Student Supervision

Graduate and Undergraduate Field Placement Program
Department of Criminology
Field Placement Coordinators

Joanne Cardinal
120 University (14002)
(613) 562-5800 Ext. 1808
joanne.cardinal@uottawa.ca

Geneviève Nault
25 University (14002)
(613) 562-5800 Ext. 1816
genevieve.nault@uottawa.ca
OUR WEBPAGE

http://socialsciences.uottawa.ca/crm/field-placement
Outline

1. Objective of the training session
2. Program Curriculum
3. The Field Placement as a learning activity
4. The objectives of the Field Placement
5. The matching process
6. The differences between the undergraduate and graduate field placement
7. Conditions to be met for successful completion of the placement
8. Time Frame for Field Placement
9. Schedule and attendance
10. Insurance and Statement of Ethics
11. Academic requirements: Field Placement Seminar
12. Student Feedback: Evaluation results
13. Supervision
14. The participants in the supervision process
15. Due dates
1. **Objective of the training session**

Provide information and tools to supervisors to:

- to enhance learning during the field experience.
- to make the supervision of students a positive experience for supervisors.
2. Program Curriculum

- Undergraduate program
  

- Graduate program
  
  [https://socialsciences.uottawa.ca.crm/expected-progress-ma](https://socialsciences.uottawa.ca.crm/expected-progress-ma)
3. **The Field Placement as a learning activity (9 credits at the undergraduate level and 6 credits at the master’s level)**

- Field placement is an opportunity for the student to apply what has been learnt in school but is also (and more importantly) an opportunity to learn more about the practice.

- Difference between a student placement and a regular job

- Difference between a paid (coop) vs unpaid placement

- Difference between student placement and volunteer work
4. The objectives of the Field Placement

Undergraduate

• bridge the gap between theory and practice;
• engage in a critical analysis of the agency and its practices;
• evaluate the contributions and limitations of different forms of knowledge;
• encourage the development of critical and reflexive practitioners;
• Develop the capacity of the field placement student to self-assess and to reflect on his or her learning;

Graduate

• understand the general organizational framework of the placement agency;
• understand the broader social, political and economic context in which the organization functions;
• critically evaluate the issues and debates related to the concept of “Applied Criminology”;
• discover the importance of becoming a reflective practitioner;
Objectives of the Field Placement (2)

**Undergraduate**

- Offer students a supportive environment that promotes learning and the sharing of common experiences;
- Develop knowledge of the network of public and community organizations that work in the field of criminal justice, their activities and related issues;
- Provide an opportunity to work collaboratively with experienced professionals in the field;

**Graduate**

- explore the importance of being aware of one’s theoretical standpoint and related political views and how they impact practice;
- understand the issues and debates related to the field placement setting by applying diverse theoretical and methodological perspectives in criminology;
Objectives of the field placement (3)

Undergraduate

• Develop an awareness of ethical considerations in practice and professional autonomy;
• Develop the student’s awareness of his or her values and his or her role as a criminologist and establish a basis for choosing the area in which they would like to pursue a career;
• Accompany the student in the various procedures specific to the management of the field placement

Graduate

• describe the contributions and limitations of academic and practical/experiential knowledge to the analysis and development of professional practice;
• explore the implications of applying “conflicting criminologies” to a particular practice;
• identify the contributions and limits of “fieldwork” to the analysis of practice;
• analyse the broader social, political, legal and economic context in which criminology is practiced.
5. **The matching process**

1. Drafting/reviewing the Field Placement Description (January)
2. Information Sessions for students (February)
3. Orientation Interviews with students (February/March)
4. Presenting the interested candidates for the Field Placement Agency (April)
5. Student sends copy of resume and cover letter to agency
6. Agency invites interested candidates to an interview
7. Selection of candidates and confirmation (by mid-June)
6. The differences between the undergraduate and graduate field placements

<table>
<thead>
<tr>
<th>Specialization (60)</th>
<th>Applied Criminology (20)</th>
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<tbody>
<tr>
<td><strong>Student Profile</strong></td>
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<tr>
<td>• Less autonomy</td>
<td>• More autonomous</td>
</tr>
<tr>
<td>• Limited work experience in the field</td>
<td>• Previous work experience in the field</td>
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<td><strong>Analysis</strong></td>
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<tr>
<td>• Gain knowledge on the agency and its network</td>
<td>• In depth analysis of the practices of the agency, its political environment</td>
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<tr>
<td>• Identify areas of interest, strengths and weaknesses</td>
<td>• Application of theory to practice</td>
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<tr>
<td><strong>Tasks</strong></td>
<td></td>
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<tr>
<td>• Less complex tasks</td>
<td>• Tasks that require a higher level of skill</td>
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</table>
7. **Conditions to be met for successful completion of placement**

- Complete a minimum of 360 hours in the field;

- Obtain positive evaluations from supervisor (mid-term and final evaluation);

- Successfully complete the Field Placement Seminar.

The Final Grade for the field placement is determined by the Field Placement Coordinators taking into consideration the Field Supervisor’s evaluation and comments.
8. Time frame for Field placement

• Graduate students: September 14th to December 18th 2015

• Undergraduate students: September 10th to December 18th 2015

If the placement is delayed for more than two weeks, the student will be referred to another agency.
9. **Schedule and attendance**

- The day to day Field Placement schedule is determined by the supervisor and the student (28 to 32 hours/week);
- Work Record: [http://socialsciences.uottawa.ca/crm/field-placement-supervisors](http://socialsciences.uottawa.ca/crm/field-placement-supervisors)
- Field Placement students have the same holidays as regular students but…
- Students must remake the hours they have missed.
- It is the Field Supervisor’s responsibility to determine daily schedule and how hours will be calculated.
10. Insurance and Statement of Ethics

Insurance

• New procedure as of Sept. 2015
• Please consult the website: http://socialsciences.uottawa.ca/crm/field-placement-supervisors

Statement of Ethics

• Signed by Field Supervisor and Student on first day of placement and returned to Field Placement Coordinator on September 15th or 17th by student.
11. Academic requirements: The Field Placement Seminar

Undergraduate

Themes covered:
• Professionalization
• Organizational socialization
• Reflective Practice
• Analysis of practice
• The role of the criminologist in the current socio-political context

Assignments:
• Participation
• Poster presentation
• Mid-term theoretical paper
• Analysis of practice
• Final Field Placement Report

Graduate

Themes covered:
• Relationship between theory and practice
• Theoretical vs practical knowledge
• Participant Observation

Final Paper: An Analysis of the Practice of the Field Placement Setting

• Part I – Choice of the concept or theory
• Part II – Analytical framework
• Part III – Analysis of practice

See website for course outline: http://socialsciences.uottawa.ca/crm/field-placement-supervisors
Poster presentation

• November 11th, 2015: 4pm to 6pm

• CRM week: November 9th to 13th
12. Student Feedback: Evaluation Results
12.1 Benefits of the placement

- Skills development (knowledge, hard skills and soft skills)
- Positive work environment
- Networking and knowledge of the network
- Discovering a new work opportunity
- Front line work
- Gaining professional work experience
- Positive supervisory relationship
- Diversified and challenging tasks
- Autonomy, initiative, responsibility
- Flexibility (schedule and tasks)
- Access to training
- Employment opportunities
- Applying academic knowledge
- Feeling of contributing to the work of the agency
12.2 Recommendations from students

• In general, interns are very satisfied with their experience.

• 114 students recommended some changes while 38 did not.

• Three main areas of change are recommended:
  – Orientation and training
  – Tasks assigned to the student
  – Supervision
12.3 Orientation and training

- Better preparation by the organisation and supervisor to welcome the student
- Make sure the student has access to work tools (computer, email, telephone, access to systems, etc.)
- More in-depth orientation at the beginning of the internship
- Access to training to complete specific tasks
- Provide more information about the intern’s activities during the placement
- Provide opportunities for student to observe/participate in activities of other employees/partner agencies/programs, etc.
12.4 Tasks assigned to the student

- Access to broader, more diverse learning opportunities
- Emphasize learning as opposed to productivity
- Encourage autonomy, initiative and taking more responsibilities
- If there are many students, distribute tasks equitably.
12.5 Supervision

- Availability of the supervisor
- Continuous supervision process
- More feedback on performance
- Clarify who is responsible for supervision/evaluation
13. **SUPERVISION**

• Supervision is a method of training and teaching in which experienced professionals interact with students and interns to provide guidance, on-site education, skill development, and general support.

• Supervision involves a continuous process of structured and unstructured exchanges between student and supervisor. It includes:
  – direct observation of the student
  – training meetings arranged for the specific purpose of addressing the needs of staff members and interns
  – weekly individual or group sessions where interns discuss their work with their supervisors,
  – and periodically, goal-setting
  – and evaluation sessions.
The Three Functions of Supervision

**Administrative** – Carry out managerial responsibilities, make decisions; provide organizational structure and access to agency resources to facilitate work getting done; address organizational barriers to effective provision of care.

**Educational** – Provide information required for doing the work; assess gaps in knowledge and skills; promote continuing education to upgrade knowledge and skills.

**Supportive** – Provide psychological/interpersonal context to enable student to mobilize required emotional energy, address emotional barriers to providing effective service; enhance commitment and motivation, decrease stress, promote self-care.
What are the challenges of supervision?
14. The participants in the supervision process

- The Student
- The Field Supervisor
- The Field Placement Coordinator
14.1 The Student

- Active and accountable party to the training process
- Responsible for pro-actively identifying learning needs and opportunities
- Responsible for drafting the Student-Agency Agreement
- Pro-active in developing knowledge on the organization
- Responsible for developing the skills and attitudes necessary to the practice of the profession.
14.2. **Field Placement Coordinator**

- Serves as a link between the Department, the agency and student to promote and monitor the completion of field experience that meets the objective set out by the program.

- Offers support to field supervisors and students in the management of the field placement and may act as a mediator in problematic situations.

- Offers information and assistance in the development of the learning agreement.

- Evaluates the performance of the student in the Field Placement Seminar.
14.3. The roles of the supervisor

1. Planning the placement
2. Welcoming the student
3. Orientation
4. Training Methods
5. Drafting of the Student Agency Agreement
6. Supervision meetings
7. Feedback and evaluation
8. Planning the end of the placement and post-placement follow-up
14.3.1. Planning of the Field Placement

- Read the Field Placement Guide.
- Assess whether or not the planned placement meets the objectives of the Department of Criminology;
- Recruit other staff members to assist with supervision/mentoring.
- Inform staff members of the arrival of the Field Placement Student
- Organize the student’s workspace and provide necessary office supplies
- Provide an email address, phone number and access to office systems as required
- Add the student’s name to staff lists of the organization
- Communicate with the student to discuss when and where to show up on first day
- Determine what tasks will be assigned to the student during the placement
- Complete all administrative paperwork with Human Resources, etc.
14.3.2. Welcoming the student

- Try to be as available as possible when the student arrives
- Welcome the student
- Introduce the students to staff members
- Give the student a tour of the premises:
  - A secure place to put their belongings
  - Washrooms, photocopier, fax, office supplies
14.3.3 Orientation

- Provide an overview of the organization (mission, values, programs and services, organizational structure and hierarchical rules, etc)
- Review the Field Placement Description with the student and verify their understanding of the placement.
- Discuss expectations as they relate to:
  - Work hours including lunch and breaks
  - How to report they will not be in that day
  - Explain travel policies and how to claim reimbursements
  - Discuss communication protocols (email and telephone etiquette, use of internet and cellular phones)
Orientation (2)

- Discuss Safety and Health policies and procedures
- What to do in an emergency or fire
- Discuss the « informal » rules of the organization and the organizational culture
- Schedule supervision meetings and have a discussion on its purpose and content
14.3.4. Training tools and methods

- Reading
- Observation (passive or participant)
- On-line training
- Training offered by the agency
- Training offered by other agencies
- Practice
14.3.5 The Student-Agency Agreement

Important work document

The objectives of the agreement are to delineate:

- student’s responsibilities and tasks;
- student’s learning objectives;
- supervision modalities;
- methods of evaluation;
- work schedule
Learning objectives

Three categories of learning objectives:

• Knowledge acquisition

• Hard skills

• Soft skills
Examples of Student-Agency Agreements
14.3.6 Supervision meetings

The student:
• Prepares the supervision meeting;
• Reflects on activities to date;
• Discusses issues that he or she may be wondering about.

The Field Supervisor:
• Organizes and plans work activities;
• Distributes workload;
• Evaluates the performance of the student;
• Supports knowledge acquisition, hard and soft skill development;
• Helps the student deal with the stress associated with the placement.
What to discuss during supervision meetings

• Discuss different aspects of the organization (relationship with partner agencies, funding, etc.)
• Review the Student-Agency Agreement to determine whether or not the objectives are being met.
• Share experiences, impressions, knowledge, challenges, tricks of the trade, etc.
• Assist the student in verbalizing what they have learnt.
• Ask the student questions on their practice and the profession.
• Invite the student to discuss challenges, concerns.
• Provide feedback to the students
14.3.7 Feedback and the evaluation of the student’s performance

- The importance of providing regular feedback (over and above the formal evaluations)

- It raises the awareness of the student about « unrecognized » difficulties or challenges.

- Evaluation Forms: [http://socialsciences.uottawa.ca/crm/field-placement-supervisors](http://socialsciences.uottawa.ca/crm/field-placement-supervisors)

- It is important to share the results of the evaluation with the intern before submitting it to the Field Placement Coordinator

- The challenge for supervisors is to differentiate between being supportive and evaluating performance.
What are the challenges in providing feedback?
14.3.8. **Problem solving**

To avoid problems
- Importance of communication
- Importance of establishing a trusting relationship

Terminating a placement

- A failing grade is seriously considered when a supervisor terminates a placement for performance related reasons.
Our problem solving approach

Step I:

a) Identify the problem by determining the facts of the situation;
b) Identify the needs and interests of the persons involved in the situation;
c) Determine the common objectives of all parties;
d) Devise possible strategies or solutions to the problem;
e) Be discreet.

Step II:

a) Discuss the situation with your student;
b) Determine, with your student a plan of action for resolving the problem;

Step III:

a) If the issue or problem is not resolved once you have discussed it with your student, advise the Field Placement Coordinator;
b) A meeting will be set up between the Field Placement Supervisor, the Coordinator and the Student in an attempt to resolve the issue:
14.3.9. **Concluding the placement and follow-up**

- Inform the student of the steps they need to take to properly « leave » the placement (file closures and transfers, closing email account, etc.)

- Complete the Final Performance Evaluation

- Review and sign the Work Record (time sheet)

- Discuss the possibility of providing references and future job opportunities with the agency.
## Due dates

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<tr>
<th>Activities</th>
<th>Due date undergraduate</th>
<th>Due date graduate</th>
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<tbody>
<tr>
<td>First day of placement</td>
<td>September 10</td>
<td>September 14</td>
</tr>
<tr>
<td>First field placement visit</td>
<td>Week of September 28</td>
<td>Week of September 28</td>
</tr>
<tr>
<td>Final version of the Student-Agency Agreement</td>
<td>One week after the meeting</td>
<td>One week after the meeting</td>
</tr>
<tr>
<td>Mid-Term Evaluation</td>
<td>October 20</td>
<td>October 22</td>
</tr>
<tr>
<td>Second field placement visit</td>
<td>Week of November 30</td>
<td>Week of November 30</td>
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<tr>
<td>Final Evaluation and Work Records Forms</td>
<td>December 18</td>
<td>December 11</td>
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QUESTIONS
Thank you!