



SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Field Instructor Training Workshop

October 13, 2017



FIELD INSTRUCTION
UNIVERSITY OF MICHIGAN

Agenda for the Day

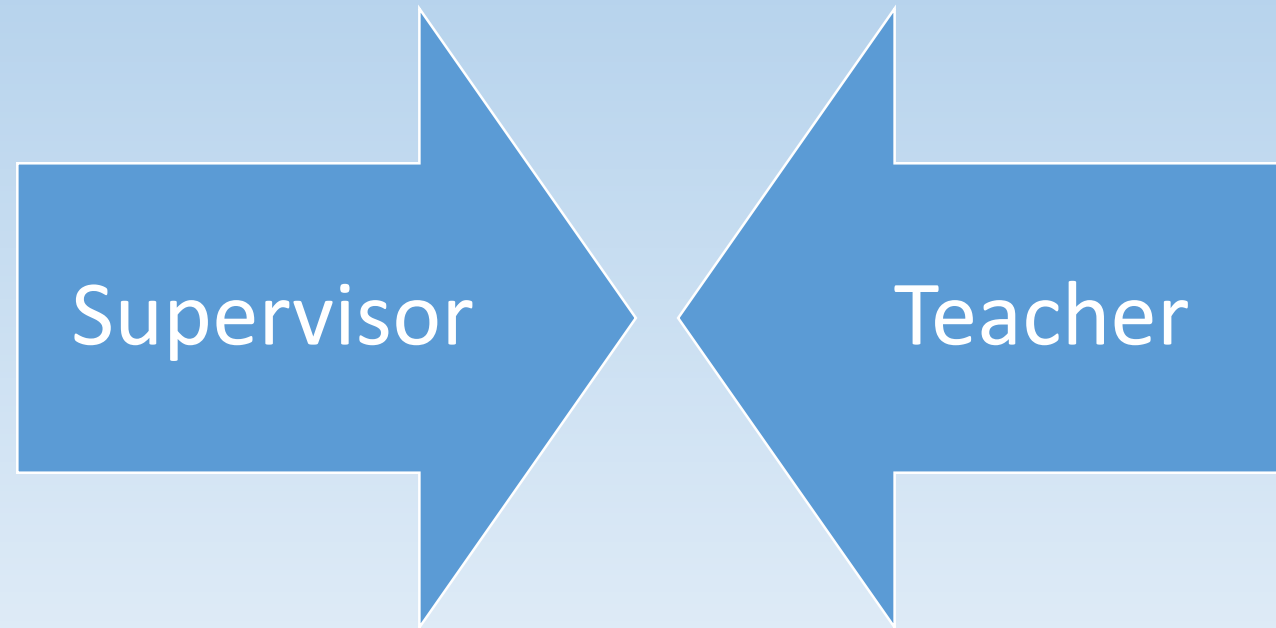
- Welcome and introduction of OFI Team
- Introduction to professional identity development: Field instructors as teachers
- Nuts and bolts of field instruction
- Council on Social Work Education (CSWE) competencies discussion/activity
- Lunch and table discussions
- Small group topic sessions (break-out)
- Break-out sessions with Field Faculty
- Wrap-up and sign-out

**Welcome
and
Introductions of OFI Team**

Field instruction is the signature pedagogy of social work education.

Field is the key learning experience in developing the skills for social work practice.

Role of Field Instructors



Great Teachers/Supervisors in Your life

- Who are those great teachers/supervisors in your life who have influenced your career and professional development?
- What is it they did that was effective for you?

Teaching vs. Supervision

	Teacher	Supervisor
Focus	Individual learning	Performance
Role	Facilitator	Specific agenda
Relationship	Self-selecting	Comes with job
Influence	Perceived value	Position
Outcome	Affirmation/learning	Performance
Arena	Life and profession	Task-related

Key Aspects of Highly Valued Supervision (for the student)

Supportive relationship with field instructor

- Works to understand practice issues at hand, but also struggles of the student
- Provides empathy, validation, affirmation
- Respect for personal integrity and autonomy
- Approachability and attentiveness
- Sense of humor and humility
- Ability to facilitate learning
- Provide clear expectations with regular and constructive feedback balanced by encouragement
- Encourages and enhances disclosure (vulnerability based trust)

Key Aspects of Highly Valued Supervision (for the student)

Working alliance with field instructor

- Flexibility: an open-minded approach, allows for maximal (level-appropriate) autonomy of the student
- Genuine interest and sharing of experience
- Balanced approach- focuses on details, but also broader issues
- Models important professional and personal attributes
- Characterized by trust, respect, caring
- Appropriate self-disclosure by the supervisor

Key Aspects of Highly Valued Supervision (for the field instructor)

- Active student participation in the supervision process
- Student coming to supervision with an agenda
- Student who is hearing, evaluating and accepting constructive feedback to improve their work
- Student able to integrate didactics with the approach to work tasks
- Student who is able to tolerate and carry out self-exploration

Pitfalls- Features of Less Valued Supervision

- Developmentally inappropriate supervision
- Supervision lacking clear expectations, goals, objectives
- Inconsistent commitment to supervisory time
- Inflexibility or intolerant of trainee issues
- Focus on “extraneous” issues (e.g., personal stresses, administrative problems in the department)
- Boundary violations
- Lack of respect for diversity
- Lack of trust in supervisory relationship

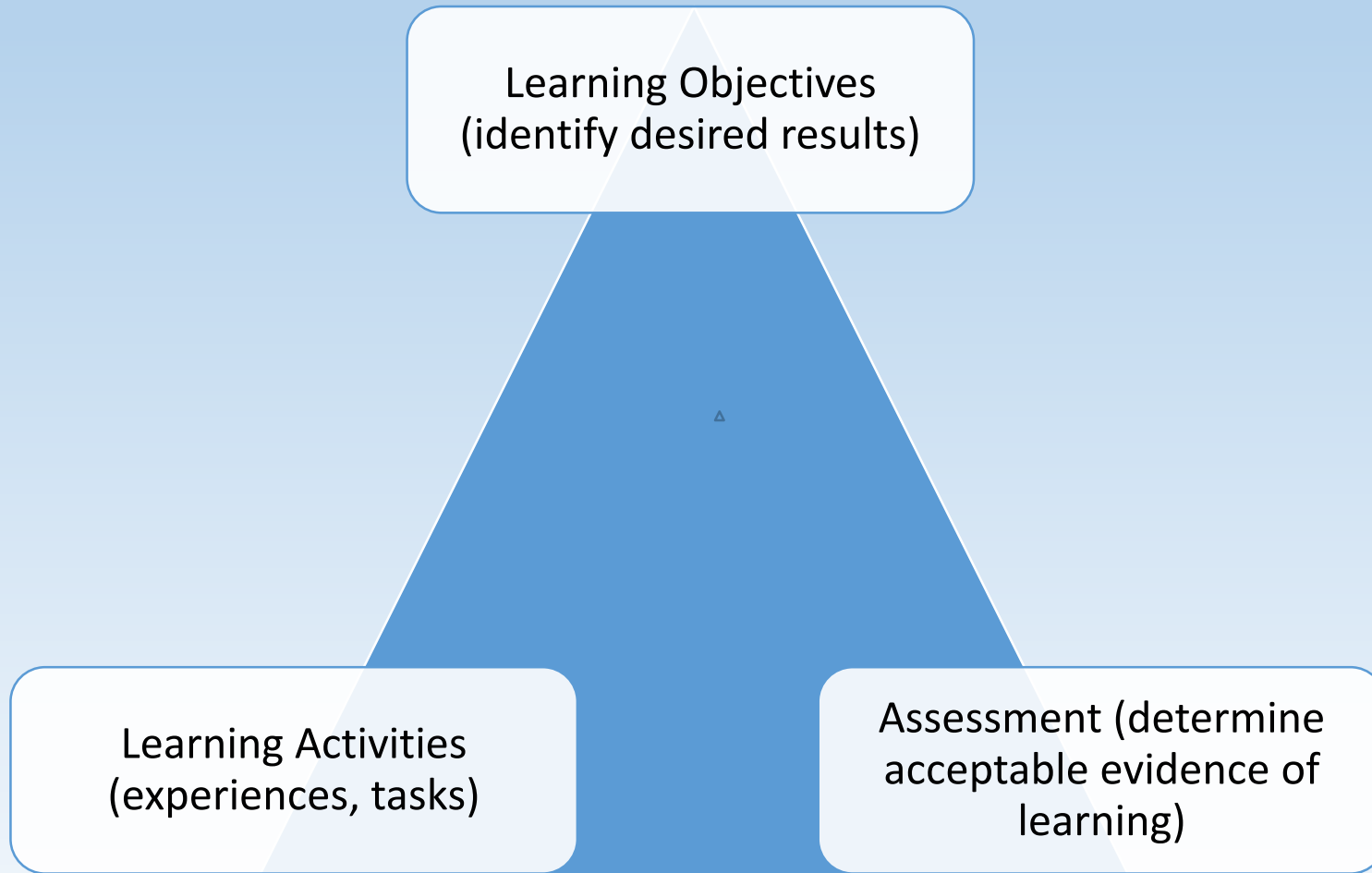
Suggested Approach to Field Instruction

- Know your supervision style and clarify expectations
- Reflect on your own learning and experiences
- Importance of productive discomfort: *we want them to know the work is humbling, challenging, and often uncertain*
- Importance of giving and receiving feedback
- Tolerating mistakes. Teachers expect mistakes = learning
- Creating a vulnerability based trust relationship: *goal is to put them more at ease with you and more open to meaningful teaching and instruction*
- Emphasis on professional identity formation

Helping Students Acquire Knowledge

- Increase depth, breadth, complexity of their knowledge and learning progress each term
- Tasks and assignments should be designed to fit this progression toward independence (exposure to immersion to guided autonomy) consistent with the student's
 - Demonstrated ability
 - Level of training
 - Practice experience
- Goal is to help them build skill sets and a knowledge base necessary for beginning level master's social work
- We want them to graduate as a really good beginning professional social worker

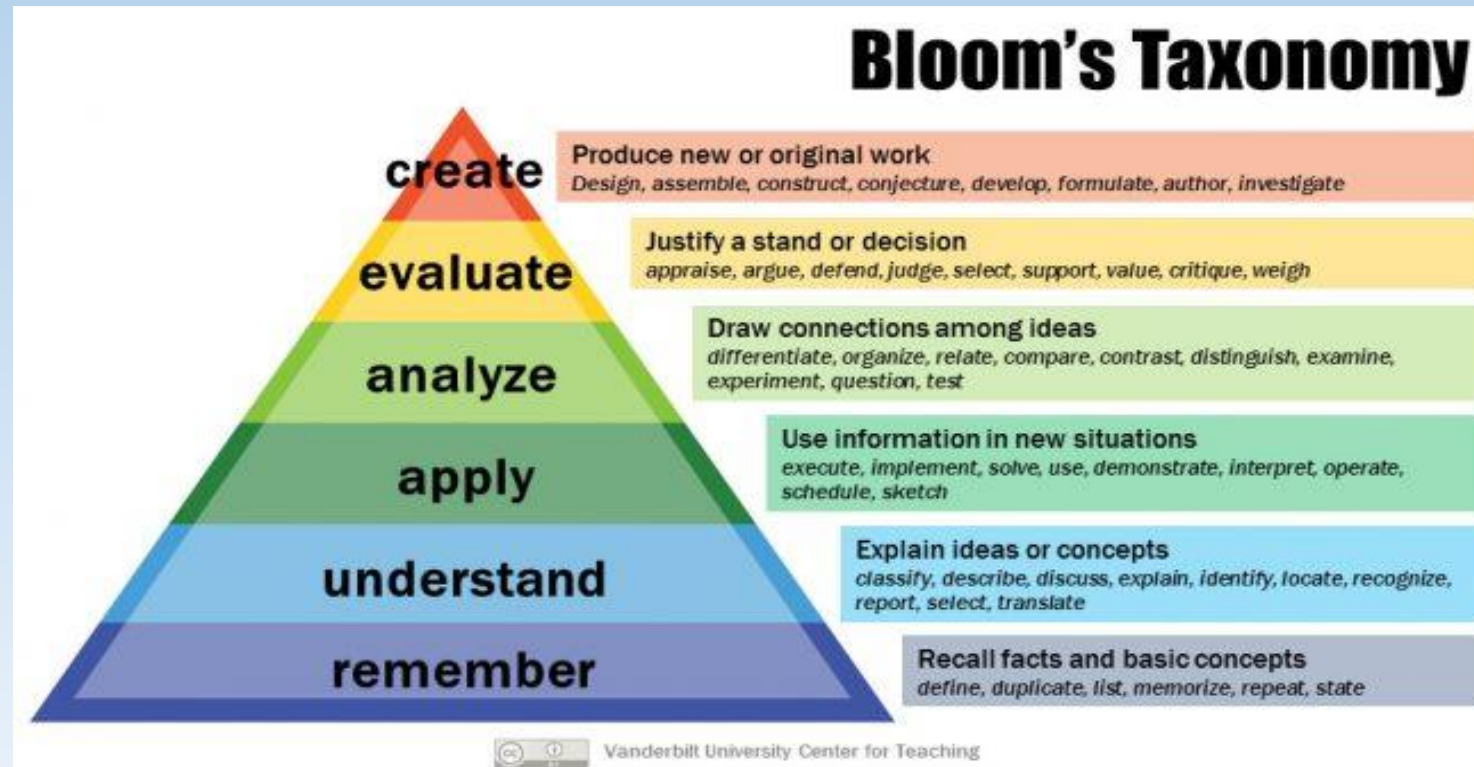
The Magic Triangle



A Pedagogical Approach

- Action – Reflection – Modification: *utilize a learning process to recall, reflect on and examine their social work practice encounters as the heart of student's learning*
- What, So What, Now What

Learning Process: Bloom's Taxonomy



Learning Your Student

- Assess and identify the level and place your student is at in their learning: *keep in mind this varies from student to student.*
- Encourage them to swim but don't throw them in the ocean.



Leadership Presence and Effective Communication

Leadership Presence

What is it?

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Why is it relevant for field instruction?

Leadership Presence for Field Instructors

The ability to connect genuinely and authentically with the thoughts and feelings of your student and to motivate and inspire them toward a desired outcome.

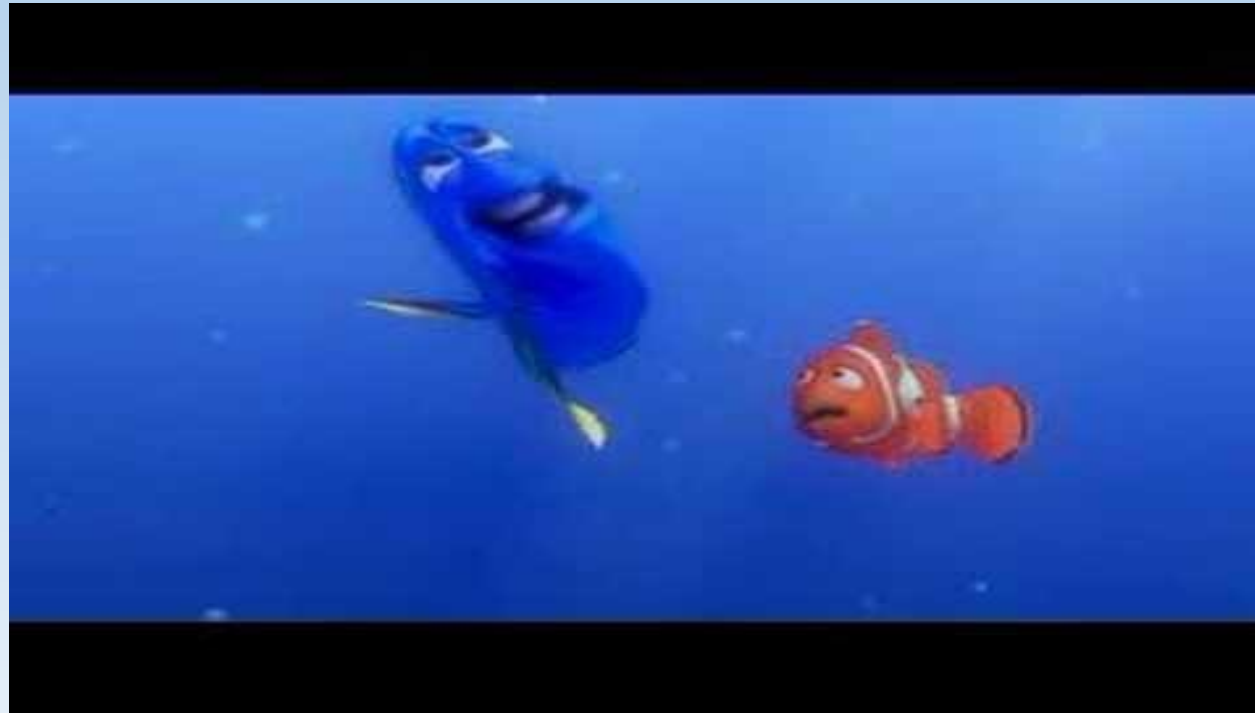
You Are a Signal Sender

...your student is watching what you do.

What signals are you sending?
What signals do you want to send?



Speaking Whale



What Would Others (Your Students) Say About You?

- Intense
- Hard to read
- Unpredictable
- Inflexible
- Distant
- Arrogant
- Reactionary
- Defensive
- Calm
- Genuine
- Authentic
- Thoughtful
- Approachable
- Humble
- Confident
- Open to feedback

Your Presence

- Your presence is founded on your attitude, your character, and how you act when no one is watching.
- It's about your positive energy: being there for and helping others.
- It's about being genuine and comfortable in your own skin.

Importance of Giving and Receiving Feedback

Giving Effective Feedback

- Enables receiver to walk away understanding exactly what they did and the impact it had on you, others (clients, colleagues) and/or the situation

Feedback Should Be

- Timely
- Clear
- Specific
- Nonjudgmental
- Actionable

Giving Feedback:

Situation-Behavior-Impact Model

- **Situation:** Capture the situation (In the meeting yesterday, etc...)
 - **Behavior:** Describe the behavior (you were on your phone, appeared disinterested, etc...)
 - **Impact:** Describe the impact on you, on clients, on-coworkers, on the organization and for them.
- **Situation:** In the meeting yesterday, etc...)
 - **Behavior:** Describe the behavior (you appeared very engaged and attentive, asked thoughtful questions, etc...)
 - **Impact:** Describe the impact on you, on clients, on-coworkers, on the organization and for them.

Giving Your Student Permission to Give Feedback to You

- Set the expectation early that you want feedback from them.
- Let the student know how you best receive feedback.
- Ask for feedback often (regular agenda item in supervision).

Receiving Feedback/Criticism Without Getting Defensive

- **Rule #1:** Want, seek, and use feedback
- **Rule #2:** Give thanks and ask for more!
 - *“How do you mean?”*
 - *“Can you elaborate?”*
 - *“Tell me more.”*
 - *“Can you help me understand?”*
- **Rule #3:** See rules #1 and #2

Constraints on Achieving Excellence in Supervision

- Supervisors often base their approach on their own experiences as trainees (or employees) in supervision, influences from their own supervisors and teachers.
- Supervisors (and trainees)
 - Are subject to pressures of clinical, other professional, as well as personal demands on their time, and cognitive and intellectual capacity.
 - often have difficulty providing feedback which may be perceived as negative.
 - can have difficulty hearing, evaluating and accepting constructive feedback to improve their work.

Implicit Bias:

Strategies for Addressing Your Bias and Helping Students Address Their Bias

- Recognize and accept that you have bias
- Practice constructive uncertainty
- Develop capacity to use a flashlight on yourself
- Explore awkwardness and discomfort
- Engage with people you consider “others”
- Want, seek and use feedback

Future OFI Directions

- New On-Line Educational (OEA) Agreement scheduled for fall 2018
- Field Instructors on-line training modules: CE Credits and FI Certificate
- Essentials for Success in Field
- Field Seminar Modifications
- Updates on program descriptions to help with student/agency/FI matching