

**SOUTHERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SEMINAR IN FIELD INSTRUCTION
2007-2008**

SEMINAR OUTLINE

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Objectives:

To help experienced social work practitioners acquire competence as field instructors of graduate and undergraduate social work students in relation to relevant educational principles and methodology; the School's curriculum and expectations for field teaching; and criteria for evaluations of field education performances.

To provide a form for learning and the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching.

Content Areas:

I. Beginnings and orientation:

- Seminar requirements
- Mutual expectations: agency/school relationship
- Orientations of students into the agency
- Orientation to field instruction
- Basic assumptions: skills are definable, skills are similar to basic practice skills, specific examples are better than general discussions. The teaching process in SIFI will model the same process as the supervisory relationship.

II. Students as adult learners:

- Approaches to learning and implications for teaching
- Selection of student field learning experiences

III. Formulation and use of an educational data:

- Use of competencies, use of student agenda
- Expectations of different levels; BSW, 1st year MSW, 2nd year MSW

IV. Teaching methodology and styles

- Authority issues; creating a climate for learning
- Use of contract, focus on skills development

V. Evaluation of student performance and of learning opportunities

- Preparation; the conference, writing an evaluation.

Participants will earn 12 CEC's upon completion of course as well as the certificate in Field Instruction. Participants must attend all classes and turn in the three assignments.

Seminar in Field Instruction

Assignment #1

An Educational Assessment and Teaching Plan

Present an Educational Assessment for your student using the outline provided. Be sure to include the student's demonstrated learning patterns and styles. Also discuss the specific learning/teaching goals, teaching methods chosen, and priorities set. Conclude by evaluating the educational assessment and plan that you have developed.

Field Instructor: _____

Agency & Placement Site: _____

Student's Status: _____ BSW _____ 1st yr MSW _____ 2nd yr MSW _____

- I. STUDENT'S LIFE EXPERIENCES, SKILLS AND PROFESSIONAL ATTRIBUTES. Describe student's prior educational and employment history as well as other experiences relevant to learning in the field. Highlight the student's strengths for further professional development.
- II. LEARNING GOALS AND OBJECTIVES. What does the student need to learn in order to meet the criteria established by the School for their particular level of professional education? Identify specific areas that need attention.
- III. DEMOGRAPHIC CHARACTERISTICS OF STUDENT, FIELD INSTRUCTOR, AND CLIENTS. Describe similarities and differences in culture, ethnicity, race, gender, class, age, sexual orientation, religion, and disabilities and their implications for the teacher/learner relationship. Include how you teach students to deal with the diversity encountered in the agency and with their clients.
- IV. STUDENT'S CHARACTERISTIC LEARNING PATTERNS AND PROBLEMS. Evaluate the student's pattern of responses to the learning situation, including understanding of the learner role. Identify the type of learner and implications for teaching. Note student's strengths as well as any obstacles to learning that impede the student's professional performance. Differentiate between characteristic problems of all students, at this phase of professional growth, and those problems that are particular to this student and are interfering with progress.
- V. LEARNING OPPORTUNITIES. Describe the range and nature of learning opportunities in the agency including available assignments and other resources for learning.
- VI. EDUCATIONAL PLAN. The teaching plan evolves from all the data provided above and in consultation with the student. The plan should identify essential

elements of the student's learning needs, indicating both short- and long-term objectives, major teaching methods employed and types of assignments planned to advance learning.

DUE: 1st Assignment due (October 18, 2007)

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Assignment #2

Teaching from Student Recordings

Submit a student's process recording of an individual, group, community organizing, or administrative assignment. Attach your process recording of this field instruction conference in which the specific assignment and recording are reviewed. Include your assessment or impressions of the conference, especially the teaching and learning that takes place around the discussion of the recording. Also include any questions or issues generated by doing this assignment.

- a. Identify the student by program (BSW, 1st year MSW, 2nd year MSW).
- b. Briefly describe the agency's programs and services, and the client populations served.
- c. Briefly describe the student's assignment and the educational rationale for the assignment.
- d. The field instructor's process recording should include:
 1. Objectives for the field instruction conference.
 2. Word for word content on important "teaching moments."
 3. Assessment of the teaching that takes place. What was effective and why? What might the field instructor have done differently and why?

DUE: 2nd Assignment due (November 15, 2007)

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Assignment #3

Self-Evaluation

Review of the field instructor's first experiences with teaching social work practice with particular attention to initial expectations and concerns, major transitions in appreciating the field instructor's role, and goals for future development as a field instructor.

DUE: 3rd Assignment due (November 29, 2007)

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Textbooks

Hendricks, Carmen, Bertrand Finch, Franks. "Learning to Teach Teaching to Learn?" CSWE Press 2006.

Bibliography

Armour, P. M., Rublo R. & Bain B. (2004). Special Section: Field Education in Social Work, An Evaluation Study of Diversity Training for Field Instructors: A Collaborative Approach to Enhancing Cultural Competence. *Journal of Social Work Education*, 40(1), 27-38

Berengarten, S. & Kerrigan, I. H. (1968). Interviewing and Personality Assessment: Selection of Social Work Students. New York: Council on Social Work Education. (This monograph contains excellent content on students' growth potential. See especially 73-84 for criteria on educational assessment and pp. 19-23 for some specific student learning styles.)

Bogo, M. & Vayda, E. (1987). The practice of field instruction in social work: Theory and process with an annotated bibliography. Toronto: Toronto University Press. (A basic overview of field instruction, this book introduces the triadic nature of field teaching, models of practice, relevant educational theory, and aspects of the teaching process from orientation to termination.)

Bogo, M., Sussman T. & Globerman J. (204). Special Section: Field Education in Social Work, The Field Instructor as Group Worker: Managing Trust and Competition in Group Supervision. *Journal of Social Work Education*, 40(1), 13-26

Burack-Weiss, A. & Brennan, F. C. (1991). Gerontological Social Work Supervision. New York: Haworth Press.

Caspi, Jonathan, J. Reid William (2002). Educational Supervision in Social Work. New York: Columbia University Press

Hendricks, Carmen Ortiz, Finch, J.B. Finch, C.L. Franks (2006) Learning to Teach, Teaching to Learn. CSWE Press. Council on Social Work Education, Alexandria, Virginia.

Kadushin, A. (1992). Supervision in Social Work. New York: Columbia University Press. (This is an excellent sourcebook which integrates content from learning theory and diverse professional teaching practice. In the 1976 edition, see especially 414-415 on recording; pp. 145-148 on educational assessment; and pp. 272-319, 414-416, and 281-286 on evaluation.)

Moore, Linda S., Dettlaff, A.J., Dietz, T. J (2004). Field Notes Using the Myers-Briggs Type Indicator in Field Education Supervision. *Journal of Social work Education*, 40(2), 337-349

- Munson, C. E. (1979). Social Work Supervision: Classic Statements, Critical Issues. New York: The Free Press. (See especially these articles: A. Kadushin's "Games People Play in Supervision," L. Austin's "Basic Principles of Supervision," L. Hawthorne's "Games Supervisors Play," and B. Mandell's "The Equality Revolution and Supervision.")
- Munson, C. E. (1993). Clinical Social Work Supervision. Second Edition. New York: Haworth Press.
- Raskin, M. (Ed.) (1989). Empirical Studies in Field Instruction. New York: Haworth Press. (Contributors to this volume address myths about field instruction in examining components of the field experience. This book is organized into the following areas:
1. The State of the Art in Field Instruction: A Century of Progress?
 2. The Field Placement Process in Search of Perfect Placement.)
- Reynolds, B. C. (1985). Learning and Teaching in the Practice of Social Work. New York: Russell & Russell, NASW Classics Series. Original edition in 1942, New York: Farrar & Rinehart. (This book combines a sophisticated understanding of psychoanalytic theory with a progressive social philosophy, resulting in a vision of social work as an art informed by a scientific and dynamic approach to problem solving. Especially relevant is a chapter outlining five stages of learning a new activity.)
- Schneck, D., Grossman, B. & Glassman, U. (Eds.) (1991). Field Education in Social Work: Program Development and Maintenance. Dubuque, Iowa: Kendall Hunt. (A compilation of papers given at the 1987 and 1988 Field Work Symposia of the Annual Program Meeting of the Council on Social Work Education. See especially J. Lemberger and E. F. Marshack "Educational Assessment in the Field.")
- Shulman, L. (1993). Teaching the helping skills: A Field Instructor's Guide. (2nd Ed.) Alexandria, VA: Council on Social Work Education. (Within a framework of assumptions about teaching and learning, this book addresses the teaching of core practice skills.)
- Towele, C. (1954). The Learner in Education for the Professions As Seen in Education for Social Work. Chicago, IL: University of Chicago Press. (A classic examination of objectives and principles in social work education. See especially Chapter 2 which outlines basic learning principles in relation to typical learning experiences of social work students.)
- Urbanowski, M. L. & Dwyer, M. M. (1988). Learning Through Field Instruction: A Guide For Teachers and Students. Milwaukee, WI: Family Service America. (An introduction to field instruction, this book contains valuable chapters on recording and student learning patterns in field practice.)
- Wilson, S. J. (1981). Field Instruction: Techniques of Supervisors. New York: The Free Press. (In a prescriptive but well-reasoned style, this book guides field instructors through most of the tasks confronting them.)

