

FIELD INSTRUCTOR ORIENTATION TRAINING

Online Module Training 2020

Module 5 Supervision

Learning Objectives

- ▶ Define functions of supervision
- ▶ Identify and review approaches to supervision
- ▶ Overview of Stages of Internship and Strategies to address the various stages of internship
- ▶ Review general principles of supervision
- ▶ Clarify student and Field Instructor expectations

Why Supervision?



PROVIDES CONTEXT FOR
LEARNING AND
PROFESSIONAL
DEVELOPMENT



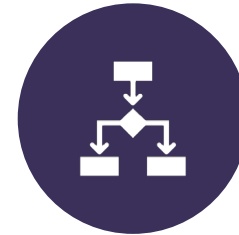
AN OPPORTUNITY TO STEP
BACK FROM THE
IMMEDIATE, INTENSE
EXPERIENCE OF THE WORK
WE DO AND CONSIDER
WHAT THE EXPERIENCE
REALLY MEANS



ALLOWS THE SUPERVISEE
TO EXAMINE THEIR
THOUGHTS AND FEELINGS
ABOUT THEIR WORK AND
IDENTIFY INTERVENTIONS
THAT BEST MEET THE NEED
OF THE CLIENT BEING
SERVED



GOAL IS TO CREATE AN
ENVIRONMENT IN WHICH
THE SUPERVISEE CAN DO
THEIR BEST THINKING



ALLOWS FOR THE PROCESS
OF TRANSFERENCE AND
COUNTERTRANSFERENCE
ISSUES AS THEY EMERGE.

Definition of Supervision

A cluster of functions -- administrative, educational and supportive -- performed within the context of a positive relationship by a person (supervisor) to whom authority has been delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisee(s) for whose work s/he is held accountable.

The primary goal of supervision is the establishment of an on-going relationship in which the supervisor designs **specific learning tasks and teaching strategies related to the intern's development** as a professional. The supervisor empowers the intern to enter the profession by helping him/her understand the core competencies of the profession. The supervisor guides the relationship to help him/her achieve success.

Administrative Supervision

Administrative supervision is usually focused on agency policies, protocols and expectations.

Administrative supervisors typically monitor the nuts and bolts of policies, budgets, and productivity, as well as the relationship between the agency and the community.

Staff recruitment and selection	Staff orientation
Work planning	Work Assignment
Work delegation	Monitoring, reviewing, evaluating work
Coordination of work	Communication
Administrative buffer	Community liaison

Supportive Supervision

Supportive supervision is concerned with increasing job performance by decreasing job related stress that interferes with work performance.

The supervisor increases the social worker's motivation and develops a work environment that enhances work performance by providing the following:

- ▶ Encouragement Recognition
- ▶ Approval Containment
- ▶ Flexibility Opportunity to "vent"
- ▶ Perspective

Reassurance	Encouragement
Recognition	Approval
Containment	Flexibility
Opportunity to "vent"	Perspective

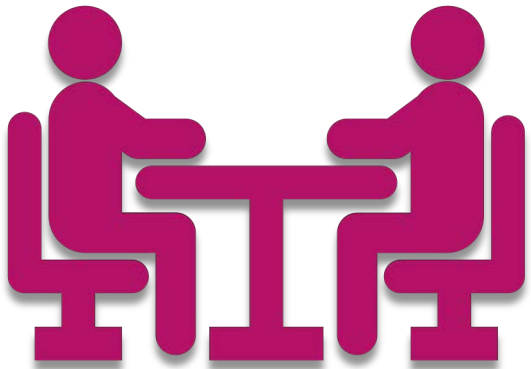
Educational Supervision: Field Instruction

Field Instruction centers around the learning alliance between the supervisor and supervisee that supports the acquisition of new skills and deepens self-awareness through reflection and discussion.

The supervisory relationship provides the opportunity to analyze the supervisee's work with clients, as well as modeling and supporting the development of a professional social work identity

Emphasis is on professional development of supervisee	Identification of knowledge and skills necessary to do the work
Provision of teaching/training/learning resources	Socialization to professional values and identity

Reflective Supervision



Reflective Supervision provides a safe environment for the supervisee, to learn to meet the emotional and intellectual demands of their work through three essential elements:

- ▶ Reflection
- ▶ Collaboration
- ▶ Regularity

Principals of Reflective Supervision

- ▶ Develop an atmosphere of trust to encourage exploration
- ▶ Acknowledge complexity & difficulty of the work
- ▶ Attention to both process and outcome
- ▶ Introduce new ideas or hypotheses – not dictates
- ▶ Facilitate ability to address conflict
- ▶ Model and encourage self-reflection
- ▶ Respect for the process of supervision
- ▶ Exploration of boundaries (and parallel processes)

Reflective Discussion

When reflective discussions are **grounded in observation** students gain more complex understanding of **rationale** for field instructor's suggestions (intentional practice)

- From abstractions in concepts to actual practice
- Students can internalize theoretical premises through coaching and feedback with reflection-on-action
- Examine students' emotions/cognitions and self-regulation



Blends didactic instruction and self-directed learning.



Task Centered Model of Field Instruction

Task Centered Model of Field Instruction

Partialized Learning is a skill and an objective:

Breaking objectives into small, manageable parts and defining target goals which represent the learning and practice objectives that the field instructor, student, and faculty liaison agree will become the focus of the student's work. Client needs are addressed by considering practice objectives and mapping out the steps for both learning and practice.

What do students like?

- ▶ Availability of field instructor
- ▶ Opportunities to think through concerns
- ▶ Clear explanations of role and purpose
- ▶ Open discussion, including “taboo” areas
- ▶ Variety of opportunities
- ▶ Flexible approaches
- ▶ Team atmosphere
- ▶ Opportunity to work with and observe professional feedback
- ▶ Links to the classroom
- ▶ Conditions that do not interfere with learning.
- ▶ Agencies/instructors do not need to be perfect (help them to learn reality);

Stages and Strategies

Phase

- Stage I: Acute consciousness of self

Students feel

- Feeling like a stranger, then a guest
- Feeling vulnerable and self-conscious
- Being enthusiastic about assignments, yet fearful

Students need

- A safe place to share concerns with seminar members and faculty liaison.
- Permission to be learners; to understand learning styles.
- To build self-awareness of strengths and limitations, To identify support systems.
- To discuss feelings and questions with field instructor.
- To be introduced at the agency, to have a place to sit, leave coat.
- Clarification of roles, expectations, and policies

Stages and Strategies

Phase

- Stage II: Reality Confrontation

Students feel

- Stress: often get the flu or a cold, becoming a bit depressed
- Becoming disillusioned with the agency, field instructor, social work classes. Wondering if social work is a good fit
- Wondering if social workers can do any good
- Sometimes wanting to give up or change placements

Students need

- To talk with peers, field instructor, and faculty liaison about doubts and fears.
- To reflect on how they handle stressful situations; to use stress management skills.
- To examine their expectations of themselves.
- Permission to make mistakes and take risks.
- To identify discomforts with agency, field instructor, social work profession.
- Assistance with major problems, crises, and decisions, explore feelings about support, authority, independence,
- To build a solid supervisory relationship with field instructor

Stages and Strategies

Phase

- Stage III: Relative mastery

Students feel

- Feeling more confident and competent
- Learning to leave worries at the agency
- Reaching a compromise between reality and expectations
- Willingness to discuss value dilemmas

Students need

- To take more initiative in own learning, become more self-directed, To explore new challenges, To continue building relationship with field instructor, To evaluate more concrete feedback
- To evaluate own practice.
- To build on strengths and interests.
- To identify what learning they still need.
- To find ways to contribute to the agency

Stages and Strategies

Phase

- Stage IV: Closure

Students feel

- Feeling ambivalent about ending: sad, detached, relieved, withdrawn
- Looking forward with confidence to the next practicum
- Having clearer expectations for the next practicum
- Being concerned about meeting higher expectations for the next practicum

Students need

- -To reflect on past experiences with endings; identify patterns,
To share feelings with seminar members and field instructor.
- To start the closure process early,.
- To develop an ending plan.
- To reflect on growth and learning.
- To use learning to develop new goals and future plan

Stages and Strategies

Phase

- Stage V: Teaching what one has mastered

Students need

- Opportunities to present projects or theories to staff

Student Responsibilities



In agreeing to the field placement, the student accepts the following responsibilities:



To observe, test, integrate and apply in social work practice the theoretical and conceptual knowledge presented in the social work curriculum;



To gain knowledge and understanding of the philosophy and methods of agency practice and operation and comply with agency work requirements;

Student Responsibilities



To account for field hours weekly and provide a total of the number of hours at the end of each semester.



Field hours should be prearranged after consultation with the Field Instructor.



Students should negotiate any changes to the field calendar with both the Field Instructor and the Faculty Liaison.



The Field Coordinator must be consulted prior to any major changes to the field calendar;

Student Responsibilities



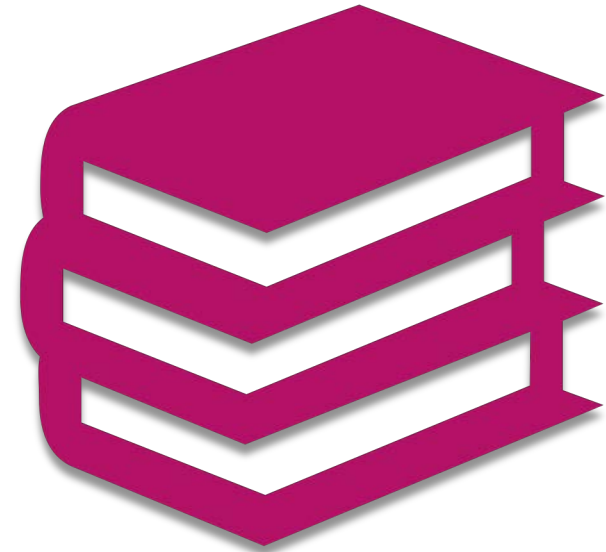
To bring to the attention of the Field Instructor and Faculty Liaison any problems or conditions that may interfere with gaining maximum benefit from the field practicum experience and



It is required that students inquire about potential dangers at the field placement and after discussion with their Field Instructor and Faculty Liaison, take reasonable action to protect themselves from serious harm.

Integrating Theory and Practice

- ▶ Field Education provides the student with the opportunity to integrate the knowledge they learned in their coursework with the hands-on learning they will experience in the internship. It is through this integration of theory into practice where students develop their skills.
- ▶ The Field Instructor plays a critical role in helping students see how social work knowledge, values, and skills are used within the work in which they are involved. By the completion of the internship, students should understand how to apply these elements in their practice.



Integrating Theory and Practice

- ▶ Students often don't critically analyze their actions. When one task is completed, they move on to the next task. They must be prompted to make the connections between the tasks, and the reasons behind the tasks. The process of making connections is the process of integrating theory and practice.
- ▶ It is the role of the field instructor to assist the student in making these connections. For every client interaction, students should be given opportunities to understand the social work skills that were necessary during the interaction, the social work knowledge that informed these actions, and the social work values that influenced the interaction. (CSWE, 2003.) The following information will provide you with ideas for assisting students with integrating their knowledge, skills and values in the learning environment of the internship.

Examples of Knowledge, Theory and Skills



SW Knowledge

- Diversity
- Populations-at-risk and Social, Economic, Environmental and Racial Justice
- Human Behavior and the Social Environment
- SW practice and interventions
- Research



SW Values

- Service
- Social Justice
- Dignity and worth of the person
- Importance of Human Relationships
- Integrity
- Competence



SW Skills

- Attending
- Building Rapport
- Clarifying
- Paraphrasing
- Reflecting Feelings
- Summarizing
- Probing
- Empathic Communication
- Establishing Goals
- Identifying Risks
- Contracting
- Reframing
- Reviewing and Evaluating
- Termination Skills

Ongoing Integration Model

- ▶ The Ongoing Integration Model involves processing the following questions with students:
 - ▶ What was the purpose of the work involved?
 - ▶ What were the knowledge, values, and skills used in the situation?
 - ▶ How were these elements used and why were they necessary for effective practice?
 - ▶ How can your use of these knowledge, values, and skills be improved in the future?

Students are impacted by life circumstances such as parenting, maintaining employment, and family issues that continue to demand their time and attention even though they are also full-time students.

Erratic or unexplainable student behavior may be the result of issues unrelated to the internship. Any concerns should be addressed with the student immediately and a plan formulated to support the student in resolving the issue(s) to prevent further impact on the internship experience. The field education liaison should be contacted to help mediate the situation if a student's personal circumstances are interfering with the learning process during the internship.

Here is a link to an article that provides information regarding millennials in Field Education which you may find very helpful: <http://fielddeducator.simmons.edu/article/millennials-in-social-work-field-education>

Stresses and Behaviors

Safety Planning : Sanctuary Model

Andrus Foundation

Emotions

Identify which emotions are most difficult to manage for you.

Remember that there are often other emotions underneath what looks like anger, like sadness, shame, frustration, etc.

Situations

Identify what types of situations are likely to trigger the emotions you identified in step one.

(being ignored, being asked to do more than your share)

Signs

Identify the signs that you or those around you might notice when your emotions are becoming overwhelming.

(flushing/sweating, sighing, gritting teeth, tension headache, isolation, pacing crying,)

Identify 5 things you can do to keep yourself, and those around, you physically, morally, emotionally and socially safe.

References

- ▶ California State University School of Social Work On Line Training, developed by Molly Everett Davis, and adapted from the stages of H. Frederick Sweitzer and Mary A. King. 'The Successful Internship: Transformation and Empowerment in Experiential Learning'
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Thanks

- This program was derived from numerous readings and texts from Field Programs throughout the country, including California State University LA and Illinois SSWs.
- In addition, some of the training is taken from the University of Hawaii Pacific University School of Social Work Field Instruction Training Program
- Slides taken from Field Summit, April 29, 2016, Boston College, Boston, Mass. Presentation by Marian Bogo, and from book, Bogo, M., Rawlings, M., Katz, E., Logie, C. (2014). *Using simulation in assessment and teaching*. Alexandria, Virginia. CSWE Press.