

Developing a Field Instructor Support Program

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Acknowledgements

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Background

- Bertha Rosenstadt funds have been used in past to increase the development of student orientation and formalization of student supports at the Centre.
- This has made the student experience much smoother and is reflected in the extremely positive result we obtain on the student evaluation.
- Current funding focuses on **field instructors**

Project Questions

- **Defining Field Instruction and Core Elements of the Field Instructor Program**
 - What is vision/core elements of the FI program at the Centre? (logic model)
 - What is the most appropriate curriculum for new field instructors?

Project Questions

- **Field Instructor Support Systems**
 - How to conduct FI needs assessments?
 - How to best support FI during academic year?
 - What is the role of the Education Coordinator in supporting field instructors?
- **Performance Evaluation for Field Instructors**
 - What method of supervision/performance evaluation for field instructors is appropriate?

Project Questions

- **Effective Supervision Models and Training**
 - What are the core competencies are needed to provide effective supervision to students?
 - What are the professional development needs for the field instructors with respect to supervision?

Completed Activities

- **Creation of Field Instructor Coordinator Position**
- **Implementation of a Support Structure for Field Instruction**
- **Evaluation of the Support Structure for Field Instruction** – review of supervision notes, field instructor support meetings, survey and focus group – very positive results from past year

Elements of FI Support

Formal Supervision meetings

- Mandatory for new field instructors - develop skills assess competency
- 3 times per year

Field Instructor Support Meetings

- 6 times per year
- provide explanation and reminders for staff on key elements of the placement, topics, support on specific issues

Informal Support

- All Field Instructors
- Access to Educational Coordinator on an as needed basis

Professional Development

- Based on needs assessments
- Done collectively through expert consultation

Other Activities

- **Logic Model Draft** – a draft logic model was created by the program staff and management which reflects core elements of the program
- **Literature Search** – review of best practices for Field Instruction – identification of core resources
- **Draft Orientation Package** – identification of core resources

Professional Development

- **Marion Bogo** - procedural competence and observation of practice is very necessary (watching tapes, live supervision, co-therapy), creating a safe student/FI relationship
- **Lawrence Shulman** – signature pedagogy – idea that you have to be able to hold a certain standard and practice this in front of others. Supervisor needs to hold students – clarity of expectation – making the “demand for work”
- **Dan Hughes**– attachment theory relationship building between FI and student. Relationships is the #1 factor linked to client – PACE – modeling this as an agency – needs to be incorporated into Field Instruction

Remaining Steps

- Revise logic model and orientation materials for FI
- Development of a reflective tool for FI to guide supervision and sensitize to best practices and common issues
- Revise the student orientation to probe parallel issues
- Continue to identify professional development opportunities