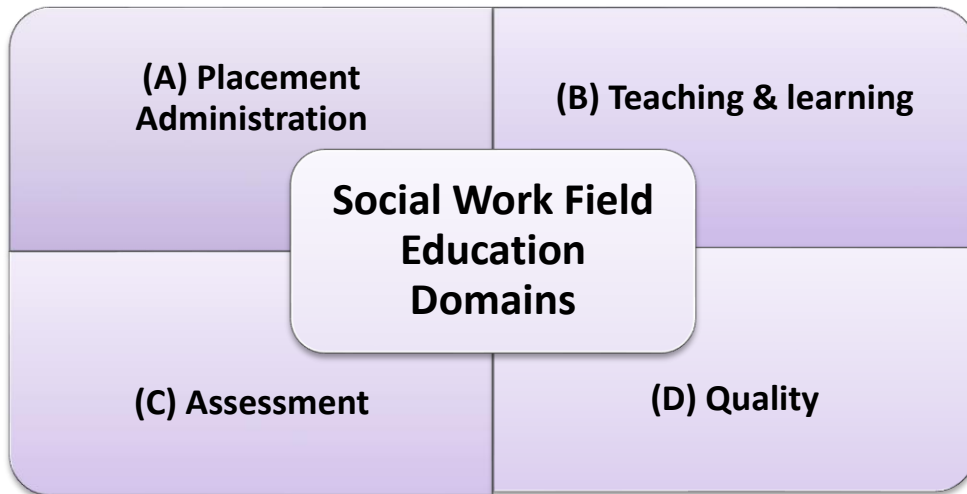
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Purpose

The following Field Education Guidelines have been developed collaboratively by key stakeholders and identify competencies, guidelines and tasks to help measure progress and celebrate successes in excellent field education practices. Aotearoa New Zealand Association of Social Workers (ANZASW) recognises the important contribution field education as an activity makes to the profession. These guidelines are intended to contribute to and promote the development and consistency of quality field education.

The purpose of these guidelines is to provide a description of responsibilities, skills and knowledge required for field educators, external field educators and mentors, creating clarity about expectations for good practice in field teaching and learning. The guidelines may be used to assist students, new and experienced field educators, mentors, and tertiary providers in addressing core tasks and processes associated with field education. These guidelines might also be used as the basis for social work professional development, career planning and for field education planning within an agency. It is expected that the field education guidelines will also be used for the development of future field educator training. While the establishment of guidelines does strengthen accountability in field education these are designed to be aspirational in nature rather than directive, with the pursuit of quality field education continuing to be an ongoing endeavor within social work as a profession.

The structure of the guidelines is based on the four domains illustrated below which are regarded as being essential components of successful field education. These guidelines are designed to be applied in conjunction with the ANZASW Code of Ethics and the Social Workers Registration Board Code of Conduct.



Te Tiriti O Waitangi

The social work profession demonstrates its commitment to Te Tiriti o Waitangi and to Māori as tangata whenua by developing culturally responsive, socially just, safe, social work practice that advances mauri ora - wellbeing. ANZASW formalises its commitment to Te Tiriti o Waitangi and this unique partnership within all its structures, processes and Code of Ethics. Embedded in all the field education competencies and tasks is the recognition of rights and obligations under Te Tiriti. This obligation is shared by all members of the social work profession and placements are one opportunity to develop competence to work with Maori.

Partnerships in Field Education

Field education is a collaboration between students, social service practitioners and agencies supporting student s in the field and social work programme providers. Meeting the guidelines contained in this document is only achievable if the partners are all committed to the joint process of the education and development of students. Successful placement will require that the partners work together to ensure the following:

- Transparent communication between all parties
- Diverse social work learning opportunities are negotiated and offered
- Resources are available to adequately support field education
- All necessary screening and vetting requirements have been satisfied
- Professional development opportunities for all partners in field education are offered
- All parties clarify and understand the roles they will take in supporting the student.

Definitions

Field Educator:

This refers to the person in the agency where the placement occurs who provides education and supervision and who is qualified¹, experienced and desirably a registered social worker.

Field Mentor²:

This refers to the internal agency person providing placement support. This person is not a qualified or registered social worker but is an experienced professional with expertise in their area of practice and will work collaboratively with the external field educator.

External Field Educator:

This refers to the person who provides education and supervision when there are no registered social workers available internally. This person is a registered social worker.

Field Education Co-ordinator:

This refers to the person from the social work programme provider who organises and coordinates student placements. This person is a registered social worker.

Field Liaison:

This refers to the person from the social work programme provider who is a contact person for the student, field educator, mentor and external field educator during placement. This person should not be the supervisor of the student. This role may include assisting with the development of learning goals, monitoring placement progress and provision of guidance and support for students and field educators.

Role Specification

Field Educator

Essential

- Will have a recognised social work qualification³
- Will have two years post qualification social work practice experience in Aotearoa New Zealand
- Will be experienced in providing supervision
- Will understand the principles of adult learning and teaching
- Will have a commitment and the ability to provide field education consistent with the four domains.

¹ Includes Social Workers Registered under the provisions of Section 13 of the Social Workers Registration Act 2003.

² Mentor: *Someone who teaches or gives help and advice to a less experienced and often younger person; a trusted counsellor or guide.* Source Merriam-Webster Dictionary accessed 31 March 2016

³ Includes Social Workers Registered under the provisions of Section 13 of the Social Workers Registration Act 2003.

Desirable

- Will be a fully registered social worker
- Will have completed a graduate qualification in supervision
- Will have attended field education training provided by a social work programme provider

Field Mentor

Essential

- Will have a minimum two years of relevant social / human service experience including a year within the agency
- Will have an understanding of the principles of mentoring and adult teaching and learning
- Will have an understanding of the scope of social work practice
- Will have a commitment and the ability to provide field education consistent with the four domains.
- Will work collaboratively to foster learning opportunities in conjunction with the external field educator

Desirable

- Will have attended field education training provided by a social work programme provider
- Will bring experience in mentoring and supervision of others

External Field Educator

Essential

- Will have a recognised social work qualification⁴
- Will have two years post qualification social work practice experience in Aotearoa New Zealand
- Will be experienced in providing supervision
- Will understand the principles of adult learning and teaching
- Will have a commitment and the ability to provide field education consistent with the four domains.
- Will work collaboratively to foster learning opportunities in conjunction with the field mentor

Desirable

- Will be a fully registered social worker
- Will have completed a graduate qualification in supervision
- Will have attended field education training provided by a social work programme provider

⁴ Includes Social Workers Registered under the provisions of Section 13 of the Social Workers Registration Act 2003.

Field Education Co-ordinator

Essential

- Will be a fully registered social worker
- Will be in an academic position
- Will be actively involved in social work scholarship and research
- Will have a minimum of two years post qualification practice experience in Aotearoa New Zealand
- Will understand and apply the principles of adult learning and teaching
- Will facilitate the parties involved to provide field education consistent with the four domains
- Will have the ability to make an assessment about the capacity of a social service provider to provide field education

Desirable

- Will have knowledge of the diverse range of social service providers
- Will have completed a relevant post graduate qualification

Field Liaison

Essential

- Will have a recognised social work qualification⁵
- Will have two years post qualification social work practice experience in Aotearoa New Zealand
- Will understand the principles of adult learning and teaching
- Will facilitate the parties involved to provide field education consistent with the four domains
- Will work collaboratively to foster learning opportunities in conjunction with the student and placement partners.
- Will have the ability to make an assessment about the capacity of a social service provider to provide field education

Desirable

- Will be experienced in providing supervision
- Will be a fully registered social worker
- Will have attended field education training provided by the social work programme provider
- Will have knowledge of the diverse range of social service providers

⁵ Includes Social Workers Registered under the provisions of Section 13 of the Social Workers Registration Act 2003.

DOMAINS IDENTIFYING RESPONSIBILITIES, SKILLS AND KNOWLEDGE REQUIRED FOR FIELD EDUCATION

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| A | Placement Administration |
| | The process of ensuring that agency and Social Work Programme Provider requirements around orientation, administration and health and safety are met. |
| | <p>This domain includes demonstration of:</p> <ul style="list-style-type: none"> • The skills and knowledge required to communicate effectively with the agency, social work programme provider and student • The capacity to meet agency and social work programme provider administration requirements related to field education. |
| 1. | Familiarise self with the placement requirements of the Social Work Programme Provider |
| 2. | Secure cooperation of agency management and team for having a student and ensure administration support is agreed to. |
| 3. | Confirm availability of the placement |
| 4. | Ensure a process is in place to assess suitability of the student for the placement |
| 5. | Engage the team about the placement and when the student is arriving and clarify expectations. Take a whole team approach to placement. |
| 6. | Ensure any required agency specific checks are completed– e.g. Police, drivers license, immunisations, organisational identification. |
| 7. | Plan and facilitate orientation |
| 8. | Ensure that physical resources for student e.g. desk, computer, telephone, stationery and policy documentation are available |
| 9. | Provide clear information to the student outlining agency expectations |
| 10. | Ensure student is aware of and abides by organisational health and safety requirements |
| 11. | Complete a confirmation process to formally finalise the placement with the social work programme provider |

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| B | Teaching and Learning |
| | The process (or tasks associated with) of educating the student and facilitating their learning throughout the placement. |
| | <p>This domain includes demonstration of:</p> <ul style="list-style-type: none"> • The knowledge, skills and theories required to nurture beginning social work practitioners • The capacity to effectively facilitate learning • The capacity to encourage critical reflection by students on the context and nature of their placement experience including its responsiveness to tangata whenua. |
| 1. | Co-ordinate learning programme / timetable |
| 2. | Provide opportunities to experience practice, policy, theory and research |
| 3. | Facilitate opportunities to develop knowledge and skills to work with tangata whenua and different ethnic and cultural groups. |
| 4. | Facilitate the development and ensure ongoing monitoring of the learning goals. |
| 5. | Support the achievement of the student's learning goals. |
| 6. | Regulate and monitor the workload of the student and ensure they are engaged in meaningful learning opportunities. |
| 7. | Provide regular constructive feedback during the course of the placement |
| 8. | Ensure supervision is uninterrupted and fulfils the ANZASW and SWRB guidelines. |
| 9. | Encourage the process of reflection of practice in action and on action. |
| 10. | Explore relevant theories and models and their integration with practice |
| 11. | Link student in with the whole team including those from other disciplines to learn about their work and role within the organisation |
| 12. | Facilitate opportunities for increasing independence as appropriate for the student |

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| C | Assessment |
| | The process of assessing student capability to demonstrate and apply social work knowledge, skills and values in a practice setting. |
| | <p>This domain includes demonstration of:</p> <ul style="list-style-type: none"> • Knowledge of the assessment process • An understanding of the learning styles of the students • Ability to implement a range of strategies to assist the continued development of the student's practice. |
| 1. | Plan appropriate learning opportunities in collaboration with the student. |
| 2. | For the duration of the placement, provide feedback and encourage the student to critically reflect on their strengths and areas for further development and most importantly their competency to work with Māori. |
| 3. | Work alongside students to identify any gaps in learning and provide opportunities to remedy these |
| 4. | Provide the student with opportunities to evidence understanding and adherence to the ANZASW Code of Ethics and SWRB Code of Conduct. |
| 5. | Observe and assess students demonstrating a broad range of practice skills and knowledge in a range of settings. |
| 6. | Ensure the student is gathering appropriate feedback regarding their practice. |
| 7. | Effectively communicate with the student and the social work programme provider in a timely manner regarding any concerns or compliments. |
| 8. | Support the social work programme provider in the formal assessment process by offering constructive commentary |
| 9. | Assess the achievement of the student's learning goals, using evidence that is valid and specific. |
| 10. | Complete SW programme provider student assessment documentation in a comprehensive and timely manner |

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| D | Quality |
| | The process of ensuring reflective practice as a Field Educator including a commitment to continuous improvement of field education. |
| | This domain includes demonstration of: <ul style="list-style-type: none"> • The ability and willingness to critically reflect on field education practice experience and promote continuous improvement of field education. |
| 1. | Participate in initial and ongoing training provided by the social work programme provider and other professional development opportunities |
| 2. | Develop a strong relationship with the social work programme provider and identify opportunities for placements |
| 3. | Receive supervision that supports the role of field educator |
| 4. | Demonstrates the capacity to understand the agency and the context of the placement. |
| 5. | Maintain knowledge of contemporary practice |
| 6. | Maintain familiarity with the field education curriculum, policy and guidelines of the social work programme provider |
| 7. | Facilitate an evaluation discussion with the student to review the strengths and limitations of the placement |
| 8. | Invite constructive feedback from students on the role of field educator |
| 9. | Identify action steps to improve the quality of the placement for future students |

Maintenance of the Guidelines.

These Field Education Guidelines are ANZASW & the Council of Social Work Educators Aotearoa New Zealand (CSWEANZ) guidelines.

It is recognised that guidelines of this nature are iterative, and therefore are responsive to emerging expectations of the field education requirements and to developments in social work practice.

ANZASW will facilitate the first review of the Field Education Guidelines no longer than eighteen months after the guidelines are approved by the ANZASW Board and biennially thereafter.

The initial and subsequent reviews will be led by ANZASW and will be undertaken in partnership with CSWEANZ and the SWRB and the Tangata Whenua Social Workers Association (TWSWA).