

# Student Placement Survey 2017-2018

## Summary

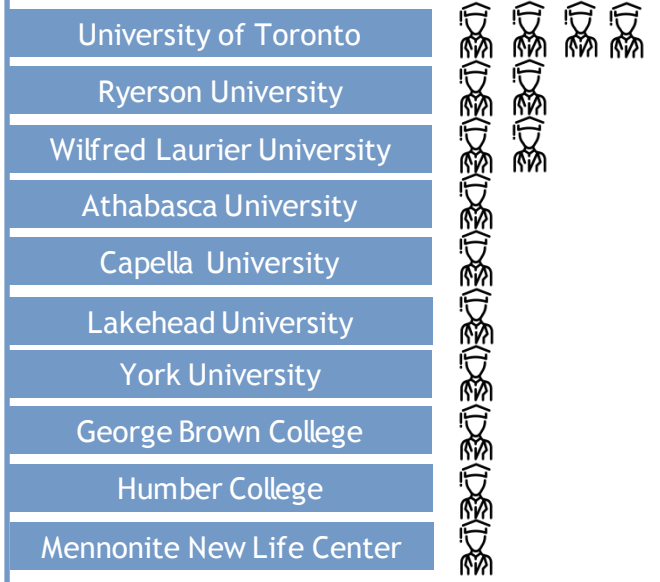
Students continued to report very positive experiences with Family Service Toronto's (FST) student placement program. Students had strong relationships with instructors and achieved their learning goals. 100% of survey respondents would recommend FST to a prospective placement student.

## Family Service Toronto's Student Placement Program

In 2017-2018, 15 students from 10 institutions completed their placements at FST. Students worked in a range of programs across the organization:

- Counselling
- David Kelley Services (DKS)
- Families in Transition (FIT)
- Service Access Unit (SAU)
- Seniors and Caregivers Support Services (SCSS)
- Knowledge Building (KB)
- Social Action and Community Building (SACB)

## Where do our students come from?



## Evaluation Process

The evaluation survey examined their experience in 5 categories:

1. Orientation to FST
2. Student Supervision
3. Student-Field Instructor Relationship
4. Experience at FST
5. Overall Satisfaction.

The survey comprised mostly of closed-ended questions that asked students to rate their agreement to a series of statements, from 1 (*very low*) to 5 (*very high*).

Open-ended questions were included for students to elaborate on what they learned, what they found challenging, and suggestions for the future.

While 15 students started the survey, one did not complete all the questions. Therefore, sample sizes vary from question to question.

**Counselling, DKS, SACB** and **KB** have demonstrated consistency in including students in their operations. In 2017-2018, **DKS, KB** and **SACB** had more than two students each. There has also been consistency in the staff who offer student placements.

There is room for growth and diversification in the staff and programs that offer student placements as well as in indirect programs, such as Human Resources, Technology and Communications, and Finance. Cultivating student learning will continue to be an important FST commitment.

## Orientation to FST

Students participate in a general orientation to the organization. Field instructors provide an placement-specific orientations.

83% of students (n=12) reported being well-informed about...

FST's mission, values, and strategy

The community that FST supports

FST's range of programs and services

FST's policies guiding student practice

92% of students felt well oriented to their specific program area

92% of students felt prepared to begin their placement after orientation

## Student Supervision

Field instructors provide students with hands-on experience, informed by formal meetings and the student's learning objectives.

While a majority of students had formal meetings with their field instructors on a weekly basis, a few students met with their field instructor once every four weeks.

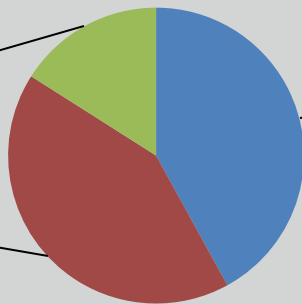
This is an area for improvement, as regular in-depth supervision is critical to student learning.

How often did you meet with your field instructor in-person? (n=12)

Once Every Four Weeks, 16%

Several Times A Week, 42%

Once A Week, 42%



### Learning Objectives

All students reported that field instructors helped them establish, monitor and adapt their learning objectives.

83% of students reported that their learning objectives were *mostly or completely met*.

## Student-Field Instructor Relationship

At the core of the student experience is the mentoring relationship with field instructors.

100% of students (n=12) said...

I had open lines of communication with my field instructor.

My field instructor ensured my learning needs were met.

My field instructor provided me with helpful feedback.

## Experience at FST

Students are encouraged to learn about FST beyond their program area and could participate in learning opportunities to do so.

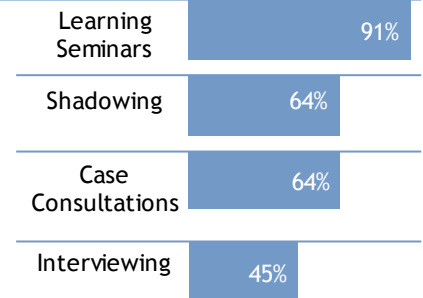
91% of students ( $n=11$ ) found FST staff to be inclusive and welcoming.

Students engaged in a variety of learning experiences to enhance their understanding of the organization.

Some students missed out on learning experiences due to **unawareness/forgotten, being too focused on their own tasks, no time or uncertainty on how to approach staff**. This suggests that future field instructors could facilitate these experiences through relevant introductions and setting aside time in student schedules for these opportunities.



### Learning Experiences



Percentages represent # of total students that took part in each learning experience ( $n=11$ )

## TOP SKILLS THAT STUDENTS ACQUIRED DURING THEIR PLACEMENT



Program Evaluation  
Counselling and Assessments  
Advocacy  
Project Management  
Data and Policy Analysis  
Written Communication



## ADVICE FOR NEW STUDENTS



“Prioritize your own health and wellbeing by being honest and direct with your supervisor and other staff.”



“Take advantage of the learning opportunities like informational interviews, shadowing and learning seminars.”



“If you have free time, walk over and speak to the folks around you. In an open office, people sometimes have *\*less\** spontaneous conversations because they are worried about being loud and disturbing others. Don't be worried about that. Just go meet people.”



“Be open minded, willing to take calculated risks to improve learning and use the support provided.”

## Overall Satisfaction

Students are asked about their overall satisfaction with their placement, and the likelihood of recommending FST to a peer.



100% of respondents ( $n=11$ ) either *agreed* or *strongly agreed* that they would recommend FST to a future placement student.

“Very enriching and rewarding experience. All the staff have been very welcoming - both inside [my placement department] and the rest of FST. Lots of opportunities to learn and grow.”



100% of respondents ( $n=11$ ) were either *satisfied* or *very satisfied* with their placement at FST.

“As a newcomer in Canada, placement at FST was a great learning experience for me. My placement supervisor was exceptionally helpful and supportive. I am grateful.”

## WHAT STUDENTS APPRECIATED

“The opportunity to know the organization from a bigger picture perspective.”



“I felt like my supervisors were invested in my learning and potential, gave me leadership opportunities and allowed me to take on responsibilities, and were always available for support and guidance throughout the process.”



“The support of my supervisor and the FST staff.”



“The opportunity to be involved with important advocacy and learn from other passionate advocates.”



For more information about student placements at FST, visit: [familyservicetoronto.org/get-involved/student-placements/](https://familyservicetoronto.org/get-involved/student-placements/)

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