
FIELD INSTRUCTION RESOURCES

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TRAININGS

THE RELATIONAL CONTEXT OF SUPERVISION: EDUCATIONAL PRACTICES TO ENHANCE
LEARNING

Description	<p>This innovative online resource utilizes simulated supervision scenarios, supervisor discussion, suggestions for small group exercises, and addresses best practices in supervision. It is appropriate for new and experienced supervisors as it grapples with common but complex issues within the relational context of supervision.</p> <ul style="list-style-type: none"> • Fostering Self-awareness, Reflection and Emotional Regulation • Providing Constructive Feedback Effectively • Linking Theory and Practice
Website	https://socialwork.utoronto.ca/practicum/addressing-challenges-in-supervision/
Provider	FIFSW, University of Toronto
Time to complete training/ webinar	N/A- A mix of videos and readings
Other information	You will need to submit a short form to access the training

SELF-CARE RESOURCES

WELLNESS INVENTORY

Website	https://socialwork.kings.uwo.ca/socialWork/assets/File/field/self-care/wellnessinventory.pdf
Author	N/A, retrieved from Kings College school of Social Work
Description	Self-rated inventory on domains of self-care; physical, emotional, social, intellectual, occupational, and spiritual

SELF-CARE ASSESSMENT

Website	https://socialwork.kings.uwo.ca/socialWork/assets/File/field/self-care/Self-Care-Assessment.pdf
Author	Lisa D. Butler
Description	Self-reflection/ rating of self-care activities

MY MAINTENANCE SELF-CARE PLAN WORKSHEET

Website	https://socialwork.kings.uwo.ca/socialWork/assets/File/field/self-care/my-maintenance-self-care-worksheet.pdf
Author	Shirley Reiser and Lisa D. Butler
Description	Self-reflection on current self-care practices and identification of new strategies

EMERGENCY SELF-CARE WORKSHEET

Website	http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf
Author	Elaine S. Rinfrette
Description	Creation of a self-care plan for when things get tough. 3 areas are considered; what to do, what to think and what to avoid.

READINGS

BECOMING A SUCCESSFUL FIELD INSTRUCTOR

Website	https://www.socialworktoday.com/archive/051412p6.shtml
Author	Christina Reardon
Abstract	N/A- Web article

ENHANCING PARTNERSHIPS WITH FIELD INSTRUCTORS:

IDENTIFYING EFFECTIVE RETENTION STRATEGIES

Website	https://www2.simmons.edu/ssw/fe/i/17-162.pdf
Author	Ronni L. Zuckerman, Amy S. Levine, and Joseph J. Frey
Abstract	Fostering long-term partnerships with field instructors is a priority for all social work field education programs. Therefore, schools of social work implement numerous strategies to enhance field instructor loyalty. This article presents results from a university survey of social work field instructors intended to identify instructors' most-valued incentives and the most influential factors and strategies that promote field instructor retention.

WHOS, WHATS, AND HOWS OF BEING A SUCCESSFUL SOCIAL WORK FIELD SUPERVISOR

Website	https://www.socialworker.com/feature-articles/field-placement/whos-whats-hows-of-being-a-successful-social-work-field-supervisor/
Author	Alyssa Lotmore
Abstract	N/A- Web article

FIELD INSTRUCTOR PERSPECTIVES ON CHALLENGING BEHAVIORS IN SOCIAL WORK PRACTICUM

Website	https://fielddeducator.simmons.edu/article/field-instructor-perspectives-on-challenging-behaviors-in-social-work-practicum/
Author	Lisa A. Street
Abstract	Students sometimes struggle in practicum, failing to demonstrate acceptable application of social work values and skills learned in the classroom. When students are unprepared and unskilled in field, responsibility for professional gatekeeping often falls to field instructors. In this exploratory qualitative study, 13 field instructors identified student characteristics that were most challenging during field supervision: little openness to feedback, direction, or supervision; poor personal and professional boundaries; incongruence with social work values; and disengagement from practicum and the social work profession. In addition, field instructors shared their views for improving student screening and gatekeeping throughout the social work curriculum.

THE MEANING AND VALUE OF SUPERVISION IN SOCIAL WORK FIELD EDUCATION

Website	https://fielddeducator.simmons.edu/article/the-meaning-and-value-of-supervision-in-social-work-field-education/
Author	Melissa Ketner, Dianna Cooper-Bolinskey and Diane VanCleave
Abstract	Supervision has played an important role in social work field education for many years. This evaluative qualitative study considers perspectives of field instructors and students regarding the meaning and value of supervision. Findings align with the limited information available through literature review. Field instructors value teaching and giving feedback to students that shapes their professional practice in the field setting. Field instructors also value the opportunity to develop their own leadership and management skills. Students value learning from experienced professionals in the field, feedback on skill development, and the opportunity to process what is happening in field experience.

ADDITIONAL RESOURCES

On-line Information Repository, McGill School of Social Work

<https://www.mcgill.ca/socialwork/field/online-information-repository>

Student Activities for First Two Weeks at Field Placement, Western Kentucky University School of Social Work

https://www.wku.edu/socialwork/field/field_instructor_student_activities_for_first_two_weeks_at_field_placement.pdf

Getting Started in Field Remotely, University at Buffalo School of Social Work

<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/virtual-field-placement-toolkit/getting-started-in-field-remotely.html>

Creating a Virtual Social Work Office: An Innovative Way to Engage Clients, University at Buffalo School of Social Work

https://www.youtube.com/watch?v=VPqxy_D6pCs&feature=youtu.be