



University of Illinois at Urbana-Champaign

SCHOOL OF SOCIAL WORK

Field Education Program

Field Instructor Training Module Five

Effective Supervision

- a. [Integrating Theory and Practice](#)
- b. [Ongoing Integration Model](#)
- c. [Field Journal](#)

Effective Supervision

Integrating Theory and Practice

In field education, the focus turns from the acquisition of knowledge to the application of knowledge in an agency setting.

- The Field Instructor plays a critical role in helping students see how social work knowledge, values, and skills are used within the agency

Methods for Integrating Theory and Practice

By the completion of the placement, students should understand how to apply these elements to any agency setting and be prepared to work with clients. Students rarely critically analyze their actions. When one task is completed they often just move on to the next task. Students must be prompted to make the connections between the tasks and the reasons behind the tasks. The process of making connections is the process of integrating theory and practice. It is the role of the field instructor to assist the student in making these connections. For every client interaction, students should be given opportunities to understand the social work skills that were necessary during the interaction, the social work knowledge that informed these actions, and the social work values that influenced the interaction (CSWE, 2003).

■ SOCIAL WORK KNOWLEDGE

- Diversity
- Populations-at-Risk and Social and Economic Justice
- Human Behavior and the Social Environment
- Social Work Practice and Interventions
- Research

■ SOCIAL WORK VALUES

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

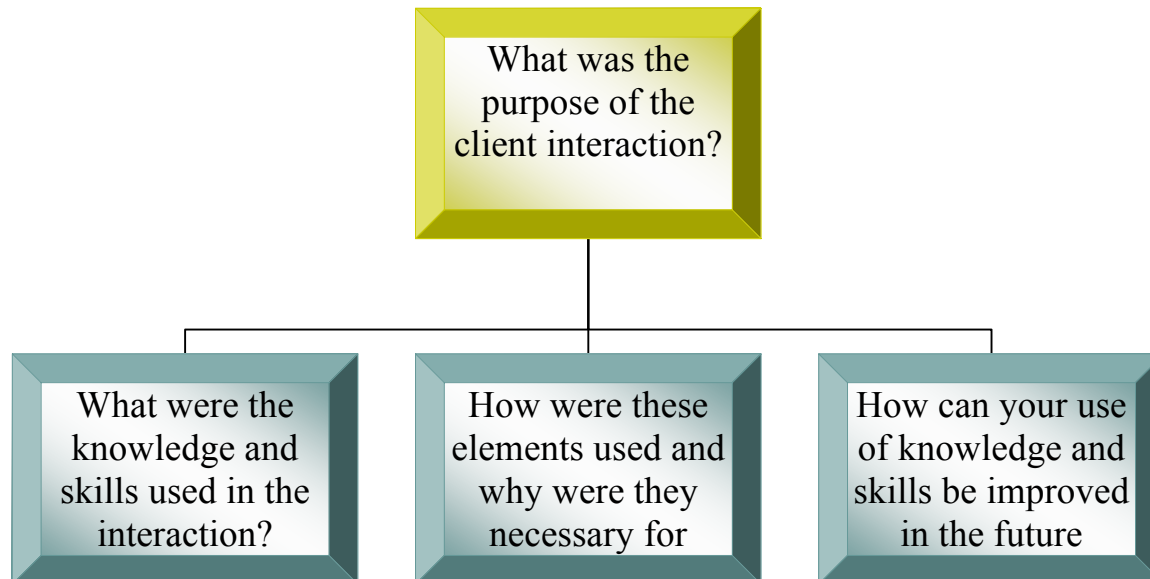
■ SOCIAL WORK SKILLS

- Attending
- Minimal Encouragers
- Building Rapport
- Clarifying
- Paraphrasing
- Reflecting Feelings
- Summarizing
- Stating Where the Client Is
- Probing
- Partializing
- Seeking Concreteness
- Focusing
- Verbal Following
- Empathic Communication
- Confrontation
- Establishing Goals
- Identifying Tasks
- Contracting
- Educating
- Reframing
- Reviewing and Evaluating
- Terminating Skills

The goal of field education is for your students to learn to use social work knowledge, values, and skills with clients in an agency setting. For each identified: knowledge, value, and skill the field instructor must determine the agency specific tasks you can have your student conduct in order to learn these social work elements (CSWE, 2003).

Ongoing Integration Model

The Ongoing Integration Model involves processing the following questions with students after each client interaction: What was the purpose of the client interaction? What were the knowledge, values, and skills used in the interaction? How were these elements used and why were they necessary for effective practice? How can your use of these knowledge, values, and skills be improved in future interactions? (CSWE, 2003)



Field Journal

Field Journal: The format of the Field Journal expands on the Ongoing Integration Model by giving students the opportunity to write out an analysis of a client contact. In the field journal the student describes a recent contact with a client and then links this contact to social work literature by identifying the knowledge, values, and skills used during the interaction. The student is required to cite the social work literature linked to each aspect in order to strengthen these connections. The field journal can be used by the field instructors during weekly supervision sessions to expand on connections made throughout the journal. (CSWE, 2003)

Counsel on Social Work Education: <http://www.cswe.org/>