

# Critical Conversations: Field Supervision

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# Agenda

- Review of Field Instructor (FI) role, with emphasis on supervision
- Supervision models and strategies
- Scenarios

# Field Instructor Role

- Handout
- What else do you see as part of your role?

# Models of Supervision

- Task-centered approach (Caspi & Reid, 1998)
  - Emphasizes structure- “well-defined series of activities for the achievement of practice objectives”.
  - Develop practice skills and achieve goals.
  - Provides direction, outline expectations, frame for accountability.
  - Reduces anxiety by emphasizing clarity and concrete strategies.

# Models of Supervision

- Stage model approach (Deal, 2002)
  - Synthesized five student development stage models into one model.
  - Assess student's current developmental stage/characteristics and respond in accordance with that stage.
  - Ex: Beginning first-year MSW student
    - Characteristic: Focuses on self (own feelings of anxiety and incompetence)
    - Response: Convey acceptance to counteract student's fears of discovery of incompetence

# Models of Supervision

- Working Alliance/Parallel Process (Shulman, 2006)
  - The working relationship itself is how the supervisor and supervisee influence each other.
  - “More is caught than taught”
  - **“Whether we like it or not, whether we are aware of it or not, our supervisees learn more about practice from the way we work with them than from what we say about their actual practice.”**

# Models of Supervision

- Working Alliance/Parallel Process (Shulman, 2006)
  - Underlying principles:
    - Core dynamics for any “helping” relationship.
    - Variables that impact supervision, i.e. people, location, etc- but the skills used are the same.
    - Parallel Process- supervisor interaction with the supervisee models the dynamics core to any helping relationship.
  - Phases of Work: Preliminary/Beginning/Middle/End

What do students want from their field instructor?



# Effective Field Supervision

- Elements related to the agency (University of Washington School of Social Work, 2008)
  - Making the student feel desired by the agency
  - Including the student in agency functions/activities
  - Treating the student like a professional
  - Helping the student learn about the agency

# Effective Field Supervision

- Elements related to tasks and assignments (University of Washington School of Social Work, 2008)
  - Clarifying the purpose of assignments
  - Providing detailed directions and instructions
  - Working with the student to complete tasks
  - Regularly reviewing the student's workload
  - Providing a variety of learning activities
  - Clarifying expectations for the student's performance
  - Providing early opportunities for client contact

# Effective Field Supervision

- Elements related to Supervisory Skills (University of Washington School of Social Work, 2008)
  - Explaining your role and the role of the student
  - Encouraging discussion of the student's concerns
  - Helping the student link theory to practice
  - Providing clear and consistent feedback
  - Validating the student's feelings
  - Reassuring students they can succeed
  - Demonstrating that the student is valued as a person and as a colleague

# Effective Field Supervision

- Elements related to Supervision meetings (University of Washington School of Social Work, 2008)
  - Hold regularly scheduled supervision meetings
  - Being available outside of regular supervision times
  - Providing a thorough discussion of the student's learning needs
  - Reviewing and analyzing the student's cases or projects
  - Providing consistent supervision throughout the placement

# Supervision Meetings

- What makes for a successful supervision meeting, in your experience?

# Supervision Meetings

- Consistent, regularly scheduled, agenda driven
- Discuss:
  - Practice skills
  - Cases, clients, projects
  - Personal strengths, limitations, areas for growth
- Tool: Sample agenda
  - Adapted from Wayne State University Student-Field Instructor Supervision Agenda (see Resources)

## Student & Field Instructor Supervision Agenda

Date: Tuesday August 13th

Time: 10:00am-11:00am

Attendees: Student, Field Instructor, Preceptor (optional attendance/when appropriate)

- I. Observation of IEP (15 minutes)
  - a. I observed my first IEP Thursday with the Johnson family and I would like to discuss it.
  
- II. Connection of classroom and field placement (20 minutes)
  - a. Last week in class we discussed rapport building with client. When do you know what you are doing is building a rapport vs. interviewing vs. prying?
  
- III. Open discussion (15 minutes)
  
- IV. Plan for next meeting (10 minutes)
  - a. Date and time: Tuesday August 20<sup>th</sup> 10:00am-11:00am
  - b. Relevant Topics:
    - i. Discuss writing sample
    - ii. Schedule Liaison site visit
    - iii. Discuss midterm evaluation

# Critical Conversations

- Get into groups of 3-4- if you are here with people from your agency, then try to split up!
- We will review a scenario and give you some time to discuss as a group, then we will discuss in the large group and debrief.



# Other cases/sticky situations?

- What other challenges with supervision/critical conversations have you experienced as a field instructor?

# References

- Caspi, J. & Reid, W.J. (1998). The task-centered model for field instruction: An innovative approach. *Journal of Social Work Education, 34*(1), 55-70.
- Deal K. (2002). Modifying field instructors' supervisory approach using stage models of student development. *Journal of Teaching in Social Work, 22*(3-4), 121-137.
- Shulman, L. (2006). The clinical supervisor- practitioner working alliance. *The Clinical Supervisor, 24*(1-2), 23-47.
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