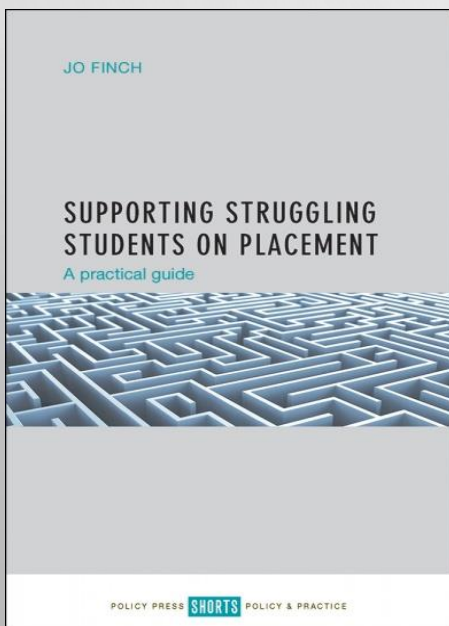


WORKING WITH STRUGGLING SOCIAL WORK STUDENTS IN PLACEMENT IN AN ANTI-OPPRESSIVE WAY

DR JO FINCH (READER IN SOCIAL WORK AT UEL)

AND KATIE SHARMAN (CONTENT EDITOR)

J.FINCH@UEL.AC.UK @JOJOFINCHERS @CSWR_UEL

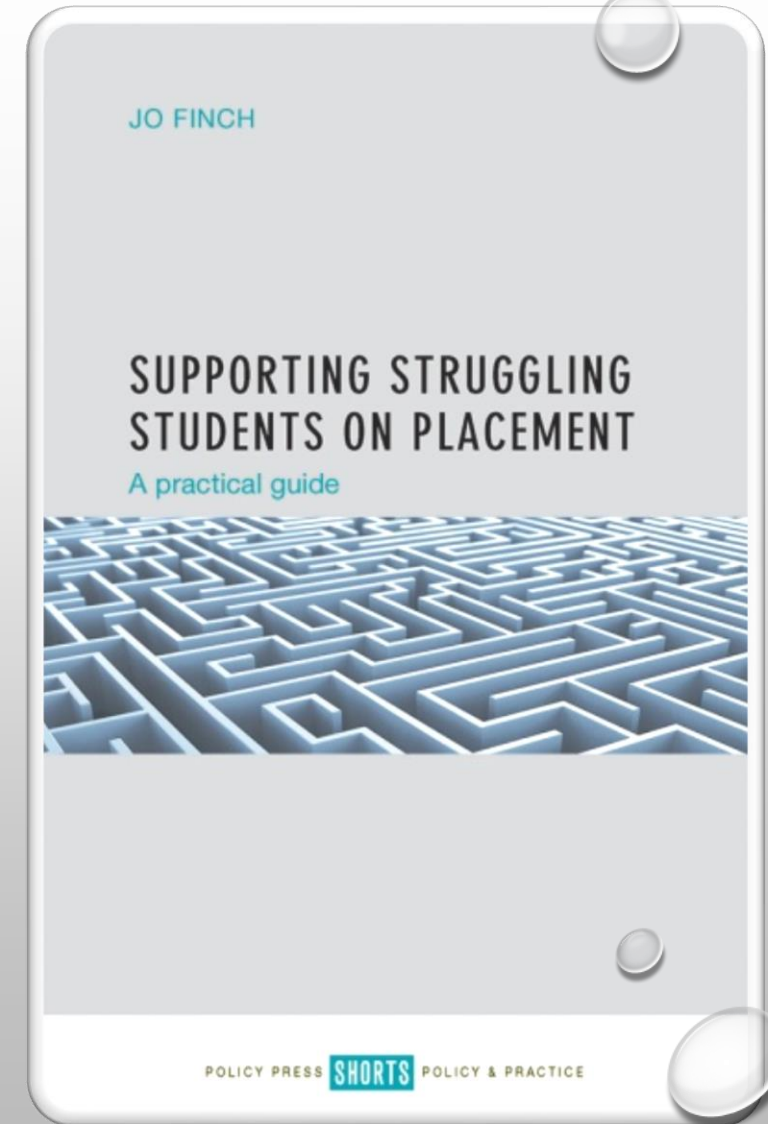


OVERVIEW OF SEMINAR AND FILM SCREENING

- **BACKGROUND TO THE FILM PROJECT**
- **COMMUNITY CARE INFORM SERVICES (KATIE SHARMAN)**
- **WORKING WITH STRUGGLING OR FAILING STUDENTS IN PRACTICE – WHAT WE KNOW FROM THE RESEARCH**
- **FILMS 1 AND 2**
- **FEEDBACK AND DISCUSSION**
- **15 STEPS TO WORKING ANTI-OPPRESSIVELY**

BACKGROUND TO PROJECT

- **I AM KNOWN FOR WRITING ABOUT STRUGGLING OR FAILING STUDENTS ON PLACEMENT**
- **HAD WRITTEN A GUIDE TO WORKING WITH STRUGGLING STUDENTS FOR COMMUNITY CARE INFORM PREVIOUSLY**
- **COMMUNITY CARE INFORM THOUGHT IT WOULD BE USEFUL TO MAKE 2, 5 MINUTES FILMS ON THIS TOPIC**
- **I WROTE THE SCRIPTS**
- **FILMED PROFESSIONALLY WITH ACTORS**



WORKING WITH STRUGGLING/FAILING STUDENTS IN PLACEMENT– WHAT WE KNOW FROM THE RESEARCH

It can be a difficult, lonely and
challenging emotional experience
(Duffy, 2004; Finch, 2010; Finch
and Taylor, 2012; Schaub and
Dalrymple, 2013)

WORKING WITH STRUGGLING/FAILING STUDENTS IN PLACEMENT—WHAT WE KNOW FROM THE RESEARCH

Not addressing issues in a timely or explicit fashion can lead to unplanned, “dramatic” placement breakdowns.... (Schaub and Dalrymple, 2013, 2015 and Finch et al, 2013)

cult, lo

...or can lead to students passing when perhaps they are not yet ready (Finch and Poletti, 2013; 2015)

WORKING WITH STRUGGLING/FAILING PLACEMENTS – WHAT DO WE KNOW FROM RESEARCH?

Not addressing issues in a timely or explicit fashion can lead to unplanned, “dramatic” placement breakdowns.... (Schaub and Dalrymple, 2013, 2015 and Finch et al, 2013)

Adverse impact on service users

Students do not have enough time to address (or even know about) possible concerns/shortcomings

Isolation, lonely and

lack of experience

Finch et al, 2010; Finch et al, 2013

Schaub and Dalrymple, 2013

Finch et al, 2013

damages relationships between universities and placements?

Repeat placement (costs, passing on a problem?)

PEs never want to have a student again!

Adverse impact on service users

Adverse impact on service users

Students do not receive enough support to address even low level needs

PEs never want to have a student again!

Addressing issues in a timely or planned, "dramatic" placement breakdowns.... (Schaub and Dalrymple, 2012; Finch and Finch, 2013)

...or can lead to students passing when perhaps they are not yet ready (Finch and Poletti, 2013; Finch and Poletti, 2015)

Students do not receive enough support to address even low level needs

damages relationships between universities and placements?

damages profession?

damages reputation of uni

damages relationships between universities and placements?

PEs never want to have a student again!

Addressing issues in a timely or planned, "dramatic" placement breakdowns.... (Schaub and Dalrymple, 2012; Finch and Finch, 2013)

...or can lead to students passing when perhaps they are not yet ready (Finch and Poletti, 2013; Finch and Poletti, 2015)

Students do not receive enough support to address even low level needs

WORKING WITH STRUGGLING/FAILING STUDENTS IN PLACEMENT– WHAT WE KNOW FROM THE RESEARCH

- Black and ethnic minority students mostly likely to fail placements (Bartoli et al, 2008; Moriarty et al, 2008; Fairtlough et al, 2014)
- Black students “fast tracked to failure” (Tedam, 2014)
- Possible reluctance to fail students (Finch, 2010, Finch and Taylor, 2013)
- PEs may lose reflective ability when working with a struggling student (Finch et al, 2013)

PE refusing to learn how to pronounce South African student's name

PE putting phone down on a student because of her African accent

STRUGGLING/FAILING STUDENTS IN LAW FROM THE RESEARCH

most likely to fail
Moriarty et al, 2008;

- Black students “fast tracked to failure” (Tedam, 2014)
- Possible reluctance to fail students (Finch, 2010, Finch and Taylor, 2013)
- PEs may lose reflective ability when working with a struggling student (Finch et al, 2013)

EVENTS IN RESEARCH

“I just thought...I thought, ‘Fuck You’! You are not going to apologise for your fucking behaviour with a period. Every fucking woman in the world gets a period, yes some have difficulties, some get emotional, your deafness didn’t wash, so now you’ve like resorted to like, fucking bottom of the barrel...” (Daisy)

-
-
-
-
- PEs may lose reflective ability when working with a struggling student (Finch et al, 2013)

to fail
2008;
(4)
nd

FILMS 1 AND 2

WRITTEN BY DR JO FINCH

FILM 1

- HOW DOES THE PE ADDRESS THE AREAS OF CONCERN
- IN WHAT WAYS IS THIS PE OPPRESSIVE AND DISCRIMINATORY ?
- WHAT SHOULD THE PE DO DIFFERENTLY?
- IF YOU WERE THE STUDENT IN THIS SITUATION, HOW WOULD YOU FEEL?
- HOW MIGHT YOU CHALLENGE THE PE AS A STUDENT? TUTOR? COLLEAGUE?
- ANY OTHER THOUGHTS, FEELINGS OR RESPONSES TO THIS FILM?

<https://vimeo.com/267962306/f0f2a5aec3>

FILM 2

- HOW DOES THE PE ADDRESS THE AREAS OF CONCERN?
- HOW DOES THE STUDENT RESPOND
- WHAT IS DIFFERENT ABOUT THIS FILM COMPARED TO THE PREVIOUS FILM?
- IF YOU WERE THE STUDENT IN THIS SITUATION, HOW WOULD YOU FEEL?
- HOW MIGHT YOU MODEL THE PE'S CONDUCT?
- ANY OTHER THOUGHTS, FEELINGS OR RESPONSES TO THIS FILM?

<https://vimeo.com/267961238/e3b2677cc0>

15 STEPS TO WORKING ANTI-OPPRESSIVELY WITH (STRUGGLING) STUDENTS (FINCH, 20117)

Stop, reflect and identify the feelings

Identify the source of emotions and what they mean

Contain the emotional climate

Do not bury your head in the sand

Do not over react

Follow the process

Give constructive, on-going feedback

Avoid making assumptions

Collate the evidence

Follow the same goals

Remember your roles and responsibilities

Avoid doing too much

Employ adult learning principles

Do not internalise failing

Use the "F" word judiciously

SHARE

A New Model for Social Work



By Siobhan Maclean,
Jo Finch and Prospera Tedam

JO FINCH

SUPPORTING STRUGGLING STUDENTS ON PLACEMENT

A practical guide



POLICY PRESS **SHORTS** POLICY & PRACTICE

THANK YOU
FOR
LISTENING