Berkeley Social Welfare

Competency Based Field Instruction: Toward Best Practices

with
Greg Merrill, LCSW

August 28, 2013
11 am – 1:30 pm
Course Description

This 2-hour workshop is intended for experienced field instructors with the overall goal of helping them examine, refresh, and refine their practice of field instruction. A primary objective is to move field instruction increasingly toward best known practices while respecting the multiple demands on the field instructor and his or her agency environment. Because participants are already very experienced, this workshop will limit lecture and focus primarily on experiential exercises that will create opportunities for sharing, observational learning, and continued development.

After completing this course, participants will:

1. Be able to provide a more comprehensive and planned orientation including preparation for skills-based tasks and the overall agency environment;
2. Be able to complete an educational assessment of the student during the first month and, on that basis, to select tasks available within the agency environment that fit the student’s interests and needs;
3. Increase their willingness and ability to provide effective, observationally-based feedback to students using a coaching-oriented style;
4. Refine their ability to raise difficult concerns and issues and approach to conflict in the instructional relationship; and
5. To increase their instruction beyond operational skills to integration of key concepts and values including but not limited to theory, diversity and social justice, ethics, and evidence base.

Course Instructor

Greg Merrill, LCSW, is currently the Director of Field Education and has taught practice methods courses at the School of Social Welfare since 2005. Prior to teaching, Greg worked as a clinician and program director in nonprofit and healthcare settings that served adult victims of trauma and interpersonal violence for 15 years. Currently, he is a motivational interviewing training experienced at working with public systems of care.
SELF-ASSESSMENT OF COMPETENCY-BASED FIELD EDUCATION
Adapted from Falendar & Shafranske (2007)

1. The field instructor *prepares* for the student’s arrival and orientation.

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<tr>
<th>Needs Improvement</th>
<th>Fair, Emerging</th>
<th>Proficient</th>
<th>Generally Good</th>
<th>Excellent – a real strength!</th>
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2. The field instructor initially *orients* the student to both the day-to-day tasks (duties), to safety policies, and to the overall agency environment (context).

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3. The field instructor *engages* with the student to facilitate development of a viable supervisory relationship, leading to the emergence of a working alliance.

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4. The field instructor *assesses* the student for their relevant knowledge, skills, and attitudes, interests and fears, style of learning, and for personal, temperamental, cultural, and/or identity related factors that may inform how they approach learning of the assigned tasks in the agency environment.

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5. The field instructor *commits* to the practice of educational supervision by making consistent time available and integrating the following superordinate values: integrity in relationship, ethical values-based practice, appreciation of diversity, and science-informed/evidence-based practice.

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6. The field instructor *delineates expectations* whenever possible in advance including standards, rules, and general practice procedures.

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7. The field instructor *identifies* setting-specific tasks that help the student obtain the identified competencies essential for an entry-level MSW and *develops* with the student a comprehensive but feasible learning agreement.

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8. The field instructor *arranges* for the student to have opportunities for observational learning in which they observe a competent practitioner performing the tasks and are asked to reflect upon their observations.

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9. The field instructor *directly observes* a cross-section of the student’s work at intervals and provides timely, specific, balanced feedback to the student that affirms what they did well and offers them sequenced suggestions for improvement.

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10. The field instructor *facilitates inquiry* leading the student to greater personal awareness and helping them to articulate their understanding to conceptual, theoretical, and/or philosophical approaches consistent with the profession.

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11. The field instructor *directly and fairly addresses* concerns, maintains responsibility for observing problems in the teaching and learning relationship, and encourages and accepts feedback from the student.

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12. The field instructor writes a comprehensive, thoughtful, honest and fair evaluation of the student supported by behavioral examples, discusses it thoroughly with the student, and recommends a grade commensurate with performance.

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MOST IMPORTANT STRENGTH TO MAINTAIN:

MOST IMPORTANT AREA TO IMPROVE:
Preparation for your Student

Careful planning and preparation before students arrive play an essential part in making this important transition as smooth as possible for them as well as for the agency. Students always feel awkward on their first days in their field agencies, and appreciate when arrangements are made for them in advance.

Below is a checklist of arrangements that have been used by other Training Coordinators and Field Instructors; feel free to add your own items and modify the list to suit the circumstances of your agency.

Before the student arrives:

- Inform staff of student's arrival date, and include the student’s name, school, area of study, Field Instructor, and other relevant information
- Arrange for mail box, name on staff board, parking space, name tag/ID badge, email accounts etc.
- Give the student’s telephone extension to the agency receptionist, and arrange for their name to appear on agency directories
- Identify the student’s desk space, computer and telephone; work out coordination details with co-workers sharing space or equipment with the student
- Schedule introductory interviews with other staff
- Have agency telephone list, organizational chart, mission statement, and policy and procedure manuals etc. ready on first day for the student to review
- Arrange for any special agency requirements such as fingerprinting, medical testing, regulatory paperwork, etc.
- Contact the student to confirm start date and time, and suggest any other requirements that the student should complete before arriving
- ________________________________
Engagement and Orientation

The engagement and orientation phase of placement is perhaps the most critical because it sets the stage for the rest of the placement. Careful thought and preparation is required to ensure that the student becomes familiar with the agency as a whole and the placement in particular in a relatively short time. **Abbreviating the orientation phase or assuming that the student will pick up information along the way is one of the most common causes of problems later in the placement.** Time and effort put into a systematic orientation in the first three or four weeks of placement will provide the student with the solid foundation and confidence needed to perform assignments successfully.

Here is a checklist of “getting settled” activities for the student’s first day or two:

- Introduce the student to staff
- Take student on tour of the agency
- Show the student his/her work space and how to use equipment and technology
- Identify clerical/support staff and explain their roles(s)
- Give student an organizational chart, agency manual(s), and other pertinent documentation
- Meet with personnel department, if necessary, to complete required forms
- Provide ID badge/name tag
- Explain protocols regarding risk reduction and worker safety
- Explain procedures regarding parking, meals and break times, dress codes, mileage reimbursement, etc.
- Explain agency hours and schedule expectations
- Explain procedures for signing in and out of agency, notification, re: absences
- Review schedule of meetings for first weeks
- Establish weekly meeting time for field instruction hour
- Discuss scheduling informational interviews with agency staff
Generally, the student will not assume primary responsibility for clients or projects until the three or four week orientation is complete. Three or four weeks is the average amount of time expected for first year students to complete the orientation, although it may take somewhat longer if the agency system is very large and complex. During this time, the student and Field Instructor are also developing the Learning Agreement.

During the orientation phase, it is expected that the student will spend a considerable amount of time reviewing records, manuals, charts, etc. as well as observing and interviewing staff. Another effective orientation activity is visiting affiliated agencies/programs/services. The Field Instructor should assist the student in identifying other appropriate staff and agencies and in arranging these site visits. Other important components of an effective orientation include presenting clear expectations regarding start and end of time, absences, space, workload, the nature and scheduling of supervision, and how the student is to introduce him/herself. It is the School's requirement that students should introduce and present themselves as students or interns in order to be clear with clients and staff about their role in the agency.
EXERCISE ONE: ORIENTATION TO AGENCY ENVIRONMENT

Using the following list, practice orienting the student to your agency environment verbally and suggest one follow-up task assignment that will follow in the future that will help the student complete their understanding of the agency environment. The goal is to be brief, informative, and engaging.

1. Review agency mission, history, and clients, communities, or populations served;
2. Review the organization structure of the agency, program, or service (who is in charge of and responsible for what, hierarchy/chain of command etc.);
3. The various roles and/or disciplines in the agency, how and when management and related communication occur, and formal and informal agency rules;
4. The role of social work in the program or agency vs. the roles of any other disciplines or classifications of staff;
5. Review who the agency’s clients are, mechanisms of referral, common reasons for referral, assessment strategy, common interventions and services provided, and how clients experience the system and quality of service;
6. How the agency is funded, the political climate related to funding, and what the target outcomes are and how they are measured or evaluated;
7. Understand what laws, regulations, ethical codes as well as pragmatic resource constraints govern decision-making in the agency;
8. Understand how the agency or unit fits into an overall system of care and/or the community and complete site visits to collaborators and/or frequent referral sources;
9. Become oriented to agency’s IT and record-keeping systems;
10. Review policies related to safety including student safety and client safety (risk management, mandatory reporting, dangerousness to self and/or others etc.).
EXERCISE TWO: ENGAGEMENT AND ASSESSMENT AND ESTABLISHING A TEACHING-LEARNING RELATIONSHIP

Open-Ended Questions

1. When you finish this internship, what are the most important knowledge and/or skills you want to walk away with?
2. Walk me through your prior work and volunteer experience, letting me know the kinds of things you have done before and feel fairly confident about.
3. Tell me about your last internship or job, the kinds of things that you liked and learned, how that happened, and the kinds of things that you did not find helpful related to your learning.
4. Describe a time you were given an assignment you did not know how to perform and how you handled that.
5. What are the things that make you the most excited about this internship? What are the things that you fear or are nervous about?
6. Describe a past teacher, mentor, or supervisor and, specifically, what he or she did that made him or her so meaningful for you.
7. If I were to ask past teachers, mentors or supervisors about you, what would they say your strengths were? where you most needed to improve?
8. What are some factors related to your background, your identity, and your lived experience that you’d like me to be aware of and/or sensitive to in my role as your field instructor?
9. What are some preferred ways you like to be approached with feedback or suggestions about how to improve?
10. If I have a concern about you or, how and when is the best way to bring it up with you?
11. Many students feel anxiety, disappointment, and frustration with their field instructor, the agency, or social work in general. How will I know if you are feeling this? If you raise concerns directly, what can I expect?
12. In your experience, what reactions might you have to clients or to this work? How do you prefer to handle those reactions so that you can take care of yourself and be effective in your role? What kinds of support do you need or want from me?
Sharing

1. These are the kinds of experiences I have had in my career . . .
2. Here’s what I like and find challenging about my position in this agency . . .
3. The reason why I offer field instruction to students is . . .
4. Generally what I know about my style of providing instruction is . . .
5. Past students have tended to like this about my style . . . and yet also commented on the following as being a challenge . . .
6. Things that matter most to me regarding student behavior and my interactions with students are . . .
7. I like to observe my students directly from time to time so that I can help you to know what you are doing well and to offer you some brief suggestions for continued improvement. Here’s how that typically happens . . .
8. Parts of my background, identity, and lived experience that might be important for you to know because it affects how I practice and teach social work are . . .
9. Although I imagine and hope we will have a very enjoyable year learning together, I have come to expect misunderstandings and conflicts as a natural part of the process of working together. Here’s generally how I approach that and would like you to approach that.
10. There are a lot of demands on my time here but our time is extremely important to me. Here is how I prefer you let me know if a matter is urgent . . . If an item can wait, I typically prefer you put it on your supervision agenda for our next meeting.
11. What do you think of this?
12. What else would you like to know about me that might be important to you?
## Developmental Levels and Structures From Stoltenberg, McNeill, and Delworth (1998) (with slight modifications in *italics*)

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<th>Level</th>
<th>Motivation</th>
<th>Autonomy</th>
<th>Self and Other Awareness</th>
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<td>1: Novice</td>
<td>Motivated</td>
<td>Dependent: Need for Structure</td>
<td>Cognitive: Limited Self-Awareness</td>
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<td>Affective: Performance Anxiety</td>
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<td>2: Intermediate</td>
<td>Fluctuates between high and low, confident and lacking confidence</td>
<td>Dependency-Autonomy conflicts; rotates between assertive vs. compliant stances</td>
<td>Cognitive: Focus on client; understanding client’s perspective</td>
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<td></td>
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<td>Affective: empathy possible; also overidentification</td>
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<tr>
<td>3: Advanced</td>
<td>Stable; doubts not immobilizing; professional identity is primary focus</td>
<td>Conditional dependency; mostly autonomous</td>
<td>Cognitive: Accepting and aware of strengths and weakness of self and client</td>
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<tr>
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<td>Affective: aware of own reactions and remains empathic <em>and yet able to appropriately challenge client</em></td>
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<tr>
<td>3i: Expert</td>
<td>Stable across domains; professional identity established; <em>working on deeper mastery of core competencies</em>; <em>developing supervision, teaching and leadership skills</em>; <em>conducting research</em></td>
<td>Autonomous across domains; <em>occasional need for consultation</em></td>
<td>Personalized understanding crosses cognitive and affective domains; adjusted with experience and age; <em>danger of becoming “rote” or feeling “I know it all”, growing detached and disconnected</em></td>
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EXERCISE THREE: OBSERVATION BASED FEEDBACK

Teach, model, and then observe the student performing some of the following tasks for 5-7 minutes. Provide observationally-based feedback designed to reinforce strengths and advance development.

1. Introducing him or herself to a client, explaining that she is a student, explaining the nature of the intake session about to occur, and explaining the guidelines related to confidentiality and mandatory reporting.

2. Asking in an open-ended way what the client’s main concerns are and offering reflective statements and supportive statements.

3. Assessing for suicidal ideation: 1) presence of ideation, 2) plan, means, and/or access, 3) degree of seriousness, 4) past attempts, if any, and 5) present stressors and supports, if any.

4. Asking client in an open-ended way about his or her cultural background and factors that they feel are important for the clinician to understand about his or her life experience.

5. At the end of session, asking the client for feedback and enhancing their motivation to attend the next session or participate in the next meeting.
Coaching Comments

Great job on these progress notes  ***  You have really mastered
diagnostic interviewing  ***  You’ve come a long way in the last 6 months
***  I know that you can do it  ***  Mistakes are life’s greatest teachers
***  I’m impressed by how much effort you put in here  ***  Your
commitment to exploring your own emotional reactions is impressive***

I really like the way you are exploring diversity factors here  ***

The fact that you did so much research on treatment strategies
shows me how resourceful you are in your commitment to evidence-based
practice  ***  It couldn’t have been easy to set that limit but you did it
***  It was extremely professional of you to talk to the psychiatrist directly
about your concerns  ***  All of your paperwork was done on time this
week: Bravo, and thank you!  ***  It is really a pleasure to spend time
with you every week  ***  You are so smart – you have a very critical and
analytical mind  ***  I know your clients feel your warm presence and
optimism and that it brings them comfort  ***  I’ve really learned a lot
about self-care just from watching to how you take care of yourself  ***
You really took a bold risk in exposing your work so deeply to me: thank
you.  ***  Your hard work tracking down resources and advocating for your
client was extremely successful: congratulations!  ***  You are already an
asset to this profession  ***  You write extremely well  ***  You shared
some great ideas at staff meeting – you think outside the box
Disagreeing Without Being Disagreeable

1. I am intrigued by your point of view even though I may disagree. Tell me more about the way you see it.

2. I want to talk to you about something that is likely to be uncomfortable for both of us. I’ve thought about it a lot, though, and feel that our relationship is strong enough to explore sensitive areas.

3. I’d like to express a concern. Do I have your permission to do so? (only ask for permission if you are OK with the supervisee saying no).

4. It is very common for clinicians of all kinds to have difficulty with __________. In fact, this was and still is a difficult area for me. I am sensing that it may be difficult for you, too.

5. I have to be honest with you that I am pretty uncomfortable with the way you are describing this client. It seems like you are having difficulty connecting with him/her because of your strong personal reactions. I’d like us to explore this further so we can move you forward.

6. I’ve found myself wondering and even worrying about a few of our interactions. I’d like to set a time to check-in with you about this so we can keep the air clear between us, and perhaps you have some things you’d like to touch base on to.

7. I like the fact that you have been so thoughtful about ________ and at the same time I worry that you may have overlooked ______________.

8. Last week, I am aware that I acted a bit out of sorts and I wanted to take time to apologize to you and to discuss what was going on now that I’ve had time to reflect on it.
9. Honestly, I’m worried. There is a sense of discomfort that I have with your plan here that I’m not sure I can ignore. Even though I want you to have more autonomy, I am ultimately responsible for the client and would like you to go in a modified direction. Let’s discuss this some more and see if we can find the right balance for both of us.

10. We seem to agree on your overall intention and goal with the client but on your method for arriving there, not so much😊.

11. My dilemma is that I very much want to be a supportive supervisor to you and at the same time I also want to challenge you a bit so you can grow. I’m confused about what the right balance might be for you – and for me – in this situation.

12. It is not unusual for a student to (fail to respond appropriately to a clinical risk situation or to consult). This has happened with almost every person I’ve supervised, and it’s part of the learning process. I do need, however, to ask you to immediately do a few things to protect the client and to uphold the standard of care. Let’s figure this out right now so we’ll both feel better.

13. Generally, I find you to be very motivated and you’ve been particularly open to feedback about __________. When we talk about ____________, however, I perceive you to sort of close down and the tenor of our dialogue gets kind of cloudy. Can you tell me what’s going on? I’d like to understand.

14. For educational purposes, I’d like to ask you to integrate a bit of x into your plan to do y and to observe and report back how that went for better or for worse. How willing are you to modify your approach as an experiment?

15. What do you make of what I’ve just said?
Setting a Limit: Firm, Friendly, Frank

1. We’ve explored this area, seem to understand one another’s perspective, and still disagree. I’m afraid I need to insist that you take the following steps immediately.

2. I understand your disagreement and respect your right to disagree. I need you, however, to communicate your thoughts and feelings in a different way.

3. When you roll your eyes when I am giving you feedback you don’t agree with, I feel disrespected. Please stop this. It is not professional behavior.

4. Your documentation is overdue, and I need all of it no later than Friday or I’m afraid I’m going to have to write a disciplinary memo. This is a verbal warning.

5. You are capable in many areas. In this area, however, I honestly would appraise your performance to be below standards. We need to immediately focus on this and I want to get your ideas on how to best help you.

6. The consequence of continuing to do x will be y. I want to make this very clear to you so you will know how strongly I feel about this matter.

7. At this point our disagreement is so strong that the next step I need to take is to consult your (school field liaison; program director; division director) to let her know about the situation and to ask for professional assistance in resolving this dispute.

8. Even though you disagree, I need you to do x in y way by z time and to report back to me.

9. Stop. Right now, I notice you are falling back into ________. Please try again.
10. I want us to stop talking for now. It doesn’t seem like we are able to reach an understanding. I’d like to give myself and you some time and space to reflect on this. I don’t want us to damage our already good working relationship. We can come back to this (set time, date). I am confident we will get to a better place eventually, but right now, I think we need to stop. I am still very committed to you.

11. Honestly, I can understand that you were frustrated and why you were frustrated AND, also honestly, I didn’t appreciate receiving your voicemail/e-mail message. In the future, when you are frustrated, let’s talk face to face so things don’t get out of hand, and I will make the same commitment to you.

12. Despite our best efforts, we have not been able to reach a middle ground. If we can’t find that ground together, I’m going to need to make a judgment call and I’m concerned you won’t like that so can we try for a few more minutes to develop a plan we can both live with?

13. Disagreements in supervision are part of the package of what we do together. On multiple occasions, I think we’ve had a difficult time addressing differences and conflicts directly. This is such a difficult area for most clinical instructors and students, and yet, we both need to develop those skills so we can succeed fully at our work together.
EXERCISE FOUR: CHALLENGING FEEDBACK VIGNETTES

LORENA

Lorena is a 28 yo, single, and attractive woman. At the time of her interview, you noticed that she revealed pronounced tattoos on her exposed arms and it did occur to you that perhaps she should have worn a long-sleeved shirt. After three months at the internship, you find yourself increasingly uncomfortable with her physical appearance. She often wears very tight-fitting clothes, sometimes exposing too much skin in your point of view (and in violation of your agency’s dress code). Lorena does not act in a provocative way; to the contrary, she is very warm, professional, and appropriate in her behavior. Your concern is limited to her manner of dress.

DEAN

You select Dean, an MSW intern, for his empathy and his commitment to low-income clients. He really shined in the interview as a perfect interpersonal and cultural match for your clients.

While you were not wrong about Dean’s facility with supportive interventions, some glaring deficiencies you did not anticipate have emerged with respect to managing time, following instructions clearly, documenting his work appropriately, and submitting his productivity billing forms on time. You have offered him patient, repeated instructions verbally and in writing, none of which appears to have improved his performance in these areas.
**SHELLY**

Shelly is an intern who has been under your instruction for 3 months and you have been increasingly concerned about her problems connecting with the clients that your program serves. She seems shy at times, avoids making the recommended outreach and engagement visits, and seems to have a strong preference for clients who seem ready for insight-oriented talk therapy. She has made some judgmental comments about clients (“He’s a bad kid. I think services are a waste of time for him.) that you have more or less let pass because you were trying to build a positive alliance with her, and you notice your patience wearing thin as her comments persist.

Recently, you reviewed program data indicating that her retention and show rates are well-below average – even for an intern. You realize you have to address this problem that you have been avoiding. You feel a bit tense by the situation, annoyed really.

**DUSTY**

Dusty is a 29 year-old, gay-identified student. He has been under your instruction for 7 months. He has a very strong emotional presence in that he comes across as exceptionally authentic and warm. His written work is extremely strong in both his ability to organize data and to express his impressions lucidly with clear examples. You are concerned, however, because he appears to have a very difficult time providing verbal information to you in supervision. His statements seem very global and vague, he has great difficulty discussing his emotional reactions, and he seems to be a passive participant, waiting for direct instruction vs. taking the initiative to figure out what he thinks could be done. While you really appreciate his warmth and good nature, his inability to verbally form thoughts worries you about what he is like with his clients; this is, after all, an essential part of providing psychotherapy. In your experience, interpersonal warmth is a nice start but does not solve therapeutic problems. You haven’t brought any of this up, hoping it would naturally resolve in time. He is only with you two more months.
JANELLE

Janelle is an intern who is a verbally expressive person and seems to learn through words. You have enjoyed her strong personality and candor, and the two of you have formed a strong working relationship. The psychiatrist and Clinic Director have both, however, on occasion mentioned to you examples where they felt she overstepped her role as an intern; at the time, you tended to think they were overreacting or had an overly limited view of what an intern’s place is. Last week, however, at an intake team meeting, you directly observed Janelle giving an experienced staffperson very critical comments on an intake in a way that did not seem thoughtful or undiplomatic. Even though the room became tense, she seemed to be unaware.

JOHNSON

Johnson is a delightfully social student who fits in very well at the agency, and the clients (teens) seem particularly responsive to his personality and style. He mentioned to you early on that he sometimes has had a problem with punctuality, and you let him know that the rules in this area were fairly informal so long as his clients were attended to etc. Recently, however, his pattern of late arrival has begun to annoy you because he seems to just keep arriving later and later and then to use his social charm to escape responsibility. The written first semester progress review is due next week and you are aware that you need to put your concerns in writing.
ELLA

Ella is a very ambitious, high achieving, and highly motivated student. She can be anxious and inflexible, however. Some days, she writes you multiple, long emails, leaves you long voicemail messages, and waits for you outside your office when you are finishing up with a client. In your opinion, most of her questions are not crucial and could wait until your regularly scheduled hour. You appreciate her attention to detail but you also want her to be able to self-manage more independently especially since you trust her judgment.
EXERCISE FIVE: REFLECTIVE AND INTEGRATIVE CONVERSATIONS

Ask the student to reflect on a client, agency, or project-related professional dilemma they faced last year in their internship or employment setting.

Explore:

1. What were your thoughts, feelings, and reactions? What did this event or situation mean to you? Why do you think that was?
2. What do think was going on behind it all? What were the full dynamics?
3. What were the important factors in the situation related to diversity and difference?
4. What concepts have you learned in your courses or in other places that may help you to understand this situation more fully?
5. How did you have to manage yourself and your own reactions to be able to respond professionally?
6. What do you think the most ethical way to proceed was? How did you arrive at that?
7. If you could go back in a time machine, what would you do differently now that you have had the opportunity to think this through?
8. What would continue to help you practice and refine the knowledge and skills you need to face situations like this in the future?
MOST IMPORTANT POINTS I AM THINKING ABOUT AS A RESULT OF TODAY’S WORKSHOP
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
OUR UNDERSTANDING OF BEST PRACTICES IN FIELD INSTRUCTION

- Strong, attuned, personalized instructional relationship
- Clearly identified outcomes, purpose, and processes
- Opportunities to observe, do and be observed doing practice
- Provision of feedback that is observationally based, balanced, and specific
- Opportunity to reflect, including self-reflection, and integrate the conceptual and actual
PRINCIPLES OF GOOD FEEDBACK

- Based upon direct observation
- Follows immediately or shortly after the demonstration or performance
- Elicits self-corrective feedback first
- Affirms strengths (4:1 ratio)
- Frames weaknesses developmentally (normalize)
- Selects the single most important area for improvement
- Uses descriptive, objective language and provides rationale
- Is interactive – allows learner to respond

"Every block of stone has a statue inside it and it is the task of the sculptor to discover it."

-Michelangelo

If you're going to cut with the scalpel of truth, first bathe it in the anesthesia of compassion.

--Virginia Satir
DIFFICULT CONVERSATIONS

- To have the conversation or not to have the conversation?
- Expression of appreciation for the person and relationship
- Tactful raising of the topic
- Mutual exploration of intention and perception
- Agreement or guideline for future
- Examination of the relationship moving forward

"Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude."
---William James

THE STRANDS OF PROFESSIONAL EDUCATION

Knowledge
- Theory
- Framework
- Scientific Evidence
- Practice Wisdom

Attitude
- Values and Ethics
- Underlying Philosophies and Beliefs
- Orienting Approaches
- Ways of Coping with Dilemmas

Skill
- Appraising, Deciding, and Acting
- Communication
- Behaviors and Conduct
- Self-Reflection and Adjustment
REFLECTIVE AND INTEGRATIVE CONVERSATIONS

- The wide angle conversation
- Socratic questions that guide the student to find the answer
- Exploration of belief, meaning, reaction, and personal factors as they relate to professional judgment and action
- Link to conceptual frameworks, knowledge base, and ethical and professional processes

"The challenge for field instructors is to remember you are not simply teaching how to vocationally and procedurally do your job but, rather, how to be think like, act like, and be an effective professional."

-- Marion Bogo
Presentation References


