



**Field Instructor Training Workshop**  
**July 26, 2018**

# 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 as identified by the Council on Social Work Education (CSWE).**

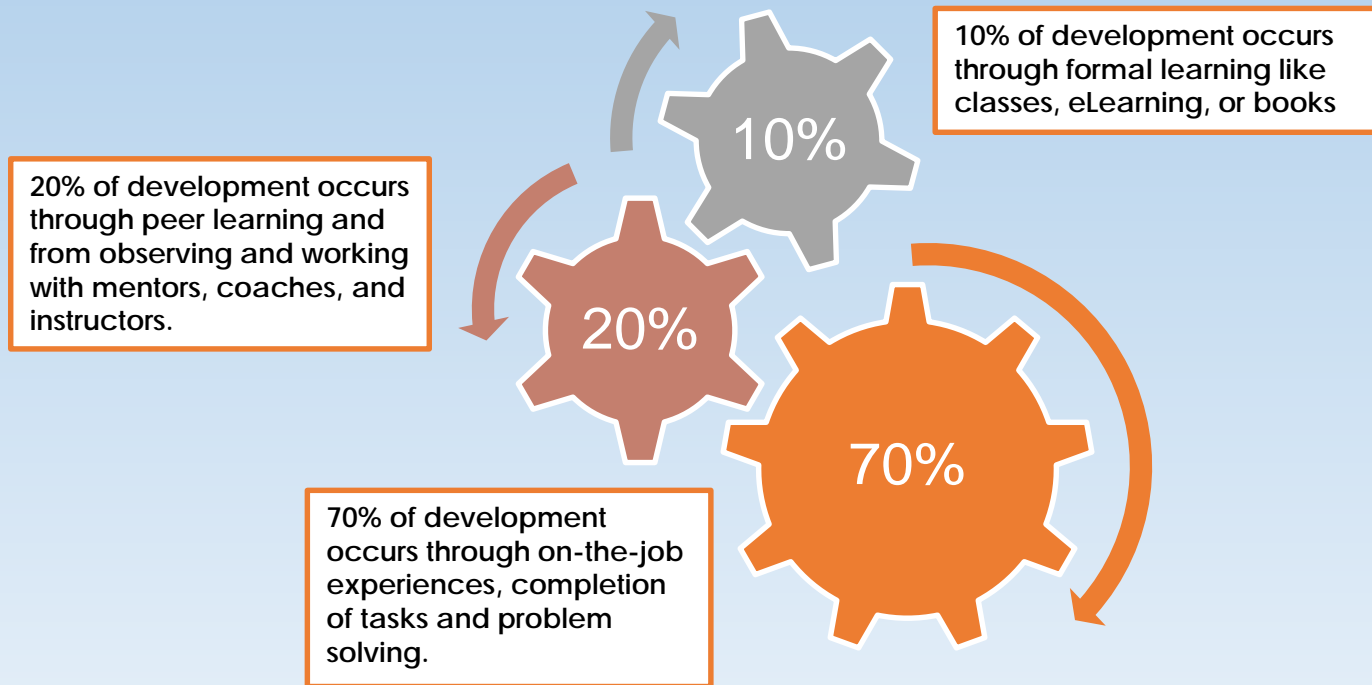
**Field is the key learning experience in developing the skills for social work practice.**

# Field Education Criteria

(full CSWE memo in packet)

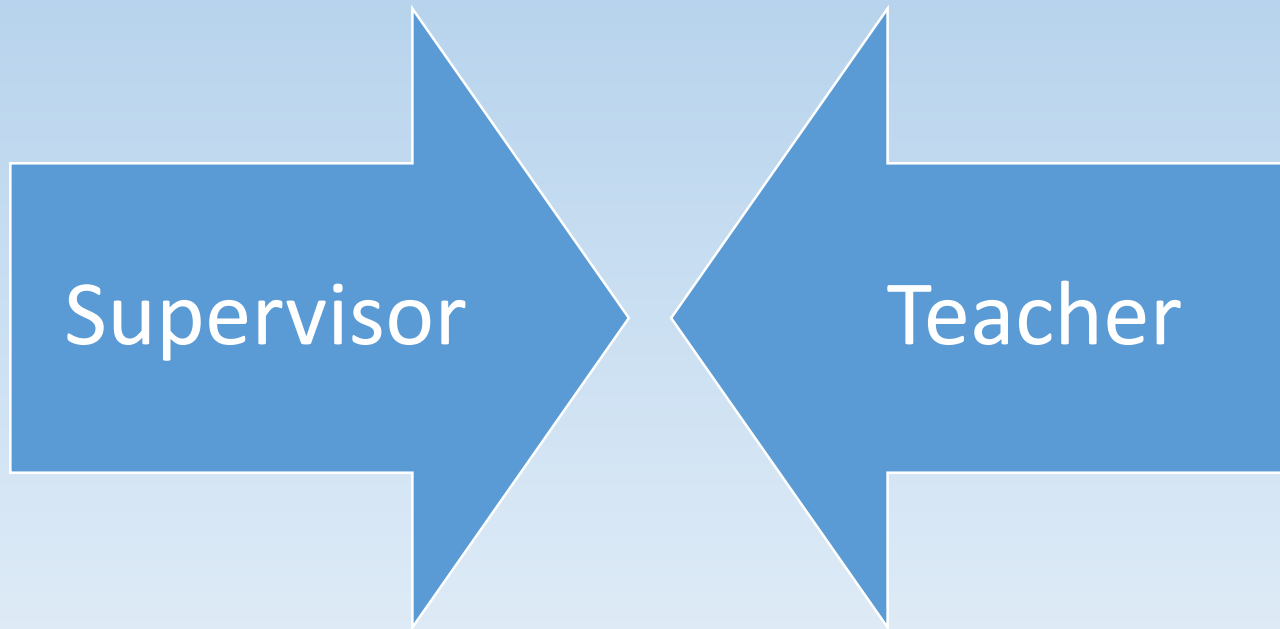
- Associated with an academic program at an accredited institution
- Structured around classroom or academic experience, with articulated learning objectives/competencies
- The University exercises oversight over the field program and provides educational credit
- The field experience is supervised by academic program personnel; there is an agreement between the university and the field site as well as a learning contract between the student and the site
- Field Education is meant to be solely educational and provide training to prepare the student for professional social work. It is not meant to supplant or replace existing employees within the field site.
- Field placement is meant to provide an educational and training opportunity to the student. It's not meant to provide any immediate advantage to the field site.

# Learning Acquisition Methods



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# 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

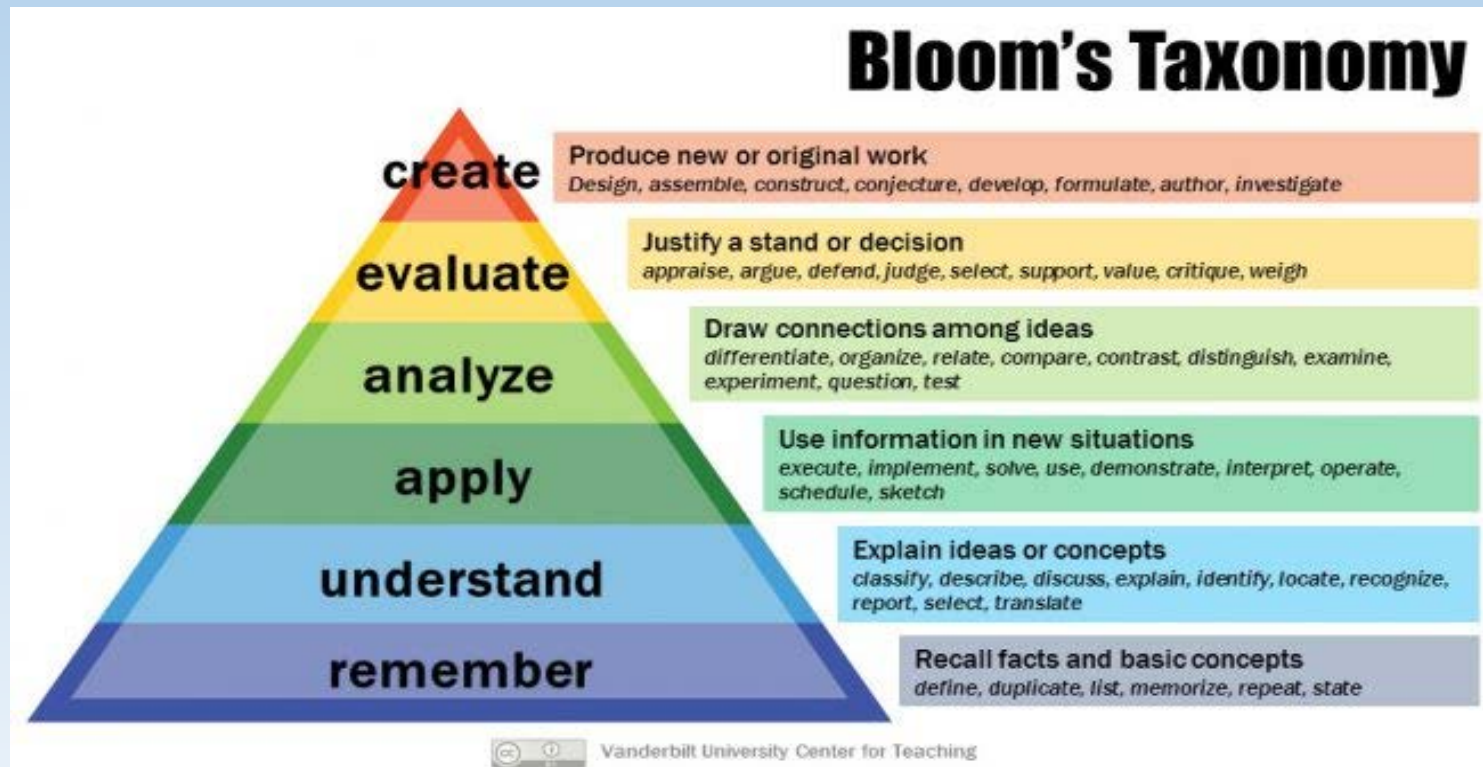
# Suggested Approach to Field Instruction

- Know your supervision style and clarify expectations
- Reflect on your own learning and experiences
- Importance of productive discomfort
- Importance of giving and receiving feedback
- Tolerate mistakes. Teachers understand mistakes = learning
- Creating a vulnerability based trust relationship
- Display and model humility, humor, and a sense of humanity
- Emphasis on professional identity development and formation
- Remember you may have had others students, but for them it is their first time as an MSW student

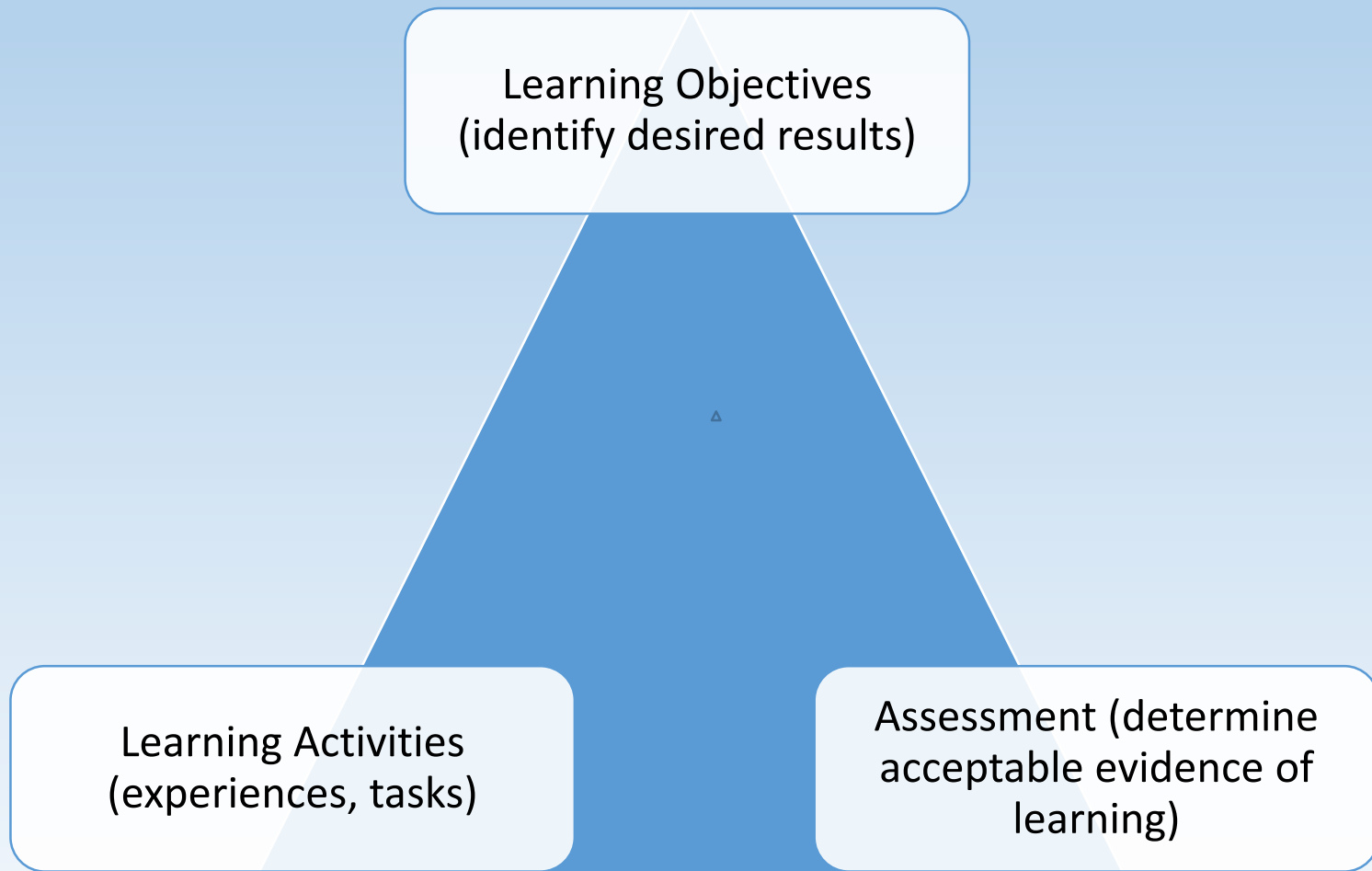
# Helping Students Acquire Knowledge

- Increase depth, breadth, complexity of their knowledge and learning should progress each term
- Tasks and assignments are designed to fit this progression (**exposure to immersion to guided autonomy/independence**) consistent with the student's
  - Demonstrated ability
  - Level of training
  - Practice experience
- Goal is to help them build knowledge, skills and attributes to be a really good beginning professional social worker when they graduate

# Learning Process: Bloom's Taxonomy



# 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 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.

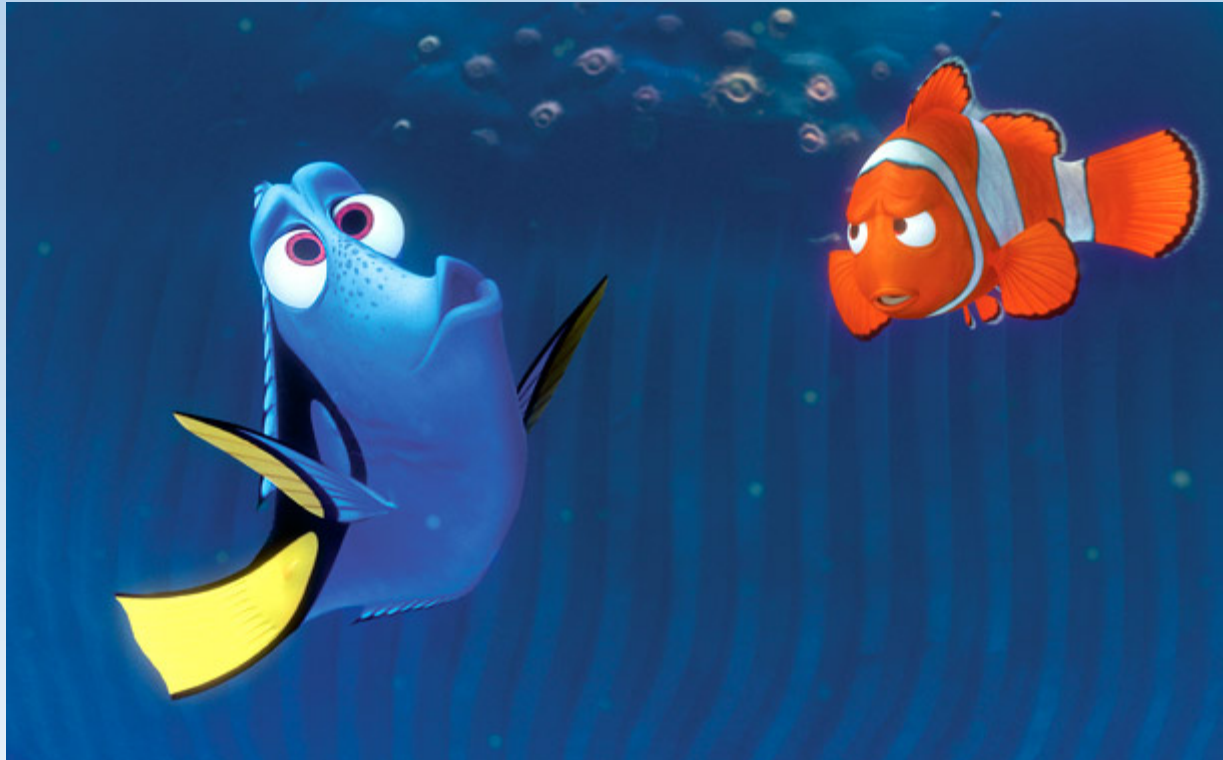
# You Are a Signal Sender

...your student is watching what you do.

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



# Speaking Whale



# 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 and being there for 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 a capacity to use a flashlight on yourself
- Explore awkwardness and discomfort
- Engage with people you consider “others”
- Again: Want, seek and use feedback

# Future OFI Directions

- UMSSW Curricular Redesign
- New On-Line Educational (OEA) Agreement to coincide with overall curriculum changes
- SIMmersion: computer based simulation trainings
- Enhanced Field Instructor Resources: tool-kit, training modules, additional training workshops, connections with field faculty
- Increased student touch points: welcome phone calls, Field Connections, and Essentials for Success in Field
- Modifications to the Field Seminar Course