Field Instructor
Web Based Introduction to Field Education
Part 2
Supervision is a unique professional relationship between a supervisor, a supervisee, and the clients they serve. This relationship changes over time and with experience. As supervisees become increasingly competent in practicing the skills of their profession, they require less direction from the supervisor. Competent supervision requires a fine balance on the supervisor’s part between providing professional development opportunities for supervisees and protecting clients’ welfare. While assisting supervisees to learn the art and craft of practice, supervisors also are expected to monitor the quality of care clients are receiving. A primary aim of supervision is to create a context in which the supervisee can acquire the experience needed to be become an independent professional.¹

¹Adapted from *Clinical Supervision in the Helping Professions, A Practical Guide*, by Haynes, Corey, & Moulton.
Field Instructor as Supervisor

Field Instructors are expected to provide instruction on a regular basis and a supervisory conference, ordinarily one hour a week.
Roles of Field Instructor and School of Social Work in Relation to the Field Student

Field Instructor roles:
- Supervisor
- Teacher
- Mentor
- Administrator
- Coach
- Gatekeeper
- Evaluator

School’s Role:
- Teach
- Field
- Education
- Standards
- Field Liaison
- Gatekeeper
- Evaluator

Agency

School

Field Inst.

Student
Supervision

Field Instructor addresses Student Development in the following areas:

- Values & Ethics
- Social Justice
- Cultural Competency
- Individual/Family/Small group Dynamics
- Organization/community Dynamics
- An ecological perspective
- Policy
- Research
- Professional Self Care and Development
Supervision: a unique professional relationship that promotes professional development
Goals of Supervision

- Protect the welfare of the client
- Promote supervisee growth and development through teaching/mentoring
- Monitor supervisee's performance and gate keep for the profession
- Empower the supervisee to develop skills, awareness, and resources for self-evaluation
Supervision Agreement Form

Integrated into the field learning contract is the field education “Supervision Agreement form.”

At the start of the field placement the field instructor and student plan their weekly supervision. The supervision agreement process provides the field instructor and student the opportunity to plan the format for supervision, how issues/conflicts are to be addressed, scheduling of field instruction etc.
Field Instructor as Supervisor

- Field Instructor is administratively responsible for the student’s social work practice. She/he is accountable for the student’s actions or failure to act.

- Vicarious Liability
What is Vicarious Liability?

- Field instructors are held liable for the actions of their field students when the student engages in the field practice/activities.
- Field instructors typically manage their supervision responsibilities by assessing the student’s readiness for practice and providing ongoing instruction and supervision.
Supervision:

What is our Role or Function?

(Munson, 2002 & Kadushin, 1992)

- Administrative
- Support
- Educational
Supervision:
Administrative Functions

- Monitoring of Policy/Procedures
- Monitoring of Paperwork
- Performance Evaluations
- The Role of Accountability
  - ... agency policy/procedure
  - ... licensure standards
  - ... code of ethics
Monitoring of Supervisee Practice: 

*Sources of Data* (Kadushin, 1992)

- **Documentation/Written Work**
  - *Agency Documentation*
  - *Process Recordings or other documents you request*

- **Supervisee Self Reports**
  - *Verbal Reports*
  - *Instruments*

- **Review of Live Supervision**
  - *One Way Mirror*
  - *Joint Sessions*
  - *Review of audio or videotapes of practice*

- **Observational Data**
  - *Observations of supervisee in staff meetings*
  - *Observation of supervisee in collaborative contacts*

- **Reports**
  - *from colleagues*
  - *from clients*
  - *from collaborative contacts*
Monitoring of Supervisee Practice:

Assessment of Supervisee Practice – Other Issues

• Tracking Cases:
  – Remember that we are responsible for the quality of the supervisee’s work. Therefore, we must be sure that we are tracking which cases we have “monitored” (reviewed/staffed) and which need checking in.

• Other behaviors that need monitoring in addition to cases:
  – Ethical Behavior (Board Definitions and Professional Code of Ethics)
  – Professional Boundaries
  – Knowledge Base
  – Scope of Practice
  – Adherence to Agency Policy/Procedures
Monitoring of Supervisee Practice: Assessment of Supervisee Practice

• Collect Data
  – Use Multiple Sources of Data

• Analyze Data
  – Look for Themes
  – Look for Contradictions (when necessary, dig deeper)

• Engage in Reflection
  – Individual and Dialogue

• Synthesize
  – Pull it together

• Take Action
  – Support Successes
  – Engage in the Contracting Process
  – Set a Performance Plan
  – Report to the Agency and Board when necessary
Supervision: Support Functions

• Provide support and encouragement to help supervisee accomplish their field learning activities.

• Why do supervisees need emotional support?
  - The student’s field experience is a change process that is challenging from both a professional perspective and a personal one
  - Burn-out Issues will surface in the field instruction process
  - Countertransference issues will occur
Support Functions (continued)

• Support must occur in the context of professional boundaries.
  – Avoid becoming the personal counselor of your supervisee.
  – What to consider
    • Identify/process ethical/boundary issues
    • Manage the authority differential in the supervisory relationship
    • Model professional conduct
Common Challenges for Students

- Everything is new!!!
- Overwhelmed with School Work
- Time Management
- Power differential
- Absent field instructor
- Micro management by field instructor
Supervision:

*Educational Functions*

- Training regarding agency procedures
- Training regarding the service population
- Training regarding practice skills
- Development of thinking skills
Field Education: *How You Do It!*

- One on One
- Group
- Case review with audiotapes
- Case review with video
- Case review with supervisee’s self report
- One-way mirror with supervisor or team.
Field Education: *What You Do!*

- Didactic Instruction
- Prescriptive
- Feedback
- Modeling
- Role Play
- Skill Generalization and Transfer
- Collaborative Supervision
Supervision: Balancing these Functions

- Think about yourself and your natural strengths regarding these functions.

- Embellish what naturally fits for you but...

- ...remember to stretch to what may not feel as comfortable.
Styles of Supervision
Supervision:

Models of Supervision

(Kadushin, 1992)

- Didactic-Task Centered Model
  - “Task Centered” Model

- Experiential-Existential Model
  - “Reflective Supervision” Model

Style: Activist

Style: Reactivist
Task Centered Model
(Kadushin, 1992)

- Instructional
- Focus on skills training
- Information giving
- Focus on what is black and white
Task Centered Model:

Hints for Success…

• Use A Variety of Teaching Tools
  – Handouts
  – Readings
  – Videos

• Seek Application
  – Helps supervisees find ways to apply what they are learning

• Follow-up (Tracking)

• Assess Learning
Reflective Supervision Model
(Kadushin, 1992)

- Less instruction, more discussion
- Less skill training, more development of thinking
- Less information sharing, more asking of questions
- Acknowledge that there is no black and white, acceptance of working within the gray
Task Centered Model: *is best when...*

- Student is new to the field
- Student is new to your workplace/the population you serve
- There is a lack of the basic knowledge/skills needed to do this job
- Why? Before you can debate/discuss/develop higher level thinking, you need a solid understanding of what is happening and the skills needed to address it.
Reflective Supervision:

*is best when*...

• Once a student understands the basic skills, the agency procedures and the population you are serving, they need to be challenged to develop their thinking skills.

• Why?
  – Social work practice is complex… workers need good thinking skills.
  – Task Centered model leads to dependence
  – Models social work values
Task Centered Model: 

Skills Needed in Task Centered Supervision...

• Assessment Skills
  – Knowledge Assessment
  – Skill Assessment

• Teaching Skills
  – Presentation of Knowledge
  – Communication Skills

• Tracking
  – Building of knowledge from one session to the next

• Structuring
  – Leading the Process
Reflective Supervision: 
*Skills Needed for Reflective Supervision*

- In addition, the skills used in task centered supervision, we need to add the ability to strengthen thinking skills.

- What is effective thinking and how do we initiate this in ourselves and our supervisees?
Supervision:  
*The Role of Critical Thinking*

- What is critical thinking?

- It is not being “critical.”

- It is the process of looking at all sides of an issue/case in order to uncover the hidden, deeper meanings.
Critical Thinking: The Process

- Suspend Judgment
- Deconstruct
- Reflect
- Synthesize
Critical Thinking:  
*Suspend Judgment*

- A sincere openness to alternative perspectives
- An openness to being wrong
- All conclusions are tentative
- Awareness of biases and how these may taint the openness of your thinking process
Critical Thinking: 
*Deconstruct Data*

- Look for both Strengths and Limitations
- Use Multiple Sources of Data
- Consider Contextual Influences
- Look for Themes and Contradictions
- Identify biases
- Seek hidden meanings
Critical Thinking: Engage in Reflection

• Self Reflection
  – Pull the data together through your own thinking
  – Identify themes and consistencies
  – Consider contradictions

• Dialogue
  – Engage in discussion with others to challenge and confirm your ideas
Effective Supervision
From a Supervisee’s Perspective

- Supervision works best when it is consistent and predictable
- A specific time is set for supervision
- An open-learning environment is promoted by the supervisor- a safe space is promoted for learning
- Performance evaluations are fair and balanced
Effective Supervision From Supervisee’s Perspective

*Quotes from Supervisees* (Lietz, 2006)

– “My supervisor needs to talk less and listen more.”

– “My supervisor spends too much time talking over me.”

– “I wish my supervisor asked more questions that would challenge me and my decisions. I also wish that there was more time spent discussing creative solutions.”
Bumps in the road

✓ Unclear expectations between field instructor and student
✓ Not enough structure
✓ Too much structure
✓ Teaching/Learning style
✓ Time Management issues
Bumps in the road

✓ Focusing on client’s needs at the expense of the student.
✓ “Therapizing” rather than Supervising.
✓ Supervision lacks focus.
✓ Agency demands are allowed to interfere with supervision.
Bumps in the road

- Who are you going to call when those bumps happen?
- First: Open dialogue between field instructor and student.
- If issues persist, then call your field liaison.
What else do I need to know about field?

- You need to orient yourself to the field learning contract and the student performance evaluation process and forms.
- Please go to the Power Point presentation labeled: “C. Learning Contract/Student Performance Evaluation Training”