Evaluating Professional Development Training for Field Instructors in an
Undergraduate Social Work Program in Ukraine

by

Dana Rudy

A Practicum Report

Presented to the Faculty of Graduate Studies, University of Manitoba
In Partial Fulfillment of the Requirements for the Degree of

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Abstract

Field instruction is an essential component of the curriculum for training social workers at the university level. In countries where the profession of social work is in its infancy, difficulties lie in locating social service staff with the appropriate level of knowledge and expertise required to supervise students and ensure a well rounded learning experience, consistent with the educational objectives of the program. To address this concern, Lviv Polytechnic National University, in Lviv, Ukraine has developed a professional development program for training new field instructors, within the framework of the Reforming Social Services: Canada-Ukraine Project.

The purpose of this practicum was to evaluate the implementation of this new training program in attempts to identify areas, which could be modified to improve the delivery of this training program, as well as to identify directions for future professional development courses. Data was collected from training program participants, social work student, instructors of the training program, agency directors and project staff. The findings of this evaluation clearly demonstrate that the delivery of the first training program for new field instructors was successfully implemented and very well received by participants.

This practicum report presents the evaluation findings and recommends a number of suggested changes, which would serve to improve the training program for new field instructors. Recommendations concerning future directions for professional development are also presented, including continued training for site supervisors, and the implementation of advanced professional development courses emphasizing innovation in service delivery and social development reform.

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CHAPTER 1

INTRODUCTION

1.1 Emergence of Social Work in Ukraine

Following the Second World War, social welfare systems in the Soviet Union involved a philosophy of full employment and the provision of many social, educational, housing, health care, childcare and recreational benefits, attached to the workplace (Reznichek, 1994). The introduction of state socialism and a centrally planned economy marked the beginning of a "classless" society. Since Marxist ideology dictated that social problems would disappear with the abolition of class differences and capitalism, social issues not defined as the state's responsibility were not officially recognized and therefore, not dealt with in an open manner (Constable and Mehta, 1994; Driedger, 1993).

Within this system, social work as a professional occupation did not have any grounds to develop. Even if the profession had existed, it would have been an extremely dangerous environment for cultivating human potential since social work values and practice approaches promoting self-determination, empowerment and social change would have been viewed as a direct attack to the dominant ideology (Zamfir & Ionescu, 1994).

Under these circumstances, the role and function of social work in Central and Eastern Europe was delegated to families and women, in particular (Mayadas, Watts & Elliot, 1997). When families could not deal with problems, and the State was forced to intervene into "private affairs", union or party officials were responsible for filling the gap between "officially proclaimed and actual social rights", although they could not

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publicly articulate these gaps (Lorenz, 1994; McKenzie and Zurawsky, 1995).

Ironically, these party officials were thought of as social workers since they provided

welfare services according to the socialist party line. The main social service activity in

this system was needs assessment, for distributing financial support and in-kind relief

(Mayadas, Watts & Elliot, 1997).

Unfortunately, the lack of a legitimized role for social work and the isolation from

Western countries meant that systems of change, training and education for new

approaches to service delivery did not develop (Driedger, 1993). Without formal training

for specialists in the area, personal social services were reduced to a minimum and social

work was deprofessionalized.

The dramatic political and economic shifts following the end of the Communist

regime have and will continue to influence the way social work is practiced and redefined

in Central and Eastern Europe. Constable and Mehta (1994) observed that countries in

Central and Eastern Europe that have a history of social work and a strong orientation to

the West are attempting to reclaim their social welfare system. The profession of social

work now appears to be located at the centre of the emerging social reform efforts,

particularly since it has an unprecedented opportunity to influence both the process of

transformation and the eventual structure of the new socio-economic system (Kulys &

Constable, 1994).

While social work is attempting to navigate the consequences of the economic,

political and social transition in Ukraine, there still exist a number of obstacles, which

must be overcome for the profession to become a major player in social development

reform. One major challenge is the limiting nature of government policies and service

delivery structures due to the Soviet legacy, combined with the subsequent economic and fiscal difficulties. This has resulted in a situation where agencies have less money to address many more social problems. In addition to the lack of resources, there appears to be a lack of awareness concerning professional social work, which is often confused with social pedagogy, an occupation closely related to that of a homemaker or childcare worker.

Other challenges relate to the difficulties in establishing social work education programs. One reason for this is the need to find a place for the practically oriented profession in the theoretical environment of higher education throughout the former soviet republics (Goncz & Pik, 1994). There is also a specific challenge in establishing field education programs, since the role that social work has to play in the current system of service delivery has yet to be clearly defined. As well, the lack of professional social workers means that there are few service providers able to fulfill responsibilities associated with site supervision and field instruction. Since the field instruction component of the curriculum tends to be de-emphasized in situations where resources are thin and where there is little tradition of applied professional learning (Constable & Mehta, 1994), special attention to field placement development will be essential to the ongoing development of social work education programs in the region.

To facilitate the development of social work profession, many international development projects relative to social work education are beginning to emerge throughout Eastern Europe. The University of Manitoba is currently involved in a number of projects, which are focused on Eastern Europe, including those centered in Estonia, Russia and Ukraine (McKenzie & Zurawsky, 1995). Other Canadian and

European universities have forged collaborative partnerships with universities throughout

Ukraine including Odesa, Kyiv, Zaporizhzhya and Uzhhorod. This practicum is

concerned with one such initiative, namely the *Reforming Social Services: Canada-

Ukraine Project*, which involves a partnership arrangement between the University of

Manitoba and Lviv Polytechnic National University, located in Lviv, western Ukraine.

1.2 Practicum Setting

The *Reforming Social Services Canada-Ukraine Project* is supported by funds

from the Central and Eastern Europe Branch of the Canadian International Development

Agency (CIDA) and will be implemented from April 1999 to June 2003. Primary partners

in the project include the University of Manitoba, Faculty of Social Work, as the lead

organization, the Canadian Centre on Disability Studies, Lviv Polytechnic National

University and the Lviv Independent Resource Centre, which is a coalition of a number

of non-governmental organizations (NGO), focusing on disability issues.

The project was designed with two major impediments to social reform in mind:

an outdated model of service delivery and the lack of professionally trained social

workers that can work collaboratively with government, communities and groups to

develop new policies, programs and services. The general goal of the project is to

promote democratic development and the development of civil society in Ukraine by

supporting the development of the social work profession, strengthening disability

organizations and building partnerships among NGOs, government agencies and

consumer groups. There are a variety of expected outcomes, which are anticipated to

contribute towards democratic and social service reform through contributions by

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students, faculty, project sponsorship and community training initiatives. Two general strategies are being implemented to achieve project objectives, namely the disability component and the social work education component.

The Disability Component, delivered primarily through a partnership arrangement between the Canadian Centre on Disability Studies in Winnipeg, Manitoba, and the Lviv Independent Resource Centre, involves focused work with disability organizations in Lviv. The general purpose of this component of the project is to promote the development of new disability services and policies for independent living in Ukraine. Major activities involve the delivery of training workshops and seminars in Ukraine and Winnipeg, and the provision of assistance to support the continued development of a sustainable Independent Living Centre in Lviv. This Centre demonstrates a self-help approach to providing services and is intended to form a nucleus for the development of disability policies in Ukraine.

The Social Work Component, which is the focus of this practicum, involves a partnership arrangement between the Faculty of Social Work at the University of Manitoba and Lviv Polytechnic National University, to develop a sustainable undergraduate social work program in Lviv. General activities associated with this component of the project include curriculum development for a new Department of Social Work at Lviv Polytechnic, delivery of the first three years of the social work program, and partnership work with community agencies to promote social service reform, which will include community training initiatives and the provision of research and development grants. Four qualified individuals from Lviv will also complete graduate-level programs in Social Work at the University of Manitoba and Kyiv Mohyla

Academy in Kyiv (two in each) and return to teach in the new Department of Social Work at Lviv Polytechnic.

The partnership arrangement between the University of Manitoba Faculty of Social Work and Lviv Polytechnic National University is intended to contribute to infrastructure development and social development reform in the social services by educating social work professionals committed to the development of a community-based, family support model of social services. This is consistent with the goal of many schools of social work in developing countries; that is, to produce graduate professional social workers capable of making their contribution to social development goals, at the planning and policy development level as well as the service delivery level (Bogo & Herington, 1988). Social development stresses the connection between policy and practice and the need to respond to structural issues, as well as the needs experienced by individuals and families. As a method of intervention, social development stresses community work, empowerment through capacity building among individuals and institutions, and the establishment of community-based services (David, 1991; Ferguson, 1999; Midgley, 1995).

The curriculum for training social work professionals at Lviv Polytechnic places a particular emphasis on practical experience, which reflects a departure from current approaches to most forms of professional education in Ukraine. There are two major reasons for this emphasis. First of all, the field practicum has a unique and central contribution to make in any social work education program since it provides the social work student with the opportunity to integrate theoretical knowledge gained in the classroom with the realities of practice in the field. Secondly, the field education

program at Lviv Polytechnic incorporates a developmental role for social service reform. Therefore, students will be expected to participate directly in improving the delivery of social services and promoting the development of new community-based social services by introducing new methods of social work practice into agencies.

The first phase of field placement development was initiated in May of 1999. A field consultant was hired to visit various agencies to elicit support for the social work program and to assess their suitability as field placement sites for social work students. During these meetings, a number of issues were identified:

- The lack of professionals in the social service sector who are knowledgeable and able to provide adequate supervision of social work field students;

- The length of time before new social work graduates can be expected to be hired and begin to exert an influence on service delivery models and change at both the agency and social policy level;

- The lack of specialized, developmental education opportunities for professionals who currently work in the social service sector; and

- The lack of awareness of the social work profession and related tasks, roles and responsibilities.

Many social service providers who were interviewed between May – September, 1999 indicated that there was a need for accessible professional development opportunities for staff who wish to increase their knowledge and skill in providing effective and proactive, family-centered, community based services.

Based on these interviews, a needs assessment was initiated to collect more detailed information on the above-mentioned concerns and to define the level of need for professional development in the Lviv region. Four areas of interest were investigated:

1. What are some of the difficulties and challenges facing social service agencies that are interested in social service reform?

2. What is the level of interest in professional development opportunities?

3. What professional development programs for social work training are currently available and how accessible are these programs for people living in the Lviv region?

4. What form and content of professional development is being requested by service providers?

The findings of this needs assessment supported earlier perceptions that there appeared to be a high level of interest in professional development in the area of social work. It also demonstrated that there was a lack of quality, accessible programs focused specifically on social work or social service delivery available for people living in the Lviv region.

After weighing the various options for continuing education, a decision was made to design and implement a professional development course for agency representatives who would be involved in the field instruction program at Lviv Polytechnic as agency-based site supervisors. Given the emphasis on field instruction in the social work curriculum and the relative infancy of the social work profession in Ukraine, this type of training was viewed as critical to the ongoing development of the social work program at Lviv Polytechnic. Although original Project funding did not include provision for this activity, funds were reallocated from other areas of the budget for this purpose. The course was called "Professional Development in Social Work for Site Supervisors".

1.3 Description of the Training Program for New Site Supervisors

As mentioned above, the training program was targeted towards agency service providers who would be involved in the field education program at Lviv Polytechnic as field instructors or site supervisors. It should be noted that the terms "field instructor" and

"site supervisor" are used interchangeably throughout this report, since participants of the training program may act in one capacity or the other, although in most cases it will be the former, rather than the latter. For more detailed information on the field instructional roles and the model of field instruction at Lviv Polytechnic National University, please refer to Appendix A.

Because training program participants did not have professional education in social work, there was a need to incorporate content reflecting the broader context of social work practice, alongside methods for supervision and evaluating student learning and performance. Since it was impossible to expose course participants to every field of practice in social work, selected fields were examined to ensure that the participants had the opportunity to integrate theoretical concepts in social work education with the realities of practice in Lviv.

While the training program was designed to respond to challenges associated with setting up field placement sites, there was also an interest in promoting social change in agencies and supporting the development of community-based services. Taking this dual purpose into consideration, two major objectives were identified:

- To develop the capacity and expertise of local service providers to provide effective supervision and support to social work students during their field placement experience; and

- To improve the ability of social service staff to deliver proactive, family-centered, community-based services.

The training program consisted of three nine-day modules. The length of the course was chosen to accommodate the service providers, who are permitted by Ukrainian legislation to attend six-weeks of professional development each year. The modules were delivered at two-month intervals to ensure that the training program

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interfered as little as possible with the job responsibilities of the course participants. It was also believed that intervals between each module would increase opportunities for participants to integrate some of the information gained in the training program into their own practice in Lviv agencies. The training program was scheduled to be completed before the first cohort of social work students were placed in field placement settings, which was planned for April 2001. While a brief description of the content covered in each module of the training program follows, complete course outlines are included in Appendix B.

The first module, 'Introduction to Generalist Social Work Practice', was delivered from October 27 – November 9, 2000. This module provided participants with an overview of the foundation knowledge required for generalist social work practice. The course emphasized content areas such as the historical roots of the profession of social work, the purpose and function of social work, interpersonal communication skills, and interviewing techniques. In addition, the module focused on the relationships between persons, groups, communities and their environment, with a special emphasis on disadvantaged groups, social welfare problems and social change agents.

The second module, 'Specialized Fields of Practice in Social Work', was delivered between December 4 – December 15, 2000. This module introduced participants to a variety of intervention methods for use with families, groups, and communities as well as methods of working in specialized fields of practice, such as family violence, crisis intervention, work with groups, and organizational change.

The third module, 'Field Instruction and Site Supervision', was delivered from March 5 – 15, 2001. This module included an emphasis on the field instruction process

and field instructional roles. Participants were introduced to different teaching and learning styles and ways of creating a learning environment. This involved the development of learning contracts, consistent with the educational objectives of the social work program. Generic techniques for supervision were covered with an emphasis on communication concepts, techniques on giving direct feedback, and different ways of monitoring and evaluating performance of the social work student.

Three instructors from Winnipeg traveled to Lviv to deliver the course materials, for each module. An attempt was made to utilize some of the same instructors for different modules to increase the consistency and continuity between the modules. In addition, local experts were involved in the delivery of the training program. This assisted with language differences, particularly around terminology, and ensured that someone was available to explore cultural differences as they emerged.

Thirty-one participants were enrolled in the training program. Four people enrolled in the first module did not attend subsequent modules and a total of eight participants missed one of the three modules that were offered. To compensate for the people who dropped out, two additional participants were admitted into the second module and one into the third. A total of nineteen participants attended the entire training program and received certificates of achievement from Lviv Polytechnic.

1.4 Practicum Objectives

The intent of this practicum was to plan and conduct an evaluation of the training program for new field instructors at Lviv Polytechnic National University in Lviv, Ukraine, within the framework of the *Reforming Social Services Project*. As with other new programs, an evaluation was deemed necessary to describe the implementation of

the training program and to assess the degree to which program objectives had been achieved. Findings from this evaluation were intended to identify areas, which could be modified to improve the delivery of the training program, as well as implications and directions for future professional development courses.

It is important to note that the student is currently employed by the *Reforming Social Services: Canada-Ukraine Project* as the Administrative Coordinator. The major responsibilities associated with this position include: coordinating the day to day implementation of project activities, submitting quarterly reports to CIDA, participating in curriculum development, and assisting with the organization of training programs in Canada and Ukraine. Given the student's position in the project, this practicum presents a unique opportunity to evaluate the training program from an internal perspective. Since the student has firsthand knowledge of the program and the context within which it was developed, the evaluation questions will be highly relevant to other project staff members' interest. As a result, this practicum will likely contribute to the ongoing development and improvement of the Project.

The main objective of this practicum was to increase the student's knowledge and skill in program evaluation, with a specific focus on implementation assessment. At a practical level, the learning goals associated with achieving the larger practicum objective were as follows:

- To better understand the role of evaluation in social work practice;

- To acquire knowledge of the practice of field instruction and the important aspects to consider in evaluating training programs of this nature;

- To develop skills in applying the concepts of evaluation research, including planning a utilization-focused evaluation, designing data collection instruments, analyzing data and communicating findings; and

- To develop an awareness and understanding of the implications associated with planning and implementing evaluation research in a cross-cultural context.

The practicum, which was implemented between January and October 2001, involved four phases. The first phase, *preparation and design*, consisted of a review of the literature pertaining to this practicum and the development of the practicum proposal, which outlined the evaluation design for this study. The purpose of the evaluation was defined, in consultation with *Reforming Social Services* project management, along with the formulation of evaluation objectives and questions. The *implementation* phase of the practicum involved the application of evaluation research including the design and administration of data collection instruments, a review of program documents, informal meeting with project management, and the analysis of data using both quantitative and qualitative methods. The *communication and utilization* phase of the practicum involved the presentation of findings to the management committee of the project and the preparation of reports throughout the evaluation process. This phase was intended to assist the student to develop skills in communicating evaluation findings and enhancing their utility. S*elf-evaluation* was the final phase of the practicum. This involved the completion of the Utilization-Enhancement Checklist, followed by an evaluation of the practicum learning.

1.5 Summary

This chapter has described the context within which this practicum is located. This has involved a discussion of the emergence of professional social work in Eastern Europe, after years of being prohibited by the state. The *Reforming Social Services*

Canada-Ukraine Project is one initiative designed to support the development of the social work profession in Ukraine. The absence of clearly delineated social work roles in agencies, combined with the lack of professionally trained social workers who could provide supervision to social work students are two of the numerous challenges facing the development of the social work educational programs. It is in light of these challenges that the need for the training program for new field instructors has emerged.

The evaluation of the training program is important for a number of reasons. First, it will provide information to the project managers to guide decision making in relation to improving the training program. Second, it will assist in planning for additional professional development courses. Third, evaluating the effectiveness of this training program is important in terms of demonstrating the project's accountability to the funding agency.

The remainder of this report is organized in the following fashion. Chapter 2 provides a review of the literature pertaining to this practicum, beginning with literature relating to field instruction, both in terms of its role in social work education and issues relating to education for field instructors. A review of program evaluation literature is also included. This chapter concludes with a synthesis of the literature, with a particular focus on the evaluation of training programs for field instructors. Chapter 3 describes practicum implementation and outlines the methodology used in this evaluation, including a discussion of evaluation objectives, key stakeholders, and data collection instruments. The strategy utilized for the analysis of data is also reviewed, along with a discussion of research limitations. The findings from this evaluation are presented in Chapter 4. This discussion focuses on four key areas: (1) participant satisfaction with the

organization of modules and the content, including areas in need of improvement; (2) the extent to which program objectives were achieved; (3) instructor feedback; and (4) future directions for professional development courses. Chapter 5 presents recommendations for improving the delivery of the training program and for developing additional professional development courses. The activities associated with the communication and utilization phase of the practicum are also described in this chapter, as well as implications related to training initiatives and additional areas of investigation. The final chapter is intended to evaluate the practicum activities and assess the extent to which learning goals were accomplished.

CHAPTER 2

LITERATURE REVIEW

To prepare for the implementation of an evaluation focused on the design, implementation and effectiveness of the training program for new field instructors at Lviv Polytechnic National University, it was necessary to review literature relevant to the context for the professional development training program and its development, as well as the literature pertaining to the application of evaluation research.

As such, this section of the practicum report presents literature related to the role of field education in the social work curriculum, as well as the importance attached to training field instructors responsible for providing supervision to field placement students. Models of organizing and evaluating North American field instruction training programs are also examined, since an understanding of the methods employed for conducting evaluations of this nature helped the student to formalize a framework for the evaluation at hand. This also provided the student with an opportunity to reflect on the special factors to consider in planning for an evaluation of a training program which has been developed for the Ukrainian context. Finally, a review of literature on evaluation research in general is presented, with a particular focus on the different purposes for conducting evaluations and the special issues to consider with regards to enhancing the utilization of evaluation findings.

2.1 Field Instruction and Social Work Education

As with other professional programs, social work education involves both classroom and field education. The field component of social work education is central

to the curricula in North American schools of social work since it provides the student with the opportunity to integrate theoretical knowledge gained in the classroom with practice (Bogo & Vayda, 1998). As such, field instruction plays an important role in fusing the knowledge, skills and values of the profession (Abramson & Fortune, 1990; Hawkins & Pennell, 1983).

Sheafor and Jenkins (1982) describe the purpose of field instruction as an opportunity for students to engage in knowledge and value guided practice while enhancing their social work skills. According to Bogo and Vayda (1998), fieldwork is defined as the "primary area in a professional education programme where professionalization takes place". In fact, the field component of the social work curriculum has been shown to have the strongest impact on a social worker's development of practice (Berg-Weger & Birkenmaier, 2000).

Although the emphasis on and type of programs available has varied, field instruction has been an important element of social work education since its inception. Based on a review of the history of social work field instruction in North America, Aase George (1982) states:

> What stands out in the development of field learning and teaching in education for social work is the important place clinical experiences has had from the early days of apprenticeship training to the most educationally and clearly articulated focused program of present-day field instruction. Not only has field learning provided the live experience important to students in arousing their interest, giving meaning to classroom theory and allowing them to test career commitment, but it also has been an indispensable method of teaching when knowing, understanding and doing are seen as the steps in the learning process. (In Bogo and Herington, 1986, p.76)

The findings of an international comparative study on social work education programs in 51 different countries concur with these remarks. This study found that all

programs, which responded to the survey, indicated that they had field instruction programs (Raskin, Skolnik & Wayne, 1991). In fact, Bogo and Herington (1986) state that in most countries where formal social work education has developed more recently than the West, the issue has not been whether to include a field program, but rather what form and structure it should take.

The Ukrainian Context

The development of social work education in Ukraine is no exception to this trend. Unfortunately, there are many difficulties associated with the development of field education programs in Ukraine, as it is in other countries where professional social work education and practice are in their infancy. Due to the lack of service providers who have professional education in social work, one major challenge relates to the insufficient agency resources available to adequately supervise students. In addition, financial difficulties may make it difficult for agency directors to invest sufficient staff resources towards ensuring the learning objectives of the students are achieved.

Since site supervisors and students do not have the same background, tensions may also emerge between theoretically oriented social work students and practically skilled service providers (Goncz & Pik, 1994). Difficulties may emerge when these students attempt to introduce new methods into an agency structure, which has established long standing traditions of providing services. Age differences could serve to increase these tensions since service providers may have a legitimate fear of being replaced by a younger professionally trained generation of social workers (Driedger, 1993; Goncz & Pik, 1994).

A related obstacle concerns the underdeveloped nature of the profession as a whole. Given the lack of understanding and awareness of the profession, identifying and developing social work roles within agencies is a challenging endeavor. Given this, students will be expected to assist with the development of placement opportunities to ensure that their educational objectives are met, including the development of programs suited to their learning goals. Since the goals of the *Reforming Social Services: Canada-Ukraine Project* are oriented toward reform in the social service agencies where students are placed, the social work student will also be required to demonstrate practice competence in social development and will need to participate directly in social change efforts. To appreciate the challenges facing Ukrainian students, one need only consider the many difficulties experienced by North American students who enter field placement sites which are well established and who need only be concerned with their accomplishing their own learning goals.

To be successfully implemented, the field instruction program must be considered a joint venture among community agencies and the university. This necessitates clearly defined roles and ongoing communication between the field coordinator, the faculty field instructor, the agency-based site supervisor and the social work student (Bogo & Vayda, 1998; Wilson, 1988). The failure to garner support and a partnership relationship between the university and government agencies and NGOs will also have significant consequences for the on-going development and acceptance of the social work educational program and profession as a whole at the community-level.

The Role of the Field Instructor

Rogers and McDonald (1992) describe field education as the interaction between experienced social workers and students whereby experienced social workers "provide supervised practice opportunities for students to acquire the requisite knowledge, skills and identity required for professional social work practice" (p.166). Since social work students spend one-third to one-half of their educational programs in field, field instructors provide a major contribution to the professional preparation of social work students (Rogers & McDonald, 1992, p.166). In fact, Tolson and Kopp (1988) found that the orientation of the field instructor affected the practice patterns developed by the students more than any other aspect of their educational experience (in Abramson & Fortune, 1990).

Given the importance of this role, Abramson and Fortune (1990) suggest that field instructors possess the following: a common body of social work knowledge; the capacity to conceptualize this knowledge and to communicate it effectively; the ability to create an appropriate learning environment; clarity regarding the standards for student performance; and the ability to evaluate the student in light of these standards.

While most authors agree that the competence of field instructors is critical to the success of the educational process, there has been little attention in the literature paid to the form or level of education that is most desirable for field instructors (Strom, 1991). Many universities require field instructors to possess a master's degree in social work. While differences in the level of professional education might influence how field instructors approach their task in supervising students, a study completed by Strom (1991) found few differences between social work educated and non-social work

educated field instructors, so long as both groups had some form of field instructor training. These findings illustrate the importance of training service providers for their new role of educational supervisor to social work students. The study completed by Strom (1991) also has important implications for the social work program at Lviv Polytechnic since virtually none of the service providers responsible for providing educational supervision to students have had formal social work training.

Training Field Instructors

Even when field instructors possess many years of experience and the appropriate educational background, most lack the necessary formal training for the teaching component of field instruction (Hawkins & Pennell, 1983). Without training, it is unrealistic to expect that service providers will use effective teaching strategies in supervising and evaluating students. When field instructors are well trained they create more effective learning environments, as compared to simply work environments for their students (Abramson & Fortune, 1990). In addition, it has been suggested that training programs for field instructors bring about better adherence to standards in the field program (Curiel & Rosenthal, 1987). In fact, accrediting bodies have more recently established a requirement for training (Bogo & Vayda, 1998).

In reviewing the literature, Abramson and Fortune (1990) report that the curriculum for such training typically includes: content of engagement and orientation of students; relationship of school and field; structure of supervision; assessment of students learning needs; educational theory; development of learning contracts; development of assignments; creation of a climate for learning; methods of monitoring student work; socialization of students to the profession; evaluation; and termination (Bogo, 1981;

Bogo & Vayda, 1987; Fellin, 1982; Glitterman, 1982; Greater New York Area Directors of Field Work, 1981; Kerrigan, 1978; Lacerte, Ray & Irwin, 1989; Manis, 1979; Siporin, 1982).

Programs for training field instructors can range from brief orientation meetings to full-year courses on field instruction which are taken concurrently with the students' practicum or in the form of intensive workshops or periodic seminars (Bogo & Vayda, 1998). Other programs can include continuing education programs, such as lectures or workshops on specific topics for all field instructors. The field instruction course at the University of Manitoba consists of twelve two and a half hour sessions, delivered bi-weekly throughout the academic year (Quesnel, 2000). Abramson and Fortune (1990) report on a seminar offered to new direct practice field instructors at the School of Social Welfare at the State University of New York at Albany. This program consisted of ten sessions that were offered at biweekly intervals at the beginning of the fall semester and at the end of the spring semester, with monthly intervals during the rest of the year.

Training programs for field instructors in Ukraine, however, need to be modified to reflect the context, as well as the educational needs of the agencies and service providers who will supervise students. For example, courses delivered throughout the academic year are not feasible in the context of international projects since economics and instructor availability typically result in shorter teaching periods. Another difference from North American models is the need to incorporate basic social work training into the curriculum for training field instructors. Without a fundamental understanding of the profession and the methods employed to address social problems, site supervisors would be unable to work with the student to ensure that educational objectives are met.

Bridge (2000), a social work professor from the London School of Economics, reports on her experiences in assisting with the development of a part-time training program for field instructors at Kyiv-Mohyla Academy in Kyiv, Ukraine:

> It must be said that this first year proved challenging and fraught with unanticipated difficulties. The student group was enthusiastic but, as it might have been anticipated lacked knowledge of professional social work necessary in order to undertake practice teaching tasks. Immediately western teachers had to alter the focus of the course content from practice teaching to essential knowledge, values and skills of social work (p.4)

The first training program at Kyiv-Mohyla Academy consisted of three blocks of teaching, each two weeks in duration. This course was targeted towards new field instructors. A second strategy for developing practice competence in field instructors involved training within welfare agencies. This course was called "Innovation and Supervision". Course participants planned an innovative project to implement in their agency work. While it was structured in the same manner as the previous course, it also included on-site supervision from western consultants. The course provided field instructors with the opportunity to develop new programs and services within their agencies and experience supervision first-hand. Bridge (2000) reports that this experience has increased the participants' confidence and competence in both facilitating the learning of students and also providing in-service staff training.

Lessons learned from this experience are extremely important for others initiating field education in Ukraine and other Eastern European countries. The need to impart a broad content of social work practice to field instructors becomes apparent when one considers the difficulties associated with initiating a field practicum for social work students in an environment where professional education in social work is only in its infancy.

2.2 Program Evaluation

Evaluation constitutes one aspect of the social work process, which begins with engagement and ends with termination, regardless of the client system involved. Social workers, like the programs where they work, must evaluate their helping efforts in their attempts to help clients (Compton & Galaway, 1989). When evaluation is viewed as an essential component of practice, rather than a separate tool, it becomes a routine aspect of program design and delivery (Richardson, 1995).

Since social workers are trained to practice in different systems, ranging from single client systems to multiple-client systems, they need to be able to apply evaluation methods to both contexts. At the case-level, evaluations are designed to evaluate individual services in relation to a specific client problem and set of objectives, while program level evaluations evaluate the implementation, effectiveness and/or efficiency of the program in which we work (Compton & Galaway, 1989; Gabor, Unrau & Grinnell, 1998). Since this practicum relates to the evaluation of a training program, evaluation of multiple-client systems will be emphasized.

Rossi and Freeman (1993) define evaluation research as "the use of social research methodologies to judge and improve the ways in which human service policies and programs are conducted, from the earliest stage of defining and designing programs through to their development and implementation" (p.5). According to Mayne and Hudson (1992), program evaluation entails systematically gathering, analyzing, and reporting information about a program or service to be used in making decisions (p.1). Information drawn from evaluation findings can be used to determine if a social program

is needed and likely to be used, whether it is conducted as planned, and whether the program is achieving what it intended (Posavac & Carey, 1995).

When conducting an evaluation, it is essential to identify the client since this will determine which issues are to be addressed in the evaluation and what level of effort should go into the evaluation. The different client groups will range from front line staff, supervisors, program administrators, and funding bodies. Other stakeholder groups may include policymakers, clients of the program and the general public (Gabor, Unrau & Grinnell, 1998). In defining the client, the purpose of the evaluation will need to be considered. There are a number of reasons why programs are evaluated. Mayne and Hudson (1992) identify three basic purposes: to increase knowledge, to improve program delivery and reconsider program direction and to provide for accountability (p.5).

Evaluations designed to increase knowledge of a particular area or field of practice are not intended to directly result in change to a specific program, but rather to contribute to the quality improvement process by gathering data from social work professionals in order to develop and test theories about social problems and treatment interventions (Gabor, Unrau & Grinnell, 1998). In this case, the researchers tend to be the clients themselves.

Evaluation as a management tool, on the other hand, is an attempt to gather practical and useful information about a program for stakeholders to be in a better position to make informed decisions about how program delivery can be improved (Gabor, Unrau & Grinnell, 1998; Mayne and Hudson, 1992). Evaluations of this nature can provide evidence as to the extent to which program objectives remain relevant, as well as information concerning the fundamental direction of the program and whether it

should be reconsidered (Mayne & Hudson, 1992). Since the clients in these cases tend to be the managers themselves, evaluations of this nature are usually internally driven. An advantage of internal evaluations is that evaluation questions are consistent with the interests of the program staff and therefore, will increase the likelihood that the evaluation will address relevant issues (Gabor, Unrau & Grinnell, 1998).

When an evaluation is externally driven, which means that it initiated by someone outside the program to be evaluated, the purpose tends to focus on accountability. The need to evaluate for better accountability is in response to the changing political environment, which has increased the pressure of social services to justify their program and demonstrate performance in order to maintain the diminishing funds that are available. The clients in this case tend to be the funding bodies.

Types of Evaluation Research

Unfortunately the terminology associated with the classification of evaluation research varies in the literature, which can be somewhat confusing. Nonetheless, there appears to be a general consensus regarding the major classes of evaluation research, which include (1) assessment of need, (2) monitoring implementation (3) assessing program effectiveness and impact (Cournoyer & Klein, 2000; Gabor, Unrau & Grinnell, 1998; Morris & Fitz-Gibbon, 1978; Rossi & Freeman, 1993).

Needs assessment should take place before a program is conceptualized since it is intended to verify that a social problem exists to an extent that warrants the implementation of a program (Gabor, Unrau & Grinnell, 1998). Basically, needs assessments offer a useful and rational approach to identifying and describing specific areas of need, discovering factors contributing to perpetuation of needs and devising

criteria for plans to meet or ameliorate the need. Needs assessment is essential to effective program planning since it provides the necessary data to accurately describe the need which is presumed to exist and informs the development of the program model (Compton & Galaway, 1998). It also provides an opportunity to look beyond what we think we already know to be the reality.

The second class of evaluation research consists of outcome analysis, which looks at the total impact of a program and determines the degree to which the program is meeting its overall program objectives (Coley & Scheinberg, 1990; Gabor, Unrau & Grinnell, 1998). The main purpose is to demonstrate the nature of change for clients, after they have received services. Focusing an evaluation on outcomes alone may limit the usefulness of an evaluation since a declaration of program success means little without an understanding of what it was that worked (King, Morris & Fitz-Gibbon, 1987).

In contrast to outcome evaluation, process analysis (sometimes referred to as formative evaluation) examines how a program's services are delivered to clients and what administrative mechanisms exist within a program to support the delivery of services. This type of evaluation involves program monitoring as a way of collecting information for program improvement, while the program is being implemented (Gabor, Unrau & Grinnell, 1998). The formative evaluator works to provide the program planners and staff with information about whether changes are warranted and to provide an understanding of how the results were achieved (King, Morris & Fitz-Gibbon, 1987). Process analysis contributes to outcome evaluation since the examination of how something is done may indicate why it is more or less effective or efficient. This is due

to the fact that we cannot be certain that any change was caused by the program activities unless we know precisely what these activities are.

A related type of process analysis is the study of program implementation, which is intended to gather descriptive information about what is being implemented and can provide program staff with information about the extent to which the program was implemented as planned (King-Morris and Fitz-Gibbon, 1987). Information gathered provides relevant information about program development that can assist decision-makers and key stakeholders with continuing, improving, expanding or ending a program.

King-Morris and Fitz-Gibbon (1987) state that there are two main purposes for conducting implementation evaluations: assessing implementation for program documentation and program improvement. These authors maintain that assessing implementation for program documentation serves a summative function and is used to create a lasting description of the program, to identify possible causes for the program's effectiveness and to foster accountability in staff. Assessing for program improvement, on the other hand, is formative since it is intended to help staff and planners to improve and/or change a program as it develops and helps to ensure that the program's official description is kept up-to-date and is an accurate illustration of what was actually implemented.

Utilization-Focused Evaluation

According to Saunders (1994, in Cournoyer & Klein, 2000, p.233), professional standards among evaluators require that evaluation be both useful and feasible. The author defines "useful" along two dimensions. First of all, there must be a reasonable

purpose for conducting the evaluation and secondly, the results of the evaluation should be fit for that purpose. The feasibility criterion requires that if the evaluation cannot be completed in a way that matches the needs of the decision-makers (or the clients), the evaluation should not be initiated. Gabor, Unrau and Grinnell (1998) suggest two additional standards: fairness, which calls for consideration of competing interests in formulating evaluation objectives and questions, and accuracy, in terms of the data collection instruments and methods for data analysis. Since the question of use overrides any other issue in evaluation research and will be the key factor in determining the evaluator role and purpose, an exploration of this concept and its importance is required.

Utilization has been defined as the degree to which evaluation findings are implemented to affect program changes and can include effects that are more indirect, such as increasing the awareness of social programs among relevant audiences (Brown & Braskamp, 1980). The under-utilization of evaluation data has been well documented in the literature (Patton, 1987; Mayne & Hudson, 1990; Brown & Braskamp, 1980). In 1972, Ernest House said it best: "Producing data is one thing! Getting it used is quite another" (Patton, 1978, p.412).

Evaluators can not wait until the preparation of the final report to think about utilization. According to Compton and Galaway (1989), once an evaluation is planned and conducted, the potential for using the results will have already been largely foreordained. In proving their point, they quote Patton (1978): "The key to utilization will be found on the path the evaluation takes before the findings are exposed to the general light of public scrutiny."

The question of how to enhance the utilization of evaluation research is a complicated issue, since a number of factors influence utilization: the characteristics of potential audiences and users of the information, the structure of the organization which contains the program being evaluated, the political context of the organization and the technical quality of the evaluation itself (Brown & Braskamp, 1980). Taking these factors into consideration, enhancing utilization will only be possible if evaluators become more adept at helping decision-makers use evaluative information and if the users themselves become more interested and reliant on evaluative information (Brown & Braskamp, 1980).

Posavac and Carey (1994) suggest two ways to enhance utilization: involving stakeholders and writing a useful final report, which tailors its form and structure to the needs and preferences of those in the position to utilize it. With respect to the former, this involves learning as much as possible about the stakeholders and their vested interests, and involving them in meaningful ways throughout the planning and implementation phases of the evaluation. The submission of a written proposal is the first step in obtaining feedback from key stakeholders, and potential information users, sine it is an opportunity to ensure that the evaluation addresses questions relevant to their decision-making and that they agree with the components of the evaluation (Grinnell, 1997).

According to Patton (1978), it is necessary to develop an evaluation design with a built in utilization component. As a first step, it is important to negotiate how the evaluation finding will be disseminated and communicated when determining the purpose of the evaluation with the program staff (Brown & Braskamp, 1980).

Once the final report is prepared, the evaluator must take a major role in ensuring that their data is utilized. If evaluation findings are to be utilized, they must be disseminated and communicated. One aspect of this is ensuring that the information is understandable and that the implications for how the information might be used are clear (Brown & Braskamp, 1980).

2.3 Synthesis: Evaluating Training Programs for Field Instructors

The last section of the literature review has illustrated the important role that evaluation research can play in improving service delivery systems. In terns of field instructor training programs, evaluations can serve a number of key functions. First, they can assist in defining the appropriate form and level of training for field instructors, given the lack of consensus noted earlier. This knowledge can also be used to develop training programs, which ensure quality supervision and standards in the field. Second, evaluations can serve to improve the delivery of training programs by identifying effective teaching methodologies and training program structure. Third, evaluations of this nature can increase accountability. This last point is important given the finding presented earlier which suggests that programs related to field instruction tend to be de-emphasized in instances were funding is limited. Being in a position to demonstrate accountability and effectiveness helps to justify a program's existence. Accountability also ensures that scarce resources are being used in the most appropriate manner.

Despite the gains to be made, evaluations of training programs for field instructors are not commonly reported on in the literature. Because there is scant literature related to general training for field instructors (Rogers & McDonald, 1992), it is not surprising that

the body of literature on evaluations of this nature is also quite limited. To compensate

for this, Rogers and McDonald (1992) reviewed more general literature pertaining to

continuing education programs in social work and found three types of studies. The first

type consists of prescriptive studies, which provide a rationale for conducting continuing

education programs. The second type, descriptive studies, describes instructional

strategies and program design issues, which need to be considered. The third type, which

has received growing emphasis are evaluations focused on accountability and

effectiveness. In reviewing studies of this nature, Rogers and McDonald (1992) found

that all reported some degree of success in evaluating continuing education programs.

In evaluating training programs for field instructors, there are a number of design

issues that need to be considered. Of particular significance are the data sources to be

utilized. Abramson and Fortune (1990) evaluated the effectiveness of a ten-session

training program by examining student experiences with supervision in the field setting.

Students were divided into two groups: those with new field instructors who had

completed the course and those with new, untrained field instructors. Questionnaires

asked a series of closed-ended questions about supervisory practices, which reflected

content specifically taught in the field instructor program. Students were also asked

questions related to their satisfaction with the field placement in general. Several

summated scales were constructed, including the quality of supervision and the extent of

agency involvement.

The rationale for gathering data from students, rather than training recipients, was

based on "the assumption that the ultimate goal of training field instructors is to influence

the experience students have in supervision" (Abramson & Fortune, 1990, p.6).

However, the authors point out that the process of evaluating educational interventions becomes more difficult when using a source of data once removed from those who received the intervention (Abramson & Fortune, 1990). Sinicrope and Cournoyer (1990) identify a number of factors which limit the validity of student ratings of field instructors, including a lack of experience with rating supervisory behaviour, overgeneralization from aspects of experience and a lack of attention to the relevant aspects of the field experience to make precise ratings.

Due to these limitations, an alternative would be to collect data from the field instructors attending the training program. The study completed by Abramson and Fortune in 1990 asked field instructors to complete a satisfaction survey, which included questions concerning the supervisory experience, to allow for a comparison with the student rating. Rogers and McDonald (1992) collected data for their evaluation of a similar program from training participants and adopted a pretest-posttest non-equivalent comparison group design. Each participant of the ten-session training program was matched with a field instructor who did not take the course. The data collection instrument was administered to the experimental group at the beginning of the first class and at the end of the last class and mailed to the control group at approximately the same time. In analyzing the data, groups were compared using t-tests.

While both of the studies mentioned above used comparison groups, rigorous research designs of this nature are often difficult to implement when evaluating field instruction training programs. In most cases, schools of social work demand that all field instructors receive some form of training prior to supervising students, which eliminates the possibility of comparing trained and untrained field instructors.

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In addition, pretest designs are also difficult to implement. According to Doueck and Bondanza (1990) pretests are not really comparative to posttests since participants may overestimate their skills and knowledge at the beginning of a training program or may realize, at posttest, that they did not know as much during the pre-training phase then they had first believed. As a result, improvements in participants' skills or knowledge may not be as readily apparent. The pre/post/then design compensates for this by asking participants to complete the typical pretest and posttest questions, and then asks participants to reflect back on their knowledge and skill level at the start of the training. These "then" scores allow for a more accurate assessment of pre-training knowledge since they are obtained at the end of the training program, when it is presumed that participants understand the concepts and skills that were to be learned. Data analysis would then consist of comparing pretest and posttest measures, as well as posttest and "then" scores.

While empirical studies, which emphasize effectiveness and impact, are important for reasons outlined earlier, exploratory and descriptive studies are equally important, since they provide needed information about what training programs for field instructors should look like in practice. As discussed earlier, there is a tendency for evaluators to emphasize outcomes, at the expense of looking at implementation and process-related issues. While this latter type of study would fit into the prescriptive classification, as outlined by Rogers and McDonald (1992), the student could not find any examples of implementation assessment or process evaluation in reviewing the literature pertaining to field instructor training programs.

CHAPTER 3

PRACTICUM IMPLEMENTATION AND METHODOLOGY

This chapter provides an overview of the framework used to evaluate the training program for new field instructors at Lviv Polytechnic National University. This includes a discussion of the evaluation purpose, key stakeholders, evaluation objectives, and data collection methods. The strategy utilized for data analysis is also reviewed, as well as a discussion of research limitations. But first, the parameters of this pracitucm are defined, along with a description of the activities associated with practicum implementation.

3.1 Practicum Implementation

As noted earlier, the student who evaluated the training program is employed by the *Reforming Social Services: Canada-Ukraine Project* as Administrative Coordinator. Given this position, she was involved in the design of the overall training program which was initiated in May 2000 and participated in the delivery of the first and third modules (October 2000 and March 2001 respectively). Although the activities associated with the design and delivery of the training program are not included within the parameters of this practicum, the student's participation did facilitate the development of the evaluation framework since it provided the student with a comprehensive understanding of the training program context and associated goals and objectives. Participation in program development also ensured that the student was aware of relevant issues that the evaluation needed to address and therefore was in a position to frame evaluation questions which were highly relevant to staff members' interests.

Activities associated with the implementation of the practicum were initiated in January 2001, and continued over a ten-month period, until October 2001. The first phase involved the design of the evaluation framework and the development of a proposal for submission to the Practicum Committee. Since the student's practicum committee included members from the Project Management Committee, their participation in the development of the evaluation design, and subsequent approval, ensured that the evaluation objectives were consistent with the Project's interests and addressed information needs which they required for decision-making purposes.

The practicum proposal was approved in February 2001. Following this, practicum activities involved developing and administering data collection instruments, which took place between March and June 2001. In addition to a review of program documents, four data collection instruments were used for this evaluation. After the questionnaires had been administered, data was analyzed and compiled for presentation purposes. This phase of the evaluation took place between July and September 2001. In October, the last phase of the evaluation was completed, which involved the presentation of findings and dissemination of the final report.

3.2 Purpose of the Evaluation

The intent of this evaluation was to describe and monitor the implementation of the training program for program documentation and improvement. As such, the evaluation had both summative and formative functions.

With respect to the summative component of the evaluation, it was important to create a comprehensive description of what the training program looked like in operation,

and how the training program was actually conducted. Because the profession of social work is in its infancy in Ukraine, other universities attempting to develop field education programs may be interested in the model for training field instructors that has been developed within the framework of the *Reforming Social Services: Canada-Ukraine Project.* A lasting record will also facilitate the delivery of the training program by Lviv Polytechnic faculty members beyond the life of the Reforming Social Services Project. In addition, a summary report on the degree to which program objectives were achieved and the identification of unanticipated outcomes is required for accountability purposes to the funding body and also to project managers who are interested in repeating the delivery of this training program to future field instructors.

The formative component of this evaluation was designed to help Project staff and planners to adjust and improve the delivery of the training program to ensure that its effectiveness is optimized and to identify areas of future professional development training. This included the on-going delivery of the training program for field instructors, as well as additional professional development courses for service providers in Lviv, which could emphasize innovation in service delivery. The evaluation also provided an opportunity to consider the feasibility of collaborating with other social work education programs in Ukraine which are currently delivering professional development courses.

With these general purposes in mind, the evaluation was designed to achieve a number of objectives. Table 1 outlines these objectives and the corresponding evaluation questions.

Table 1: Evaluation Objectives and Questions

EVALUATION OBJECTIVE	EVALUATION QUESTIONS
1. To describe the development and implementation of the program	• What is the program context and background? • What are the program rationale and objectives? • Who are the program participants? • What is the content of the training program? What are the unique features?
2. To assess the level of satisfaction and areas in need of improvement	• Is the program operating as intended? • How satisfied were participants and instructors with the organization of the training program and course content? • What additional content should have been emphasized? Should the training program be repeated? • How can the training program be improved?
3. To assess the extent to which program outcomes have been met	• What knowledge did participants attain? • Did the training program have any effect on the quality of field instruction for the first field placement? • How will the participants use the training under various circumstances? • Were there any changes in the delivery of services? • Were there any unanticipated outcomes?
4. To gather information pertaining to the feasibility of continuing the delivery of the training program for new field instructors and offering additional professional development courses	• What are the participants' future learning needs? • What is the level of support for professional development training? • What were the costs associated with the delivery of the training program and additional professional development? • What are the project priorities in terms of training?

3.3 Key Stakeholders

There are three major stakeholder groups who participated directly in this evaluation or who were interested in its results. Since this was an internal evaluation, the primary stakeholder group consisted of the project managers who are responsible for overseeing the implementation of the *Reforming Social Services: Canada-Ukraine Project*, including both Canadian and Ukrainian partners. Given that the primary purpose of this evaluation was to improve the delivery of the training program, the results will inevitably help guide decision-making both in terms of improving the delivery of the second cycle of this training program and planning for future professional development.

The results of this evaluation, particularly those related to outcome measures, will be of interest to the funding body (i.e., CIDA) since they provide an opportunity to demonstrate accountability and can provide some insight into the effectiveness of the training program. This will undoubtedly have implications for continued support of the training program and additional funding for future professional development courses.

The third stakeholder group consists of both current and future training program participants. Favorable findings will increase the likelihood of continued training opportunities for professional development and therefore have implications for service providers who are interested in participating in training programs focused on improving service delivery in Lviv. Evaluation findings which identify ways of improving the training program will also impact future site supervisors, since an effective training program will lead to improved capacity to provide field instruction, which will in turn affect social work students.

3.4 Participant Sample

Participants were selected from a pool of agencies, which had been identified as potential field placement sites. In most cases, the agency directors were contacted by a representative from Lviv Polytechnic and asked to select two service providers who would most likely be responsible for the supervision of social work students. Pairs of workers were requested so that the course participants could support one another in the process of supervising students and also in introducing new methods of practice after completing the training program. Table 2 identifies the agencies selected for involvement in the training program and their respective field of practice. Type of Agency

Table 2: Agencies Represented at the Training Program

AGENCY	TYPE OF AGENCY	FIELD OF PRACTICE
1. Dzerelo Centre	NGO	Disability
2. Center Doroha	NGO	Family and Youth
3. Internat #2	Government	Children
4. Lviv Center for Pensioners	Government	Aging
5. Women for Women Centre	NGO	Women
6. Union of Ukrainian Women	NGO	Women
7. Independent Living Resource Centre	NGO	Disability
8. Center for Social Services for Youth	Government	Youth
9. Center "Adolescent and Family"	Government	Youth and Family
10. European Children's Trust (ECT)	International	Children
11. Society "Nadiya"	NGO	Disability
12. St. Volodymyr Foundation	Religious	Poverty
13. Lviv Regional Narcological Clinic	Government	Addictions
14. Assoc. of Social Services of Ukraine	NGO	Youth and Family
15. Residential School for the Blind	Government	Disability

AGENCY	TYPE OF AGENCY	FIELD OF PRACTICE
16. Rehabilitation Center "Maria"	NGO	Disability
17. Caritas Ukraine	Religious	Poverty
18. Centre for Social Adaptation	NGO	Corrections
19. Criminal Police	Government	Corrections

A total of 31 participants were enrolled in the training program. Four people enrolled in the first module did not attend the second and third and a total of eight course participants missed one of the three modules that were offered. To compensate for the participants who dropped out, two additional participants were admitted into the second module and one into the third. A total of 19 participants attended the entire training program and received certificates of achievement from Lviv Polytechnic.

To gather information about course participants, a profile questionnaire was disseminated during the last module of the training program. Of the 25 participants in attendance, 22 completed this form. Of these respondents, six participants identified themselves as management (27%), with the remaining sixteen participants falling into the following categories: teacher (N=3), psychologist (N=2), social pedagogue (N=4), assistant coordinator (N=2) and volunteer (N=5). 16 participants indicated that they had completed degree programs at the university level (73%), five indicated that they had completed programs at the college level (23%) and one person had been enrolled in a university program but did not complete (4%). The most frequently reported educational backgrounds were engineering (N= 6 or 27%), education (N= 6 or 27%), psychology (N= 3 or 14%), and social pedagogy (N= 2 or 9%). Other areas included physics, law, nursing and economics.

Participants' work experience in their current position was 3.79 years (mean), with a range of 6 months – 12 years. The mean work experience in the social service sector was 6.11 years, with a range of 6 months – 20 years. Sixty-four percent of the respondents (N=12) indicated that they had previous experience in supervising staff members, while only 32% (N=7) indicated that they had previous experience in supervising students.

3.5 Data Collection

A number of data sources were utilized to collect data related to the evaluation objectives, including the training program participants, instructors, social work students, key stakeholders and a review of program documents. A description of the various data collection methods used in this evaluation is provided below.

Due to language differences and the need to use interpreters, the decision was made to rely primarily on semi-structured questionnaires. Some open-ended questions were included since they are a useful way of understanding the respondents' perspective without predetermining those points of view through prior selection of all the questionnaire categories (Babbie, 1992). It should be pointed out that all of the questionnaires were constructed in English and translated into Ukrainian by Lviv Polytechnic faculty at the Department of Social Work and Sociology. When the translation was completed, the interpreter reviewed both the English and Ukrainian version of the questionnaire with the student to ensure consistency. Each questionnaire was then reviewed by a second person to determine if the original meaning of the questions had been retained. In analyzing the data, the same interpreter was asked to

review the translated responses to ensure that the original meaning was also preserved.

Questionnaires are included as Appendices C to G to this report. Table 3 presents the

timeline for evaluation activities, as well as the implementation schedule for the training

program.

Table 3: Timeline for Evaluation Activities

DATE	ACTIVITY
October 27 – November 9, 2000	Delivery of First Module: Fundamentals of Social Work Practice • First Module evaluation administered to training program participants
December 4- 15, 2000	Delivery of Second Module: Specialized Fields of Practice • Second Module evaluation administered to training program participants
March 5 – 15, 2001	Delivery of Third Module: Field Instruction and Site Supervision • Posttest evaluation administered to training program participants
May 19, 2001	Presentation of finding in interim report to Project Steering Committee in Lviv, Ukraine. Recommendations based on findings from posttest survey.
March – June 2001	Introduction to Field Experience Course for undergraduate social work students • Social Work students complete feedback forms at the end of the field experience
June 7, 2001	Follow-up questionnaire administered June 7, 2001 to participants who acted as site supervisors to social work students
August – September 2001	Analysis of follow-up questionnaires and informal meetings with project staff
August 2001	Instructor Feedback Forms completed by instructors
September 2001	Meeting with Agency directors in Lviv concerning future professional development courses
October 11, 2001	Presentation of final report to the Curriculum Committee of the RSS Project (Canadian project staff for the Social Work Component)

<u>Participant Questionnaires</u>

Training program participants were the primary data source utilized for this evaluation. Three separate questionnaires were administered at different time intervals: in-program course evaluations were completed at the end of the first two modules of the training program; a posttest survey was administered at the end of the training program; and a follow-up survey was administered following the completion of the introductory field experience, which involved the placement of social work students in agencies.

The in-program questionnaires collected data relating to the organization and delivery of each module of the training program, the participants' level of satisfaction and areas in need of improvement. A total of 19 and 22 respondents completed the evaluation for the first and second module respectively. This is a response rate of 86% and 99% for each respective module. While it was planned to collect data following the third module, most of the participants left before this questionnaire was administered, and therefore findings were not included in the analysis.

A more detailed posttest questionnaire, covering the entire training program, was administered to course participants. This questionnaire focused on four key areas: satisfaction with the organization of the modules; satisfaction with course content; outcome measures which assessed the degree to which program objectives had been achieved; and participants' future learning needs, both with respect to their roles as site supervisors and as service providers.

The student administered the posttest questionnaire on the last day of the third module (end of the training program). Although 25 service providers participated in the third module, three were absent on the day evaluations were completed. Therefore, the

total number of posttest questionnaires completed was 22 (88%). To avoid

misinterpretation, which sometimes occurs in the translation from English to Ukrainian,

the entire questionnaire was reviewed with course participants before they completed the

posttest. Participants were invited to seek clarification at this time, if required.

Participants spent approximately two hours completing the evaluation, which was longer

than expected.

Follow-up data was also collected from those course participants who acted as site

supervisors to social work students. This questionnaire was administered by the Field

Coordinator during a meeting of site supervisors, which was held after the social work

students had completed their first field experience. One representative from each field

placement site completed the questionnaire, for a total of seven respondents. Data was

collected to assess the extent to which training program objectives were achieved and to

determine the effect of the training program on their field instruction role. The

questionnaire also asked respondents to report on their level of satisfaction with the

supervision experience, as well as their future training needs and additional areas of

organizational support required from the university to continue in their capacity as field

instructor and field placement sites. Information was also requested about the delivery of

the training program and the extent to which new knowledge had been implemented into

their practice. It should be pointed out that the follow-up questionnaire was not

administered to training program participants who did not supervise social work students

during the introductory field experience.

Instructor Feedback

All of the Canadian instructors involved in the development and delivery of the training program were asked to complete a feedback questionnaire following their teaching experience. This instrument asked instructors to report on their level of satisfaction with the training program and to provide suggestions for improvement, both in terms of the organization of the training program and in relation to course content.

The student sent out this questionnaire by e-mail to the five instructors involved in the training program. Instructors were then asked to return by fax or mail to the student. Sine the student participated with the delivery of the modules, she also completed an instructor questionnaire. Therefore a total of six questionnaires were used in the analysis.

Social Work Student Feedback Form

A questionnaire was also administered to the fourteen social work students following the completion of their first field experience. It should be pointed out that this was an introduction to field placement experience and was therefore designed to provide students with an orientation to social service delivery and to provide them with the opportunity to observe social work related activities and shadow service providers. Their first full field placement experience, which will involve direct work with clients, will take place in September 2001.

The questionnaire asked students to report on their response to the agency setting, their site supervisor and the concurrent field seminars. Only those questions used to assess the degree to which site supervisors applied concepts learned in the training

program in their work with social work students and their perceptions regarding the quality of supervision they received were utilized for this evaluation. Additional information collected in this questionnaire will be used for other purposes.

Review of Program Documents

Another important source of data were the program documents which were reviewed to gather information about the development and implementation of the training program and to assist with assessing the feasibility of continuing the delivery of professional development courses, within the framework of the *Reforming Social Services: Canada-Ukraine Project.*

Key program documents reviewed included relevant minutes from committee meetings, including the advisory committee which was responsible for the selection of participants for the training program; and the steering committee, which included a review of the interim report and approval of recommendations concerning the on-going development of professional development courses. Minutes from a group meeting of agency directors representing potential field placement sites were also reviewed. This meeting involved an overview of the social work program and the field placement program, along with a description on the training program for field instructors. A major focus for this meeting was to assess their level of support for continuing professional development opportunities was discussed at this meeting.

Project reports were another important data source. This includes both the narrative and financial reports submitted to CIDA on a quarterly basis and the reports written by program staff, such as internal mission reports completed by the Project

Director and summary results from the assessment of need for continuing education

opportunities in the Lviv region. Training program course materials were also reviewed,

which included courses outlines for each of the three modules of the training program,

teaching materials included in course manuals and the course assignments, which

participants submitted following each module. Participant information was collected

from various sources including records identifying potential field placement sites to be

involved in the training program, as well as attendance sheets and participant profiles,

which were completed at the end of the training program.

3.6 Data Analysis

As described in the last section, most of the data collected for this evaluation

involved the use of self-administered semi-structured questionnaires. Self-report

measures were collected using both closed and open-ended questions. With respect to the

closed-ended questions, respondents were asked to select a response by checking the

appropriate box. Five-point Likert scales were also used to collect information from

respondents, regarding their level of satisfaction or level of agreement with statements

provided, with five being the highest.

In the posttest questionnaire, an effort was made to compare mean scores of the

participants' level of satisfaction with selected content areas presented during the training

program with the respective level of importance. This involved the calculation of mean

scores for both measures, followed by the comparison of each to determine the difference

between the mean scores for level of satisfaction and level of importance.

Given the small number of respondents for each questionnaire (less than twenty-two), all of the data was analyzed by hand. Since data summary sheets were developed when the questionnaires were constructed, recording the answers involved a simple tally of response categories chosen. The tally sheet allowed for the calculation of two descriptive statistics: the number or percentage of people who answered each item in a certain way and the average response to each item (mean score). The latter was calculated by adding up the response categories and dividing by the total number of responses.

While data summary sheets were used with open-ended questions, there was a need to first categorize and code these responses, which essentially involved the interpretation of meaning, or more specifically, content analysis. This can be defined as the development of "systematic and objective criteria for transforming written text into highly reliable quantitative data" (Singleton, Straits & Straits, 1993, p.381). Content is typically measured in terms of the frequency with which a given category appears in the questionnaires and interview transcripts.

Open-ended responses in this evaluation were summarized according to the procedure outlined by King, Morris and Fitz-Gibbon (1987, p.121). Analysis proceeded as follows. Each questionnaire from each data source was assigned an identification number. During the translation of responses from Ukrainian to English, the translator grouped all responses to each question on a separate piece of paper, making sure to include the identification number beside each response statement. The next step involved reading through all of the responses to each question and grouping according to major themes. Once themes were identified, specific responses were categorized into the

appropriate cell on the tally sheet and counted to determine frequency of occurrence. When the quantity of data appeared to be lacking a specific focus, categories were reorganized; in some cases making the categories more general, in others more narrow.

3.7 Research Limitations

There are three research limitations to be noted. The first relates to the evaluation design. Since this evaluation was not initiated at the beginning of the training program, pre-test measures are not available. This limits the extent to which the participants' knowledge and skill development could be measured and the extent to which the outcomes of the training program can be generalized. While an adaptation of the pre/post/then design was utilized to collect data about the increase in knowledge, the absence of the pretest component of this approach does not allow for a comparison of the pretest and then test. Therefore, the findings can not conclusively assess training efficacy.

Another design limitation is the lack of follow-up data from training program participants who did not act as site supervisors to social work students during their first field experience. Because follow-up data was only collected from 7 of the 22 respondents (32%) who completed the posttest questionnaire, implications for the remaining participants are not known. In addition, the small sample size of respondents to the follow-up questionnaire limits the generalizability of results.

The third limitation relates to the reliance on self-report measures for data collection. While this is a good way of finding out what the training program actually looked like in operation and is a common method of assessing consumer satisfaction in

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evaluation research, self-report data can lack credibility given their subjective nature. In addition, self-report measures provide an after the fact account of what took place, which is not as credible as descriptions by impartial others who actually saw what was being done (Babbie, 1982). Unfortunately, language differences made it difficult to make use of observation and in-person interviews. It was felt that interviewing through an interpreter would have posed many threats to the validity and reliability of the study since the evaluator could not have ensured that each participant would be asked the same question and whether the respondents would understand the question as intended.

CHAPTER 4

RESULTS

This chapter begins with a summary of findings which is organized according to the four key themes of this evaluation: (1) participant satisfaction with the organization of modules and the content, including areas in need of improvement; (2) the extent to which program objectives were achieved; (3) instructor feedback; and (4) future directions for professional development. The chapter concludes with a discussion of findings.

4.1 Participant Satisfaction

Participant satisfaction was measured at three intervals. Following the first two modules, participants were asked to complete a brief evaluation to determine their level of satisfaction with the organization of specific modules. The information collected is summarized in Table 4. The findings demonstrate a high level of satisfaction with the organization of the first two modules, with overall mean scores of 4.37 and 4.44 for the first and second module, respectively, on a scale of 1 to 5.

Table 4: Participant Satisfaction with 1st and 2nd Modules

STATEMENT	MODULE 1 MEAN SCORE[1]	MODULE 2 MEAN SCORE
1. Module met my expectations	4.13	4.47
2. Module objectives were met	4.13	4.58
3. Presenters used effective techniques to present material	4.52	4.84
4. Length of module allowed adequate time for learning	4.30	3.68
5. Topics presented were at the appropriate level	4.48	4.32
6. Module was well organized	4.52	4.79
7. There was enough opportunity for discussion	4.17	3.94
8. I would recommend this program to others	4.70	4.89
Total Mean Score	4.37	4.44

Notes: [1] Mean scores based on responses where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree, and 5 = strongly agree.

The majority of participants indicated that the pace with which the course content was presented was "about right" for both modules (87% of respondents for the first module and 100% for the second). When asked if they felt their capacity to deliver social services had increased as a result of participating in each module, 10 participants (43%) indicated "yes" and 13 (57%) indicated "somewhat" for the first module and 17 participants (89%) indicated "yes" and 2 (11%) "somewhat" for the second module. The higher extent of capacity building for the second module most likely relates to the increased emphasis on practice methods, as compared to the first module, which was intended to provide a more general overview of the profession.

Following the third module, participant satisfaction was measured again, but this time in terms of the organization of the entire training program and the course content. The level of participant satisfaction pertaining to the overall organization of the training program, as reported by respondents at posttest, is shown in Table 5. The expressed level of satisfaction was very high. At least 75% of respondents were either "satisfied" or "very satisfied" for all categories, with the exception of the number of participants. For this category, some respondents felt that the number of participants for the course could have been higher, since many of the participants who were enrolled in the course had dropped out, leaving spaces open. However, this appears to be more of an issue related to attendance, rather than the class size.

Table 5: Satisfaction with the Organization of Training Program

HOW SATISFIED WERE YOU WITH THE -	DISSATISFIED[1]		NEUTRAL		SATISFIED[2]		MEAN SCORE[3]
	N	%	N	%	N	%	
a) Design of the training	0	0	0	0	22	100	4.45
b) Length of each module	1	4	2	9	19	86	4.27
c) Delivery schedule	1	5	3	14	17	81	4.29
d) Time between each module	0	0	5	24	16	76	4.14
e) Location	0	0	1	4	21	95	4.77
f) Instructors	0	0	0	0	22	100	4.97
g) Teaching methods	1	4	1	4	20	91	4.57
h) Number of participants	2	9	7	32	13	59	3.72

Notes: [1] "Very dissatisfied" and "Dissatisfied" response categories combined for presentation purposes.
[2] "Very satisfied" and "Satisfied" response categories combined for presentation purposes.
[3] Mean scores based on responses where 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied.

What follows is a summary of responses to some of the open-ended questions, which were also included in the posttest questionnaire. Responses are grouped into general categories for presentation purposes.

A question was asked to determine if the goals and objectives for the training program were clearly defined prior to the commencement of the training program. Fourteen participants indicated "yes" and eight indicated "no". Of the eight negative responses, six people indicated that the objectives for the course had not been clarified prior to the program, while two indicated that the overall objectives were defined but information on course content was not provided. Some of the participants indicated that the lack of information concerning the training program resulted in tensions with their

supervisors. A suggestion was made to organize a seminar for agency directors to ensure their support for the social work program.

A related question asked participants to think about information or materials, which would have been helpful in preparing for the training program. The general categories of responses, along with the number of respondents associated with each response, are summarized below:

- More information about the training program, specifically, the content areas, goals, structure of the modules (i.e., number of modules and dates that they would be delivered (N = 9).

- Information about social work and the role of the social worker (N = 5).

- Dissemination of course materials before the training program was initiated (N = 4).

- Information about the project and the field model (N = 3).

- Information about the other participants (N = 1).

Participants were given the opportunity to identify any improvements needed to the organization of the training program. The most frequently noted comments are identified below:

- Four respondents indicated that there were no changes or improvements required.

- Twelve participants offered suggestions about teaching methods. Of those twelve, seven indicated that more practical experiences were needed, and five participants indicated that more videos should be used and translated into Ukrainian. In regards to practical classes, two people suggested that the handouts should contain more theoretical materials, allowing more class time for role-plays.

- Eight participants commented on the general organization of the training program, including the need to distribute materials before the beginning of the course (N = 3), improve the process of selecting participants (N = 2), and improve the translation of materials (N = 2). Participant selection referred to

the need to include additional agencies which are delivering professional services and to limit the number of participants to 20 (N = 1).

- Two participants commented on the need to modify course content to develop a concrete plan for the development of the social work profession (N = 1) and to highlight the role of the site supervisor more at the beginning of the course (N = 1).

- One person commented on the need for more instructors with fluent Ukrainian and one person suggested changes in the delivery schedule, although no alternative was suggested.

When asked about the preferred format for course delivery, 20 of the 22 respondents selected the format that is currently offered (3 two-week modules). One respondent selected evening courses, while an additional respondent selected "other" and suggested 6 one-week modules. The preference for the current model of delivery was somewhat surprising since it appeared, throughout the training program, that participants were having difficulty attending due to work responsibilities and it was assumed that evening or weekend classes would be more appropriate given these demands. Perhaps this response reflects the preferred delivery schedule, in spite of the difficulties with work conflicts. In the follow-up survey, participants were asked about the most realistic schedule in light of workplace responsibilities, rather than their preference. Again, the 3 two-week module format proved to be the most popular response.

To clarify this, agency directors were asked about their willingness to provide staff with time away from work to complete the 3 two-week modules. While there did appear to be some hesitancy, agency directors have agreed to provide staff with time away from work, provided they had some input into the selection of dates, which would prove to be less problematic. In addition, agency directors suggested that the training program end earlier each day (i.e., 3 p.m.). This would provide time for participants to

return to their place of employment each day to attend to tasks requiring attention. To make up for lost teaching time, it has been suggested to expand each module to the full two-week format (ten days) or to adjust the daily schedule to ensure at least six hours of teaching time per day. This may involve starting earlier in the morning and/or reducing the time allotted for breaks.

The second part of the posttest participant questionnaire was designed to collect information about the satisfaction with course content presented during the training program. When asked if the information and course materials were relevant to their practice, 21 of the 22 respondents indicated "yes", with one respondent indicating "somewhat". The following is a list of content areas which participants identified as needing more emphasis:

- Group work (N = 7)
- Mediation (N = 5)
- Community Development (N = 4)
- Counselling (N = 3)
- Working with Children and Families (N = 2)
- Crisis Theory (N = 1)
- Social work ethics (N = 1)
- Helping the Helper (N = 1)
- Challenging cases with students (N = 1)

A question was also asked about content that might require less emphasis. Results are summarized below.

- Nothing needs to be changed/no comment (N = 11)
- Theory of social work (N = 2)
- Preparing for work with students (N = 2)
- Evaluation of students (N = 2)
- General overview of social work (N = 1)
- Report writing (N = 1)
- Group work (N = 1)
- Community development (N = 1)

The low numbers of responses to topics requiring less emphasis suggest that the topics and the relative emphasis given to these topics in 2000/01 are appropriate for future courses.

Table 6 presents mean scores on the degree to which participants felt the content areas presented during the course were important and their level of satisfaction with each one. Based on a five-point scale, the overall mean scores for level of importance and satisfaction were 4.66 and 4.47, respectively. For each content area, the level of importance had a slightly higher mean score than the level of satisfaction reported by participants. However, the relative consistency between scores for importance and satisfaction and the fact that both scores are very high reinforces the relevance of current content and method of delivery. As indicated earlier, somewhat more emphasis on community development could be incorporated.

Respondents were also asked if they required any additional information prior to receiving social work students. Of particular significance was the expressed need for more information about the social work curriculum and to have more opportunities to role-play the supervision role with others that have more direct supervision experience. Follow-up data also revealed that respondents would like more information about the students' previous field experience and clarity around the timetable. While these two latter points do not directly relate to the content presented in the training program, it may be indicative of the need to incorporate details of administrative responsibilities in the discussion of the field instruction process.

Table 6: Mean Scores of Level of Importance and Satisfaction by Content Areas

CONTENT AREAS:	MEAN SCORE - IMPORTANCE	MEAN SCORE - SATISFACTION
Social work values and ethics	4.52	4.48
Social work theory	4.48	4.38
Social work assessment	4.76	4.38
Communication and interviewing	4.90	4.52
Oppression and social change	4.50	4.35
Average Mean Score from Module 1	**4.63**	**4.42**
Crisis/suicide intervention	4.85	4.65
Counselling	4.65	4.35
Mediation	4.71	4.10
Group work	4.81	4.33
Community development	4.48	3.86
Average Mean Score from Module 2	**4.70**	**4.26**
Student orientation	4.67	4.62
Integrating theory and practice	4.52	4.48
Methods of supervision	4.81	4.67
Evaluation and learning contracts	4.71	4.43
Designing learning activities	4.71	4.52
Report writing	4.52	4.29
Challenges in field instruction	4.62	4.48
Average Mean Score from Module 3	**4.65**	**4.50**
Overall Mean Score	**4.66**	**4.47**

Note: For each respective column, mean scores based on self-report responses. In the column "Level of Importance", 1 = not important at all, 2 = not important, 3 = neutral, 4 = important, and 5 = very important. In the column "Level of satisfaction": 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied. Average mean scores for each module were calculated by adding up all of the mean scores in each module and dividing by the number of content areas.

4.2 Achievement of Program Objectives

Given the exploratory nature of this implementation evaluation, a one group posttest-only design was deemed sufficient to collect information for most of the evaluation objectives. However, the evaluation objective relating to outcome measures required an examination as to whether the participants' level of knowledge had been increased, rather than simply a report on the degree to which program objectives were achieved. Experimental designs are usually used to determine if this type of change has occurred, which often requires comparison groups, and in very rigorous designs, pretest data. Comparison groups were not an option for this evaluation since all site supervisors were required to attend the course prior to having students placed in their agencies. As well, pretest data was not collected since the evaluation was initiated after the start of the program. In addition, an informed pretest would be difficult considering the lack of knowledge relating to the social work profession and a lack of language to describe the participants' own methods of delivering services. Therefore, the post-then design was used. This approach to gathering retrospective data is one part of the larger pre/post/then design, which was discussed earlier in the literature review.

This method of measurement asked respondents to rate their level of knowledge of selected content areas from each module, for both before (then) and after (post) the training program, on a scale of 1 to 5 with five being the highest. Table 5 provides a summary of the increase in knowledge by module. Two ways of calculating change or growth in knowledge can be employed in evaluating these self-report measures. One is to examine the change in mean scores. If the overall change in mean scores is compared, the rate of change in knowledge is 56% (after mean - before mean ÷ before mean). A

more conservative approach (adopted in Table 7) is to treat the mean scores assigned as a ratio of acquired knowledge. Using this method, on average, respondents rated their pretest level of knowledge at 53% (pretest mean ÷ maximum possible score of 5 x 100). Their posttest level of knowledge in percentage terms was 82.8%, which indicates a 30% increase in acquired knowledge. While this information is of interest and quite important in assessing outcomes, an important caution must be observed. As indicated, the data is based on subjective information only (i.e., self-assessment ratings) rather than an objective measure, such as an examination.

Table 7: Level of Knowledge – Before and After Training Program

LEVEL OF KNOWLEDGE OF SELECTED CONTENT AREAS BOTH BEFORE AND AFTER EACH MODULE	LEVEL OF KNOWLEDGE BEFORE		LEVEL OF KNOWLEDGE AFTER		AMOUNT OF CHANGE	
	Mean Scores[2]	Per-cent[3]	Mean Scores[2]	Per-cent[3]	Change in Mean Score	Per-cent[3]
Content from 1st module[1]	2.57	51.4%	4.25	85.0%	1.68	33.6%
Content from 2nd module[1]	2.90	58.0%	4.11	82.2%	1.21	24.2%
Content from 3rd module[1]	2.48	49.6%	4.07	81.4%	1.59	31.8%
Overall Mean Score	2.65	53.0%	4.14	82.8%	1.49	29.8%

Notes: [1.] Core content areas were collapsed into the appropriate module for presentation purposes.
[2.] Mean scores based on self-report responses on a scale of 1 to 5, with five being the highest. Average of mean scores are presented.
[3.] Percentages Before and After based on ratio of reported mean score to maximum score of 5. Percent of change calculated by subtracting "Before rate" from "After rate"

In addition to measuring the increase in participants' knowledge, this evaluation was concerned with the achievement of training program objectives, which relate to the participants' capacity to supervise and support students and the participants' capacity to improve the delivery of services. To gather general information, a question was asked

about the achievement of objectives. Aside from two "no comment" responses, there was general consensus that both objectives had been met (20 of the 22 responses). However, more specific information about the extent to which each objective was achieved requires a separate analysis since there may be differences between the two.

In the posttest questionnaire, participants were asked to identify ways in which they think their capacity to supervise social work students had increased. Responses have been categorized as follows:

- More understanding of student performance and evaluation (N = 4)
- Improved ability to supervise (N = 4)
- Can understand and formulate what students are to do in agencies (N = 4)
- Ability to recognize good traits of a supervisor (N = 2)
- Better understanding of the significance of field placement (N = 1)

Although participants reported an increase in capacity to supervise social work students, the absence of pretest data concerning their capacity before the training program makes it difficult to assess the extent of the increase. As well, the reliance of self-report data does present some limitations since it offers a subjective, rather than objective point of view. However, data measuring the level of satisfaction with the supervision experience, as reported by both social work students and site supervisors, can be used to describe the perceived quality of supervision. This information, combined with the self-report data on increased capacity can, therefore, provide some evidence as to whether the course content presented in the training program was applied.

Of the fourteen students, who were enrolled in the "Introduction to Field Experience" course, ten rated the quality of supervision as "good" or "excellent", with the remaining four indicating that the supervision they received was "adequate". All fourteen students indicated that the supervision was either "somewhat helpful" (N=6) or

"very helpful" (N=8). In terms of their satisfaction with the working relationship

established with their site supervisor, 12 of the 14 students were either "satisfied" (N=2)

or "very satisfied" (N=10). Students assigned the following overall ranking of the site

supervisor: "average" (N=2); "good" (N=4); and "excellent" (N=8). Some of the

strengths of the site supervisors, as reported by students, included the site supervisors'

experience and general knowledge, their communication skills and their openness with

the students. Table 8 provides more detailed information on the students' response to the

site supervisor.

Table 8: Student Response to Site Supervisor

MY SITE SUPERVISOR:	DISAGREE[1] N	%	NEUTRAL N	%	AGREE[2] N	%	MEAN SCORE[3]
Was available when I needed him/her	0	0	3	21	11	79	4.29
Set aside regularly scheduled time with me for individual supervision sessions	0	0	4	29	10	71	4.14
Set aside regularly scheduled time for group supervision sessions (N/A = 3)	3	27	1	9	7	64	3.72
Described the kind of help he/she could provide for me	2	14	0	0	12	86	4.29
Helped me talk about subjects that are not comfortable to discuss	1	7	2	14	11	79	4.43
Demonstrated working knowledge of social work theory and practice methods	2	14	2	14	10	72	4.14
Total	8	10	12	15	61	75	4.17

Notes: [1] "Strongly Disagree" and "Disagree" response categories combined for presentation purposes.
[2] "Strongly Agree" and "Agree" response categories combined for presentation purposes.
[3] Mean scores based on responses where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

In the third module, participants explored appropriate supervision activities,

which should be completed with students. The following table describes the extent to

which these critical supervision activities were preformed, comparing the supervisors'

responses, with the student responses to the same question. The general consensus

between students and supervisors suggests that the concepts discussed in the training

program were indeed applied in practice.

Table 9: Supervisor Activities Performed by the Site Supervisor

THE FOLLOWING SUPERVISION ACTIVITIES WERE PREFORMED BY THE SITE SUPERVISOR:	SUPERVISORS' RESPONSES (N=7)		STUDENTS RESPONSES (N=14)	
	N	%	N	%
Conducted orientation	6	86	14	100
Made introductions to staff	7	100	13	93
Described student roles and tasks	7	100	13	93
Discussed record keeping procedures	7	100	12	86
Developed written learning contract	6	86	12	86
Consulted in evaluation process	7	100	11	79

Eleven of the fourteen students felt that they had accomplished the learning goals, which were agreed to by both the supervisor and the student. Most of the learning activities involved reading relevant literature and observing group work. The three students who did not accomplish their learning goals indicated that there was no opportunity to shadow their site supervisor. Evidence of this was also found in the follow-up data since only three of the seven site supervisors reported that students had the opportunity to observe direct contact with clients, although five supervisors did report that they role played client contact with students. Since this is viewed as an essential element of the first field experience, there appears to be the need to explore reasons for this in subsequent training programs and identify ways of ensuring that students have more exposure to work with clients.

Information about the site supervisors' own perceptions of the quality of supervision provided was gathered in the follow-up questionnaire. All respondents indicated that the quality of supervision that they had provided was either average (N=4)

or above average (N=3), which speaks to their perceived capacity as site supervisors. All of the respondents agreed that the training program contributed to their capacity to supervise students. When asked which content areas had contributed the most, participants could not articulate specific areas, but instead indicated that all three modules combined were useful. Some areas requiring improvement include submitting reports to the university (i.e., completion of learning contracts and evaluations), planning placement activities, and trusting students with independent work. While all of these issues were raised in the training program, there appears to be a need for more emphasis. When asked to rate their overall experience with field students on a scale of 1 to 10, the average rating was 8.6, with a range of 6.5 to 10. All of the respondents expressed interest in supervising field placement students during the 2001-2002 academic year.

It should be noted that participants were asked if they felt prepared to supervise social work students in the posttest survey, of which 20 of the 22 participants indicated "yes". The two respondents who indicated "no" did so because they felt they had insufficient experience in social work. This question was asked again in the follow-up questionnaire, once participants of the course had had a chance to apply some of the concepts covered in the training program. All seven participants who had students placed in their agency indicated that they had felt prepared to supervise students. In the comments section of this question, three respondents attributed this preparation directly to the knowledge gained in the third module, which focused on field instruction and site supervision.

To measure the extent to which the training program contributed to improving the delivery of social services, respondents were asked to specify the ways in which their

capacity to deliver services had increased. The most frequently noted categories of comments are identified below:

- Professional knowledge and skills have increased (N = 7)
- Development of new projects within the agency (N = 3)
- Have been providing supervision to other staff in their agency (N =2)
- Increased ability to refer clients and work with other agencies (N = 2)

In response to a question in the posttest questionnaire about the application of knowledge and skill gained during the course, respondents identified additional ways they would use information in the event that they would not have students placed in their agency. These responses are summarized below:

- Improving the delivery of services at their agency (N = 10)
- Working with other students or with new staff at their agency (N = 4)
- In everyday life (N = 3)
- Training volunteers (N = 2)
- Collaborating with agencies and sharing information (N = 2)

The follow-up questionnaire was intended to elicit specific information about how the information learned in the course was actually used in their work with clients. Six of the seven respondents indicated that changes had taken place in their practice, including: the application of social work practice methods (N=3), including crisis intervention and group work; improved ability to integrate theory and practice (N=1); use of contracting methods with clients (N=2); and improved record-keeping (N=2).

An additional open-ended question invited respondents to identify any unanticipated outcomes, which were associated with participating in the training program. The majority of respondents indicated the linkage with other agencies as the most important benefit (N = 15), as well as the development of new ideas and motivation to improve the system of service delivery in Ukraine (N = 4). Some additional comments included obtaining information on social work in Canada (N = 1), increased tolerance of

others (N = 1), and the opportunity to have a respite from work responsibilities in order to examine practice (N = 1).

4.3 Instructor Feedback

A total of six instructors from Winnipeg participated in the delivery of the training program, four of whom were involved in the delivery of two of the three modules. Only one of these instructors had previous international teaching experience. The level of satisfaction as reported by instructors appears to have been very high, with four instructors indicating that they were "very satisfied" and two indicating that they were "somewhat satisfied". Table 10 reports on the level of satisfaction with specific features of the training program.

Quality of translation received the lowest rating, which may be attributed to the difficulty associated with technical terminology and concepts. To improve the quality of translation, it was recommended that an orientation focused on social work terminology be provided to future interpreters and to allow more time for transition of written materials. The language barrier between participants and instructor was cited as a major difficulty, particularity due to the large amount of time required for interpretation, although addressing this problem is more difficult. A number of instructors indicated that the difficulties with translation could be alleviated if course manuals were provided to participants and interpreters at the beginning of each course so they could both familiarize themselves with content and social work terminology.

Table 10: Instructor Satisfaction with Training Program

HOW SATISFIED WERE YOU WITH THE:	DISSATISFIED[1] N (%)	NEUTRAL N (%)	SATISFIED[2] N (%)	MEAN SCORE[3]
Location of the training program	0	0	6 (100%)	4
Number of participants	0	2 (33%)	4 (67%)	3.83
Quality of translation	2 (33%)	1 (17%)	3 (50%)	3.5
Delivery format	0	0	6 (100%)	4.33
Content areas	0	0	6 (100%)	4
Overall experience	0	0	6 (100%)	4.7

Notes: [1] "Very dissatisfied" and "Dissatisfied" response categories combined for presentation purposes.
[2] "Very satisfied" and "Satisfied" response categories combined for presentation purposes.
[3] Mean scores based on responses where 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied.

An additional source of difficulty was the participants' attendance at the training program, which included those participants who arrived late and those who left early on a regular basis. This problem appears to have been connected with employment responsibilities, since the one day where all participants were off work (i.e. International Women's Day), all participants arrived on time and stayed until the end of the day. While it is unrealistic to expect perfect attendance, it is recommended that ground rules regarding participant attendance be clearly delineated and that agency directors be approached to ensure they are supportive of the program and therefore, more likely to provide staff with time away from work.

Instructors were also asked whether they felt that the content was provided at the appropriate level of difficulty, given the participants' previous education and work experience. Four of the six respondents indicated that it was, although most acknowledged difficulty in answering this question considering the different levels of knowledge and experience among participants. Instructors noted that the different skill

levels made it more difficult to teach since there was a need for greater flexibility and ingenuity on the part of instructors to reach all of the participants.

Given the fact that this training program was modified from the Canadian context, there was a need to adapt content to fit the realities of practice in Ukraine. Of particular significance was the need to adapt content surrounding social work ethics and laws governing the profession. Attempts to describe the more technical aspects of social work were met with difficulties, perhaps because the method of delivery, namely lecture style, was not dynamic enough to involve participants in discussing alternative systems which may be available in Ukraine. In addition, sensitivity was required in relation to the availability of community resources, philosophical approach to counselling and patterns of hierarchical decision-making. To ensure cultural sensitivity and appropriateness, there is a need for instructors to have an adequate understanding of the Ukrainian context. Failure to address differences would inevitably result in difficulties with the implementation of practice methods in Ukrainian social service agencies. Instructors recommended that the pre-departure orientation for future instructors be continued, with an increased emphasis on the situation of social service agencies in Lviv and the level of knowledge and expertise to be expected of participants. In addition, they recommended that a list of resources be made available to future instructors so they could learn more about the Ukrainian context.

Instructors recommended a number of changes to improve the content of courses. Three of the six instructors felt that there was a need to increase emphasis on community and organizational development, including networking, strategic planning, and more time addressing limitations faced by social service agencies and ways of overcoming

difficulties. One instructor recommended that social change be emphasized as an organizing concept, in order to shift the focus from basics of work with groups, communities and organizations to promoting social change at the agency level. One instructor suggested a greater emphasis on interpersonal communication skills content that would involve more time for participants to role play interviews with clients.

With respect to the delivery format, there was general consensus that the 3 two-week module format was preferred. One major strength with this model of delivery, as identified by instructors, was that the format allowed for a focused emphasis on learning and gave enough time to deliver content and engage in process-related activities. The block delivery format also gave the participants a longer time to work together and get to know one another.

One instructor reported on the effectiveness of the participatory teaching model which allowed participants to share their own experiences and begin to strategize about possible solutions to the realities of their own practice situations. This undoubtedly contributed to the delivery of culturally relevant and appropriate materials. Increased emphasis on practical exercises throughout the training program will also assist with this. This recommendation is consistent with findings from the participant satisfaction data, described earlier in this report. Another instructor commented on the effectiveness of using a variety of instructors, since they each brought with them different styles, teaching approaches and areas of expertise. However, it was acknowledged that using some of the same instructors for two different modules provided participants with continuity and linkage between different segments of the training program.

Some of the limitations with the delivery model involved the significant amount of time away from work required of participants and the apparent lack of support from some agency directors. There were also concerns about the extent to which knowledge was integrated since it may have been too much information, too quickly. Due to the limited teaching time available for each module, there were also concerns that some content areas were not addressed at depth, but rather in an introductory fashion. Suggested changes to the overall training program included the delivery of the third module while students are placed in the agency, distribution of the course manuals before the course begins, and the reorganization of the first module to allow for more time for practical application of concepts presented.

4.4 Future Directions for Professional Development Courses

To assist with defining future directions for professional development, training program participants were asked a number of questions to assess their level of support for continued field instruction training and for other training which would emphasize innovation in service delivery.

Information collected indicated a high level of interest in some form of continuing training for site supervisors who had completed the first training program. Sixteen respondents were interested in meeting once a month, while six were interested in meeting every two weeks. When asked the best time of day for these seminars, mornings were preferred (N = 12), followed by afternoons (N = 6), evenings (N = 4), and weekends (N = 4). Respondents were invited to identify content, which they felt should be included in the seminar for site supervisors. The most frequently noted were:

- Sharing experiences, difficulties and case examples (N = 9);
- Discussing and practicing methods of supervision (N = 4);
- Opportunity to report on new projects and ideas for collaboration (N = 4); and
- Obtaining more information on working with clients (N = 3)

Respondents were also asked to comment on other professional development content areas, which could be delivered as specialized workshops. The most frequently cited topics include the following:

- Group work (N = 8)
- Crisis counselling (N = 8)
- Counselling (N = 7)
- Mediation (N = 4)
- Community development (N = 3)
- Communication and interviewing (N = 3)
- Social work assessment (N = 3).

To further clarify which professional development courses were considered most important to respondents, the follow-up questionnaire identified five key intervention methods and asked respondents to rank in order of importance. Findings were as follows:

1) Family work
2) Group work
3) Counselling
4) Community development
5) Organizational development

Respondents were also asked to rank specialized fields of practice by order of importance.

1) Crisis counselling
2) Addictions
3) Abuse
4) Disability issues
5) Time management
6) Mediation
7) Management practices
8) Fund-raising

An additional open-ended question asked respondents to explain how professional development courses and workshops would improve their practice. Two general themes were observed: new knowledge to improve professional skills and continued collaboration with other agencies as an opportunity to learn from other participants.

Another option for continued professional development training was presented to participants, since it had been suggested that the Project collaborate with the University Kyiv Mohyla Academy in the delivery of one of their advanced modular courses called "Innovation and Supervision". The course, which includes both a theoretical and practical component, asks participants to develop a small project in their agencies. Respondents to the follow-up questionnaire, which was administered to seven course participants who were designated as site supervisors during the first field experience, were asked about the level of interest in this particular course. All seven indicated a high level of interest (i.e., three rated their interest as "high" and four as "very high"). Agency directors were also consulted about this course and all of those in attendance thought this course would be useful and were very supportive of such a training initiative.

4.5 Discussion

The findings of this evaluation clearly demonstrate that the delivery of the first training program for field instructors was successfully implemented and very well received by participants. According to participant data, there was a high level of satisfaction with the overall organization of the training program and a high level of satisfaction and importance attached to each content area that was presented during the training program. In addition, all participants reported that the training program was

beneficial, both in terms of increasing their capacity to provide field instruction to social work students and contributed to improving their ability to deliver services. Participants reported an increase in knowledge and felt more prepared to supervise social work students, after participating in the training program. All of the participants indicated that they were glad to have had the opportunity to participate in the training program and would recommend it to others.

The level of satisfaction, as reported by social work students, in terms of the quality of supervision they received, does speak to the skill with which the course participants applied the information from the training program. Instructors appear to share the opinion that this course is beneficial and that it should be repeated to future field instructors. Agency directors are also supportive of this training program and have expressed their commitment to send staff who will be involved in the supervision of social work students.

The evaluation also yielded plenty of information that could serve to improve the delivery of the training program, both in terms of the overall organization and the content presented. Taking these observations and suggestions into consideration, the findings support the recommendation that the training program be repeated for future field instructors.

In addition, there appears to be a high level of support for continued professional development. Based on the findings, two options for professional development exist. The first relates to continued field instructor training. Monthly seminars for service providers acting as site supervisors were suggested as an appropriate first step in this direction.

The second option relates to courses focused on innovation in service delivery. Participants identified a number of topic areas, which could be delivered as specialized workshops. The general demand for this type of short-term workshop could be accommodated quite easily by Canadian instructors who are in Lviv teaching social work students at the undergraduate level, and therefore does not involve a large financial investment. Instructors could be consulted, while negotiating their contract, about possible one to two day workshops in their area of expertise, with an attempt made to relate these topics to the interests of Lviv service providers.

In addition, both agency directors and training program participants were interested in participating in a course focused on innovation in service delivery, called "Innovation and Supervision". As described earlier, this course assists participants developing small projects in their agencies. Instructors responsible for teaching this course provide supervision of these projects to course participants throughout the overall course. Project staff are very interested in this initiative since it is believed that this course will contribute to the overall objectives of the *Reforming Social Services Project*. More specifically, it will increase the capacity of service providers in Lviv, encourage the on-going development of the social work profession, and to developing linkages across agencies.

In May 2001, faculty members from Kyiv-Mohyla Academy were consulted about collaborating in the development of such a course for delivery in Lviv. During this meeting, Kyiv Mohyla faculty indicated that they too were interested in applying the model of their course in other parts of Ukraine, since this was an expectation of funding through their British counterparts. It was decided that a meeting would be arranged in the

early 2002 to discuss the model in more detail and collaborate in the development of a course outline.

Anticipated costs for the delivery of this course are similar to those expended for the delivery of the training program for field instructors. A projected budget for the delivery of the "Innovation and Supervision" course is provided in Table 11. Costs are divided between expected contributions from the University of Manitoba and Lviv Polytechnic and funds required from the funding agency. This budget allows for the delivery of three modules. If a fourth module is utilized, existing resource people in Ukraine would need to be utilized, such as social work faculty at Lviv Polytechnic and visiting instructors teaching at the undergraduate level. It should be noted that stipends for instructors are projected at the maximum amount. Attempts should be made to secure instructors at a reduced rate. For example, if Province of Manitoba staff members are used, there is an arrangement that allows for paid leave of staff for up to two weeks for instructional purposes. In addition, existing project staff, such as the Project Director and other consultants, could be involved in the delivery at no additional costs, since their salaries are already covered.

Table 11: Projected Budget for Innovation and Supervision

BUDGET ITEM	DESCRIPTION	UNIVERSITY CONTRIBUTION	CIDA CONTRIBUTION
Phase 1: Development			
Travel	One person to meet in Lviv with staff from Kyiv Mohyla		$2000
Accommodations/meals	One week stay: $100 @ 7 days		$700
Stipends	Meeting in Lviv $400/day plus follow-up development costs for a total of 16 days = $6400	$3200	$3200
Materials/Supplies	Supplies for meetings in Lviv and development costs	$250	$250
Translation of course materials	Each manual = 40 pages @ $10/page = $400 @ 3 modules	$600	$600
Phase 2: Course Delivery			
Travel	Two staff each for 3 modules		$12,000
Accommodations/meals	Two week stay for each person: $100 @ 14 days @ 6 people		$8400
Stipends	Maximum $400/day @ 14 days @ 6 people	$16,800	$16,800
Materials/Supplies	Supplies for meetings in Lviv and delivery costs	$250	$250
Interpreters	$10/hour @ 80 hours/course @ 3 courses	$1200	$1200
Total Projected Costs		**$22,300**	**$45,400**

CHAPTER 5

COMMUNICATING THE FINDINGS

As described in the literature review, utilization-focused evaluation is aimed at producing knowledge that is actually used. Since this evaluation was designed to assist project managers to improve the training program and to make decisions about future professional development courses, communicating the findings of this evaluation was an integral aspect of the practicum. Findings were formally presented on two separate occasions, although it should be pointed out that informal conversations were conducted with project managers throughout the evaluation process to keep them abreast of evaluation findings. This also provided an opportunity for consultation, particularly in the development of data collection instruments and in the interpretation of findings.

In addition to describing the process used to communicate the findings, this chapter presents the two sets of recommendations, which have emerged from this evaluation (i.e., recommendations to improve the training program and recommendations concerning future directions in professional development). Given the emphasis on utilization throughout this evaluation, the chapter concludes with a summary of the action that has occurred in response to these general recommendations, as well as a discussion of issues for consideration.

5.1 Interim Reporting

The first formal presentation of findings took place in May 2001, in the form of an interim report. This report had three general purposes. First of all, it was intended to summarize the implementation of the training program at Lviv Polytechnic National

University, which was delivered during the 2000/2001 academic year. This included an overview of program context, objectives, characteristics, course content, and program participants. Second, the report presented preliminary findings from the participant posttest survey, which was administered following the delivery of the third module. Third, the interim report identified four recommendations concerning the implementation of future professional development courses for agency-based field instructors and for service providers interested in promoting innovation in service delivery. These recommendations, which had implications for project activities in 2001/02, were as follows:

1. To repeat the delivery of the training program for new site supervisors, with content generally consistent with that provided during the delivery of the first series in the 2000/01 academic year and to continue to explore the various options for delivery, which included:

   - The same format as is currently offered (i.e., three 2-week modules);
   - Course offered between September and March, six hours per week (in either one full day or two half days, where mornings appear to be the preference); or
   - Six 1-week modules.

2. To organize group meetings for site supervisors who have students placed in their agency. It was suggested that these seminars be offered in the mornings on a monthly basis and be organized by the Field Coordinator. Recommended content focused on three key areas:

   - Sharing experiencing and solving problems;
   - Discussing and practicing methods of student supervision; and
   - Collaborating with other agencies in the development of new projects or service initiatives.

3. To organize a series of specialized training programs (or workshops) to be taught by visiting social work instructors. It was recommended that the specific content areas be specified at a later date, but special attention be given to the topics suggested by the training program participants and to the available expertise of Canadian instructors who are assigned undergraduate teaching responsibilities in Lviv.

4. To explore the feasibility of collaborating with Kyiv Mohyla Academy in the delivery of the course, "Innovation and Supervision". This required the identification of resources required for course development and delivery, including a projection of costs and a suggested workplan for implementation.

Since the student was unable to travel to Ukraine at this time, the Project Director presented the contents of the interim report at the Project Steering Committee on May 19, 2001 in Lviv. At this meeting, all of the recommendations were approved by the Steering Committee. It was agreed that the recommendation pertaining to monthly seminars for site supervisors be implemented immediately, and that planning for the delivery of the second cycle of field instructor training in the 2001/02 academic year be initiated. It was also agreed that additional data be collected on the continuing role of professional development courses, to be presented in the final report. This included information from agency directors, project staff and social work students, following the first field experience. As well, follow-up data from the training participants was to be collected.

5.2 Reporting the Evaluation Findings

In June 2001, the student administered the remaining data collection instruments. Once all of the data had been collected, the student completed the analysis and prepared a final report, which included two sets of recommendations. The first set focused on those recommendations which would improve the delivery of the training program, while the second outlined options for additional professional development courses.

The final report, which is included as Appendix H, was distributed to Canadian project staff from the social work component of the project and to members of the student's Practicum Committee. Following a brief opportunity to review the document, the findings and recommendations were presented to members of the Reforming Social

Services Curriculum Committee on October 10, 2001. The outline of this presentation was as follows:

1. Description of the training program, including a review of the program objectives, the delivery format and an overview of the content presented throughout the training program;

2. Overview of the purpose for conducting the evaluation and the identification of questions, which were used to collect information, relating to the specified evaluation objectives;

3. Overview of the evaluation design, including a description of the data collection instruments, a schedule for when each was administered and to whom, and the methods employed for analyzing the data collected;

4. Summary of findings from all of the data sources utilized in the evaluation, organized according to the four key areas: participant satisfaction, outcome measures, instructor feedback and future directions for professional development;

5. A review of the recommendations suggested for improving the delivery of the training program and for future directions in professional development; and

6. An opportunity to discuss the different components of the evaluation, including its design, the limitations of the study, the results and their interpretation, as well as the student's recommendations.

The project staff and practicum committee members present appeared to be satisfied with the contents of the evaluation. It was clear from the discussion that those represented at the presentation understood the purpose of the evaluation and were generally supportive of the initiative. The discussion provided the student with some important suggestions for modifying the final report. Based on this feedback, the student proceeded with revisions to the final evaluation report. The recommendations, which were included in this report, are outlined below.

Recommendations to Improve Delivery of Training Program

1. Participant Selection: A system for identifying new field placement sites will need to be developed to ensure that the most appropriate agencies are represented at the

training program. Once potential field placement sites have been identified, it would be helpful to invite agency directors to a meeting, which would include an overview of the social work program and expectations for involvement as field placement sites. This is also viewed as an opportunity to garner support and commitment from agency directors to send staff to the training program and other professional development courses as applicable. The directors should be assisted with the selection of staff who will be site supervisors, by identifying criteria and responsibilities of the position.

2. <u>Development of an Information Booklet for Course Participants</u>: Due to the participants' lack of information regarding the nature of the training program, it may be helpful to develop an information booklet, which would outline the objectives and proposed content of each module, as well as additional information about the social work profession and the field placement component of the curriculum. This booklet could be distributed to participants once they have been enrolled in the course to ensure participants' expectations about the course are clear. Course manuals should also be distributed to course participants at the beginning of each module.

3. <u>Delivery Format</u>: The delivery format should remain the same (i.e., three 2-week modules), with a few minor adjustments, as recommended by agency directors. First of all, attempts should be made to consult with agency directors about specific dates for each module to ensure that the training program does not coincide with times of heightened agency activity. Second, the courses should end at 3:00 p.m. each day, to provide participants with time to return to their place of work. These two changes

would serve to minimize the disruption to agency functions. To compensate for lost teaching time, each module could be taught for the full two weeks, rather than the nine-day format, which is currently in place. This recommendation is put forth with the understanding that the nine-day format is more amenable to travel to and from Winnipeg given the restricted travel schedule. Therefore the implementation of this recommendation will need to take into consideration the additional costs which would be incurred by longer stays for instructors (i.e. accommodation and meals). If the nine-day format is to be maintained, attempts should be made to lengthen the daily schedule by starting earlier in the morning or allotting less time for breaks. It is also recommended that the third module be delivered while students are placed in the agencies. While this poses some difficulties with respect to the logistics of students requiring supervision, it does provide opportunities for participants of the course to apply principles from the course into practice, all the while receiving support and consultation. The third module could be structured in such a way so as to follow the tasks associated with site supervision.

4. <u>Attendance Policy</u>: Ground rules regarding participant attendance and participation should be clearly delineated at the beginning of each course to ensure there are no misunderstandings regarding the distribution of certificates at the end of each course. It has been agreed that participants be requested to attend at least seven of the nine days (or 75%) in order to quality for certificates. Attendance sheets should be signed at the beginning of each day and after the lunch break.

5. Teaching Methods: Efforts should be made to incorporate additional practical exercises, which provide participants with enough opportunities to apply practice methods discussed in each module. This recommendation is consistent with findings from other evaluations of field instructor programs, which highlight the importance and effectiveness of role-plays in developing the skills required for field instruction. Participants have also commented on the effectiveness of videos in transmitting information, and therefore attempts should be made to use this medium. Translated videos would be preferred, if possible.

6. Instructional Resources: Since the long-term goal is to incorporate the field instructor training program as a regular training program to be offered by staff at Lviv Polytechnic, the Field Coordinator and the returning instructors currently studying at the University of Manitoba should be involved in the delivery of the training program. In addition, participants of the training program could be involved in the delivery of subsequent training programs for field instructors, perhaps as guest lecturers or instructor assistants. While the use of local experts will be important and is also the most cost-effective arrangement, assistance by Canadian instructors is likely to be required for the next couple of years, even if in the form of consultation with the emphasis placed on local leadership. Therefore, it is recommended that two instructors be sent to teach each module when this training program is delivered for the second time, for a total of six instructors for the entire training program. The pre-departure orientation session for visiting instructors should be continued since it is an opportunity to discuss the Ukrainian context and implications for delivery of social

work content and practice methods. In addition, a package of resource material should be made available to instructors to further assist with the development of course materials and selection of practical exercises. Part of the orientation process could also involve agency visits once instructors have arrived in Lviv.

7. <u>Course Content</u>: A number of recommended changes have been proposed. Both participants and instructors have agreed on the need to incorporate more content on community development including but not limited to networking and linkage between agencies and organizational development, such as strategic planning. One suggestion was to focus on change as an organizing concept, rather than limiting the discussion of macro level practice to work with groups, communities and organizations. Particular attention will also need to be paid to the content areas which require significant cultural adaptation, such as social work ethics and the laws governing activities of the profession in Canada (i.e., Duty to Warn). Sensitivity around the lack of community resources will also need to be taken into consideration to avoid negative responses about the circumstances of the participants' agencies and resources. In addition, it may be helpful to better introduce the role of site supervisor at the beginning of the course, including a fairly extensive overview of the field placement program and corresponding responsibilities. This will help to connect the three modules together and provide participants with the opportunity to think about their future role as site supervisors in relation to the content presented in the first two modules.

8. Translation Issues: With respect to translation difficulties, attempts should be made to provide an orientation for new interpreters, to define social work terminology and to discuss the proposed content for each module. At this time, interpreters could be provided with the translated materials for their own perusal before the course begins. Plans to develop a social work dictionary should also be pursued since this would ensure consistent use of terminology throughout the modules, as well as in courses delivered at the undergraduate level. In addition, every effort should be made to employ a core group of interpreters throughout the training program to ensure consistent use of terminology. Lastly, there is a need to ensure that there is sufficient time for written translation to be completed.

9. Continued Evaluation: It will be important to continue to monitor the delivery of the training program for field instructors to ensure that it continues to evolve in response to demand, as well as to local issues and needs. Therefore, it is recommended that participants continue to complete an evaluation following each module, with the last one incorporating a request for information about the overall effectiveness of the training program. It will be necessary to incorporate questions, which assess the participants' increase in knowledge and skill development, for CIDA reporting purposes. In addition, ways of assessing the extent to which learning is being implemented will need to be implemented. One respondent suggested interviews or agency visits. This will need to be explored further.

Recommendations for Future Directions for Professional Development Courses

In addition to collecting information about the implementation and effectiveness of the training program for field instructors, an attempt was made to identify additional directions for professional development courses. Three options were presented to course participants and agency directors: continued training connected to the field placement program, specialized short-term workshops and a more extensive professional development course focused on innovation in service delivery. Based on the feedback received during this evaluation, the recommendations for the delivery of additional professional development courses are as follows.

1. Continued Training for Site Supervisors: Information collected revealed an interest in some form of continuing training for site supervisors. In addition, follow-up data revealed that the contacts with the university while students were in field placement settings, were helpful to site supervisors. Therefore, it is recommended that support group meetings be organized for site supervisors who have students placed in their agency. These meetings should be organized by the Field Coordinator and offered on a monthly basis, with the majority of respondents selecting mornings as the preferred time to meet. Content should focus on three key areas: sharing experiences and solving problems; discussing and practicing methods of student supervision; and collaborating with other agencies in the development of new projects or service initiatives. Attempts should be made to involve visiting instructors in these meetings. As well, it is recommended that additional training related to certain aspects of field instruction be provided as the need arises. This may involve more extensive training

on learning contracts and dealing with difficulties in field, for example. Methods of assessing specific needs of participants should be developed to ensure that training opportunities are relevant and appropriate. This may involve the development of a feedback form to be completed by site supervisors at the end of each academic year.

2. Specialized Workshops: Respondents recommended a number of workshops that would contribute towards innovation in service delivery. Some of the topics suggested include group work, mediation, counseling, and community development. The specific content areas can be specified at a later date, but special attention should be given to the topics suggested by course participants, as well as the available expertise of Canadian instructors who are assigned undergraduate teaching responsibilities in Lviv. Attempts should be made to determine interest and areas of expertise with future instructors, while negotiating their contracts for teaching undergraduate courses. The delivery of these workshops will require attention to advertising these workshops and selecting participants to ensure that this process is open and fair. Another possibility for these specialized workshops is connected to the research and development grants program, which exists within the framework of the *Reforming Social Services Project*. This program is intended to assist organizations in their efforts to promote social reform by awarding small grants to service providers who are interested in conducting research or developing new programs within their agencies. Some difficulties are anticipated with respect to the applicants' ability to formulate proposals and evaluate the results of these initiatives given the lack of experience with program development. To assist with the implementation of the

grants program and to ensure that the expected results of this initiative are achieved, a series of specialized workshops could be developed. Topics for these workshops could include the following: needs assessment; program development strategies; proposal development; coalition building; promoting change from within organizations; research methods; and evaluating project implementation and results.

3. <u>Innovation and Supervision:</u> There is general consensus from project staff, instructors of the training program and agency directors that a longer-term course focused on innovation in service delivery would contribute to the development of the social work profession, the development of linkages across agencies and to building the capacity of service providers to deliver pro-active community-based services. . As described earlier, the suggested course, "Innovation and Supervision", developed by Kyiv Mohyla Academy, assists course participants in designing, implementing and evaluating small projects within their agencies. The course includes four modules, two of which are direct supervision of project work at the agency, which is the focus of the intervention. The instructors of the course provide this on-site supervision. Delivery of this course is expected to contribute greatly to the achievement of the overall objectives related to the *Reforming Social Services: Canada-Ukraine Project* since it will provide service providers with practical experience in social change efforts and will therefore be an important aspect of the social reform agenda. It is also a means of capitalizing on sources of expertise, which already exist in the social service sector, without having to wait for students to graduate into the workforce.

Given the high level of interest and support for this professional development course from Lviv Polytechnic and Kyiv Mohyla Academy, there appears to be a clear direction to move towards its development and implementation. It is recommended that the following action steps be taken to move towards implementing this course. First of all, there is a need to determine if CIDA is supportive of this initiative. The Project budget has already been adapted to accommodate the training program for field instructors. Therefore, on-going reform efforts of this nature will require more funds to continue in this direction. A concept letter should be prepared for submission to CIDA outlining course objectives, structure and the projected budget. A follow-up meeting with faculty from Kyiv Mohyla Academy should also be planned to gather more information about the course and to finalize plans for the collaborative effort. Some questions for this meeting may be as follows:

1. How many modules does the "Innovation and Supervision" course consist of? What is the length of each module?

2. What is generally the content of the classroom portion? Do the participants of the course attend lectures all day? Is there any written information about the course content, which could be shared with Lviv Polytechnic for planning and development purposes?

3. What does the supervision portion consist of and how is this structured?

4. How many participants are enrolled in the course and how are they selected?

5. What previous training do the participants have (i.e., do participants attend previous modules provided by your university before taking the "Innovation and Supervision" course)?

6. How many instructors are involved in the delivery of this course (i.e., number required to teach each module)?

7. Is there any information or evaluation data available about the success of this course and whether it had any impact in terms of promoting change in social services?

8. Were there any major difficulties experienced in delivering this course which will need to be taken into consideration?

Once this additional information has been collected, a workplan for development and delivery will need to be developed including a timeline for completing activities. A realistic start date would be no earlier than September 2002, which provides enough time for course development, translation of materials, participant selection and locating appropriate instructional resources.

5.3 Utilization of Findings

At this point in time, two of the three modules for the second cycle of the training program for new field instructors have been delivered. Given the emphasis on utilization throughout this evaluation, a brief summary of the action that has occurred in response to these general recommendations is provided below. As well, the student will identify additional issues to be considered, in relation to those recommendations, which have not yet been implemented. These issues are raised to ensure that the evaluation findings presented in this report are utilized to their full extent and are intended to assist project managers in planning for future training programs of this nature. It should be noted that information concerning the utilization of findings was collected from instructors who were involved in the delivery of these two modules, as well as the Project Director.

Action Taken

- A meeting of agency directors was organized in September 2001. The field model was explained to agency directors during this meeting, as well as a description of the

training program and criteria for selecting staff to act as site supervisors. Eight new agencies were represented at this meeting.

- A draft information booklet has been developed and is intended for dissemination during the third cycle of delivery (academic year: 2002/2003). This booklet contains a description of the field instruction program at Lviv Polytechnic, as well as an overview of the training program for new field instructors.

- Training program participants were presented with course manuals for each module, although for the second, the materials were presented throughout the module, rather than as a complete document at the outset. Having written materials to refer to throughout each module is regarded as being very important and beneficial for participants.

- In terms of the delivery schedule, the decision was made to retain the nine-day format, rather than the suggested two-weeks (10 days). However, a half-day orientation has been included at the outset of each module (Saturday afternoon). This additional time allowed for a review of the module outline and course expectations. In addition, the daily schedule was changed to end at 3:15 p.m., which provided participants with time to return to work at the end of each day.

- The attendance policy, which requires participants to attend at least 75% of each module to qualify for certificates, has been implemented. This policy is described in the course outline and was reviewed at the half-day orientation session.

- Consistent with the recommendation relating to instructional resources, Lviv Polytechnic staff were more involved in course delivery, although Canadian instructors have continued to take the lead in delivering course content. However,

there are plans to rely more on Ukrainian faculty in the third cycle of delivery, as Project resources become more focused on advanced training related to innovation in service delivery.

- Course content has been adapted to incorporate more practical exercises. According to project staff, the balance that now exists between theoretical and practical teaching methodology is ideal, given the importance of both aspects in relation to the overall objectives of the course.

- Some changes to course content have been implemented, such as more emphasis on community and organizational development. These changes were particularly apparent in the second module of the training program. During this module, participants were provided with the opportunity to participate in a mock strategic planning process, as well as additional content on fostering organizational change. Content on networking and organizational development was also emphasized more in the first module.

- The two interpreters used for the two modules delivered this year are faculty members at the Department of Social Work and Sociology at Lviv Polytechnic. The use of interpreters who are familiar with course content and social work terminology has alleviated concerns related to translation (i.e. lack of consistent terminology).

- In terms of continued evaluation, participant surveys were disseminated at the end of each module. It is expected that this will continue as a regular practice.

- With respect to continued training related to the field instruction program, the seminars for site supervisors have not been held on a regular basis, as recommended. However, given the site supervisor's continued requests for such meetings, there are

plans to implement these monthly meetings during this academic term. The Field Coordinator and Deputy Department Head of the Department of Social Work and Sociology will facilitate these meetings.

- Some attempt has been made to organize specialized workshops, although there has not been a lot of opportunity for these given the busy schedule of Canadian instructors present in Lviv during the first term. Nonetheless, three workshops were held (one focused on mediation and two others emphasizing child welfare). The project continues to look for opportunities to deliver such workshops and anticipates that more workshops will be held during the 2002/2003 academic year. A series of workshops related to the grants program has not yet been implemented, but may be considered for the spring of 2002.

- While plans to implement the course "Innovation and Supervision" have been initiated, the Project is awaiting a response from the funding agency (CIDA) regarding their request for additional funds to pursue this initiative. Once this confirmation has been received, detailed planning can commence. Two modules are planned for the fall of 2002 (9 days each), with the supervision component of the course to take place between February and June of 2003. In January 2002, the Project Director met with a key resource person whom Kyiv Mohyla Academy has suggested as the contact person for future planning. This individual has taken the course in Kyiv and has provided materials related to course delivery. She is prepared to share more as course development continues.

- The Project has also included additional training for government staff at Lviv Oblast Centre for Social Services for Youth in their project extension request. While some

of the training can be partially met through participation in the Innovation and Supervision course, other specialized workshops are being considered. Again, the extent of training in this area will depend on funding from CIDA.

Issues for Consideration

From the above discussion, it is apparent that many of the recommendations have been implemented. Nonetheless, there are a few issues to consider in planning for future training related to the field instruction program at Lviv Polytechnic and additional professional development focused on innovation in service delivery. Most important is the need for continued evaluation of the implementation and effectiveness of this training program, as well as the extent of knowledge and skill development. As recommended earlier, continued evaluation should incorporate more direct forms of evaluation, either in terms of observation or more in-depth qualitative interviewing. In addition, there will be a need to monitor the delivery schedule to ensure that the 3 two-week module format is the most appropriate model. There are some continuing concerns related to participant attendance, which relate primarily to job responsibilities. Also, as Ukrainian instructors begin to take the lead in delivering this training program, a more flexible model for delivery may be needed.

As for the recommendations to improve the delivery of the training program for new field instructors, two issues are raised. First, there is a need to continue to monitor the cultural adaptation of course materials. As the course manuals for the program are revised, it may be appropriate for the Ukrainian colleagues to review materials and recommend suggested changes. As well, efforts should be made to secure Ukrainian materials and resources to supplement content from the Canadian context. This may

include, but not be limited to the development of videos in the Ukrainian language demonstrating social work practice and the social work skill base, which is taught in the first module.

With respect to continued training for site supervisors, the implementation of monthly meetings will be extremely important in terms of building the capacity of social service staff to provide effective, quality supervision, as well as to provide opportunities to troubleshoot and mitigate against unanticipated difficulties in the field instruction program. To assist in implementing these meetings, Canadian partners may choose to assist in planning content for these sessions and/or provide additional "start-up" instructional resources.

Another issue to consider relates to additional professional development opportunities. While some advances have been made with respect to planning for the Innovation and Supervision course, there is a need to capitalize more on instructional resources already in Lviv teaching at the undergraduate level, who may be able to deliver additional specialized workshops. These workshops can provide participants with concrete skills, which will serve to improve their practice. One way of capitalizing on resources will be to link the training needs of social service staff, as identified in this evaluation, with the expertise of Canadian instructors who will be in Lviv. Agreed upon expectations for training can be included in the instructors' contracts to deliver undergraduate courses. Policies related to enrollment of participants and methods of organizing and advertising these workshops will also need to be developed. This will include the development of information brochures outlining objectives of the specialized workshops, as well as application forms.

CHAPTER 6

EVALUATION OF PRACTICUM ACTIVITIES AND LEARNING

As described in the introductory chapter, the intent of this practicum was to

evaluate the implementation of the training program for new field instructors at Lviv

Polytechnic National University. The overall learning objective for this practicum was to

increase the student's knowledge and skills in program evaluation, with a specific focus

on implementation assessment. More specifically, the student wanted to develop skills in

applying concepts of evaluation research, including planning a utilization-focused

evaluation, designing data collection instruments, analyzing data and communicating

findings. To determine the extent of skill development, the student will assess her

performance in conducting this evaluation.

In addition to the primary learning goal, there were three secondary objectives:

- To better understand the role of evaluation in social work practice;

- To acquire knowledge of the practice of field instruction and the important
  aspects to consider in evaluating training programs of this nature; and

- To develop an awareness and understanding of the implications associated
  with planning and implementing evaluation research in a cross-cultural
  context.

To facilitate the discussion relating to the achievement of these secondary objectives, the

student will link the learning goals with the practicum activities. The chapter concludes

with a discussion of implications arising from this evaluation.

6.1 Assessment of Student Performance

The student's performance in planning and conducting this evaluation will be

assessed in three ways. First of all, the student will attempt to link the evaluation

objectives with the methodology employed to collect data to determine if the evaluation accomplished what the student had initially intended. Secondly, the student will examine the conceptualization and implementation of this evaluation in relation to general standards in the evaluation field to determine if the evaluation was carried out in an appropriate and professional manner. Finally, the Utilization Enhancement Checklist, developed by Brown and Braskamp (1980), will be used as a self-evaluation tool in analyzing the communication and utilization aspects of the evaluation.

Achievement of Evaluation Objectives

There were four objectives associated with this evaluation. Each objective was achieved through the use of various methods. The first evaluation objective called for a description of the development and implementation of the training program. Evaluation questions related to the program's context, background, objectives and content, as well as a description of the program participants and instructors. All of this information was included in the introductory chapter of this report. The student relied on her own knowledge of the training program's development to construct the description of program implementation. Supplemental sources of information were used to ensure that this description was comprehensive. This included a review of the results from the needs assessment on continuing education opportunities which was compiled in the spring of 2000 and interviews with program staff who were responsible for selecting participants to participate in the training program. With respect to course content, the student felt that the inclusion of course outlines, as an appendix to this report, was sufficient in describing the content presented throughout the training program, rather than repeating this information in the bulk of this report.

The second objective involved an assessment of the level of satisfaction and areas in need of improvement. To collect information concerning the level of satisfaction, a series of five-point Likert scale questions were included in both the instructor feedback form and the participant posttest questionnaire. The findings were summarized in Chapter 4. A number of suggestions for improving the training program were collected from participants, instructors and agency directors and were included as recommendations, outlined in Chapter 5.

The third objective involved an assessment of the extent to which program objectives had been met. Responses to a general question in the posttest questionnaire revealed that the majority of participants agreed that the objectives had been met. In an attempt to explore the degree to which training program objectives were met, the participant posttest questionnaire and follow-up survey asked questions concerning the level of knowledge and skill development in relation to service delivery and capacity to supervise social work students. While the increase in knowledge was measured quite easily through a series of questions adopting a post/then design, measuring skill development posed some challenges.

The student relied on self-report data concerning the extent of skill development by asking the participants to describe how they planned to use the information learned in the course and asked participants to report any changes in the delivery of services during the follow-up phase. Social work student feedback was also used to assess skill development since it was assumed that the application of course content could be implied if the students' perceived the quality of supervision to be high. In hindsight, it would have been better to observe the participants in their agency setting, both in the delivery of

services and in the supervision of students to accurately determine what skill development had actually taken place. Qualitative interviews would also have been useful in gathering this information. Although these methods are difficult to implement due to language differences, it will be important to try this for future evaluations of this nature.

The final evaluation objective was to gather information pertaining to the interest in and feasibility of continuing the delivery of the training program and of offering additional professional development courses. Participants, instructors, and agency directors were asked about their level of support and interest concerning both aspects of this objective, as well as their opinions regarding the learning needs of social service staff. The recommendations in Chapter 4 outline the findings with respect to this objective. In terms of feasibility, a projected budget for delivering the "Innovation and Supervision" course was developed, taking into consideration the comparable costs associated with the training program for field instructors. Budgetary documents were reviewed for this purpose.

Adherence to Evaluation Standards

According to Gabor, Unrau and Grinnell (1998), the most commonly accepted standards for evaluating practice are those issued by the Joint Committee for Standards on Educational Evaluation. This Joint Committee identified four overlapping criteria against which evaluation practice should be judged: feasibility, fairness, accuracy and utility.

The feasibility standard is meant to ensure that evaluations be conducted only if its implementation is practical in terms of the budget and time available and relates

primarily to the selection of evaluation design. In the case of this evaluation, the primary intent was to describe the implementation of the training program and to identify recommendations, which would serve to improve the program and guide future directions in professional development for service providers. Given the descriptive and exploratory nature of this evaluation, a posttest only design was deemed to be sufficient for attaining most of the evaluation objectives.

Because there was also an interest in determining if the program objectives had been met, there was also a need to determine if the participants increased their knowledge and skill in supervising social work students and delivering social services. The inclusion of outcome measures in the evaluation design required an explanatory design. Since it was agreed ahead of time that all site supervisors would be asked to participate in the training program before receiving students, it was not feasible to utilize a design requiring comparison groups to determine if the training program had an effect on the quality of supervision or improvements in the delivery of services. Unfortunately the absence of pretest data and the lack of opportunity to use comparison groups did not allow for an experimental design to measure the extent to which program objectives had been met. Instead, the evaluation adapted the pre/post/then design to a post/then design to assess the level of knowledge for both before and after the training program to determine if there was an increase.

The second standard requires that an evaluation should only be undertaken if it is conducted fairly. This requires the evaluator to be conscious of competing interests. Since this evaluation was internally driven, the purpose was determined by the interests of the project managers. However, attempts were made to utilize multiple data sources to

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ensure that various perspectives were included in the formulization of recommendations to improve the training program. This increased the credibility of findings, which was particularly necessary since this evaluation was internally driven.

The third standard has to do with the technical accuracy of the evaluation process, including the validity and reliability of data collection instruments and the methods employed for analyzing and interpreting results. Limitations inherent in the evaluation design were identified in Chapter 3 to ensure that stakeholder groups were clear on the shortcomings of the methodology and could take these limitations into consideration when using the evaluation findings to make decisions about the continued delivery of the training program and for planning future professional development courses for service providers.

The last standard of evaluation practice focuses on the utility of evaluation findings and is intended to ensure that evaluations are carried out only if the results are potentially useful to one or more of the stakeholder groups. Before the evaluation was initiated, the student took steps to ensure that she understood which decisions would be based on the evaluation findings. Furthermore, the student reported findings and presented recommendations within the context of existing political and economic constraints and in a manner which decision-makers could easily understand. For example, one of the recommendations suggested that each module consist of ten teaching days. However, in light of the difficulties associated with arranging travel to and from Lviv, alternate suggestions for increasing the teaching time available were provided in the event that the nine-day format remained in place.

Utilization Enhancement Checklist

The Utilization Enhancement Checklist, which was developed by Brown and Braskamp (1980), can be used as a self-evaluation tool to determine the extent to which an evaluation is utilization focused. The checklist can either serve as an informal guide during the planning and implementation of an evaluation or as a post hoc review of what actions were taken to increase the potential use of evaluation findings.

The checklist includes 50 items, which address the major organizational, interpersonal, political and technical factors that should be considered in designing and analyzing the communication and utilization phase of an evaluation. The five sections of the checklist include: determining the evaluator's role; understanding the organizational context; planning the evaluation; conducting the evaluation; and communicating the evaluative information. Two points are allowed for each statement that is answered positively, for a maximum of 100 points. The Checklist, along with the guidelines for interpreting the results, is included in Appendix H.

The student's score on this checklist was very high. To demonstrate the degree, to which this evaluation was utilization-focused, an attempt will be made to highlight some of the student's activities, which relate to the items in the checklist. The student will also identify areas that should have been emphasized more.

The first section of the checklist asks the evaluator to determine his or her role. Since the student is a member of the Project staff, her role was that of an internal evaluator. The student was very committed to conducting this evaluation, since it would both help to improve the training program and facilitate decision-making. Given her position in the Project, the student was obviously very invested in the training program,

and had a high level of personal congruence with the program's goals. Due to the dual role of evaluator and administrator, the student understood that she would have a share of the responsibility for utilization. Since the competence of the evaluator affects the credibility of evaluation findings and ultimately their utilization, the student took steps to ensure that she had the appropriate technical skills to meet the demands of the evaluation for the training program. The literature review was also useful in ensuring an appropriate knowledge base.

Since the student had been involved in the development of the training program, she had a clear understanding of the organizational context and the interests and expectations of Project staff, which constitutes the second section of the Checklist. The student identified those people who would be considered decision-makers and information users, which were mainly the project managers from the social work component of the project and ensured that these people were included in the practicum committee. This involvement ensured that the appropriate people would participate in the planning and implementation of the evaluation.

In planning the evaluation, the student discussed the purpose of the evaluation with Project staff, prior to developing the evaluation framework. It was decided that the evaluation would serve both summative and formative functions, with an emphasis on the latter. The student presented the evaluation framework in the form of a practicum proposal to the practicum committee. Based on feedback from this meeting, the student finalized the evaluation design. Because the proposal was approved by project managers, it was assumed by the student that the design of the evaluation plan had technical credibility and provided needed information. In assessing the implications of evaluation

findings, no likely sources of resistance to positive or negative findings were identified, particularly since this evaluation was concerned with program documentation and improvement, rather than determining whether the program would be continued or terminated.

During the implementation phase of this evaluation, project managers were consulted about data sources and were asked to review the data collection instruments and provide feedback about suggested changes. These suggestions were incorporated into the design of each questionnaire, before it was administered. To ensure that the findings were credible, the student collected data from multiple sources. In addition, the purpose of the evaluation was described to all participants to ensure that they understood the importance of the evaluation. In designing the instruments, the student considered how the information for each question would be used and therefore, was able to collect information which was needed, and only that.

The student performed most of the activities described in the last section of the checklist focused on communicating the evaluative information. For example, informal reports were made, project staff was asked to assist in interpreting results, findings were shared throughout the evaluation process, a draft of the final report was distributed, and a meeting was organized for the presentation of findings. In hindsight, it would have been a good idea to link key evaluation findings with the decisions, which would have to be made, in an attempt to develop an action plan for implementing the recommendations suggested.

Planning and conducting an evaluation of the training program for field instructors provided the student with practical knowledge and skill, which she will be

able to use in future administrative and evaluative roles. While the extent of knowledge and skill development was demonstrated by evaluating the student's performance in the last section of this chapter, additional comments are required to describe the learning in more detail.

The planning associated with designing the evaluation provided the student with an opportunity to reflect on the objectives of the program in more detail than would have otherwise been done. This resulted in a clear understanding of what the program had intended to accomplish, as well as a comprehensive description of what was actually implemented. In addition, the practicum context allowed the student to involve key information users as practicum committee members. As described earlier, this was a major factor in ensuring that the evaluation was utilization focused. This experience has provided the student with experience in working with decision-makers, which will be an important skill for future work in this field.

6.2 Secondary Learning Goals

An attempt has been made to demonstrate the extent of skill development by assessing student performance. In planning and implementing this evaluation, the student was also able to achieve three additional learning goals. As mentioned above, the student will link the learning goals with the practicum activities to assess the achievement of these secondary objectives.

The first phase of practicum implementation involved a comprehensive review of the literature, which was presented in the second chapter of this report. The literature review provided the student with the opportunity to reflect upon the role of evaluation in

social work practice, which is essentially to improve the quality of services. As described in the literature review, evaluation helps to increase our knowledge base, helps guide decision-making, and helps to demonstrate accountability. In developing an understanding of the different purposes for conducting evaluations, the student was in a better position to focus the evaluation at hand.

Bearing these different purposes in mind, the evaluation was designed to serve a number of important functions. First and foremost, it provided project managers with important information required to improve the training program and offered a preliminary assessment of future learning needs. The decision to deliver a second cycle of this training program was made because of the positive results, which were captured in this evaluation.

Secondly, this evaluation provided the project with an opportunity to reflect on progress made towards the achievement of results. All too often, projects of this nature spend their time reporting information which is of interest to the funding body and have little time remaining to gather information concerning their own interests. The results generated by this evaluation provides confirmation to the project managers that the program has been implemented as intended and is achieving its objectives. Although the evaluation was oriented to the interests of the project mangers, it does demonstrate their interest in the quality improvement process and allows them to demonstrate accountability to funders and other key stakeholders.

The descriptive nature of this evaluation allowed for the development of an official description of what the training program actually looked like in operation. This description can be used to assist other programs in Ukraine, which are in the process of

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developing field placement programs and are interested in developing a model for training service providers who will ultimately be responsible for the supervision of social work students. Models of field instruction training, as employed in the West, are difficult to implement in Ukraine since there is a lack of professionally trained social workers. The training program described in this evaluation takes this into consideration and includes content, which is relevant to the Ukrainian context. The description of the training program and presentation of evaluation findings will also be a useful guide to those instructors who will be involved in the delivery of the training program in subsequent years.

The literature review also provided the student with more knowledge of the practice of field instruction and helped to develop an awareness of its importance in the context of the overall social work curriculum. It also provided the student with the opportunity to review articles describing training programs for field instructors. In reviewing these articles, it became apparent that few evaluations have been conducted on the implementation and effectiveness of training programs for field instructors. As well, the student found no examples of training program evaluations which emphasized process or formative findings. While this made the task of designing the evaluation somewhat more difficult, it did provide an indication that this evaluation is important for the field in general, in addition to the purposes for the project.

In completing this practicum, the student became aware of several important factors to consider in implementing evaluation research in a cross-cultural context. Most notable were the difficulties associated with administering the data collection instruments. Due to language differences, the student relied mainly on questionnaires for

data collection. While interviews would have been preferred, there were fears that translation would interfere with the data collection process and possibly result in miscommunications (i.e., questions may have been asked inappropriately or differently for each respondent).

While these problems were limited by the use of semi-structured questionnaires, the presence of open-ended questions required translation during the data analysis phase of the evaluation. The student went to great lengths to ensure that the translation was accurate. This involved the use of third-party translators, who checked the meaning of the Ukrainian response with the English translation. While this process made data analysis more cumbersome and time consuming, it did serve to increase the student's ability to ensure that the results were valid and reliable. In spite of these precautions, there were instances where the meaning of the response was difficult to translate and therefore resulted in an interpretation by translators.

The student also observed a tendency of respondents to emphasize positive results. This is not to say that areas in need of improvement were not suggested, but rather the student observed an overall politeness in the responses. For example, every respondent to the posttest survey articulated their appreciation to the instructors and to the project in general. This may stem from the hosting tradition in the country, whereby foreign guests are treated with generosity and respect. Critical comments may have been viewed as an attack on the Canadian instructors who had come to Ukraine with good intentions. While this type of response is to be expected to some degree, it is important to consider the implications for evaluation research, particularly since this evaluation relies primarily on self-report measures.

There may also have been a fear in speaking up about problems since respondents may have believed that negative findings would result to the cancellation of future training initiatives. While efforts were made to ensure that respondents understood that the aim of the evaluation was to improve the training program, rather than to justify its existence, it is important to consider the power imbalances, which are prevalent in most international projects due to the typical "donor-recipient relationship".

Due to the lack of opportunities for professional development, participants of this program were happy to receive training in whatever form it was offered. Because participants generally felt that they needed any type of training, which could be available, it was difficult to determine priority learning needs. This latter point presented some challenges in attempts to determine which areas should be focused upon for future professional development courses.

Attempts to collect information about outcome measures were also difficult, since in many cases, the participants did not appear to have the professional language to describe their practice or the changes which were implemented as a result of participating in the training program. This highlighted the need for more direct forms of data collection, including observation and in-person interviews or longer-term evaluations.

At a practical level, the distance between Winnipeg and Lviv presented some unique challenges. The student was forced to rely of project staff in Lviv to administer some of the data collection instruments. Also, coordinating translation of the questionnaires via e-mail proved to be less than ideal.

6.3 Conclusion

As outlined in the preceding pages, program evaluation has an important role to play in increasing knowledge, improving service delivery and fostering accountability in social work practice. In terms of the professional development-training program for new field instructors, this evaluation has identified a number of modifications, which would serve to improve the delivery of this training program, as well as identify future directions for professional development. It is hoped that the findings of this evaluation are utilized to their full potential.

Combining the existing resources of experienced social service staff, with the potential role of social work students in fostering change in the social service sector, has been suggested as one way of facilitating social development reform as Ukraine proceeds through this transition period. Lessons learned from this training program and the evaluation, in particular, can be transferred to other programs of social work in Eastern Europe and beyond, that are also faced with the challenges of ensuring quality supervision and field instruction.

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Appendix A

Field Instruction Model at Lviv Polytechnic National University

Social Work Program

Social Work Field Instruction Program

A. Field Instruction Model

Many parties have a role to play in the field instruction process. To be successfully implemented, field instruction has to be a joint venture among community agencies and the university. This necessitates clearly defined roles and ongoing communication between the field coordinator, the faculty field instructor agency, the agency site supervisor, and the social work student. These key roles are summarized below.

Figure 2: Field Instruction Model
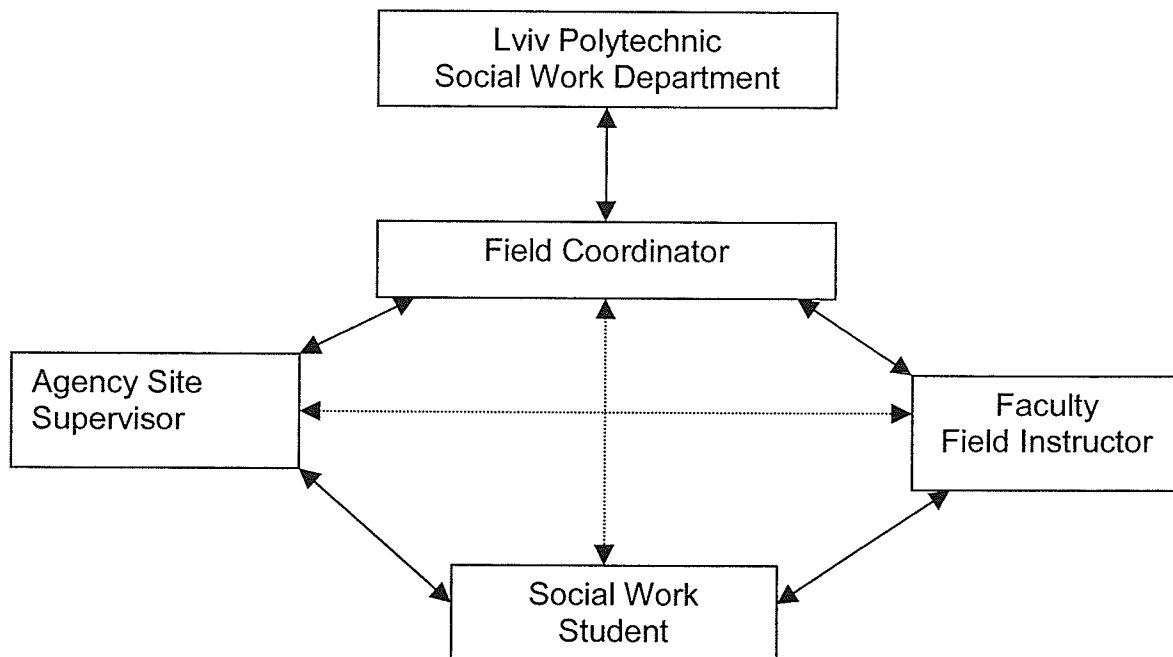
What follows is a general outline of the roles associated with the field instruction model outlined above. It should be noted that these roles are likely to be modified as the field instruction model is developed in more detail.

Field Coordinator:

- Contacts field instructional sites and agency-based instructors to ascertain and negotiate placements for the next year.
- Orients new and past site supervisors and field instructors to all aspects of field instruction, which will include the delivery of the modular course on field practice teaching.

- Assists the agencies in preparation for the field placement experience, including program planning, which will identify specific needs of the agency.
- Is available to students for discussion of educational needs and goals in field placement for the coming year.
- Provides written materials to the students regarding placements available in the coming year.
- Develops procedures for assigning students to field placement sites.
- Develops a means of communicating with students, agency site supervisors, and faculty field instructors.
- Coordinates educational and appreciation events for field instructors.
- Chairs the field practicum advisory committee.
- Meets with agency personnel at the end of each year to review the year's placement experience and determine plans for the following year.

Faculty Field Instructor:

- Has responsibility to ensure that the students have a quality field experience that meets their educational requirements.
- Responsible for directing the students' educational focus through review of student activity and planning future activities appropriate to the students' educational needs, in consultation with the site supervisor.
- Meets with the site supervisor to review the students' progress and assess respective roles and functions related to the student learning.
- Responsible for identifying potential learning experiences within the agency setting, and discussing and planning for these opportunities with the site supervisor.
- Assists in evaluating students at the end of each term and assigns the final grade, in consultation from site supervisor and other key agency staff involved in the student's learning experiences.
- Meets with the students at various points to provide individual or group supervision and to monitor progress.
- Are available to provide support consultation, mediation, and negotiation for the student and the site supervisor throughout the academic year.

Agency Site Supervisor:

- Is selected as a result of specific criteria and consultation between field coordinator and agencies.
- Completes the Professional Development course related to field instruction and practice teaching and attends field seminars throughout the academic year.
- Participates in regular field seminars held at Lviv Polytechnic National University.
- Organizes an orientation to the field placement site for students and notifies the students of these plans.
- Responsible for developing a written contract concerning administrative/ educational expectations for the student in consultation with the field instructor and the student.

- Responsible for supervising the student on a day-to-day basis in the field placement site and assumes responsibility for administrative and site decision-making.
- Assigns appropriate learning opportunities for students to accomplish learning objectives, in consultation with the field instructor.
- Participates in the student evaluation process and assists the field instructor in monitoring progress towards the achievement of learning objectives
- Provides feedback to the field coordinator regarding the field placement experience and makes recommendations for placement in the following year.
- Organizes unit meetings within agencies, if more than two students are placed there.

Social Work Student:

- Familiarizes himself or herself with the agencies available for the coming year and indicate their preferences.
- Attends field site orientation and on-going field seminars at the university with the field instructor and unit meetings with the site supervisor.
- Meets all requirements related to assigned tasks at the instructional site, including attendance at field seminars and participation in supervision meetings.
- Fully participates with the site supervisor and field instructor in the development of their learning contracts and the evaluation of their performance.
- Completes an evaluation of the field instruction experience and the instructional site

B. The Field Instruction Courses

Students will be expected to complete three field placements during their social work program. Courses are designed sequentially to reflect increasing levels of demand and progressive levels of achievement.

Figure 1: Illustration of the Field Sequence

	Introduction to Field Observing and learning	Year 2
Sept - June	**Field Instruction I** Learning by Doing	Year 3
Sept - June	**Field Instruction II** Learning by Doing in more complex situations	Year 4

1. Introduction to Field Experience

This course is designed for 2nd year students. The purpose of this placement is to provide the student with an opportunity to observe service delivery and the roles of service providers. Students will be expected to be in the agency for approximately 75 hours. This experience may be provided as a block placement for approximately two weeks, commencing in 2003.

2. Field Instruction I

This course is designed for 3rd year students. Field Instruction 1 normally involves placement at one agency for the entire year. Commencing in 2003, placement will begin in the fall for one day per week and this pattern will continue for the first 10 weeks of the second term. For the last five weeks of the term, students will be involved in a full-time block placement experience. The expectation is that students will attend field placement five days each week.

3. Field Instruction 2

This course is designed for 4th year students. While the number of hours and length of placement is consistent with requirements for Field Instruction I, emphasis will be on developing skills and expertise in a specialized field of practice.

Appendix B

Training Program Course Outlines for Modules 1 -3

Department of Social Work and Sociology
Lviv Polytechnic National University

Professional Development in Social Work for Site Supervisors

First Module: Fundamentals of Social Work Practice
Course Outline

October 30 – November 9, 2000

Course Instructors: Andrew Zurawsky
Barbara Quesnel
Dana Rudy

Description of the Training Program:

This course is one of three modules available to agency representatives who are involved in the field instruction program at Lviv Polytechnic as agency-based site supervisors. Given the emphasis on field instruction in the social work curriculum, this type of training is viewed as critical to the ongoing development of the program at Lviv Polytechnic. The courses have been designed to assist the agencies in preparing for the placements for social work students and increase the supervisor's ability to ensure a well-rounded placement for the students, which integrates classroom-based theory with the realities of practice in Lviv. There are two objectives associated with the delivery of modular courses:

- To improve the ability of social service staff to deliver proactive, family-centered, community-based services, with the intent of improving the quality of life of those who are accessing services;
- To develop the capacity and expertise of local service providers to provide effective supervision and support to social work students during their field placement experience; and

The first module will provide participants with an overview of the foundation knowledge required for generalist social work practice. It will include content areas such as historical roots of the profession of social work, the purpose and function of social work, interpersonal communication skills, and interviewing techniques. In addition, the course will focus on the relationships between persons/groups/ communities and their environment, with a special emphasis on disadvantaged groups and social welfare problems.

Objectives for Module 1

1. To introduce participants to the Reforming Social Services: Canada-Ukraine Project and the social work program at Lviv Polytechnic State University

2. To increase participants' awareness of societal context, value base, function and practice of social work

3. To develop a beginning understanding of the theoretical foundation of social work practice, the role of the social worker and selected social work fields of practice

4. To develop a beginning level knowledge and skill base in core social work helping skills

5. To introduce selected social work assessment tools

Module Content:

This is an overview of the topics and areas we will cover in our time together. The course content is very much a collaborative process, which will build on the knowledge and experience of participants.

WEEK 1:

Monday, October 30

9:30 – 12:30   **General Introduction**
- Overview of project and social work curriculum
- Review of field model and supports to be available
- Overview of the Module

1:30 – 4:30   **Introduction to Social Work**
- Defining Social Work
- Comparative Historical Roots between the West and Eastern Europe:
- Social Work Code of Ethics and standards of practice

Tuesday, October 31

9:30 – 12:30   **Practice vs. policy debate**
- Nature/ function of social work practice:
- Developing networks and collaboration among agencies

1:30 – 4:30   **What do Social Workers Do?**
- Social Work roles and services

Wednesday, November 1

9:30 – 12:30   **Theories in Generalist Practice**
- Paradigms, Theories & Models of Social Work
- Overview of theory and its application

1:30 – 4:30   **Levels of Generalist Practice**
- Individuals
- Families and Groups
- Communities
- Administration and Research

Thursday, November 2

9:30 – 12:30   **Interviewing and Helping Skills**
- Interpersonal Communication Skills

1:30 – 4:30   **Interviewing and Helping Skills**
- Relationship between worker and client: authority, power, etc.
- Working with Involuntary Clients

Friday, November 3

9:30 – 12:30   **Interviewing and Helping Skills**
- The Social Work Interview
- Application of process and methods: Contracting through to termination (problem-solving model)

1:30 – 4:30   **Interviewing and Helping Skills**
- Activity: Videotaped Interviews and discussion
Summary, Feedback and Debriefing from Week 1

WEEK 2

Monday, November 6

9:30 – 12:30   **Tools for Assessment in Social Work Practice**
- Assessment Framework: Theory and application

1:30 – 4:30   **Tools for Assessment in Social Work Practice**
- Genograms and Eco-mapping
- Social Support Network Analysis
- Needs Assessment

Tuesday, November 7

9:30 – 12:30   **Problem vs. solution-focused Practice**

1:30 – 4:30   **Problem vs. solution-focused Practice**

Wednesday, November 8

9:30 – 12:30   **Selected Fields of Practice**
- Presentation of selected fields of practice and social work application:
  - Child Welfare and Disability

1:30 – 4:30   **Diversity and Oppression**
- Nature of Oppression
- Structural social work
- Empowerment Theories

Thursday, November 9

9:30 – 12:30   **Promoting Social Change**
- Micro and macro level change
- Working with Service Users
- Organizational Change
- Community Development
- Coalition Building

1:30 – 4:30   **Course Wrap-up**
- Connecting education with practice:
- Promoting social work within agencies
- Review of course/ Oral Evaluation
- Description of Assignment
- Plans for next course

Department of Social Work and Sociology
Lviv Polytechnic National University

Professional Development in Social Work for Site Supervisors

Second Module: Models of Social Work Intervention
Course Outline

December 4-14, 2000

Course Instructors: Maureen Flaherty
Brad McKenzie
Jeremy Buchner
Andrew Zurawsky
Nina Hayduk

Course Description

This course is the second of three modules provided to agency representatives who will be involved in the field instruction program at Lviv Polytechnic National University as agency-based site supervisors. Given the emphasis on field instruction in social work curriculum, this training is critical to ongoing development of the Social Work Program at Lviv Polytechnic.

During the first five days, this second module will provide participants with an overview of crisis theory and intervention techniques. The course will contain material on crisis theory, domestic abuse, child welfare, and psychiatric health issues, crisis and suicide prevention, general counselling skills, and the effects of helping on the helper. The course will be taught in a participatory manner in which all participants will learn from each other. Small group work, role-plays, case studies, self-reflection, as well as a lecture format will be used.

In the last four days, other specialized fields of practice will be explored in an introductory fashion. These include mediation, group methods, community work, and organizational change. Content will be introduced in lecture format and small group exercises will be used as a major learning method.

Objectives for Module 2

1. To introduce service providers and agencies to crisis theory and assessment.
2. To assist service providers in using crisis intervention skills and solution-focused brief therapy skills in a generalized way.
3. To introduce service providers to the effects of helping on the helper and assist in identifying support options in their communities.
4. To introduce participants to the problem of social conflict and mediation as one method of conflict resolution.
5. To explore practice approaches in working with groups and communities.
6. To examine methods of promoting the development of community-based services.
7. To demonstrate how the information shared can be used in their own practice and in the supervision of future social work students.

Module Content

The following is a tentative overview of the course. Our goal is to meet your learning needs in relation to general course objectives. We believe the learning process is one of sharing knowledge and experience, and throughout the course, we will be asking for your input and involvement. Course content may be altered somewhat to respond to particular needs or requests.

Week 1:

Monday, December 4th

9:00 - 12:00 **General Introduction**
- Introduce instructors
- Discuss procedures for certification
- Self-introduction of participants and brief report on assignment from first module
- Explore course philosophy and approach
- Overview of course

12:30 - 3:30 **Crisis Intervention**
- Definition of crisis
- Difference between crisis and emergency
- Exploration of complicating factors
- The importance of self-care

Tuesday, December 5th

9:00 - 12:00 **Crisis Intervention**
- Reaction to personal crises
- Recognition of crises
- Risk Assessment

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12:30 - 3:30   **Crisis Counselling**
- Child welfare issues
- Exploring resource options
- Rapport building
- Goal setting
- Contract/Creating a plan of action
- Types of crises

Wednesday, December 6th

9:00 - 12:00   **General Counselling Skills**
- Role of the counselor
- Building rapport
- Being a curious therapist

12:30 - 3:30   **Counselling (Part 2)**
- Clarification of goals
- Explore resources
- Contracting
- Role play

Thursday, December 7th

9:00 - 12:00   **The Effects of Helping on the Helper**
- Introduce the concept
- Complicating factors
- Counsellor know thyself

12:30 - 3:30   **The Effects of Helping on the Helper (Part 2)**
- Survivor issues
- Accessing supports
- Self-care plan

Friday, December 8th

9:00 - 12:00   **Transferring the Skills Learned**
- Use of skills learned
- Plan of action
- Using the information in field placements

12:30 - 3:30   **Klinic: Case Study Discussion**
- History and overview of services provided by Klinic, a community-based health and social service agency
- Discussion of service needs in Lviv

Week 2:

<u>**Monday, December 11th**</u>

9:00 - 12:00   **Conflict Resolution and Mediation**
- Mediation as a method of conflict resolution
- Conflict and conflict management
- Forms of dispute resolution
- Mediation as a form of conflict resolution
- The role of mediation

12:30 - 3:30   **The Mediation Model**
- Stage 1: Assessing and preparing for mediation
- Stage 2: Issue identification
- Stage 3: From positions to solutions
- Stage 4: Closure: Establishing the agreement

<u>**Tuesday, December 12th**</u>

9:00 - 12:00   **Working With Groups**
- Group methods
- Different types of groups for different purposes
- Ethical issues
- Group counselling

12:30 - 3:30   **Group Methods**
- Self-help, mutual aid groups
- Task groups
- Leadership issues
- The Aboriginal talking circle

<u>**Wednesday, December 13th**</u>

9:00 - 12:00   **Building Community-Based Services**
- Defining community and community-based services
- Models of community work
- Practice roles and practice strategies
- Organizational and policy change

12:30 - 3:30   **Community and Organizational Change**
- Guiding principles
- Problem analysis and task group formation
- The planning process
- Group exercise

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Thursday, December 14th

9:00 - 12:00   **Implementation and Evaluation**
- Feasibility assessment
- Implementation: Overcoming barriers
- Evaluating results

12:30 - 3:30   **Course Review and Wrap-up**
- Discussion of field model
- Use of course materials in practice and field instruction
- Future needs and plans
- Course evaluation

Department of Social Work and Sociology
Lviv Polytechnic National University

Professional Development in Social Work for Site Supervisors

Third Module: Field Instruction and Site Supervision
Course Outline

March 5 – 15, 2001

Course Instructors: Barbara Quesnel
                                           Jeremy Buchner
                                           Dana Rudy

Course Description:

The third module will include an emphasis on the field instruction process and field instructional roles. Participants will be introduced to different teaching and learning styles and ways of creating a learning environment. Techniques for field instruction and supervision will be covered with an emphasis on tools for teaching, techniques on giving direct feedback, and different ways of providing supervision and evaluating performance of the social work student. This will involve the development of learning contracts, which are consistent with the educational objectives of the social work program.

Objectives for Module 3:

1. To increase participants' understanding of the field practicum model at Lviv Polytechnic and their role within this program;

2. To introduce participants to the basic tenets of field instruction in social work education and to familiarize them with the field instruction process and its key components.

3. To provide participants with techniques for assisting the students to integrate theory and practice and to think critically.

4. To increase participants' knowledge and skill in supervision and monitoring performance

5. To assist participants in creating learning environments in their own agencies

6. To build skills in working with challenging students.

Module Content:

This is an overview of the topics and areas we will cover in our time together. The course content is very much a collaborative process, which will build on the knowledge and experience of participants.

WEEK 1:

Monday, March 5

9:00 – 12:00	**Introduction and Course Overview** • Overview of project and social work curriculum • Overview of the Course
12:30 – 3:30	**Introduction to Field Instruction** • Review of field model and supports to be available • Roles and Responsibilities • The Importance of the Site Supervisor

Tuesday, March 6

9:00 – 12:00	**Preparing for Field** • Pre-placement Planning • Student Selection Process • Student Preparation
12:30 – 3:30	**Student Orientation to the Field Placement**

Wednesday, March 7

9:00 – 12:00	**Integration of Theory and Practice** • Loop Model: Retrieval, Reflection, Linkage and Professional Response • Ways to help students integrate theory and practice
12:30 – 3:30	**The Field Instruction Process** • Stages of the Field Instruction Process and Timelines

Thursday, March 8

9:00 – 12:00 **Supervision and Monitoring Performance**
- Qualities of an Effective Supervisor
- Components of Effective Feedback

12:30 – 3:30 **Methods of Supervision and Activities and Tools for Teaching**
- Four Factors that Determine Student Activities
- Methods of Direct Supervision
- Methods of Indirect Supervision
- Exercise: Listing Activities and Tools For Teaching

Friday, March 9

9:00 – 12:00 **Performance Evaluation**
- Review of proposed evaluation for Lviv Polytechnic and discussion

12:30 – 3:30 **Learning Contracts**
- Administrative Contract
- Educational Learning Contract

WEEK 2:

Monday, March 12

9:00 – 12:00 **Creating a Learning Environment**
- Learning and Teaching Styles

12:30 – 3:30 **Activities to enhance learning**

Tuesday, March 13

9:00 – 12:00 **Activities to enhance learning (Continued)**

12:30 – 3:30 **Program Planning**
- Defining learning activities in agencies

Wednesday, March 14

9:00 – 12:00 **Report Writing and Recording**
- Uses of Social Work Records
- Report Documentation: Common Problems
- Techniques to Assist Students With Report Writing Skills
- Exercise: Developing A Client File Recording Outline

12:30 – 3:30   Challenges in Field Instruction
- Working with the Challenging Student
- Troubleshooting: What to do and Who to contact
- Review of supports available to Supervisors

Thursday, March 15

9:00 – 12:00   Ethical Dilemmas and Safety Issues
- Ethical Dilemmas students may face
- Safety issues: Risk Assessment

12:30 – 3:30   Termination and Course Wrap-up
- Terminating the field experience (12:30 – 1:30)
- Review of course/ Evaluation
- Description of Assignment
- Plans for field placement development and future courses

Appendix C

**In-program Course Evaluation
First Module**

Professional Development in Social Work for Site Supervisors

Module 1: Introduction to Generalist Social Work Practice:

Course Evaluation

This survey has been designed to obtain your feedback on the course content and organization of the first module of the training program for field instructors at Lviv Polytechnic National University. Your feedback will also assist in planning for the delivery of future modular courses in social work theory, practice and supervision. Please answer the following questions and feel free to include any comments or suggestions that you fell would improve the course.

Your assistance is very much appreciated.

Part A: Delivery of Module 1

Please circle the number which best describes your level of agreement with the following statements. Please feel free to elaborate, or make additional comments in the section provided.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. Modular Course met my expectations.	1	2	3	4	5
2. Course objectives were met.	1	2	3	4	5
3. Presenters used effective methods in teaching.	1	2	3	4	5
4. Length of course allowed adequate time for learning.	1	2	3	4	5
5. The topics presented were relevant to me.	1	2	3	4	5
6. The course was well organized.	1	2	3	4	5
7. There was enough opportunity for questions and discussions.	1	2	3	4	5
8. The course provided me with knowledge and information I will be able to use in my work	1	2	3	4	5

		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
9.	The course provided me with information and skills I will be able to use in supervising social work students in field instruction.	1	2	3	4	5
10.	The theoretical content was relevant to my practice.	1	2	3	4	5
11.	I am glad I had the opportunity to attend this course.	1	2	3	4	5
12.	I would recommend this modular course to others.	1	2	3	4	5

Comments:

_____

_____

_____

_____

Part B: Course Content

This part of the evaluation form is intended to gather specific information about the content presented during the course. Please answer the following questions about Week 1, followed by questions about Week 2.

WEEK 1

1. Thinking about the content in Week 1, what did you like the most:

_____

_____

_____

_____

2. What did you like the least?

_____

_____

_____

_____

3. Thinking about the materials related to counselling, what additional content and information would you like to see emphasized in future courses?

_____

_____

_____

_____

4. Do you think that the course materials presented in Week 1 provided you with knowledge and information that you will be able to use in your work?
   - ☐ Yes
   - ☐ Somewhat
   - ☐ No

Please explain:

_____

_____

_____

_____

5. Do you think that the course materials presented in Week 1 provided you with information and skills that you will be able to use in supervising social work students in field instruction?
   - ☐ Yes
   - ☐ Somewhat
   - ☐ No

Please explain:

_____

_____

_____

_____

WEEK 2

1. Thinking about the content in Week 2, what did you like the most:

_____

_____

_____

_____

2.   What did you like the least?

_____

_____

_____

_____

3. Thinking about the materials presented, what additional content and information would you like to see emphasized in future courses?

_____

_____

_____

_____

4. Do you think that the course materials presented in Week 2 provided you with knowledge and information that you will be able to use in your work?
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

Please explain:

_____

_____

_____

_____

5. Do you think that the course materials presented in Week 2 provided you with information and skills that you will be able to use in supervising social work students in field instruction?

    ☐ Yes
    ☐ Somewhat
    ☐ No

Please explain:

_____

_____

_____

_____

Part C: General Questions

1. In your opinion, was the course content:

    ☐ Too easy
    ☐ About right
    ☐ Too hard

2. Do you think that your capacity to deliver social services has increased as a result of taking this course?

    ☐ Yes
    ☐ Somewhat
    ☐ No

In what ways:

_____

_____

_____

_____

3. On a scale of one (1) to ten (10), with ten being the best, how would you rate this course?

_____

4. Please indicate how you might use any of the material presented during this modular course in your work (Provide an example or two).

_____

_____

_____

_____

5. Do you have any additional suggestions or recommendations, which may improve the organization and delivery of this course in the future?

_____

_____

_____

_____

_____

_____

_____

_____

Appendix D

Posttest Evaluation Form

Professional Development in Social Work for Site Supervisors
Posttest Evaluation Form

This questionnaire has been designed to collect information concerning the overall organization and delivery of the three modular courses for future site supervisors. Please take your time in answering questions, as the results of this evaluation will be used to improve the delivery and overall effectiveness of this training program and to determine future directions for professional development courses. Thank you in advance for taking the time to complete this evaluation form.

A. Organization of Modular Courses

1. How did you find out about the delivery of modular courses at Lviv Polytechnic?

_____

_____

_____

_____

2. How did you come to be enrolled in the modular courses? For example, were you contacted by Lviv Polytechnic, or did your director designate your attendance?

_____

_____

_____

3. Were the goals and content objectives for the modular courses defined clearly prior to the commencement of the training program?
   ☐ Yes
   ☐ No (if no, please explain)

_____

_____

_____

4. Thinking back, was there any information or materials, which should have been provided to you before the course started or which would have been helpful in preparing for this course?

_____

_____

_____

B. Satisfaction with the Delivery of Modular Courses

1. Please circle the answer which best describes your level of satisfaction with the following statements:

How satisfied were you with the following:	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
a) Design of the training program for site supervisors (content was provided in three modular courses)	1	2	3	4	5
b) Length of each course (nine days in duration)	1	2	3	4	5
c) Schedule for delivery of each course (i.e. courses offered in October, December and March)	1	2	3	4	5
d) Length of time between each course	1	2	3	4	5
e) Location of the courses	1	2	3	4	5
f) Instructors	1	2	3	4	5
g) Teaching methods	1	2	3	4	5
h) Number of participants enrolled in each course	1	2	3	4	5

2. What needs to be improved or changed to ensure that the courses are organized and delivered more effectively?

_____

_____

_____

_____

3. Which format for course delivery would you prefer?
   - ❑ The same as is currently offered (3 - two week modular courses)
   - ❑ 3-hour evening course, delivered weekly, throughout the academic year
   - ❑ 3-hour evening course, delivered bi-weekly, throughout the academic year (2 times per week)
   - ❑ Other (please specify) _____

4. What was the preferred teaching method and why? (role plays, videos, hand-outs, practical exercises, etc.)

_____

_____

_____

_____

C. Course Content

1. What content should have been emphasized **more** throughout the modular courses?

_____

_____

_____

_____

2. What content should have been emphasized **less** throughout the modular courses?

_____

_____

_____

_____

3. Were the information and course materials, which were presented, in the modular courses, relevant to your practice?
   ☐ Yes
   ☐ No

4. If not, what needs to be changed to reflect the realities of your practice? Be specific.

_____

_____

_____

_____

5. An assignment was to be completed following each modular course. Were the expectations for the assignments clearly defined?
   ☐ Yes
   ☐ No

6. Were these assignments helpful in integrating knowledge gained in the course with your own practice? If so, in what ways?

_____

_____

_____

_____

7. Do you have any other suggestions about how to evaluate the knowledge gained in the courses?

_____

_____

_____

_____

8. In your opinion, should this training program be repeated for future site supervisors?
   ☐ Yes
   ☐ No

9. Are there any additional content areas, which should be, included in future courses?

_____

_____

_____

_____

D. Outcomes of the Modular Courses

This section of the evaluation is designed to measure the knowledge gained from participating in the modular courses. Please try to be as specific as possible in answering these questions.

1. The stated objectives for the site supervisor training were to: a) increase the capacity of participants to supervise and support social work students in the field placement site; and b) to increase the capacity of participants to improve the delivery of social services. In your opinion, were these objectives achieved? Please comment on both objectives.

_____

_____

_____

_____

2. Describe the ways in which your capacity to deliver services has increased? For example, what changes to your practice have already taken place? (Please provide specific examples)

_____

_____

_____

_____

3. Although you have not yet had the opportunity to supervise social work students, can you describe the ways in which you think your capacity to supervise students has been increased after having taken these courses?

_____

_____

_____

_____

4. In addition to the stated objectives for the modular courses, were there any additional benefits associated with participating in this training program?

_____

_____

_____

_____

5. Do you think the materials presented during this training program will be useful even if you do not have students placed in your agency? Please explain the ways in which this information may be applied?

_____

_____

_____

_____

6. This is a three-part question and is connected to the chart on the next page.
   a) In the column titled "Level of Importance", please rate how important you feel each content area to be, on a scale of 1 to 5, with 5 being very important and 1 being not very important at all. The content areas (or key topics) are identified in the first column.

b) In the third column, "Level of Satisfaction", please rate how satisfied you were with the content presented during the modular courses. This should be rated on a scale of 1 to 5, with 5 being very satisfied and 1 being very dissatisfied.

c) This last question is meant to assess the level of increase in knowledge by comparing your knowledge prior to the course and at the completion of the course. In the fourth column, "Level of knowledge" please rate your level of knowledge of course content for before the courses and after the courses. This should be rated on a scale of 1 to 5, with 5 being the highest.

CONTENT AREAS:	Level of Importance	Level of Satisfaction	Level of Knowledge	
			Before the courses	After the courses
Module 1				
Social work values and ethics				
Social work theory				
Social Work Assessment				
Communication/ interviewing				
Oppression and Social Change				
Module 2				
Crisis intervention & suicide assessment				
Counselling				
Mediation				
Group work				
Community Development				
Module 3				
Preparing for Field & Student Orientation				
Integrating Theory and Practice				
Methods of Supervision				
Field Evaluation/Learning Contracts				
Designing Learning Activities				
Report Writing				
Challenges in Field Instruction				

E. Future Professional Development Courses

1. Do you feel prepared to supervise students?
   - ☐ Yes
   - ☐ No (If no, please explain)

   _____

   _____

   _____

   _____

2. What additional information do you require to fulfill your role as a site supervisor?

   _____

   _____

   _____

3. What additional organizational supports are needed to assist you in your role as a site supervisor?

   _____

   _____

   _____

   _____

4. A suggestion has been made to provide seminars for site supervisors. Would you be interested in this?
   - ☐ Yes
   - ☐ No

5. How often would you like to meet?
   - ☐ Weekly
   - ☐ Bi-weekly
   - ☐ Monthly

6. When is the best time of day?
   - ☐ Morning
   - ☐ Afternoon
   - ☐ Evening
   - ☐ Week-end

7. What content should be covered in these seminars for site supervisors?

_____

_____

_____

_____

8. What other content areas would you be interested in for future professional development courses related to service delivery? Please list interests and rank in order of your preference (i.e. first choice, second choice, etc.)

_____

_____

_____

_____

9. Please explain how additional professional development courses will improve your practice? Please be as detailed and specific as possible. .

_____

_____

_____

_____

10. Which format for course delivery would you prefer? (if you have more than one response, please rank in order of preference)

❑ 2 week modular courses (10 full working days)
❑ Evening courses, offered once a week
❑ Evening courses, offered 2 times per week)
❑ Week-end workshops (Saturday and Sunday)
❑ Other (please specify) _____

11. Do you have any final comments or recommendations, which you wish to add?

_____

_____

_____

_____

_____

Appendix E

Follow-up Survey for Training Program Participants

Professional Development in Social Work for Site Supervisors

Follow-up Survey: June 7, 2001

The purpose of this evaluation is to collect additional information about the effectiveness of the modular courses which were delivered to new site supervisors between October 2000 and March 2001. It has been designed for you to reflect further on your level of satisfaction with the courses, since each of you have had an opportunity to implement the knowledge and skills which were developed during the modular courses, both in terms of your own professional practice and in relation to your role as a site supervisor.

Please answer the following questions in as much detail as possible. Your assistance with this is appreciated and expected to contribute to changes, which may improve the delivery of modular courses and to some extent the field placement program.

Part A: General Information

1. Agency Name: _____

2. Agency Position: _____

3. How long have you been working in your current position? _____

4. How long have you worked in the social service sector? _____

5. Do you have previous experience supervising students?
   - ❑ Yes
   - ❑ No

6. Do you have previous experience supervising other staff in your agency?
   - ❑ Yes
   - ❑ No

7. How many social work students were placed in your agency? _____

8. If more than one, were you the sole person responsible for supervising the social work students?
   - ❑ Yes
   - ❑ No

9. If there was more than one site supervisor, how were responsibilities divided?

_____

_____

_____

Part B: Overall Satisfaction with the Field Placement Experience

1. Which of the following activities were preformed by the social work students placed in your agency?
   - ❑ Collection of information about agency and services
   - ❑ Collection of information about the field of practice
   - ❑ Observation/shadowing a staff member's contact with clients
   - ❑ Discussion of client cases with supervisor
   - ❑ Role play of client contacts
   - ❑ Direct work with clients
   - ❑ Special projects (please specify) _____
   - ❑ Other: _____

Comments:

_____

_____

_____

2. How satisfied were you with their performance?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1	2	3	4	5

3. A) What were some of the problems or difficulties you experienced in supervising social work students?

_____

_____

_____

   B) How can these problems/difficulties be addressed?

_____

_____

_____

   C) What information should have been clarified before students were placed in your agency?

_____

_____

_____

4. A) Do you feel you had enough contact with the Field Coordinator or other university personnel?
   - ❑ Yes   Comments: _____
   - ❑ No
   _____

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B) Were these contacts helpful?
   - ❏ Yes   Comments: _____
   - ❏ No _____

C) What additional supports are required to assist you in your role as a site supervisor?

_____

_____

5. Were your expectations regarding your role as a site supervisor met?
   - ❏ Yes
   - ❏ No

Please explain.

_____

_____

6. Overall, how would you rate this field experience, on a scale of one to ten, with ten being the highest? _____

7. A) Are you interested in taking students during the next academic year?
   - ❏ Yes
   - ❏ No
   - ❏ Undecided

B) What additional information needs to be clarified or provided to you before you take students in the upcoming year?

_____

_____

_____

Part C: Supervision Experience

1. How satisfied were you with the working relationship with your social work students?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1	2	3	4	5

Comments:

_____

_____

2. Do you feel that you were prepared to supervise social work students?
   - ❑ Yes
   - ❑ No

Comments:

_____

_____

3. A) In your opinion, what were some of your strong points as a site supervisor?

_____

_____

_____

B) What were some areas in need of improvement?

_____

_____

_____

_____

C) In your opinion, what was the quality of supervision, which you provided?

Inadequate	Not Good	Average	Good	Excellent
1	2	3	4	5

4. A) In your opinion, did the modular courses assist you in your role as a site supervisor?
   - ❑ Yes
   - ❑ No

B) What content from the modular course was useful in providing supervision?

_____

_____

_____

5. Please indicate the supervision activities, which you performed by checking the appropriate boxes?

   - ❑ Conducted orientation
   - ❑ Made introductions to staff
   - ❑ Describes student's role and tasks
   - ❑ Discussed record-keeping procedures
   - ❑ Developed written learning contract
   - ❑ Engaged the student in discussion when evaluating him or her

6. What were some of the specific supervision methods, which you used with the student?

    a) _____

    b) _____

    c) _____

Part D: Satisfaction with Modular Courses

1. We are interested in knowing whether materials taught in the course could be implemented into your work at your agency to determine if course content was relevant and applicable to your practice.

a) Were you able to use any of the information learned in this course with your clients or in other aspects of your work?
    ❑ Yes
    ❑ No

b) If yes, please explain what information was used and how.

_____

_____

_____

c) Please explain any difficulties you have experienced in implementing new methods of practice into your work.

_____

_____

2. Looking back, were there any content areas which should have been emphasized MORE during the modular courses?

_____

_____

_____

3. Were there any content areas which should have been emphasized LESS during the modular courses?

_____

_____

_____

4. If these courses were to be delivered again to new field instructors, what is the preferred format for delivery?
   - ❑ Three 2-week modular courses
   - ❑ Six 1-week modular courses
   - ❑ Once a week throughout the academic year
   - ❑ Twice a week throughout the academic year

5. Taking into consideration the views of your agency directors, which format for delivery is the most feasible?
   - ❑ Three 2-week modular courses
   - ❑ Six 1-week modular courses
   - ❑ Once a week throughout the academic year
   - ❑ Twice a week throughout the academic year

6. After having the opportunity to supervise social work students and begin to implement new methods of practice in your work, do you have any suggestions, which may improve the organization, delivery and effectiveness of the modular courses?

a) Suggestions about course content

_____

_____

_____

b) Suggestions about delivery methods

_____

_____

_____

Part E: Future Training Programs

The intent of this section of the survey is to clarify your interests regarding additional professional development courses. Information provided here will be taken into consideration when planning the content for future courses

1. Please check the appropriate boxes for the methods of intervention, which you would like to see, emphasized in future courses. Please rank in order of importance in the space provided.

	Level of importance
❑ Counselling	_____
❑ Work with families	_____
❑ Community development	_____
❑ Organizational change	_____
❑ Other: _____	_____

2. Please check the appropriate boxes for the specialized fields of practice, which you would like to see emphasized in future courses. Please rank in order of importance in the space provided.

Level of importance

- ❑ Addictions
- ❑ Crisis counselling _____
- ❑ Disability _____
- ❑ Family violence _____
- ❑ Fundraising _____
- ❑ Mediation _____
- ❑ Management practices _____
- ❑ Other: _____ _____

3. There has been a proposal to implement a professional development course developed at Kyiv Mohyla Academy, called "Innovation and Supervision". This course provides participants with the opportunity to develop, implement and evaluate special projects within their agencies. The proposed format for this course is to alternate classroom learning with supervision and consultation in participants' agencies. The on-site supervision is provided by visiting lecturers from abroad.

A) Would you be interested in taking this course? (Please rate your interest below)

Not very interested at all	Not interested	Neutral	Somewhat interested	Very interested
1	2	3	4	5

B) In relation to other courses mentioned above, how would you rate your level of interest in the Innovation and Supervision course?
- ❑ Low
- ❑ About the same
- ❑ High

Appendix F

**Introduction to Field Experience
Student Feedback Form**

Introduction to Field Experience
Student Feedback Form

This feedback form has been designed to collect information from students about how they perceived their first field experience, including the field placement site, site supervisor and the field seminars. The information gathered will be used to improve the course and to provide summary feedback to site supervisors and agency settings.

Please follow the instructions for each question and feel free to include comments or suggestions for improvement. Once you have completed the feedback from, please submit it to the Field Coordinator. The feedback forms will not be reviewed until after the final grade for the course has been assigned to students.

Date: _____

Site Supervisor(s): _____

Field Placement Site: _____

SECTION A: STUDENT RESPONSE TO AGENCY SETTING

1. Please give your reaction to the following statements by circling the number which best reflects your views concerning your field placement setting.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The agency staff were helpful in orienting you to the placement	1	2	3	4	5
The agency setting made you feel comfortable and accepted	1	2	3	4	5
You were invited to attend agency activities	1	2	3	4	5
The agency setting had a sufficient range of learning experiences	1	2	3	4	5
Agency activities assigned to you were clearly related to your learning contract.	1	2	3	4	5
Other agency staff were available to assist you when your site supervisor was not.	1	2	3	4	5

2. Overall, do you rank the field placement site as: (please circle your response)

Inadequate	Not Good	Average	Good	Excellent
1	2	3	4	5

3. What kinds of learning experiences were available to you at this particular field placement site?

1. _____

2. _____

3. _____

SECTION B: STUDENT RESPONSE TO SITE SUPERVIOSR

1. Please give your reaction to the following statements by circling the number which best reflects your views about your site supervisor. If the question is not applicable, write N/A.

My site supervisor:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Was available when I needed him/her	1	2	3	4	5
Set aside regularly scheduled time with me for individual supervision sessions	1	2	3	4	5
Set aside regularly scheduled time for group supervision sessions	1	2	3	4	5
Described the kind of help he/she could provide for me	1	2	3	4	5
Helped me talk about subjects that are not comfortable to discuss	1	2	3	4	5
Demonstrated a working knowledge of social work theory and practice methods	1	2	3	4	5

2. In general, how helpful was your site supervisor? (Please circle your response)

Not very helpful at all	Not helpful	Neutral	Somewhat helpful	Very helpful
1	2	3	4	5

3. In general how satisfied were you with your working relationship with your site supervisor? (Please circle your response)

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1	2	3	4	5

4. In your opinion, what was the quality of the supervision provided to you:

Inadequate	Not Good	Average	Good	Excellent
1	2	3	4	5

5. Overall, how do you rank your site supervisor:

Inadequate	Not Good	Average	Good	Excellent
1	2	3	4	5

6. What were some of your site supervisor's strong points?
    1. _____
    2. _____
    3. _____

7. What were some areas in need of improvement?
    1. _____
    2. _____
    3. _____

8. Please indicate the supervision activities which were performed by your site supervisor by checking the appropriate boxes
    ❑   Conducted orientation
    ❑   Made introductions to staff
    ❑   Described student's role and tasks
    ❑   Discussed record-keeping procedures
    ❑   Developed written learning contract
    ❑   Engaged in discussion with you when completing evaluation
    ❑   Other:

    _____
    _____
    _____
    _____

SECTION C: STUDENT RESPONSE TO FIELD SEMINARS

1. Please give your reaction to the following statements by circling the number which best reflects your views about the field seminar, conducted by the Field Coordinator.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The field seminar provided me with information which was useful in my field placement	1	2	3	4	5
The seminar assisted me in integrating theory from the class to my practice	1	2	3	4	5
Topics presented were relevant to my field placement setting	1	2	3	4	5
Assignments were relevant to my field placement settings	1	2	3	4	5
Assignments were helpful in integrating the knowledge learned in practice.	1	2	3	4	5
Questions and discussion were encouraged	1	2	3	4	5
Course objectives were met	1	2	3	4	5
The course "Introduction to field Experience" met my expectations	1	2	3	4	5

2. What additional topics should be included in future field seminars?

_____

_____

_____

3. Overall, do you rank the field seminar as: (please circle your response)

Not very helpful at all	Not helpful	Neutral	Somewhat helpful	Very helpful
1	2	3	4	5

SECTION D: GENERAL INFORMATION:

1. In your opinion, did you accomplish all of your learning goals?
   - ❑   Yes
   - ❑   No

Please explain:

_____

_____

_____

2. What did you like best about your field experience?

_____

_____

_____

3. What did you like least about your field experience?

_____

_____

_____

4. What additional support or experiences were required?

_____

_____

_____

5. Please make any additional comments concerning your field experience:
   a) Things that were effective and should be kept?
   b) Things that you would like to see changed?

_____

_____

_____

_____

_____

_____

Appendix G

Instructor Feedback

Evaluation of the Modular Courses for New Field Instructors
Instructor Feedback

This brief feedback survey has been designed to collect information from instructors involved in the delivery of modular courses, to assist with the evaluation of the modular course and the development of recommendations for future directions in professional development training. Please answer the questions below in as much detail as possible. If you participated in the delivery of more than one of the modular courses, you may want to either complete two separate evaluation forms or to specify for each question, which course you are referring to. The time and effort taken to complete this feedback form is appreciated, as well as your on-going support and contribution to the Reforming Social Services: Canada-Ukraine Project

1. Was this your first international teaching experience?
   - ❑ Yes
   - ❑ No

2. Which modular courses did you participate in? Please check the appropriate boxes.
   - ❑ First modular course "Introduction to Generalist Social Work Practice"
   - ❑ Second Modular Course "Methods of Social Work Intervention"
   - ❑ Third Modular Course "Field Instruction and Site Supervision"

3. What is your level of satisfaction with the following?

Level of satisfaction:	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Location of the course	1	2	3	4	5
Number of participants	1	2	3	4	5
Quality of translation	1	2	3	4	5
Delivery format	1	2	3	4	5
Content areas	1	2	3	4	5
Overall experience	1	2	3	4	5

Please use this space to clarify responses:

_____

_____

_____

_____

4. In your opinion, were the course materials developed and delivered at the appropriate level, given the participants' experience and level of knowledge?

    ❑ Yes

    ❑ No

    ❑ Somewhat

Please explain:

_____

_____

_____

_____

_____

5. Can you identify some of the content areas, which required adaptations due to cultural differences?

_____

_____

_____

_____

6. In your opinion, what content should have been emphasized more?

_____

_____

_____

_____

7. What content should have been emphasized less?

_____

_____

_____

_____

8. What were some of the problems or difficulties you encountered?

_____

_____

_____

_____

9. Did you notice any unanticipated outcomes for participants of the course?

_____

_____

_____

_____

10. In your opinion, what were some of the strengths associated with this model of delivery?

_____

_____

_____

_____

11. What are some of the limitations?

_____

_____

_____

_____

12. If these courses were to be delivered again, what should be changed?

_____

_____

_____

_____

13. We are in the process of planning additional professional development courses. Based on your experience, can you identify any additional training areas, which you feel the participants of this course may benefit from?

_____

_____

_____

_____

14. Do you have any additional comments or recommendations for future instructors and/or future courses?

_____

_____

_____

_____

_____

_____

Thank you for taking the time to complete this survey.
Please send it back to Dana Rudy, either by fax (474-7594) or by mail:

Faculty of Social Work
521 Tier Building
University of Manitoba, Winnipeg, MB. R3T 2N2

Appendix H

Utilization Enhancement Checklist

UTILIZATION ENHANCEMENT CHECKLIST

(From Brown, R. & Braskamp, L. Summary: Common themes and a checklist. In L. Braskamp & R. Brown (Eds.), Utilization of evaluative information. San Francisco: Jossey-Bass. 1980.)

Directions: There are fifty items listed below which focus on self-analysis, understanding the organizational context, planning and evaluation, the evaluation process, and communication. You may wish to rephrase some of the items to fit your particular situation or to add items. The checklist can serve as a guideline as you conduct an evaluation or as a self-examination after you complete an evaluation. To serve these multiple purposes, all items are written in the present tense.

Determining the Evaluator's Role

1. Assess level of personal congruence with the program's general goals and consider withdrawing if the incongruity may result in unnecessary conflicts.

2. Determine extent of personal commitment to the importance of conducting an evaluation of this program.

3. Analyze degree to which personal values and opinions about the program are publicly advocated by the evaluator.

4. Determine appropriate share of the responsibility for utilization.

5. Specify activities related to an educational role as well as a data-gathering, information-providing role.

6. Make sure that consulting skills are sufficient to meet the demands and complexities of the evaluation for the program.

7. Ensure that sufficient technical skills, time resources, and personnel are available to conduct a utilization-focused evaluation.

8. Establish congruence between personal role perception (data-gatherer, consultant, expert, recommender, change agent) and audience expectations.

9. Determine willingness to spend time with program staff in activities that are not directly related to the evaluation (for instance, informal lunches).

10. Establish a sense of credibility and trust with the program director, staff, and other audiences.

Understanding the Organizational Context

1. Obtain and study the organizational chart.

2. Identify the names of key people within and outside the organization.

3. Identify the decision-makers and potential users of evaluation information within and outside the organization.

4. Understand the policy-making process of the organization.

5. Determine which decisions and policies are made as a result of the evaluation.

6. Know when decisions are made.

7. Determine which staff and other users should be consulted as the evaluation is planned and conducted.

8. Determine whether the sponsor of the evaluation is committed to the evaluation activity and uses evaluative information.

9. Determine the information sources and channels within the organization.

10. Trace the path and impact of previous evaluations in the same setting and determine how this affects this evaluation.

Planning the Evaluation

1. Make sure there is clear understanding of the evaluation role (that is, formative or summative).

2. Set up specific sessions in which the evaluation plan and its implementations are discussed with key persons.

3. Assess the implications of decisions based on the evaluation that affect personnel.

4. Assess the political implications of various evaluation findings.

5. Determine the likely sources of resistance to positive evaluation results.

6. Determine the likely sources of resistance to negative evaluation results.

7. Determine the freedom to provide evaluative information to various audiences.

8. Determine strategies for dealing with potential conflict and tension between program director/staff and evaluator.

9. Design an evaluation plan that will have technical credibility and provide needed information.

10. Establish a mutual problem-solving approach with the program personnel and decision-makers.

Conducting the Evaluation

1. Make sure that everyone understands the purpose of the evaluation.

2. Involve key personnel in determining the purposes, issues, and general evaluation strategies.

3. Involve representatives of potentially affected groups in making decisions about instrumentation and data sources.

4. Be accessible to program staff during the evaluation to learn of and share perspectives from which each is interpreting the information.

5. Collect data from multiple sources.

6. Make sure the data collection instruments and procedures are understandable and relevant.

7. Have informal as well as formal meetings with key persons.

8. Maintain a mutual problem-solving relationship with staff and administrators throughout the evaluation.

9. Collect information needed, but only that.

10. Adapt the evaluation plan to meet changing information needs.

Communicating the Evaluative Information

1. Make periodic informal reports or presentations.

2. Ask program staff, especially those most affected, to assist in interpreting the findings.

3. Communicate major findings when available and considered appropriate; do not wait for the formal report deadlines.

4. Share rough drafts or preliminary thoughts with key persons before making a final presentation.

5.   Write different reports for different audiences.

6.   Make presentations understandable and easy to follow.

7.   Link presentation to key issues and decisions.

8.   Make sure that all audiences receive the evaluative information in sufficient time prior to key decision-making events.

9.   Keep written reports brief.

10.   Use several media (slides, charts) when making formal presentations.

Score Interpretation. Here are some rough guidelines for interpreting the results of your analysis. Allow two points for each question answered positively.

25 or less	Don't expect too much to happen as a result of your efforts. Most likely your information will be ignored or gather dust on a shelf somewhere.
26-50	You may be called back later to do another evaluation, but don't count on it. Perhaps you might get a publication from your efforts, but the world won't change.
51-75	Somebody may actually do something different as a result of the evaluation, especially if it reinforces what they were already thinking.
76-100	Be careful! You may be so effective that someone may have you earmarked to be an administrator, even though you have no desire to be one.