MSW Break-out Session

August 26, 2010
11:15-12:15 p.m.
Students are required to complete field education in any MSW program.

A minimum of 16 hours a week is required for 1st and 2nd year students for a total of 208 hours in the Fall, 272 in the Spring.

Exceptions:
- Second year students who are receiving stipends or in paid internships may be required to do additional hours.
- Students who have requested to complete PPS hours.

Successful completion of each semester in field with a minimum grade of “B” is required to move on to the next field sequence.

Students who do not meet minimum requirements may be referred to the Field Director for remediation.
MSW Fieldwork Protocols

- Students are required to attend Field Seminar concurrent with Fieldwork
  - Full-Time (FT) Students: Thursdays, 2:30-4:30 p.m.
  - Part-Time (PT) Students: Tuesdays, 5-7 p.m.
- Field Days are:
  - Mondays, Wednesdays, and/or Fridays for FT Students
  - For PT Students, any weekdays may be arranged
- Field Liaisons will do field visits generally between 6th through the 13th weeks of the semester.
- Field Liaisons will make an initial contact with field instructors no later than the 2nd week of the semester.
# Fieldwork Schedule at a Glance

<table>
<thead>
<tr>
<th>Cohort:</th>
<th><strong>FT 1st Year</strong></th>
<th><strong>FT 2nd Year</strong></th>
<th><strong>PT 1st Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Days</strong></td>
<td>M, W, F</td>
<td>M, W, F</td>
<td>M, T, W, Th, or F</td>
</tr>
<tr>
<td><strong>Required Hours</strong></td>
<td>16</td>
<td>16 (or as otherwise specified)</td>
<td>16 (at least one 8 hr. block of time required)</td>
</tr>
<tr>
<td><strong>Field Liaison Visits</strong></td>
<td>Minimum of 1 visit during the 6th-12th week of each semester</td>
<td>Minimum of 1 visit during the 6th-12th week of each semester</td>
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</tr>
<tr>
<td><strong>Field Seminar Schedule</strong></td>
<td>Thursdays, 2:30-4:30 p.m.</td>
<td>Thursdays, 2:30-4:30 p.m.</td>
<td>Tuesdays, 5-7 p.m.</td>
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</tbody>
</table>
Syllabi

- Students are to provide field instructors with a copy of their practice syllabus each semester.
  - Informs the field instructor of class curriculum topics and assignments
  - Gives field instructors an opportunity to reinforce practice topics in a supervised practice setting
  - Strengthens the learning process for student
- Students should also review field assignments with field instructors including: macro or capstone projects, case presentation, process recordings
Forms

- Learning Agreement & Comprehensive Skills Evaluation (NEW!)
- Mid-Semester Progress Report
- Process Recordings and Log
  - Formats: MICRO, MACRO, MEETING, GROUP, AUDIO/VISUAL
- Field Time Log
Field Manual

- Program Curricula
- Supplemental Programs
- Policies and Procedures
  - Liability Insurance – students carry their own insurance policies and can provide proof upon request
  - Use of transportation during Field
  - Paid Field Internships
  - Handling Problems Situations in Field
  - Remediation
  - Use of Field Internship Hours
  - Field Internship Learning Activities
  - Holidays and Seasonal Breaks
  - Field Instructor Qualifications
    - Supervision for Macro Concentration Students
  - Role of Field Faculty Responsibilities of Student
Process Recordings

- Process recordings are also known as educational-based recordings and are tools utilized by students to document their practice assignments. Through recordings, students are also able to process the affective aspects of their practice to develop self-awareness, awareness of the client situation, themes, theories, and interventions. Micro, Macro, Group, Meeting, and Audio/Video Process recording forms are provided to students.

- Review of PR forms

- Protocol for review and approval of non-APU forms
A letter grade is assigned for all field courses
A minimum of grade of “B” is required advance to the next field sequence

**Grading Procedures**
The Field Grade is calculated using the following percentage breakdowns:

- **20%**  Field instructor feedback from Comprehensive Skills Evaluation
- **15%**  Pre/Post Test – to measure competence; outcomes based evaluation
- **15%**  Professional Conduct as evaluated by field faculty, field instructor, and preceptor
- **50%**  Field Seminar Grade (includes all written field assignments)
Use of New Learning Agreement and Comprehensive Skills Evaluation

- The new form was developed by the consortium of social work programs in response to the new CSWE EPAS (2008).
- Some universities implemented the new tool in 2009-2010.
Comprehensive Skills Evaluation New Rating Format:

- Numerical rather than a letter-based rating system
- Field Instructors are asked to rate interns (0-4) in all the activities under the 10 competencies.

**Level 0** = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

**Level 1** = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

**Level 2** = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.

**Level 3** = Intern understands the concept and has consistently met the expectations in this area

**Level 4** = Intern demonstrates a high level of skill development and has exceeded expectations in this area

**Winter Quarter/Fall Semester:** Students should be at **Level 1** or **Level 2**. Please contact Field Liaison if student is at **Level 0** in any objective.

**Spring Quarter/Spring Semester:** Students should demonstrate skills at least at the **Level 2** or **3**. Please contact Liaison if Student is below Level 2 in any objective.
Field Competencies 1 through 4:

- **COMPETENCY #1 – PROFESSIONALISM**: Intern identifies as a professional social worker and conducts her/himself accordingly.

- **COMPETENCY #2 – ETHICS**: Intern applies social work ethical principles to guide her/his professional practice.

- **COMPETENCY #3 – THINKING & JUDGMENT**: Intern applies critical thinking to inform and communicate professional judgments.

- **COMPETENCY #4 – CULTURAL COMPETENCY**: Intern engages diversity and difference in practice.

- **COMPETENCY #5 – SOCIAL JUSTICE**: Intern advances human rights and social and economic justice.
Field Competencies 5 through 10

- **COMPETENCY #6** – EVIDENCE BASED PRACTICE: INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

- **COMPETENCY #7** – PERSON IN ENVIRONMENT: INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

- **COMPETENCY #8** – POLICY: INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES

- **COMPETENCY #9** – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE

- **COMPETENCY #10** – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES
Discussion
Common Questions

Q: Should the students know how to apply DSM IV-TR knowledge during their internship?

A: Foundation year students will be receive coursework on diagnosis and treatment in Practice I. They will be expected to begin recognizing diagnosis along the five axes. It is reasonable for students to become familiar with diagnoses used at the field agency and try to apply diagnostic codes under supervision.
Overview of the helping process: exploration, engagement, assessment, planning, implementing plan, attaining goals, termination
Risk assessment of both adults and children: Suicidal ideation, child abuse, family violence, cutting behavior, substance abuse, run-away
ethical and legal issues, including discussion of purpose of supervision and student responsibility to supervisor.
Discussion of advice vs. guidance and empowerment.
Boundary issues.
Ethical duties of informed consent, confidentiality, personal vs. professional values, attitudes, and behavior. Beginning discussion of counter-transference, self determination, documentation as an ethical and legal responsibility.
Assessment skills and tools.
  - Students will practice conducting a full bio-psycho-social assessment using various tools.
Begin discussion of DSM IV-TR and diagnosis and as it relates to practice setting. Discussion of the ethicality of diagnosis in particular settings.
Assessment of client strengths
Cultural considerations and diagnoses.
Family and systems theory
Monitoring goal achievement in treatment
Specific issues regarding children vs. adolescents vs. adults
Spring Semester: Practice Theories
Covered in Practice II Class

- Overview of brain structure and use of psychotropic medications
- Feminist and empowerment approaches to change
- Person-Centered
- Psychoanalytic
- Cognitive and behavioral change strategies
- Existential and person-centered change strategies
- Psychodynamic and Adlerian intervention models
- Solution-focused Brief Therapy
- Narrative change strategies
- Gestalt and experiential change strategies
- Reality Therapy
- Family Systems Therapy: Bowen, Minuchin, Haley
- Existential
More Common Questions

Q: Will the students continue field hours during holidays?

A: Although APU is closed for the major holidays, students in field are expected to discuss their obligations to the agency and their clients during holidays. If a student is facilitating a group or needs to continue to see a client for therapeutic reasons, it is reasonable for the supervisor to expect the student to continue in field during this time. A modified field schedule is acceptable during the holidays.
Q: What happens if the student is involved in a problematic situation in field?

A: There are policies in the field manual that discuss the action to be taken if a student gets into trouble or is involved in a problematic situation or ethical issue.
Lunchtime!
One of the essential social work education questions is: how does the student make the transition from the abstract to the real?

Accommodating Learning Styles in Field Supervision

- Learning Objectives
  - Understand the impact of learning styles on the supervisory relationship.
  - Understand and apply the characteristics of different learning styles.
  - To develop strategies for adapting participants’ learning styles to meet the needs of students.
Diversity and Learning

Joan is a 40-year-old first year student of Korean American background who has two children. She will need to negotiate a new professional identity as she pursues a MSW degree. She has 10 years experience in the fashion industry. Her knowledge and experience with social work began when her son, age 5, was diagnosed with moderate autism when he was 3 years old. Since his diagnosis, Joan has gathered all the knowledge possible, has volunteered, and even maintains a blog to share her thoughts with parents of autistic children. Otherwise, Joan has little formal social work experience.
“Charlene is a 22-year-old African American female with a BA in psychology and some work experience with emotional disturbed children in a summer camp. She is extremely enthusiastic about her newfound profession and her desire to work with inner-city children, especially in an elementary school. She expected her two years of FT graduate education to be similar to her undergraduate education, but soon find that working in an agency several days a week and attending classes and coursework are surprisingly more difficulty and exhausting than expected. She is being told that she lacks self-awareness and that her writing skills need improvement (Frederick et al., 2005).”
Creating a conducive adult learning environment

- Adult learning theory (“andragogy”) is the art and science of helping adults learn
- A conducive learning environment is connected to the quality of learning achieved
- Essential conditions for learning: “a climate that promotes ‘informality, mutual respect, physical comfort, collaboration rather than competition, openness, authenticity, trust, non-defensiveness, and curiosity’ (Knowles, 1972, cited in Hendricks, Finch, & Franks, 2005).”
Other Considerations to Assist in Structuring the Optimum Learning Environment

- **Time** – are field instruction times scheduled, consistent, private, uninterrupted?
- **Space** – the physical setting for field instruction
- **Title/Status** – how do we choose to be addressed? How do we choose to address to students?
- **Information sharing and access to resources**
- **Decision making** – what is the decision making process like around assignments? Are self-monitoring and self-evaluation encouraged? Is reflexive discussion occurring? How realistic are goals that are set? Are expectations discussed openly? Is open discussion about student expectations encouraged?
Kolb’s Learning Cycle (1984)

- **Concrete Experience**
- **Reflective Observation**
- **Abstract Conceptualization**
- **Active Experimentation**

A unidirectional, circular process
Kolb’s Experiential Learning

- Based on the assumptions that people learn from their experiences.
- The four stages of experiential learning involve a unidirectional circular process that moved from:

  **Stages of Learning**
  **The Learning Circle**
  1. Concrete Experience
  2. Reflective observation
  3. Abstract conceptualization
  4. Active experimentation

  **Learning Style**
  Reflective learner (the Observer)
  Operational learner (the Doer)
  Conceptual learner (the Thinker)
  Intuitive learner (the Feeler)

An individual learner may enter the learning cycle from any one of four distinct positions. These entry points are associated with a corresponding learning style, as noted above.
Learning Styles

- **Reflective learner (the Observer)**
  - Takes everything in, looks at many pts. Of view, organizes material into a meaningful order.
  - Strategy: allow these students to shadow or sit in on sessions as a way of beginning.

- **Operational learner (the Doer)**
  - Learns best through direct action
  - Anxious to get busy right from the start
  - May need help to deal with the slow process of change

- **Conceptual learner (the Thinker)**
  - Learn through literary and informational sources
  - Thrive on learning theoretical approaches to problem solving
  - Tend toward a Q & A probing format in sessions; benefit from practicing open-ended questions and interventions that promote exploration
  - It may take time to discuss feelings

- **Intuitive learner (the Feeler)**
  - Learn best through the use of their senses, particularly their feelings and emotions
  - Need to move from personalized experience to reflection and conceptualization of the meaning of the experience
  - Strength: ability to connect with people, prefer to learn in the “here-and-now.”
  - May find themselves feeling along with their clients.
Critiques to Kolb’s Learning Cycle
Miller et al. (2005)

- Overly simplistic, (Jarvis, 1987) in Miller et al. (2005).
- Key elements of experiential learning necessary in field education are missing from Kolb’s learning model, especially the role of relationship (Miller, et al. 2005).
- Miller et al. (2005) studied how students and field instructors experience “learning” in field practicum.
- The goal of the study was to develop greater understanding about the learning process in order to better prepare field instructors to engage in...teaching of students.

- Missing:
  - Memorization
  - Affective, emotional elements
  - Reflection element
  - Relationship
  - Social Contexts
  - Does not take into account the demands of the specific profession
Activity
Other literature:

- Fortune, McCarthy, & Abramson, faculty in the School of Social Welfare, University at Albany, Sate University of NY: studied the relationship of learning activities to quality of field instruction, satisfaction, and performance among MSW students.
  - Findings suggest importance of students’ need both doing and understanding
    - Need to distinguish between perceptions from performance
Five Stage Model of Learning (Reynolds, 1985)

“Awareness of these stages provides guideposts to the potential stumbling blocks along the way (Fredericks et al., 2005).”
Stage of acute consciousness of self
High anxiety, feel they cannot succeed, fight or flight, feelings of inadequacy

The sink or swim stage
Approval seeking, dependence

The stage of understanding
A situation without the power to control one’s own actions or activity in it

The stage of relative mastery – Can both understand and control activity required

The stage of learning to teach what one has mastered

New students in field
Provide support, constructive criticism
Progress and disillusionment when there are setbacks
Characterized by the integration and practice
Called in to offer consultation and teach others

Normal, short lived
2-3 yrs. after graduation
Prior to graduation
Integrating Theory and Practice

- The goal of field education is to facilitate student’s effective integration of theory and practice in field settings.
- Field seminar assignments include:
  - Case presentations using an integrative case analysis model
  - Reflective writing assignments
  - Process Recordings
- **Process recordings** are an effective way of teaching students how to apply theory in practice.
According to Hendricks, Finch, & Franks (2005), recordings are valuable components of the learning experience, providing:

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Content</th>
<th>Information</th>
<th>Insight</th>
<th>Exercises</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s work, learning needs,</td>
<td>For teaching practice skills</td>
<td>To further assist in understanding client needs</td>
<td>Into the student as a practitioner &amp; learner, the basis of the educ. assessment</td>
<td>To help with recall and observation</td>
<td>For practice content</td>
</tr>
<tr>
<td>The student’s ongoing growth &amp; development</td>
<td>To address ethics, diversity, &amp; culture</td>
<td></td>
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<tr>
<td>That facilitates reflective practice</td>
<td>For teaching about communication</td>
<td></td>
<td></td>
<td></td>
<td>To monitor quality of work</td>
</tr>
<tr>
<td>For further research</td>
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</tbody>
</table>
Discussion Questions

- What were your experiences of process recordings?
- As a field instructor, how much emphasis do you put on the process recordings?
- How do you integrate the process recordings in the student’s supervision?
- What creative types of process recordings have you utilized in the past?
- Do you assign other process-oriented assignments to facilitate learning?
Does Practice Make Perfect?

• Fortune, Lee, & Cavazos (2007) tested an assumption that more frequent practice of professional social work skills is associated with better student outcomes.

• Findings:
  • More frequent practice of 38 skills was associated with greater satisfaction with field education and greater self-evaluation of performance
  • Frequency of practicing about 1/3 of skills was also associated with FI evaluations of students
  • The results supported the usefulness of repeatedly practicing skills in field education.
Discussion Questions

- Repetition vs. Reflection – what’s better?
- Discuss your experience assigning practice assignments to your students.
- What is your teaching strategy?
Macro-Practice In Field Settings

Cathy Miller, MSW, LCSW
Assistant Director of Field Education
“The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life.”

Jane Addams
Do you possess a clinical MSW degree?

1. Yes
2. No
Do you possess a community organization and administration MSW degree?

1. Yes
2. No
Do your job duties involve 50% or more Macro related activities?

1. Yes
2. No
Macro Practice Defined

- **Organizational, community and policy** issues frame individual problems.
- Macro-activities benefit large groups of clients, or society in general, by introducing large scale positive change in the lives of clients through systemic solutions.
- Macro-practice is a broad concept that covers a wide variety of social work activities. It can be sub-divided into three areas, administrative practice, community practice and policy practice.
Administrative Macro Practice

- Organization as client
- Budgeting and financial management
- Working with board of directors
- Resource development
- Organizational design, development, assessment and diagnosis
- Computer information systems and technology
- Leadership and personnel management
- Networking
- Fundraising
- Media and marketing

(Birkenmaier, & Berg-Weger, 2007)
Community Macro Practice

- Community as client
- Program development, implementation and evaluation
- Fundraising (grant-writing, event planning)
- Coalition formulation and maintenance
- Planned change techniques
- Macro-level advocacy
- Leadership development and citizen participation
- Small group decision making
- Community organizing
- Task force membership
- Membership development and retention
- Economic development techniques

(Birkenmaier, & Berg-Weger, 2007)
Social Policy Macro Practice

- Social problem/at-risk group is the client
- Legislative advocacy and lobbying skills
- Policy analysis and management
- Issue analysis techniques
- Social policy research
- Legal action

(Birkenmaier, & Berg-Weger, 2007)
Macro Settings

- According to a 2007 study by Deal, Hopkins, Fisher & Hartin, MSW macro students placements were typically represented by:
  - Departments of social services
  - Community-based non-profits
  - Industrial and corporate worksites
  - Agencies focused on advocacy
  - Agencies dedicated to housing or economic development
Challenges

- Typically field instructors in macro-placement settings are agency managers or directors, who are particularly busy, with limited availability for regular supervisor-student conferences.
- Agencies that engage in macro practice also tend to be complex and changeable, less predictable.
- Macro field instructor cannot rely on traditional assignment of cases, but instead are burdened with creating new tasks for the intern each year depending on the agencies current projects.

(Deal, Hopkins, Fisher & Hartin, 2007)
Strengths

- Integrates students learning in the classroom with field experience.
- Recruits more students into administration and community organization careers
- Macro project meets genuine need for agency/community/clients
- Creates greater social awareness and sense of civic responsibility
Strategies to Enhance Macro Training

- Student has clear understanding of their role in organization
- Student has adequate access to resources to complete assigned tasks, and adequate time to complete the project.
- Field instructor remains available and involved throughout for consultation
- Designate another staff person to become a “field preceptor” who can supplement supervision.
- Students are given explanation of the relevance and usefulness of the project to the organization as a whole
- Field instructors can help link the relevance of macro tasks to the student’s learning goals. (Deal, Hopkins, Fisher & Hartin, 2007)
Linking Macro Practice to Learning Agreement

Ten Core Competencies:

#5 Social Justice: Intern advances human rights and social and economic justice

#7 Person-in-environment: Intern applies knowledge of human behavior and the social environment

#8 Intern engages in policy practice to advance social and economic well being and deliver effective social work services.

#10 Intern assesses, intervenes and evaluates individuals, families, groups, organizations and communities.
Macro Practice Skills:

- Demonstrates ability to identify resources, both internal and external.

- Demonstrates understanding of the impact of variables such as ethnicity, gender, sexual orientation, cultural background, socioeconomic status, etc.

- Identifies the impact of variety of systems and how they interact.

- Formulates an appropriate plan with appropriate short range and/or long range goals.
Macro Practice Skills, Cont.

- Demonstrates knowledge of an array of **interventions** reflecting organization development, program planning, development and evaluation, needs assessment, board and committee work, leadership development, community networking and public relations, personnel management, management information systems, and training and consultation.

- Demonstrate ability to work in **different modalities**, including groups, committees, boards, and communities.

- Demonstrates ability to **engage in a change effort with community members** in meeting their needs.
APU Macro Expectations

- **Foundation Year (1\textsuperscript{st})**
  - Macro project

- **Concentration Year (2\textsuperscript{nd} or 4\textsuperscript{th})**:
  - Capstone Leadership Project: Both Clinical and Community concentrations will complete an advanced macro-project.
  - **For Community practice majors, the Capstone project must be separate of regular macro assignments**
Foundation (1st Year) Macro Project

- **Think Beyond a Resource Book!!**

- Think of an assignment that asks the student to apply graduate level skills and knowledge to execute.

- Keep in mind that the focus of intervention should be larger than an individual.

- Instead the focus should be an organization, inter-organizational system, neighborhood, county or state.
• **Group Exercise:** Ask yourself what type of macro activity could:
  
  • Increase organizational effectiveness?
  • Improve quality of services to clients?
  • Increase inter-agency collaboration?
  • Help evaluate agency outcomes?
  • Organize community around key issues?
1st Year Macro Project Examples

Consider the following ideas:

- Intern organizes a community planning group
- Intern participates in a steering committee, a task force, a social action group, or an inter-organizational body such as a coalition, to address social problem.
- Intern creates and implements a client survey or conducts an evaluation of service outcomes.
- Intern researches and writes a grant proposal
- Intern prepares and implements a training, seminar or community outreach event, i.e. a health fair
- Intern develops new client support group, researches topics and plans curriculum.

(Suggestions for MACRO Field Assignments, University of Maryland.)
2nd Year: Capstone Leadership Project

- Student identifies an existing problem at their placement agency, and develops communication and intervention strategies to address the problem.
- Requires student to conduct a literature review and allows research to inform practice.
- Student applies classroom knowledge and field experience in relation to diverse and at-risk populations.
- Requires student to take leadership throughout the project implementation and problem resolution.
- Outcome: the Capstone project serves as a portfolio that can be used for student’s future employment.
Capstone Project Timeline

Timeline:

- **October** - Intern and field instructor begin the discussion to identify a project
- **December** - Intern is required to turn in the Capstone Leadership Proposal
- **January** - Capstone Course begins meeting weekly. Course will focus on project completion and academic content emphasizing leadership.
- **April** - Students prepare a poster presentation on completed Capstone Project.
Capstone Goals

1) Opportunity for student to develop leadership skills in clinical and community practice settings

2) Opportunity for student self-reflection on existing leadership strengths and areas for improvement

3) Students develop and enhance professional presentation skills through the creation and delivery of a poster presentation and the writing of an executive summary describing the project.

4) Students have the opportunity to contribute to the knowledge-base of the profession

5) Student develop relationships with agency and community leaders intended to produce meaningful change.
Capstone Project Ideas

- Create new fundraising plan or marketing activities
- Development of innovative intervention strategy to improve organization’s service delivery or employee morale.
- Design and lead new trainings for staff
- Implement a comprehensive community needs assessment
- Creation or improvement of agency communication venues (newsletters, blogs)
- Enhanced use of technology, i.e. developing database to track client progress.
- Political advocacy intended to benefit populations served, giving a presentation to county or state officials
2009 Student Macro & Capstone Projects

- Mother & Daughter “Café Con Leche”
  - featuring Latina women success stories
Student Capstone Projects
2009

CHILL Snowboarding Program for Foster Kids
Student Capstone Projects
2009 Clinician “Self Care” Seminar
Sources Cited


• Maryland School of Social Work, *Suggestions for MACRO Field Assignments*, University of Maryland.
Effective Feedback & Evaluation
Objectives

- To understand the importance of constructive feedback
- To understand and practice using the elements of effective feedback
- To review the elements of an effective summative evaluation
Discussion

What is the goal of feedback?

What are the elements of effective feedback in your job roles?
Summary

- The goal of feedback in field instruction is *learning*.
- Students in field are expected to make mistakes and errors in judgment.
- Students can only correct mistakes and improve their practice if these mistakes are identified and suggestions are provided for improvement.
- Field instructors must provide critical and constructive feedback to students in order to facilitate learning and to promote ongoing improvement.
Reflection

- Reflect on your experiences of receiving feedback. Identify positive and negative characteristics.
  - Think about your experiences with receiving critical feedback.
  - What was positive?
  - What was negative?
  - How do you like receiving critical feedback?
## Elements of Effective Feedback

(From Freeman, 1985; Bogo & Vayda, 1998 in Dettlaff, A. 2003)

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear guidelines for performance</td>
<td>Clear guidelines of field instructor’s expectations must precede effective feedback. Without clear guidelines and expectations, students may feel they are being unfairly criticized.</td>
</tr>
<tr>
<td>Direct Observation</td>
<td>Feedback is received best when it is based on direct observation of students’ performance.</td>
</tr>
<tr>
<td>Empathy</td>
<td>When they believe field instructors understand them, students are most open to feedback.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Immediate feedback is most effective.</td>
</tr>
<tr>
<td>Regularity</td>
<td>Feedback should be provided after each direct observation of students’ performance. When provided regularly, students expect it and are more open to discussing performance.</td>
</tr>
<tr>
<td>Balance</td>
<td>Feedback is best received when balanced with both positive and negative comments. Starting with positives is effective, followed by areas needing improvement.</td>
</tr>
<tr>
<td>Conciseness and Directness</td>
<td>Feedback should be clear and easy to understand. Provide specific and concrete suggestions for change.</td>
</tr>
<tr>
<td>Follow up</td>
<td>Effective feedback also involves following up on a regular basis on the student’s use of the feedback. Offer tasks or assignments that will give student an opportunity to incorporate suggestions.</td>
</tr>
</tbody>
</table>
Discussion

- Identify professional development and practice skills you expect your student to have by the end of the:
  - Fall semester
  - Spring semester
- What concrete evidence are looking for?
- How do you conceptualize dimensions of practice?
  - What behaviors are you looking for in your student?
- Build an instructor-guided practice-based scale

Know your Student!

- Each individual responds differently to feedback.
- Some personality types will welcome feedback; others may be uncomfortable at first and interpret feedback as critical.
- Provide feedback with care and consideration to observe the student’s response.
- Students should be encouraged to discuss their feelings of receiving feedback to establish and open and trusting environment.
- Feedback is best received when a trusting and supportive environment has been established.
## Feedback and Evaluation Tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Who</th>
<th>Purpose</th>
<th>When given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Skills Evaluation</td>
<td>Student, FI, Field Liaison, Field Director</td>
<td>To evaluate student performance in field; to recommend a final grade</td>
<td>Mid-year and end-of-year</td>
</tr>
<tr>
<td>Mid-Quarter Progress Form</td>
<td>FI</td>
<td>To evaluate student progress mid-semester and to highlight potential problems</td>
<td>Mid-semester</td>
</tr>
<tr>
<td>Agency Visit Form</td>
<td>Field Liaison</td>
<td>Conduct an in-person evaluation of the student's performance</td>
<td>Once per semester or as often as needed</td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>Student</td>
<td>Provide feedback about the field placement experience, including field instructor, agency, and liaison</td>
<td>End of year</td>
</tr>
<tr>
<td>End-of Year Field Instructor Survey</td>
<td>Field Instructor</td>
<td>Provide feedback about field instruction experience and relationship with the university</td>
<td>End of year</td>
</tr>
</tbody>
</table>
Recommendations for Completing the CSE

- Be aware that evaluation often produces a lot of stress among students.
- Spend a significant amount of time completing the evaluation.
- Base your final evaluation on clear guidelines that were set at the beginning of the internship.
- Evaluate student objectively, focusing on work performance rather than personal issues.
- Review strengths as well as limitations.
- Remember that the CSE should be a review. Ongoing, constructive feedback should be given so that their CSE brings no surprises.
Summary of Student’s Evaluation of the Graduate Placement Experience 2008-2009 (N= 27)

- Agency as a Learning Environment
  - Was the agency able to provide adequate space, supplies and equipment for you to fulfill your student responsibilities:
    - Yes: 22
    - No: 5
  - Were you provided with an orientation that sufficiently introduced you to the agency, its service mission and appropriate agency staff:
    - Yes: 21
    - No: 5
    - Blank: 1
  - How do you feel the agency views social work students (check one):
    - As a part-time staff member where agency needs take precedence: 6
    - As a student learner, where focus is on education learning experience: 20
    - Both: 1
Summary:

The majority of students felt that the FI provided a positive professional role model.

Student Comments:

“Over the past eight months, I have been able to develop clinical skills, learn the dynamics of working with a team, and finding my own style. I love this site and will definitely recommend it.”

“The experience was good and I learned a lot. However sometimes it was boring and frustrating to tolerate.”

“Fabulous staff, wonderful clients, lots to learn—a great place to grow and learn.”

“The student should be flexible and should advocate for the experiences they want. It could be a good beginning placement or advanced if they focus in adoptions.”
Training Summary

- Reviewed the importance of ongoing field instruction training
- Discussed how to conduct a successful agency orientation
- Developed strategies for providing effective field supervision
- Overview of providing a safe learning environment
- Developed awareness of different learning styles
- Discussed theory and practice
- Discussed curriculum overview
- Addressed supervision issues
- Discussed effective feedback and evaluation
Closing Remarks

Please remember to submit your training evaluations and sign out!
References


