

Berkeley Social Welfare



**Best Practices for Field Instruction:
Competency-Based Approaches to
Achieving Professional Excellence**

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INTRODUCING THE FIELD FACULTY



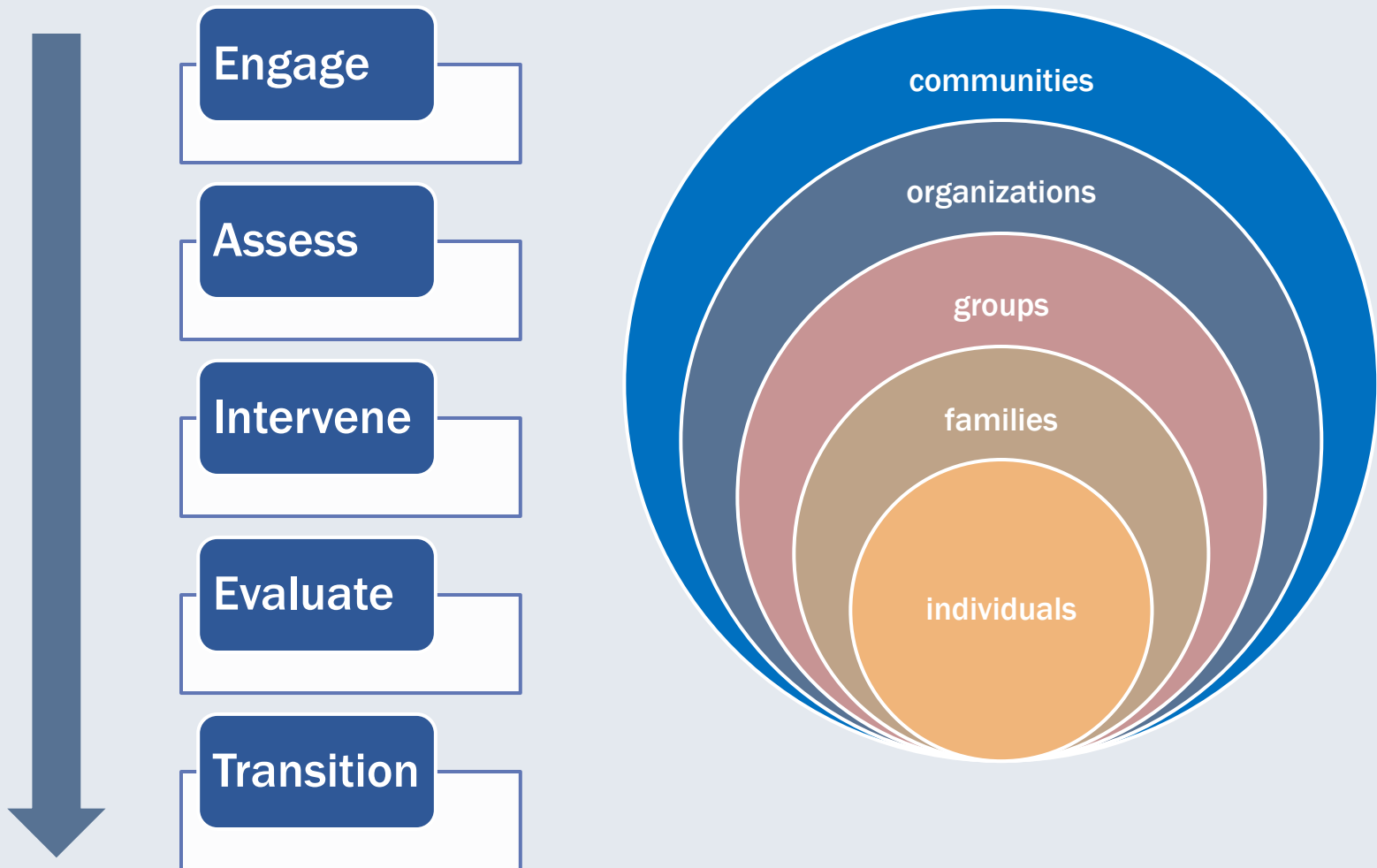
Berkeley Social Welfare



Located within the world's finest public university and one of the most diverse regions in the nation, Berkeley Social Welfare strives to transform the systems that perpetuate poverty and disadvantage by:

- **Developing effective leaders committed to solving complex social problems**
- **Disseminating and utilizing research to improve social service delivery and policy**
- **Preparing the next generation of culturally competent social workers**

MULTI-LEVEL PRACTICE ACROSS THE ECOLOGICAL LEVELS



SPECIALIZATION AREAS



**Advancing Health
and Wellness
Across the Adult
Lifespan**



**Strengthening
Children Youth
and Families**



**Strengthening
Organizations
and
Communities**

CLEARLY IDENTIFIED COMPETENCY OUTCOMES



**1. Engagement with
Individuals, Families,
Groups, Organizations,
and/or Communities**

**2. Consultation ,
Coordination, and
Collaboration**

**3. Assessment of
Individuals, Families,
Groups, Organizations,
and/or Communities**

**4. Intervention Planning
and Implementation**

5. Systemic Intervention

**6. Professional
Communication**

7. Professional Ethics

8. Professional Conduct

**9. Professional Growth
and Development**



BOGO'S CONCEPTUALIZATION HOLISTIC COMPETENCE

ORGANIZATION AND COMMUNITY CONTEXT

Skills

Self-regulation

Emotions, reflection,
self-awareness,

Complex Practice Behavior

Knowledge

Generic and specialist
Theoretical and empirical

Judgment

Assumptions, critical
thinking, decision making

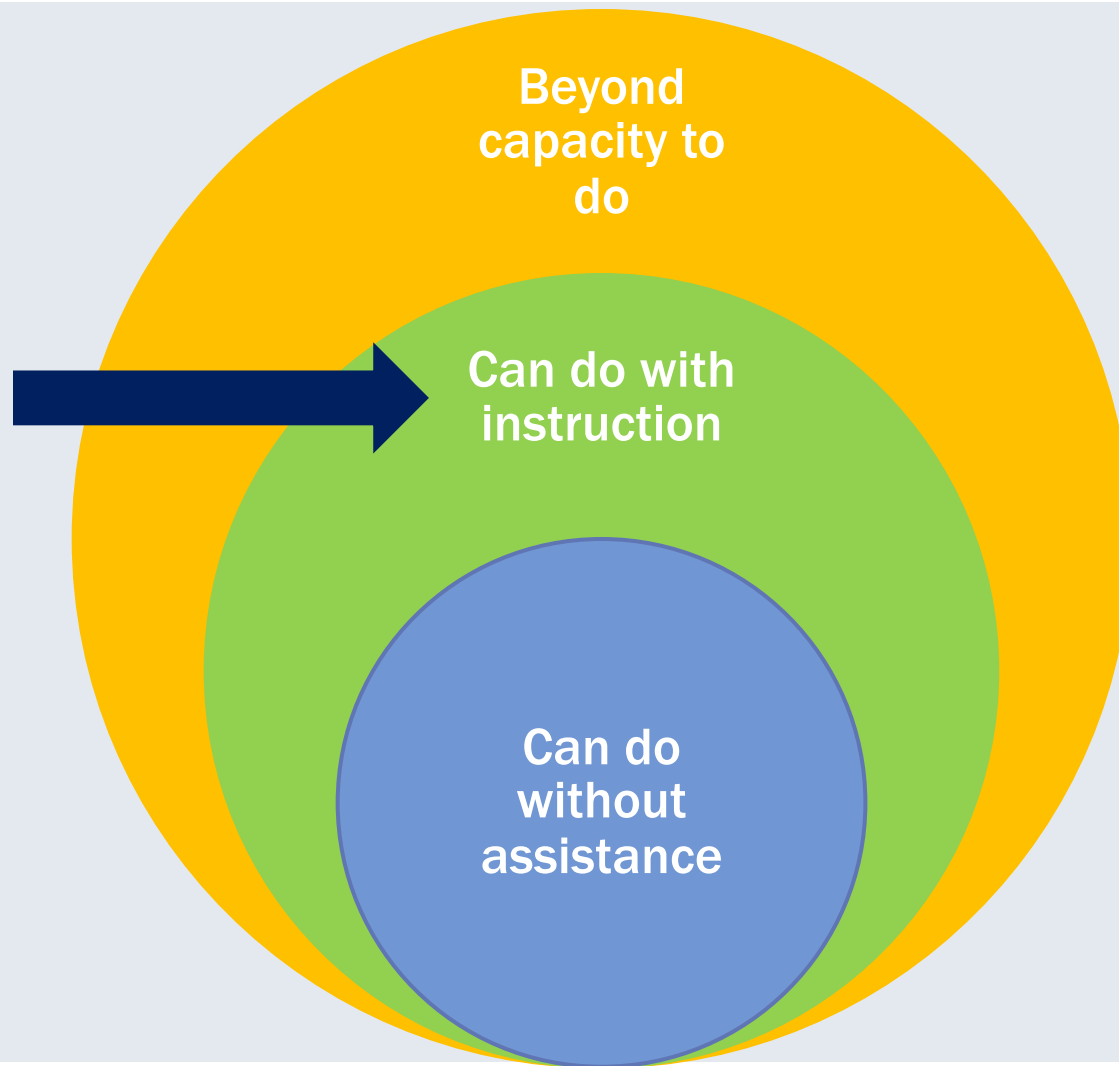
PROFESSIONAL CONTEXT – VALUES (Bogo et al, 2013)



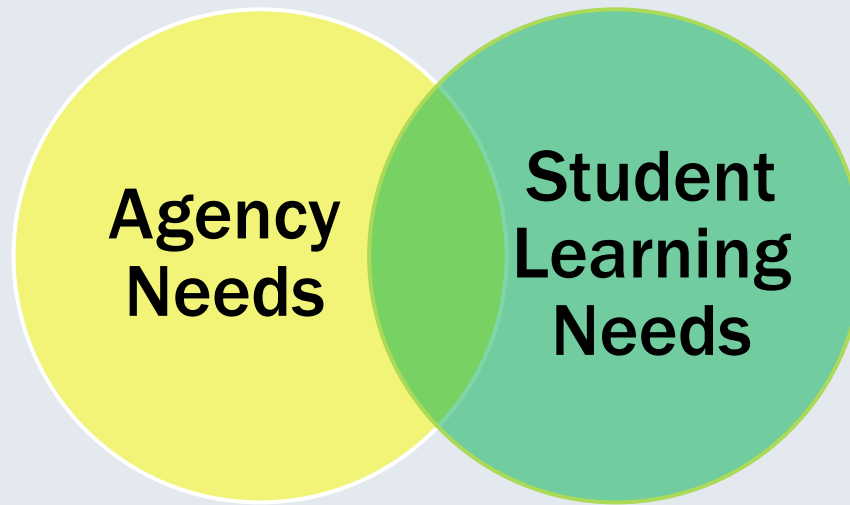
GOOD STARTS

- Time for a planned, thoughtful orientation (3-4 weeks)
- Time for the student to understand day-to-day operations and all of the multi-level agency, community, and social/economic factors that shape service delivery
- Time to review of all relevant safety and risk reduction policies as well as client confidentiality and privacy policies
- Time to make your expectations and availability clear
- Time to assess relevant knowledge, skills, and attitudes, hopes and fears, style of learning, and personal, temperamental, cultural, and/or identity related factors that may inform how they approach
- Time to map out tasks that are agency-based, competency-based, and assessment-based

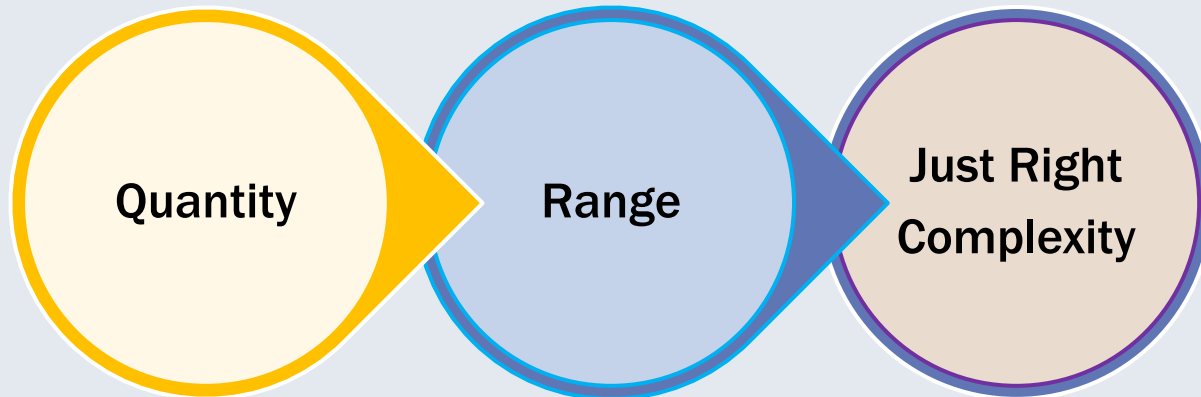
VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT



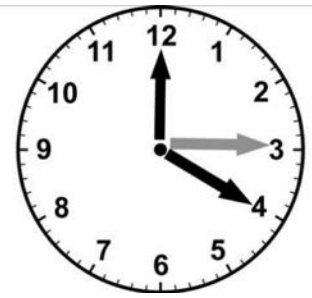
THOUGHTFUL TASK SELECTION



Key Variables:



COMMIT TO THE WEEKLY INSTRUCTIONAL HOUR



- Establish a regular, expected time
- Encourage the student to develop the agenda (and it is also a good idea to have your own)
- Pro-actively review administrative and orienting information
- Consult about problems, challenges, and successes
- Ask great questions that invite self-reflection and learning integration
- Share your practice wisdom as it applies
- Link to professional values, theories, and knowledge (e.g. what might your practice methods instructor say about this?)
- Provide support and encouragement and direct feedback
- Vary what you are doing as student grows more capable
- Evaluate how the weekly hour went and how it could be improved the following week

ESSENTIAL SUPERVISORY METHODS

Role	Method
<i>Supporting</i>	Nurtures, encourages, grows strengths, contains anxiety, provides emotional support
<i>Instructing</i>	Directly teaches knowledge and skill and directly and indirectly and directly demonstrates the knowledge and skills purposefully and consistently
<i>Coaching</i>	Plans and schedules observations and provides effective coaching and feedback on performance
<i>Thought Developing</i>	Asks questions that deepen, broaden, and integrate practice wisdom and professional knowledge
<i>Administrating</i>	Assigns work, sets goals, and sets standards; gives performance-based feedback routinely; provides summative evaluation at expected intervals
<i>Confronting</i>	Confronts unprofessional and ineffective conduct; insists on standards; willing to have difficult conversations



DIRECT INSTRUCTION AND OBSERVATIONAL OPPORTUNITIES

- Provide a verbal overview of key roles, skills, and knowledge domains
- Arrange for opportunities for the student to watch you and other talented persons doing the tasks they will be responsible for
- Provide opportunity to reflect upon what they observed
- Plan and rehearse their first time
- Eventually, arrange for observation and observation-based feedback, when possible

OBSERVATIONALLY-BASED FEEDBACK

- **Directly Observing a cross-section of student's work**
 - Observing an intake evaluation or stakeholder interview
 - Co-managing cases or projects
 - Co-leading groups or meetings
 - Observing participation in meetings, with other disciplines
 - Listening to 5-7 minute audio or video slices of student work
 - Reading proposals, reports, curriculum etc.
- Providing feedback in a timely manner
- Balancing appraisal of natural strengths with areas where improvement is desirable (magic ratio 3:1)
- Prioritizing the most important corrective feedback to give
- Providing behaviorally specific observations using descriptive, objective language
- Praising and recording progress and setting the next goal



REFLECTION AND INTEGRATION

- Requires consistent weekly time to look at the big picture together beyond day-to-day procedures and tasks
- Involves wide-ranging discussions:
 - *What's coming up for you?*
 - *What cultural and diversity factors should we consider?*
 - *What are the most relevant values, ethics, and moral principles here?*
 - *How would you assess the available knowledge or evidence?*
 - *What do you think is the best decision? What's your reasoning?*
 - *What skills would you need to implement this?*
 - *What reactions and emotions might get in the way?*



COMPETENCY-BASED EVALUATION



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Individuals, Families,
Groups, Organizations,
and/or Communities**

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QUANTITATIVE EVALUATION FOR ASSESSMENT

Assessment of Individuals, Families, Groups, Organizations, and Communities:
Collects, analyzes, and applies relevant information and develops relevant, well-formed goals to guide the effective delivery of clinical services and/or the effective execution of administrative and planning projects

<i>Improvement Needed</i>	<i>Competence</i>	<i>Mastery</i>
<input type="checkbox"/> Overlooks key factors on individual, familial, organizational, community, and/or social levels	<input type="checkbox"/> Considers factors on multiple levels including individual, familial, organizational, community, and/or social levels	<input type="checkbox"/> Selects the most critical factors on multiple levels including individual, familial, organizational, community and/or social levels
<input type="checkbox"/> Ignores or undervalues client system's experience of diversity including poverty, oppression, and discrimination	<input type="checkbox"/> Considers some diversity factors including poverty, oppression, and discrimination	<input type="checkbox"/> Thoughtfully considers the most relevant diversity factors including subtle factors like micro-aggression
<input type="checkbox"/> Unable to organize and analyze information	<input type="checkbox"/> Organizes and analyzes information sufficiently	<input type="checkbox"/> Efficiently organizes, analyzes, and condenses information
<input type="checkbox"/> Unable to establish goals that are relevant to the client system; may impose personal or majority values	<input type="checkbox"/> Identifies goals that match the values, interests, and needs of clients, stakeholders, and/or other sources	<input type="checkbox"/> Consistently establishes goals that are highly relevant to clients, stakeholders, and/or other sources.

PROVIDE YOUR GLOBAL RATING ON EACH COMPETENCY

Considering the above items (i.e. the components) and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to Assess
Not Competent		Competent		Exceptional Mastery	

- Assign a number to the nearest .50 increment

QUALITATIVE COMMENTS AT END

- Please provide comments in the comment boxes that include specific, observable behaviors the student has demonstrated to you that indicate competency development

Student strengths or accomplishments: Jane demonstrated excellent capacity to engage the children she was assigned to assess. She demonstrate persistence and creativity, seeming able to connect with children that even experienced providers had difficulty getting to talk. She was able to elicit quite a bit of speech from a client who was selectively mute in part because of her improved comfort with silence.

Specific ways student could enhance or improve competency in this area: Although parents reported that their children were extremely fond of and positively impacted by Jane, she appears to heavily prefer working with children to their parents. Over the year I did see her improve her ability to engage the parents and natural supports of the child but would encourage continued enhancement in her engagement skills with adults and other meso-systems that critically shape children's lives and development.

OVERALL GRADE RECOMMENDATION

FIELD INSTRUCTOR'S GRADE RECOMMENDATION

Note: If you are uncertain about which grade to recommend, please check the “Request for Consultation” box and your assigned field consultant will contact you.

SATISFACTORY

A satisfactory grade recommendation indicates that the student's overall learning and performance are proceeded at an appropriate rate without apparent problems.

UNSATISFACTORY

An unsatisfactory grade recommendation indicates that the student's overall learning and/or performance has been deemed unacceptable.

REQUEST FOR CONSULTATION

I have concerns about the student's overall learning or performance and would like to speak to the assigned field faculty member to assess these concerns before making a grade recommendation.

THREE THINGS TO REMEMBER

There are three things to remember when teaching:

- 1. Know your stuff,**
- 2. Know whom you are stuffing, and**
- 3. Stuff them elegantly.**

--Lola May

WANT TO KEEP LEARNING?



15-hour CEU Course on Advanced Field Instruction and Clinical Supervision



Thursday 10/31 and 11/7

**Registration links will be sent in early September
grom swfield@berkeley.edu**

FIELD INSTRUCTORS OF THE YEAR 2019

CHILD TRAUMA RESEARCH PROGRAM



Laura Castro, LCSW, PsyD

Marsha Luster, MSW



UCSF Benioff Children's Hospital
Oakland