

Narrative reasoning and coherent alignment in field placement

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Abstract

In social work, field placement is considered an essential component to prepare students for professional practice. A significant degree of disjunction between academic and practical learning also is asserted. The present study aims to explore how students develop their professional competence in field placement and relate their learning outcomes across the university setting and the field. Data from students' learning contracts and placement reports and a focus-group interview are analysed. Concrete practical experiences and the complexity of problems in specific contexts seem to provide inputs on the development of students' knowledge, skills and personal competence outside the university setting.

Although the students were asked to account for these three dimensions separately, the findings demonstrate their ability to connect and integrate them in the narrative reasoning that characterises students' reflections on their learning from placement. Moreover, our findings show that all three dimensions are developed in both the university setting and in field placement. Preparing students properly for placement training and calling for specific reports on learning outcomes allow access to meaningful connections that are created and developed between the university setting and field placement.

Keywords: social work education; field placement; learning contract; learning outcome; apprenticeships; modes of thinking

Introduction

Most professional programmes comprise a combination of education and training in a higher education institution and field placement. In social work, field placement is considered an essential component to prepare students for professional practice and to allow them to connect and integrate classroom teaching with professional practice (Cornell-Swanson, 2012; Smith, Cleak & Vreugdenhil, 2015; Wayne, Raskin & Bogo, 2010). It also has been reported that students frequently describe their placements as their most important learning experiences (Cleak, Hawkins, Laughton & Williams, 2015; Smith et al., 2015). Drawing on perspectives about the characteristics of professional education (Shulman, 2005; Sullivan, 2005) and the distinction between the paradigmatic and narrative modes of reasoning (Bruner, 1986), this article aims to explore the understanding of field placement further as a significant pedagogical approach in social work education.

The growing literature on field placement in social work mainly focuses on learning for direct or clinical practice, and it has been stated that no other component of the curriculum has been subjected to as much research (Bogo, 2015). The concentration has been on how field placement should be developed further to realise pedagogical norms to integrate theory and practice. The significance of the field supervisor, as well as the pedagogy for field education, has been emphasised, and various factors identifying best practices have been suggested (Bogo, 2010, 2015; Cleak & Smith, 2012; McSweeney & Williams, 2018; Nordstrand, 2017). In-class preparation for placement has been proposed to aid students' personal and professional learning as well (O'Connor, Cecil & Boudioni, 2009). The development of communication skills has been found to be particularly essential (Tompsett, Henderson, Byrne, Mew & Tompsett, 2017). Coordination, collaboration and partnerships between schools and workplaces also have been developed (Foote, 2015; Irvine, Molyneux & Gillman, 2015). Nevertheless, Smith et al. (2015) point out that limited research exists on learning activities during field placement. Thus, empirical studies that examine how students experience and relate their learning in both university and placement settings are essential to accumulate more knowledge on students' learning processes.

In 2008, the Council on Social Work Education (CSWE) in the US identified field placement as the signature pedagogy of the social work profession, emphasising that 'it contains pedagogical norms [with] which to connect and integrate theory and practice' (Wayne et al., 2010). However, the question of whether social work has a signature pedagogy is an ongoing discussion in the literature (Larrison & Korr, 2013). A systematic review undertaken by Holden, Barker, Rosenberg, Kuppens and Ferrell (2011) found no studies that provided evidence identifying field instruction as the signature pedagogy of social work in the US. Moreover, it has been argued that the signature pedagogy should characterise both the classroom and the field (Lynch, Bengtsson & Hollertz, 2018). This study's objective is not to provide a discussion on whether social work has a signature pedagogy, but rather, as emphasised above, to explore the understanding of field placement further as a significant pedagogical approach in social work education.

Shulman (2005) argues that professional programmes' objective is to develop students' ways of thinking, performing and acting with integrity. Based on these dimensions, Sullivan (2005) distinguishes among three *types of apprenticeships*, as follows: (1) intellectual/cognitive learning; (2) skill training; and (3) values and responsibility. Sullivan addresses the shift from a traditional apprenticeship model to schooling. He emphasises that higher education programmes prioritise intellectual apprenticeships, implying an unfortunate imbalance among the three apprenticeships. Consequently, graduates are not adequately prepared for professional work and tend to lack skills, particularly the commitment to values and professional responsibility. Although higher education is not characterised by the first apprenticeship only, an important role of field placement is to compensate for the imbalance and address the latter two apprenticeships.

According to Sullivan (2005), another challenge in professional higher education programmes lies in bringing the three apprenticeships and disparate pieces of students' educational experiences into coherent alignment. To characterise the difference between professional practice and schooling, he draws on the work of the cognitive psychologist Bruner (1986), who distinguishes between two broadly different modes of thinking: *narrative* reasoning and a *paradigmatic* or *scientific* one. The former mode locates things

and events in a story, integrating experiences through metaphors and analogies into a meaningful structure. It is employed in all practical situations. The latter mode seeks to explain relationships between variables; it is represented more abstractly, formally and systematically, with things and events detached from everyday life situations. The two modes of thinking are not reducible to one another. As field placement and practical problem solving are characterised primarily by narrative reasoning, the three apprenticeship types are not incoherent in the same way as in the paradigmatic mode of thinking in a university setting.

Much of the literature on field placement in social work tends to limit the focus to how theory learned in a classroom setting may be integrated into practical problem solving during field placement (Lee & Fortune, 2013; Smith et al., 2015). This approach seems to ignore intellectual apprenticeship as an important aspect of narrative reasoning that characterises field placement and practical, professional problem solving. Drawing on the theoretical perspectives presented above, as well as the social work literature, this study examines the following research questions:

- How are students' professional competence reported to be developed, challenged and integrated in field placement?
- How do students relate and experience their learning in both field practice and the university setting?

Data and methods

The empirical basis for this article is a three-year/six-semester bachelor of arts programme in social work offered by a Norwegian university. The programme comprises courses that provide five to 30 credits in social work theory and practice, as well as law, social policy and subjects in human behaviour and social environment. Principles of social justice, human rights, diversity, empowerment and collective responsibility are combined with multidisciplinary theoretical perspectives that lay the foundation for students' theoretical learning outcomes. Several of the subjects include simulated skills training connected to the acquired theoretical perspectives.

The students undergo placement training for nine weeks in their second semester and 12 weeks in their fifth semester. The programme is characterised by its substantial efforts to prepare students for placement training and facilitate the integration of learning in the two arenas. Before the placement training period, compulsory teaching relevant to field studies is provided, e.g., presentations on the most relevant services and reiteration of professional principles and communication skills.

Within two weeks after starting their placement, the students are asked to deliver their individual learning contracts to their training teacher at the university, with the objective of expressing their personal expectations, experiences and learning requirements. The learning contract is supposed to form a bridge between the classroom and the field in terms of concrete learning objectives, separated into three categories, as follows: *theoretical knowledge*, *practical skills* and *personal competence*. The students also are expected to reflect on their acquired professional competence as bases for identifying their objectives. Moreover, the learning contract should serve as a basis for the students' own evaluation. Approximately halfway through the placement training, most students meet with their training teacher and the supervisor in the placement institution to discuss their learning accomplishments, as well as possible obstacles to the learning process.

The data are drawn from these documents (learning contracts and reports from placement) and a focus-group interview with nine students the following year chaired by the first author and a colleague. After placement training, the students meet in groups to sum up their learning experiences. Students in one of the groups agreed sum up and reflect upon their experiences in a focus-group interview.

Of 110 students, 50 agreed to participate in the document study. The content was organised and analysed within NVivo software to uncover connections across professional and personal competence, learning objectives and expected integrated learning outcomes.

The analyses were conducted thematically as an accessible and theoretically flexible approach to qualitative data analysis (Braun & Clarke, 2006). In accordance with this paper's objective, concrete examples were identified in the framework of the selected themes. The

theoretical perspectives on the three apprenticeships and mode of thinking (Bruner, 1986; Sullivan, 2005), as well as the research literature on how students related their learning outcomes in field placement to those in the university setting, in turn influenced the themes. Although mainly restricted to written reports (with no opportunities to explore the subjects more carefully and extensively), the data are rich and demonstrate how students concretely reflected on their learning outcomes. Moreover, the focus-group interview provided more details and associations among participating students. Thus, this study is appropriate for addressing the potential of field placement, rather than the lack of integration and the range of practical hindrances addressed in extant literature (Ayala et al., 2018; Cleak et al., 2015; Domakin, 2014). The written material and focus-group interview provide sound bases on which to explore students' learning processes and outcomes in both classroom and placement settings.

Results

The results are organised in accordance with the structure of the learning requirements for the placement training, as well as the forms for the learning contracts and the placement reports. This structure is closely related to Sullivan's (2005) distinction among the three apprenticeships.

Theoretical knowledge

In the first part of the learning contract, the students were asked to describe their theoretical knowledge acquired so far. A few participants emphasise that as third-year students, they believe that their theoretical foundation has been developed and is relatively comprehensive. Others are more specific, e.g., one student reports, 'During the study, I have acquired knowledge about laws, types and theories of communication, perspectives on power and powerlessness, sociology, trauma, lack of adequate care, crises and sorrow, which I now can relate to my work in practice'. In other words, theory is associated with textbook content and not to theories that aim to explain society at large, e.g., Marxism, feminism or the welfare state – or the impact of oppression and social inequalities. Another student states, 'All theories have given me a general understanding of how complex matters interact and more linkages to different thoughts and perspectives'.

Several students highlight knowledge as particularly relevant, including communication theories and techniques, theories on children's psychosocial development and ethical thinking. Some participants also mention their growing interest in particular parts of the curriculum, such as psychological subjects and security under the law. Although most of the students emphasise that they have acquired comprehensive theoretical knowledge during the programme, some have more reservations. One states, 'When it comes to drug abuse, I feel that I do not have much knowledge, and we have not learned much about drug abuse during the study'.

The knowledge acquired before the students enrolled in the social work programme also is cited. Some participants draw attention to a vocational programme that qualified for health and social work. Others mention various types of higher education, including one-year studies in law and psychology and a bachelor's degree in political science, as well as personal experiences. For example, one student notes, 'I have a good deal of knowledge about drug abuse because it has been very close to my everyday life'.

The students have clear expectations for their placement training. One student entering child welfare service declares, 'After placement, I hope I will have acquired knowledge and understanding about how the child welfare service works as a whole (...). I also want to learn more about different methods they use when they work with children'. Another student claims, 'It is essential to formulate your observations in a proper way, as all notes are saved in their internal data programme'. Still another draws attention to the consequences of domestic violence: 'I would like to learn how tools may be used to empower and strengthen the self-esteem of the victims.' Other objectives were specific and contextual, like 'Take active part; observe conversations with children and care providers'. Another student notes, 'I would like to acquire more knowledge of theories and methods connected to community work'. The students expect to observe and learn a variety of concrete rules, procedures and methods.

Generally, the students' expectations for field placement seem to be fulfilled. Their development is described as a quantum leap compared with their position in advance, as one student reports:

I have acquired a lot of theoretical knowledge, almost more than I expected. I am now confident in knowing how child welfare services in Norway work, and how they relate to legislation. I can safely go into a discussion on child protection, what signals to look for concerning children who are victims of violence or abuse (and last) but not least, I have learned how to proceed when opening investigations of great concern.

Most of the students link their learning to the target group and the professional and legal procedures in different services. One student states:

I [have] come to know that drug abuse has a different effect on each individual, as well as different effects from one day to another on the same person. I know more about the women in the institution; they are exposed to violence during their childhood or are in relations with violent men.

Her report is an example of the students' expanding knowledge of the living conditions of their clients. Another student emphasises, 'I have more knowledge of the reasons behind drug abuse and the connections between drug abuse, mental problems and the somatic. I know better how to meet people with complex problems'. Another student maintains, 'It was important for me to read relevant literature to be able to grasp mental sufferings. On the other hand, theory was not sufficient. I depended on meetings with persons suffering from mental illness and crises'. In other words, the students learned the importance of practical experiences to understand people with problems, as well as a more thorough understanding of theoretical perspectives.

Some students highlight how the three aspects of professional competence are integrated: 'By reading theory during my placement training, I have been more observant on different issues (...). I now understand how different concepts are used in practice'. Another student illuminates the point by stating, 'I learned a lot about these cognitive methods (...). I was

pleasantly surprised, though, how much they focussed on subject and method'. Another student draws attention to organisation and social policy: 'I learned more about the tasks and labour input in the Norwegian Labour and Welfare Administration, activation and conditionality'.

Concrete practical experiences and the complexity of problems in specific contexts seem to provide other inputs on the theoretical perspectives than the university setting. In Sullivan's (2005) terminology, the three apprenticeships are interwoven and integrated in practice. Their specific experiences appear to deepen students' understanding of theoretical perspectives and motivate them to engage in further reading.

Practical skills

When the students address their acquired skills and know-how, they highlight field placement during their first year in social work education. Most students also report their work experience before enrolment and part-time work during their studies. Some have undertaken relevant volunteer work, and a few emphasise their personal relations with people who have problems that are addressed in social work.

The significance of skills training and practical exercises during seminars at the university is highlighted, particularly training in communication skills and methods. The students also are trained in writing administrative decisions for the Norwegian Labour and Welfare Administration. Some students argue that this task is a waste of time, as things work differently in various institutions.

Regarding the students' expectations for placement, they emphasise communication skills and learning to practise various methods. One student notes, 'I want to train on structuration and carry out professional communication (...) This implies practical training, as well as observation and reflection on different relevant methods for communication'. Others accentuate concrete skills, e.g., 'I want to learn how to write clinical journals and assess clients' capacity for employment and individual plans'. Some students stress that their objective is to become more confident in general and with respect to concrete tasks, such as those involving information-technology systems.

Several students report their need for training to develop their abilities and skills. One student states, 'I tend to start talking when the room turns silent, so I should be much better at using silence. Another bad habit is that I might immediately give advice instead of listening'. The personal aspect of communication is also emphasised: 'I want to be able to talk without being nervous and afraid, to dare to talk and be well-defined in my statements to clients'.

The students report on their opportunities to participate and test their own abilities in several different tasks during placement. In addition to observations and consultations with client on their own, they participated in most of the activities in institutions, including interdisciplinary cooperation, internal supervision, planning sessions, seminars and work-based training. The students also report on their learning outcomes regarding journaling and written decisions, e.g.:

I have learned to write good journals, where things are supposed to be short and defined precisely, (while) at the same time being recognisable to the client. I have learned different ways of mapping the clients' socioeconomic situation. I (can) write applications to certain authorities.

The students also cite their opportunities to observe, then perform, tasks on their own, e.g.: 'Practice is a marvellous opportunity for learning – to actually perform an action by myself. It is by action (that) I have realised what I am able to master and what I need to train in or read more about'. Feeling confident in communicating with clients is another frequent outcome mentioned in the reports, e.g.:

I have a list of questions to follow, though they may emerge [as] sensitive questions, which I did not plan on. When recognising that I am able to go on with these talks, I am also able to dispense with my need of control and cope more with unexpected issues than I did before the placement training.

Students also report on how the three aspects of professional competence are integrated in placement training, i.e., how client meetings highlight the use of theory and how professional identity is challenged and reflected upon:

The placement period has made me more aware of the way that the theory is employed in practice; the theory makes me more observant. Use of empathy, professional knowledge and goal orientation has been particularly in focus (...). I am also more confident with the working process.

Although the students report about having developed their skills and know-how in various settings, including classroom teaching, placement is emphasised as a unique opportunity for developing their abilities and skills. Communication skills in writing journals and other types of reports are emphasised. The students indicate that they have become more confident and recognise what they have mastered and what they need to develop further. These learning outcomes correspond to Sullivan's (2005) emphasis on the imbalance among the three apprenticeships in professional education, field placement's important role in developing students' skills and integration of the three apprenticeships. Similar aspects also are highlighted in extant social work research literature (Bogo, 2010).

Personal competence

When the students describe their personal qualities and competence, they tend to address values and attitudes. They report about their strong dedication to the field and helping people. They characterise themselves as 'engaged', 'fair', 'social', 'cheerful', 'optimistic', 'helpful', 'empathetic', 'patient', 'creative', 'reflective' and 'goal-oriented'. Some also mention having learned from personal experiences. Moreover, their backgrounds, i.e., those from other countries, have made it easier to understand other people and cultures. Another student cites personal experience with drug abuse. Less-flattering characteristics, such as being 'rather naïve and gullible', also are acknowledged. The students also are concerned about developing their attitudes, e.g., 'I want to improve my personal competence by not being prejudiced toward the families I am going to meet in the child welfare service'.

Another claims that she would challenge herself and 'not have a judgemental attitude, be

open and humble toward everybody and not categorise users as dignified or not dignified'. Similar circumstances apply to the professional position: 'I would like to acquire a better understanding of the role of the social worker and a professional pride [in] being able to promote the profession'.

Several students report how they have changed their attitudes and prejudices toward clients and how they face their particular problems in everyday life situations:

My attitudes toward women addicted to alcohol and drugs have changed (...). I expected almost hysterical women who would try to manipulate me, based on my fellow students' comments prior to the placement training. My experience is that these women are generous and cooperative as long as I behave in the same way. The women have bad days like me, and I perceive the reasons to be quite rational.

The students also admit to being particularly challenged on attitudes and values concerning the system and bureaucracy, and they feel more confident with their role as social workers, approaching clients in a more non-judgemental, confident and straightforward way due to the institutions' characteristics.

The students cite few examples of malpractice or procedures that did not meet the standards that they learned at the university, but some experienced ethical dilemmas, such as working against their own values when faced with tight budgets that limit economic support for clients.

Several students report that placement training is crucial to developing and regulating their attitudes, role expectations and professional identities.

Some students emphasise their critical reflections, both directly and more implicitly, in terms of asking critical questions about particular events and procedures: 'I have been concerned about all the staff, especially doctors and psychologists – (whether) they are aware of the position and the role they possess about patients and their families.' Moreover, the feeling of powerlessness was evident in some students' reflections on the power balance between

the social worker and the client. For instance, one student notes, 'This has not been as I thought (before) the placement period. The reason is that the social workers are professional and they meet the clients with sincerity and confidence, which made the power imbalance less explicit'. Another student acknowledges such professional power, and how if it is used constructively, it might be productive, rather than invasive: 'You have plenty of power, and if you are able to present good arguments in writing, you might gain influence in decision-making'. When facing challenging situations, the students draw on theoretical perspectives acquired in the university setting, demonstrating how professional-competence aspects are integrated.

Placement plays an important role in the development of students' attitudes and values, which is emphasised less in the university setting, as noted by Sullivan (2005) and other extant social work literature (e.g., Cleak et al., 2015). The students stress that their values and attitudes are challenged during placement, not just addressed in an abstract way. The narrative reasoning in placement also involves a subjective, experience-based dimension and contributes to developing the students' professional responsibility and identity.

Discussion and conclusions

This study aimed to examine how social work students develop their professional competence in field placement and how they relate their learning outcomes in the university setting to those in field practice. The three types of apprenticeship, introduced to professional education by Sullivan (2005), as well as Bruner's distinction between narrative reasoning and the paradigmatic cognitive approach to understanding and learning, are found to be particularly relevant in the analysis of the data from these students' own learning contracts and placement reports.

Our findings show that all three types of apprenticeship (intellectual/cognitive learning, skill training, and values/responsibility) are developed in both the university setting and in field placement, and elaborate on how learning occurs in the two contexts. As highlighted by Boitel and Fromm (2014), drawing up and implementing an integrated learning contract in the field setting, which serves as a platform for competency-relevant evaluation in

placement reports, is crucial for students to measure and reflect on their learning processes and outcomes. The learning contract and reports encourage students in their integration of classroom knowledge within ongoing practical contexts. While emphasis in the university setting is placed on various types of theoretical knowledge, training in communication skills, as well as values and attitudes, is also addressed in diverse types of classroom teaching.

The theoretical perspectives acquired in the university setting are perceived to be relevant generally to students' field placement, and more theories are significantly more applicable when demonstrated in practice. Textbooks and theoretical perspectives become more relevant, in another way, to placement training than to classroom teaching, providing students with the motivation to engage in further reading and rereading of materials from the syllabus. Our empirical examples illuminate how students facing unique clients and situations make sense of the theoretical perspectives and contribute to a deeper understanding of the curriculum. The students also stress having developed their theoretical understanding and knowledge about different methods and models, emphasising the social situations of clients facing complex problems organised by narrative modes of thinking and judging.

While previous studies have reported that theoretical knowledge is rated relatively low among new graduates, supervisors and practitioners in general (Forte, 2014; Heggen, 2008; Nordstrand, 2017), the students in our study tend not to distinguish clearly between theoretical knowledge and practical skills when they reflect on their field placement. Our analysis indicates that they apply a narrative mode of thinking and address theoretical knowledge as an integrated part of practical problem solving. Theoretical perspectives are not just abstract, formal systems detached from everyday life situations, as they tend to be in classroom teaching, but become part of meaning structures embodied in practical situations and the situated experiences in placement.

In their storytelling, the students emphasise their motivation to develop their personal skills and attitudes as they have faced complexities and challenges in practice. Regarding skill training, practical classroom training in communication skills is experienced as an important preparation for students' field placement and helps students relate communication theories

to communication skills. This finding is supported in other studies (Lee & Fortune, 2013; Tompsett et al., 2017) and highlights that classroom training plays an important role in developing students' skills. It may be argued that classroom training is a way to include narrative reasoning in university settings.

The socialising role of field placement is highlighted in the social work literature (Miller, 2013; Smith et al., 2015). In our study, it is evident that the third type of apprenticeship (values, attitudes and responsibility) occurs at different levels. In classroom settings, students learn different perspectives on poverty, social structures and power. In field placement, they experience these issues in relation to actual real-life clients in specific situations. Their practical experiences have challenged and developed their values and attitudes in a different way than the more abstract principles learned in the classroom setting. Consequently, because of clinical observations and personal meetings, the students adjust their attitudes to a more professional position. These processes illuminate the symbolic activities in which the students are employed in constructing and in making sense of their clients and their situations, as well as of themselves. The students report on social workers' ethical commitment in welfare services and their loyalty to professional standards. As Sullivan emphasises, professional education's objective is to shape students' mode of thinking to hone their professional judgement and performance (2005, p. 207).

Our findings elucidate that placement training is crucial to learning outcomes in social work education and to integrating theory and practice (Smith et al., 2015; Wayne et al., 2010). However, the relationship between classroom teaching and field placement is not just a matter of alignment and preparation for field practice. Moreover, some aspects of professional competence also are learned better in professional practice than in the classroom (Eraut, 1994). Storytelling and narrative reasoning utilise specifics of a special sort, involving a search for the precise motives that led to certain actions. Thus, involvement with individual clients offers the opportunity to make sense of social problems on different levels, integrate learning outcomes from theory and practice, and develop professional judgement and responsibility.

Although the students were asked to account for their knowledge, skills and personal competence separately, their storytelling demonstrates their ability to *connect* and *integrate* the three apprenticeships. The students highlight that field placement offers them the opportunity to observe how tasks are carried out in practice and to participate in various activities. Furthermore, our findings indicate that when students face the complexity of individual clients using different social services, they challenge and develop their personal competence through the mode of narrative reasoning. The three apprenticeships are connected and integrated into the narrative-reasoning characteristic of the students' reflections on their learning in placements, distinguishing this mode of thinking from the analytical style in the university setting. The interplay between the naming of acts and the construction of social contexts is a hermeneutic task, between whole and part. Moreover, some students challenge their own values and attitudes toward client groups, thereby steering their professional development toward holistically social work.

Professional education means laying the foundation for lifelong learning processes to master these complex tasks. The social work students demonstrate an incipient critical reflection during their placement training, although the need for further training and development is obvious. The students also reflect on their emerging professionalism, evidently becoming conscious of their own contributions to the social-worker-client relationship and the outcomes of social work practice. Moreover, more students cite barriers to the economic framework, social policy and inter-professional cooperation among different services, indicating an acquired awareness of professional responsibility and the restrictions in individual approaches to social problems in practice. Storytelling allows the students to understand personal experiences in light of broader social and political contexts. According to Bruner (1990), this ability to negotiate and renegotiate meanings through mediation of narrative interpretation is one of the pinnacles of human development and should be highlighted in professional learning.

In conclusion, students' learning outcomes in field placement appear to comprise a crucial learning arena to make sense of the three apprenticeships introduced in classroom teaching. Nevertheless, several opportunities exist for future research in field education, given the

emphasis on placement training in social work programmes. More studies that explore the transfer from the university to placement and vice versa may strengthen students' total learning outcomes in social work programmes.

Strengths and limitations

This study's data comprise student assignments (i.e., mandatory basic activities for students entering placement training in their fifth semester) and are based on students' reports on their experiences. The focus-group interview follows a similar logic. Thus, the findings favour successful stories and experiences. Notwithstanding this bias, the study's purpose has been to explore potential learning objectives and outcomes more than obstacles to learning and professional development. However, the role of field instructors (supervisors) has not been explored; thus, this article's contributions lie in addressing how field placement strengthens the balance among the three apprenticeships and elaborating on how learning occurs in different settings of professional education.

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