

Bridging Class and Field: Fact Sheet for Field Instructors and Year 1 MSW Students

Factor-Inwentash Faculty of Social Work (FIFSW) uses a Holistic Competence Model as a framework for teaching, learning, and assessment/evaluation of student performance. In the **fall semester** of Year 1, all students are enrolled in the companion courses Elements of Social Work Practice and Social Work Practice Laboratory (Elements and Lab). The courses include various learning strategies such as written assignments, self-assessment exercises, role-playing with classmates, and an interview with a client actor to develop competencies and identify areas for development in Practicum I.

At the end of the fall semester, students partake in the Objective Standardized Clinical Examination (OSCE), a performance-based interview with a client actor followed immediately by a written structured reflection. This method enables raters (members of the teaching team who are not the student's direct course instructor) to assess student interview behaviour and the way concepts are used to reflect on and analyze the interview. The student's cumulative performance in the Lab course, including the OSCE as well as areas requiring further development, are included in the final Lab Evaluation Summary (LES).



Practicum Team Relationships

In the **winter semester** of Year 1, all students are enrolled in Practicum I during which the critical student / field instructor dyad has the support of the faculty-field liaison (monitors the practicum), the educational coordinator (where applicable), and the Practicum Office (responsible for recruitment of field instructors, matching with students and administration of Practicum I and II).



Bridging the Lab Evaluation Summary and Practicum I

Practicum I provides the opportunity to transfer theoretical knowledge and skills learned in simulated situations to authentic practice experiences. This transfer is achieved in the following manner:

- The student brings the LES, identifying areas for development, to the field instructor (FI) and faculty-field liaison (FFL).
- The student addresses areas for development with complementary learning objectives in the learning contract (See Table 1), with the support of their FI.
- The FFL approves the learning contract.

This process forms the foundation for the Practicum I experience. Progress is monitored via the mid-term and final evaluations.

Table 1: Competencies for Direct Practice

Elements and Lab	Practicum I
Self-direction in Professional Learning and Development	Learning and Growth
Work Productively with Colleagues	Behaviour in the Organization
Conceptualization of Practice	Conceptualizing Practice
Develop and use a Collaborative Relationship	Clinical Relationships
Conduct an Eco-Systemic Assessment	Assessment and Intervention
Non-verbal Communication Use of Interviewing Skills Focused and Responsive Communication	Professional Communication

Practicum 1 Process



For more information on the practicum, please refer to the Practicum Manual at:

<http://socialwork.utoronto.ca/practicum/practicum-manual-2/>

For more information on the integration of the LES and practicum, please refer to:

<https://media.library.utoronto.ca/play.php?jbRrmfNib7y5&id=22838&access=public>

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