COMPETENCY OBJECTIVES:
1) Define the elements of effective field supervision;
2) Identify strategies to incorporate these elements into the supervision of students;
3) Describe the elements of an effective supervisory conference.

MODULE OUTLINE:

A. Welcome and Introductions.

B. Review of Learning Objectives

C. Solicit Examples of Student Challenges for Supervision

D. ACTIVITY: SUPERVISORY QUIZ

E. Elements of Effective Supervision
   Rationale for Supervision Training
   Characteristics NOT Associated with Effective Supervision
   Elements of Effective Supervision
   ACTIVITY: MAKING THE ELEMENTS OF SUPERVISION A REALITY

F. The Supervisory Conference
   What Students Want During Supervisory Conferences
   DISCUSSION

G. Ineffective Supervisory Behaviors
   DISCUSSION

H. Areas and Stages of Supervision
   Review: PHASES of SUPERVISION

ACTIVITY Handouts: 5A: SUPERVISORY QUIZ

ACTIVITY Handouts 5B–5E: MAKING THE ELEMENTS OF SUPERVISION A REALITY
   5B: Agency Elements
   5C: Tasks and Assignments
   5D: Supervisory Skills
   5E: The Supervision Meetings

Supplemental Materials: Handout 5F: SUPERVISION NOTES
Handout 5G: STAGES OF SUPERVISION
COMPETENCY OBJECTIVES:
1) Define the elements of effective field supervision;
2) Identify strategies to incorporate these elements into the supervision of students;
3) Describe the elements of an effective supervisory conference.

I. ELEMENTS OF EFFECTIVE FIELD EDUCATION

Why do field instructors need to know about effective supervision methods?

- Much empirical research has been conducted on field supervision, particularly concerning student satisfaction with the field experience and the behaviors of field instructors that influence this satisfaction, both positively and negatively;
- Research indicates that the quality of the field instruction is the most significant factor affecting the satisfaction with the field placement (Fortune & Abramson, 1993);
- Since field instructors are busy, even small changes can make a difference in effectiveness. Many of the elements discussed in this session involve only small changes.

CHARACTERISTICS NOT ASSOCIATED WITH EFFECTIVE FIELD EDUCATION

Research has indicated which characteristics are and are not associated with effective field instructors (Fortune & Abramson, 1993; Knight, 1996). Those NOT associated:

- Age
- Race
- Gender
- Experience in social work
- Educational status
- Years of experience as a field instructor
- Position in the agency

This information suggests that it is only the quality of supervision provided that influences students’ perceptions of their field instructor, rather than the field instructor’s personal characteristics (Knight, 1996).
CASE EXAMPLE:
- Solicit one or two examples about student learning situations that the participant would like input from the instructors and workshop participants.
- Trainers should be prepared with their own case example if none are shared.
- Refer to examples during presentation to show application of material to real-life settings.

ACTIVITY: SUPERVISION QUIZ

Objective: To identify the topics currently addressed by participants in supervision sessions.

Access Handout 5A: Supervision Quiz

Instructions: This quiz is for participant information only and will not be shared with the group. It is designed to introduce the topic of essential elements of the supervisory conference. Participants are to write down areas currently discussed with students during supervision sessions, or areas the participant covers with their own supervisor (if no current or previous student). After everyone is finished, the next sections will discuss the topics students want to address during their supervisory sessions.

Elements of Effective Supervision

The components of effective field supervision can be divided into four categories:
- The agency
- Tasks and assignments
- Supervisory skills
- Supervision meetings

1. 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

2. Elements Related to Tasks and Assignments
- Clarifying the purpose of assignments
- Providing detailed directions and instructions
- Working with the student to complete tasks
- Regularly reviewing the student’s workload
- Providing a variety of learning activities
- Clarifying expectations for the student’s performance
- Providing early opportunities for client contact

3. Elements Related to Supervisory Skills
- Explaining your role and the role of the student
- Encouraging discussion of the student's concerns
• Helping the student link theory to practice
• Providing clear and consistent feedback
• Validating the student’s feelings
• Reassuring students they can succeed
• Demonstrating that the student is valued as a person and as a colleague

4. Elements Related to Supervision Meetings
• Holding regularly scheduled supervision meetings
• Being available outside of regular supervision times
• Providing a thorough discussion of the student’s learning needs
• Reviewing and analyzing the student’s cases or projects
• Providing consistent supervision throughout the placement

(Adapted from Ellison, 1994; Fortune & Abramson, 1993; Fortune et al, 2001; Gray, Alperin & Wik, 1989; Knight, 1996; Lazar & Eiskovits, 1997).

ACTIVITY: MAKING THE ELEMENTS OF EFFECTIVE SUPERVISION A REALITY

Objective: To identify strategies for incorporating the elements of effective supervision into practice and to share these strategies with other participants.

Instructions for groups or online discussion:
• Divide into four groups or respond to bulletin board questions
• Access handouts 5B-5E
• Each group is assigned one of the four content areas about supervision. Discuss specific ways or techniques that you use or can use to make these elements of effective supervision a reality in your agency. Identify a spokesperson to share the techniques they identified with the larger group.

II. The Supervisory Conference

• The supervisory conference is crucial to the success of the field placement.

• Research indicates that students want consistent and regularly scheduled supervision sessions throughout the field placement (Fortune & Abramson, 1993; Gray et al., 1989; Knight, 2001);

• Research also indicates that there are specific topics that students want to discuss during their supervision (Gray et al., 1989).

What Do Students Want to Discuss During Supervision Meetings?
Research indicates that, during supervision sessions, elements associated with student satisfaction are primarily issues concerning students’ practice experience (Gray et al., 1989). These topics include:

• Practice skills used by students;
• Cases, clients, and projects;
• Ongoing performance issues;
• Personal strengths, limitations, and areas for growth

Topics NOT Associated with Satisfaction:

• Community issues
• Career plans
• Administrative issues
• Agency gossip

What Can We Learn From This?
• Students want direct and practical information that is going to help them become ethical and effective social workers;
• Students want dedicated time with their supervisor to focus on their practice issues.
• Though students may want to discuss issues such as career plans with their field instructor, research (Gray et. Al, 1989) suggests that students do not want to discuss these issues during supervision sessions.
• Students want this time with their field instructor to focus on their practice, their work in the field, and areas that need improvement.

DISCUSSION
Participants are invited to discuss their results from the Supervision Quiz and responses to information provided. Feedback and comments on learning, surprises, challenges, and potential solutions are helpful.

HANDOUT: SUPERVISION NOTES

Access / distribute Handout 5F

Instructions: This is an example of a format that can be used during supervisory sessions to ensure that you are addressing the essential elements of the supervisory conference. Invite participants to share other useful formats. Time permitting, elicit other formats from participants.

III. Ineffective Supervisory Behaviors

Research has also identified elements of supervision that are not effective (Ellison, 1994) – and should be avoided.

• Supervision that is too directive -- students are not given opportunities to practice skills on their own or learning opportunities are limited;
• Lack of monitoring – failure to monitor the student's workload or failure to make arrangements for supervision during the field instructor’s absence;
• Inappropriate use of the student – assigning tasks that do not meet the learning needs of the student or assigning tasks that are too difficult or too easy;

• Inadequate supervisory contact – meeting infrequently or allowing too little time to meet;

• Lack of information – failure to provide students with necessary information or instructions; failure to provide adequate feedback concerning their performance

DISCUSSION
Participants are invited to discuss their experiences providing supervision in which some of these factors have been an issue and to share what they have learned from these experiences.

IV. Interactional Supervision
Shulman (1993) emphasizes the need for instructors to recognize that there are three areas for supervision and phases of supervision in which different tasks and processes need to occur. Supervisors who insure that all areas

Three Areas for Supervision:
• Administrative: Tasks, requirements, policies and procedures, accountability, etc.
• Educational: Linkage of tasks to classroom theory, applying theory to practice
• Personal Development: Attention to growth of insight, judgment, self-awareness, etc.

While each area is addressed throughout field education, the emphasis will be different as students orient, train, begin their tasks, evaluate their progress, and reassess their activities.

ACTIVITY: ACCESS HANDOUT 5G: Phases of Supervision
Review with participants and solicit examples of effective student supervision in each phase.

Phases of Supervision

I. Preliminary Phase: Tuning In
Instructors need to assist students in understanding the supervisory relationship and expectations, and in negotiating ways to approach supervision. Critical in the initial discussions of the supervisory relationship, this phase also begins each supervisory session.

• Personal preparation for sessions (feelings, issues, concerns)
• Flexibility necessary to reassess needs every time;
• Responding to direct and indirect cues of self and others;
• Prioritizing needs, setting agendas.

II. Beginning Phase: Contracting
Critical to a successful internship is clarity about roles, expectations, the vision of the practicum of both student and instructor, and attention to how each is communicating and understanding the scope of the practicum and supervisory relationship. Instructors should insure that students are involved in setting the Learning Contract and negotiating a professional and mutually
satisfying experience that leads to a positive learning environment. Students need mentoring in order to understand how instructors and other staff navigate complex systems.

- Purpose and role of supervision; supervisor’s and supervisee responsibilities;
- Learning about organizational mission, priorities, procedures, populations;
- Authority and how power is utilized; consequences of breach of protocols;
- Questions of limits and boundaries, wiggle room/flexibility vs. clear borders;
- Perceptions of obligations, expectations, esp. re help needed and offered;
- Job descriptions, staging and sequencing of learning; others to be involved;
- Use of language: avoiding stereotypes, jargon but professional terminologies;
- Discovering and building on strengths; agreeing on areas for growth;
- Learning new skills, unlearning unhelpful old behavior or ways of working.

III. Middle Phase: Working
In this stage, students are building and applying new skills through the assignment of activities related to their learning objectives, practicum requirements, and agency need. Students need instruction, monitoring and review to insure that their competencies are progressing and that they are meeting expectations for effective and ethical practice. Students also need feedback as to areas of strength and need for growth, and opportunity to express and integrate their emotions, concerns, and reflections in relation to their practice.

- Building empathic skills and relationships;
- Learning how to articulate and elaborate re client, organization, system, self;
- Improving skills in self-awareness and self-disclosure re deeper learning;
- Identifying obstacles to successful completion of tasks and processes;
- Learning how data is used to evaluate practice and inform organization;
- Reviewing theoretical knowledge as it informs practice;
- Moving from the general to the specific, and the specific to the general;
- Containment of anxiety and negative feelings in service of the client;
- Understanding the change process and the parallel process (mirroring clients);
- Challenging illusions, issues with authority, deepening the work;
- Evaluating, summarizing, identifying next steps.

IV. End Phase: Termination
As students approach the end of each quarter, particularly in the final quarter of their practicum, Instructors should include ample opportunity for review and reflection, including planning for subsequent quarters or ongoing learning in new settings.

- Reviewing assumptions and realities about teaching and learning;
- Reviewing progress and performance;
- Clarifying skills development and abilities;
- Clarifying processes for transitioning clients;
- Saying goodbyes and modeling healthy exits/transitions;
- Evaluations, future learning goals, and positive reinforcement;
- Celebrations and rituals to mark milestones.

DISCUSSION
Solicit final comments, examples, and questions about effective supervision.
HANDOUT 5A: SUPERVISION QUIZ

Instructions:

Review the areas you usually discuss during your supervision sessions with students (or, if you don’t have a student yet, with your employees or supervisor).

<table>
<thead>
<tr>
<th>During supervision conferences, I talk about…</th>
<th>Yes___</th>
<th>No___</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cases / projects the student (or employee) is working on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom assignments the student (or employee) is working on</td>
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<td></td>
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<tr>
<td>3. Clients the student (employee) is working with</td>
<td></td>
<td></td>
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<tr>
<td>4. The student’s career plans and goals</td>
<td></td>
<td></td>
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<tr>
<td>5. The student’s (employee’s) ongoing performance</td>
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<tr>
<td>6. Areas in which the student (employee) can improve performance</td>
<td></td>
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<tr>
<td>7. Issues that are affecting the community</td>
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<td></td>
</tr>
<tr>
<td>8. The student’s (employee’s) strengths and areas for growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Social work skills the student (employee) is using</td>
<td></td>
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<tr>
<td>10. Administrative issues affecting the agency</td>
<td></td>
<td></td>
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<tr>
<td>11. Agency gossip</td>
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</tbody>
</table>
HANDOUT 5B: MAKING THE ELEMENTS OF EFFECTIVE SUPERVISION A REALITY

Instructions:
Please share your expertise, experience, and perspective with other instructors. In small groups or online bulletin board, discuss specific examples of techniques that you use / can use to make the elements of effective supervision a reality.

Group 1: 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

How do you or can you make these elements a reality at your agency?
HANDOUT 5C: MAKING THE ELEMENTS OF EFFECTIVE SUPERVISION A REALITY

Instructions:
Please share your expertise, experience, and perspective with other instructors. In small groups or online bulletin board, discuss specific examples of techniques that you use / can use to make the elements of effective supervision a reality.

Group 2. Elements Related to Tasks and Assignments
- Clarifying the purpose of assignments
- Providing detailed directions and instructions
- Working with the student to complete tasks
- Regularly reviewing the student’s workload
- Providing a variety of learning activities
- Clarifying expectations for the student’s performance
- Providing early opportunities for client contact

How do you or can you make these elements a reality at your agency?
HANDOUT 5D: MAKING THE ELEMENTS OF EFFECTIVE SUPERVISION A REALITY

Instructions:
Please share your expertise, experience, and perspective with other instructors. In small groups or online bulletin board, discuss specific examples of techniques that you use / can use to make the elements of effective supervision a reality.

Group 3. Elements Related to Supervisory Skills
- Explaining your role and the role of the student
- Encouraging discussion of the student’s concerns
- Helping the student link theory to practice
- Providing clear and consistent feedback
- Validating the student’s feelings
- Reassuring students they can succeed
- Demonstrating that the student is valued as a person and as a colleague

How do you or can you make these elements a reality at your agency?
HANDOUT 5E: MAKING THE ELEMENTS OF EFFECTIVE SUPERVISION A REALITY

Instructions:
Please share your expertise, experience, and perspective with other instructors. In small groups or online bulletin board, discuss specific examples of techniques that you use / can use to make the elements of effective supervision a reality.

Group 4. Elements Related to Supervision Meetings
- Holding regularly scheduled supervision meetings
- Being available outside of regular supervision times
- Providing a thorough discussion of the student’s learning needs
- Reviewing and analyzing the student’s cases or projects
- Providing consistent supervision throughout the placement

How do you or can you make these elements a reality at your agency?
HANDOUT 5F: SUPERVISION NOTES

Student                        Date

Review of cases / clients / projects

Use of social work skills

Performance (strengths, limitations, competency development)

Areas to work on over the next week
HANDOUT 5G: PHASES OF SUPERVISION

I. Preliminary Phase: Tuning In
- Personal preparation for sessions (feelings, issues, concerns)
- Flexibility necessary to reassess needs every time;
- Responding to direct and indirect cues of self and others;
- Prioritizing needs, setting agendas.

II. Beginning Phase: Contracting
- Purpose and role of supervision; supervisor’s and supervisee responsibilities;
- Learning about organizational mission, priorities, procedures, populations;
- Authority and how power is utilized; consequences of breach of protocols;
- Questions of limits and boundaries, wiggle room/flexibility vs. clear borders;
- Perceptions of obligations, expectations, esp. help needed and offered;
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- Use of language: avoiding stereotypes, jargon but professional terminologies;
- Discovering and building on strengths; agreeing on areas for growth;
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III. Middle Phase: Working
- Building empathic skills and relationships;
- Learning how to articulate and elaborate re client, organization, system, self;
- Improving skills in self-awareness and self-disclosure re deeper learning;
- Identifying obstacles to successful completion of tasks and processes;
- Learning how data is used to evaluate practice and inform organization;
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IV. End Phase: Termination
- Reviewing assumptions and realities about teaching and learning;
- Reviewing progress and performance;
- Clarifying skills development and abilities;
- Clarifying processes for transitioning clients;
- Saying goodbyes and modeling healthy exits/transitions;
- Evaluations, future learning goals, and positive reinforcement;
- Celebrations and rituals to mark milestones.