Field Instructor Training Course 2015-2016

Course Description:

The field instructor training course consists of two live seminars held during the fall semester and one live seminar in the spring semester of each academic year. It includes an on-line course for field instructors and task supervisors providing field instruction to SDSU School of Social Work student interns. The purpose of the course is to train new field instructors with the necessary knowledge and skills so they can effectively meet the range of educational responsibilities in their role as supervisors of social work students. The general content areas covered will address identification and application of relevant knowledge and skills, course assignments, teaching concepts, methodology, and evaluation processes required in the practice of field instruction. Field instructors will become knowledgeable in SDSU, School of Social Work’s field education curriculum and course requirements. Discussions and audience participation will include social work values, ethics, laws, cultural competence, etc. in the supervisory relationship and practice.

Please refer to the Field Instructor Training Course 2015-2016 schedule and each seminar outline for further detailed information.

2-3 CEU’s will be provided for each field instruction seminar by the Academy of Professional Excellence, SDSU School of Social Work.
Learning Objectives:

1. Participants will understand elements of effective clinical supervision.

2. Participants will begin to understand the reasons for evaluating student performance.

3. Participants will identify the personal and professional attributes that contribute to success in the field; assess students in light of these characteristics and establish goals for future development.

4. Participants will become oriented to the SDSU School of Social Work process for evaluating student performance.

5. Participants will become familiar with the evaluation criteria and use of feedback, which promote learning within the agency placement.

6. Participants will become familiar with the use of the comprehensive skills evaluation, learning plan, supervision notes and process recordings as tools in assessing the student’s educational needs.

7. Participants will learn skills in assessing student's educational learning needs.

8. Through various didactic exercises, participants will evaluate their own evaluation process.

Course Competencies:

1. Participants will understand what is expected from the SDSU evaluation timelines.

2. Participants will be able to evaluate students utilizing the SDSU Comprehensive Skills evaluation form on IPT.

3. Participants will increase their knowledge & skill in the clinical supervision process.

Instructional Methods:
Lecture, didactic and/or group, vignettes, panel presentation and audience participation.
SDSU SSW Field Instructor Training Course 2015-2016
Seminar # 2 September 23, 2015 2:00 am – 4:00 pm –San Diego
September 30, 2015 10:00-12:00 pm –Imperial Valley

➢ The Evaluation Process

➢ Welcome & Introduction

➢ Announcements & Dates to Remember

➢ Where you and your Student should be by now

➢ Student Concerns

➢ Student Issues

➢ Elements of Effective Supervision

➢ Importance of Student Feedback

➢ Process Recordings as an evaluation tool

➢ Overview of the Evaluation Process
  Graduate/Undergraduate Student Self-Evaluation Guidelines
  Comprehensive Skill Evaluation Tool

➢ Experiential Groups

➢ Questions & Answers

➢ Evaluation
Kim Archuletta, LCSW has been involved in successful design & interventions for women and substance abusing clients for over 25 years. She is currently on Faculty at San Diego State University as the Director of Undergraduate Field Education in the School of Social Work. She is also the coordinator of the SDSU’s Aztec’s for Recovery Program. This new program serves to provide a community of support within SDSU for students wishing to maintain recovery from various addictions. She maintains a small private practice where she provides clinical consultations, supervision, program development and trainings to treatment providers, public health, child development and other programs. Ms. Archuletta has served on numerous boards and committees over the years advocating for women, children and treatment services. She currently serves on SDSU Faculty Rights Committee and California Faculty Association.

Bibliography

M Bogo, C. Regehr, R Power, J Hughes... *Toward new approaches for evaluating student field performance: Tapping the implicit criteria used by experienced field instructors* Social Work Education, 2010 - JSTOR


Field Instructor Training Seminar #2: The Supervision & Evaluation Process

Presented by:
Kim Archuleta, LCSW
SDSU School of Social Work
Professional Development
September 23 & 30, 2015

Dates to Remember

- Learning Plans & Orientation Checklists should be discussed and started on IPT.
- Signed by student and FI when complete
- ALL Field Evaluations DUE – Friday, December 4th to Field Faculty via IPT.
- Student's Self Evaluation December 4th.
- All Students will receive a Grade of “RP- Report in Progress” or Credit/No Credit.

...Dates to Remember

- Final Examinations Dec. 11-17th
- No Field or classes
- Thanksgiving Holiday Nov. 26-27
- Field and Classes end on Thursday, Dec. 10th.
- Campus Closed December 22-25th
- University Break Period Dec. 31 – January 20, 2016
- Students must be off for at least 2 consecutive weeks

Spring Semester 2016

- Classes and Field Begin Wednesday, January 20th
- Friday, January 30th, Joint SDSU/USC Field Practicum Agency Fair in San Diego
- No Field and no classes – Spring Recess
- (March 28- April 1)
- May 5th Last day of Field & Classes

Update Agency Info in IPT

- Students will begin to research next years agencies during Winter Break
- Update your Agency Information page before end of December 2015
- Web site / Agency Intern Information fields completed in IPT
Where You and Your Student Should Be By Now!!

- Field Faculty Site Visits discussed/ beginning to be scheduled in October
- Field Faculty and School should be aware of any student problems, evaluation concerns,
- Agency Orientation Checklist Completed
- Learning Plan discussed in Supervision
- Process Recordings are due 10/23 & 11/20
- Thanksgiving and Holiday Schedules have been arranged with student

Learning Agreement or IPT Questions?

- Learning Agreement is primarily the student’s responsibility but they might need help with learning activity ideas
- Macro project for Undergrads, (489) and Foundation Year Grads. (650)
- Questions? Share ideas on macro activities

Effective Supervision

Research indicates that during supervision sessions, elements associated with student satisfaction are primarily issues concerning students’ practice experiences (Grey et al., 1989)

- Topics include
  - The practice skills used by students
  - Cases/projects (admin students) and clients /client systems
  - Ongoing performance issues
  - Personal strengths and limitations

Elements of Effective Supervision

Elements Related to the Agency

- Making the student feel desired by the agency
- Including the student in agency functions and activities
- Treating the student like a professional
- Helping the student learn about the agency

Elements Related to Tasks & Assignments

- Clarifying the purpose of assignments
- Providing detailed directions and instructions
- Allowing the student to shadow social worker
- Working with the student to complete tasks

Elements Related to Tasks and Assignments

- Regularly reviewing the student workload
- Providing a variety of learning activities
- Clarifying expectations for the student’s performance
- Providing early opportunities for client contact
Elements Related to Supervisory Skills

- Explaining your role and the role of the student
- Encouraging discussion of the student’s concerns
- Encouraging discussion of taboo subjects
- Helping the student link theory to practice


Elements Related to Supervisory Skills

- Providing clear and consistent feedback
- Validating the student’s feelings
- Reassuring students that they can succeed
- Demonstrating that the student is valued as a person and colleague


Elements Related to Supervision Meetings

- Holding regularly scheduled supervision meetings
- Being available outside of regular supervision times
- Providing a thorough discussion of the students learning needs
- Reviewing and analyzing the student’s cases
- Providing consistent supervision throughout the placement.


Review Stages of Internship

- Field Instructor Training Module 1: “Setting the Stage for Field Instruction”
- Developmental Stages of an Internship

The field internship is characterized by developmental stages that most interns seem to experience—a sequential process of encountering both challenges and opportunities that impact both growth and learning. The following is based on the work of Sweitzer & King (2004) and their model for Framing the experience: the developmental stages of an internship.

- Anticipation
  - associated with a generalized anxiety about the unknown,
  - anxiety about personal preparedness, expectations of supervisor, coworkers, staff, clients, etc.

- Disillusionment
  - characterized by a process of questioning,
  - unexpected emotions, disappointment with supervisor,
  - disappointment with the agency setting, dip in morale

- Confrontation
  - revisiting expectations,
  - clarification of interpersonal and intrapersonal issues,
  - increasing self confidence

- Competence
  - high levels of accomplishment,
  - high morale,
  - potential for increase in balancing demands of home, school and internship

- Cunclusion
  - issues with termination and endings,
  - redefining relationships with supervisor, coworkers, faculty, peers, clients


Stages of Internship - Review

- Confrontation
- Competence
- Culmination

Why Evaluate?

- To provide feedback
- To evaluate both current performance & future goals
- Determine progress
- Document learning
- Identify strengths
Why Evaluate?

- The Council on Social Work Education (CSWE) educational policy and accreditation standards (EPAS) require each social work program to have field performance criteria and outcome measures.
- These criteria form the basis of the formal evaluation.
- The Comprehensive Skills Evaluation measures student performance in the identified Core Areas.

Feedback

Feedback should contain the following elements in order to be constructive:
- Clear guidelines for performance
- Direct observation rather than comments from others
- Empathy- students need to feel that their Field Instructor understands them, so analyze the situation from the student's perspective.

Why Evaluate?

- To identify potential problems
- To protect you and your agency
- Research indicates that students prefer FI who give them ongoing & critical feedback regarding their performance in the field placement (Ellison, 1994; Fortune & Abramson, 1993; Fortune et al., 2001; Freeman, 1985).

Why do we use process recordings?

- Allows students to listen & reflect accurately on their work with clients.
- Teaches students to think about the reasoning behind interventions.
- Helps students to understand transference & countertransference interactions.
- Allows field instructors to identify patterns and interaction techniques used by the student with their clients.

Process Recordings

- What is a process recording?
  - Written interaction with a client
  - Tool used to teach interaction on multiple levels
  - Helpful in the evaluation process as a review of students interaction skills.
Types of process recordings

- Narrative/verbatim model
  - Relevant background information
  - Purpose of the session
  - Content of Interview
  - Impressions

- Verbatim with columns
  - Purpose of the session
  - Content of significant portions of exchange
  - Interview content column c: said w: said
  - Client’s feelings/affect
  - Student’s gut level feelings
  - Analysis of interventions used or issues that arose in session
  - Supervisory Comments/Evaluation

Process Recording Requirements

- 2 per semester for all levels of students
- Maintain client confidentiality
- Discuss in supervision after review
- Use as a tool in the evaluation process

Process Recording Evaluation

- Use with your student in supervision to:
  - Identify specific intervention skills used with the client
  - Identify latent content: unspoken messages, unstated feelings, implied meaning, etc.
  - Note student strengths or weaknesses
  - Reflect on students conscience use of self
  - Note any parallels between students work with client & clinical supervision
  - Comment on contradictions with clients and agency tasks
  - Provide written feedback on the students work with clients

How to Evaluate?

- Quantifying Performance
  - “SMART” Goals
    - Specific
    - Measurable
    - Achievable
    - Realistic and
    - Timed

Establishing Performance Criteria

- What were the student’s major accomplishments during the evaluation period?
- How well did the student meet the professional and personal goals?
- What goals were not met?
- What problems were encountered in meeting the goals both you and your student selected?
Establishing Performance Criteria

- For students, performance criteria is about growth.
- What are the students’ strengths and weaknesses?
- Is any revision needed in the learning plan?
- Does the intern job description need revision to more accurately represent expected duties?
- What goals or objectives should be set for the next evaluation?

Analyzing Performance Problems

- What is the Performance Problem?
- What is the actual Performance at issue?
- What is the desired performance?

Is it worth Pursuing?

- What would happen if I let it alone?
- Are my expectations reasonable?
- What are the consequences of the problem?
- Are the consequences enough to justify going on?

Explore Fast Fixes

- Can you apply fast fixes?
- Does the student know what is expected of him/her?
- Can the student describe the desired performance? Expected Accomplishments?
- Are there obstacles to the performance?
- Does the student receive regular feedback on how they are doing?

Enhance Competence

- Is the problem a skill deficiency?
- Can the task be simplified?
- Any obstacles remaining?
- Lack of knowledge, conflicting demands, restrictive policies?
- Does the student have what it takes?
- Do you believe the student can learn the job?

Develop solutions

- Have all possible solutions been identified?
- Does each solution address one or more parts of the problem?
- Which solutions are most practical or feasible?
- Which solution yields the most value for solving the largest part of the problem?
Reviewing Documentation for Student Evaluation Purposes

- Student Orientation Check List
- Student Learning Agreement
- Clinical Supervision Notes
- Input from Task Supervisor (if applicable)
- Student Educational – Based Recordings
  - Process Recordings
  - Client Records
  - Audio / Video tapes
  - Other documentation – reports, memos, etc.

- Feedback from Other Professionals (co-workers, colleagues, group facilitators)
- NASW Code of Ethics
- Student Performance Agreement (if applicable)
- Student’s Self-Evaluation

Comp Skills Rating Scale

**INSTRUCTIONS FOR RATING INTERNS:**

- **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** = Beginning level of skill for a student social work intern

**Fall Semester Students** should be at **Level 1** or **Level 2**. Please contact Field Faculty if student is at **Level 0** in any objective.

**Spring Semester Students** should demonstrate skills at least at the **Level 2 or 3**. Please contact Field Faculty if Student is below **Level 2** in any objective.

**NARRATIVE SECTIONS:**
Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are required when using 0 and 4.

Special Problems in Performance Evaluation

For Field Instructors:

- Field Instructor, Task Supervisor, and Student have not discussed and documented student limitations prior to evaluation.
- Field Instructor and/or Task Supervisor are concerned that he/she will not be liked.
- Field Instructor has not been trained on evaluation process, providing all high ratings on eval.
- Field Instructor is trained to be non-judgmental.
- Field Instructor does not allow time required for thorough assessment and evaluation of student.
- Field Instructor must evaluate self in the process.
- Other?
...Special Problems in Performance Evaluation

For Students:
- Students may have always received positive evaluations in the past.
- Classroom “A’s” do not guarantee Field “A’s”.
- Academia vs. Practice
- Student may not be satisfied with “Satisfactory Ratings”.
- Evaluation Ratings – Forced Choice
- Previous evaluators rated differently than current evaluator (baseline at different level).
- Other?

Presenting the Performance Evaluation

- Provide the Comprehensive Skills Evaluation to the Student in Person
- Plan for timing and location of presentation
- Present the evaluation as an opportunity to plan for the future.
- Ensure that the student has a chance to provide feedback.
- Student may disagree and request changes to the Evaluation:
  - Encourage written comments
  - Ensure student “Due Process”
  - Discussion of Areas to Improve

Evaluating the Student’s Performance

An Evaluation can be considered fair and relevant when:
- Criteria used to evaluate the student are clear and objective to the degree whenever possible.
- Criteria, standards, and agency preferred practices are known to the student at the beginning of the practicum.
- Student’s performance is compared to written criteria, rather than to some unstated or implied standards.
- Student has been given on-going feedback and of poor performance areas prior to the formal evaluation (internship logs and verbally).
- Performance criteria and standards are realistic given the student’s academic level.
- Evaluation can cite and describe examples of performance that form the basis of the ratings.

...Evaluating the Student’s Performance

An Evaluation can be considered fair and relevant when:
- Consideration is given to extenuating circumstances that may influence the evaluation.
- Student had limited opportunity to learn or demonstrate certain skills.
- Supervisor had limited time to observe student’s performance.
- Consideration is given to the differences in performance level among students who vary in terms of their motivation, knowledge, specific skills, and prior experiences.
- Consideration is given to the nature and complexity of the assignments provided the student(s).
- Recognition is given to growth and performance as well as student problems or need for continued learning.

The Faulty / Unfair Performance Evaluation

A Faulty or Unfair Evaluation exists when:
- The student did not understand what was expected of him/her, or did not understand the criteria to be used for evaluation purposes.
- The rules, standards, and criteria used to evaluate the student are changed without the student’s knowledge.
- The student receives low ratings without being given a description and explanation of the unsatisfactory performance that resulted in the low rating.
- The criteria or standards are unrealistically high or not relevant to the student’s performance as a future social worker.
- Several students receive essentially the same ratings where there were clear differences in their performances.

Three Step Performance Process

1. Gather and Analyze Data Throughout Appraisal Period.
2. Rate the Performance
   - Know the standards
   - Stick to the standards
   - Describe specific facts
   - Document, Document, Document
   - Use multiple/mini appraisals
3. Write the Narrative Portions of the Appraisal.


Elements of Effective Feedback

- Clear guidelines for Performance
- Direct observation
- Empathy
- Timeliness
- Regularity
- Balance with both positive & negative
- Be concise and direct

Guidelines for a positive & rewarding evaluation experience

- Be aware that evaluations cause stress among students.
- Spend time completing the evaluation.
- Base the evaluation on clear guidelines that were set at the beginning of the placement.

Evaluation Exercise

- Evaluate your student objectively based on performance of the student rather than personal issues.
- The evaluation should include strengths as well as limitations.
- Remember the end of the semester evaluation should be a review of everything you have discussed in formal supervision.

The Evaluation Process

“The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power.”

Alfred Adler

Thank you for your participation and feedback!
### Topics discussed:

<table>
<thead>
<tr>
<th>Duties &amp; expectations</th>
<th>Comprehensive skills eval</th>
<th>Cases &amp; Assessment</th>
<th>Information &amp; referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Process recording</td>
<td>High Risk issues</td>
<td>Evaluation issues</td>
</tr>
<tr>
<td>Judgment</td>
<td>Decision making</td>
<td>Progress notes</td>
<td>Termination</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Problem solving</td>
<td>Goals &amp; objectives</td>
<td>Diversity issues</td>
</tr>
<tr>
<td>School topics &amp; deadlines</td>
<td>Initiative</td>
<td>Treatment planning</td>
<td>Mezzo practice issues</td>
</tr>
<tr>
<td>Attitude</td>
<td>Flexibility</td>
<td>Crisis intervention</td>
<td>Macro practice issues</td>
</tr>
<tr>
<td>Time management</td>
<td>Self awareness</td>
<td>Practice/intervention skills</td>
<td>Ethical issues</td>
</tr>
<tr>
<td>Learning plan</td>
<td>Accountability</td>
<td>Specific EBP techniques</td>
<td>Other:</td>
</tr>
</tbody>
</table>

### Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Student Strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Challenges:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Tasks to be completed by the next supervision session or date specified:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature: ________________________________
Field Instructor Signature: __________________________
# Evaluation Form

**Course Title:** The Supervision & Evaluation Process  
Fi Training Course, Seminar - II

**Instructor(s):** Kim Archuletta, LCSW

**Course Date:** September 23, 2015 1:00 am to 4:00 pm, HHSA Health Services Complex  
3851 Rosecrans St. Coronado Room & September 30,2015 IV Campus, 10-12 pm

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
<td></td>
</tr>
</tbody>
</table>

### A. Content of the Training:

1. Learning objectives and competencies were clearly identified.
2. Content was related to my responsibilities as a field instructor / task supervisor.
3. Content was logical, coherent, and well developed.
4. Content was appropriate for my skill level.
5. Workshop/Exercises supported the skills taught.

### B. Trainer(s):

6. Trainer(s) presented the content of the training clearly and effectively.
7. Trainer(s) displayed a clear understanding of the subject matter.
8. Trainer provided opportunity for participant input.
9. Trainer(s) provided examples of best practice concepts.

### C. Effectiveness of Methods:

10. Lecture / Facilitated Discussion
11. Case Examples / Role-Plays / Small-Group Breakouts
12. Technology / Handouts

### D. Overall Ratings:

13. Overall rating of the trainer(s).
14. Overall rating of the course.
Evaluation

The School welcomes your constructive comments:

1. Suggestions for improving the content of this training?

2. Items liked about the trainer’s or group’s presentation?

3. Additional Comments:

Thank you for your time! We enjoyed having you join us!