

Supervision Resources

Field Instructor Cheat Sheet

Pre-Semester/Pre-Internship Resources:

- **Article:** [*The Importance of Feedback in Preparing Social Work Students for Field Education*](#)
 - Feedback should be based on observation of practice, specific and timely, calibrates positive and critical comments and includes space for brainstorming alternative responses, and it encourages student self-critique
 - Observation of student practice is KEY!
 - Using specific examples from practice is helpful to students in applying concepts and understanding how theories and skills are used in practice
 - Students in study report appreciating constructive feedback more than vague, positive feedback
 - Timing is important! More timely feedback is valuable for students!
 - Providing feedback with warmth and empathy helps students feel supported and allows them to learn about areas for improvement
- **Article:** [*Resiliency Focused Supervision Model*](#)
 - Shared responsibility between supervisor/supervisee to implement resiliency-building practices
 - 3 domains to be addressed in resiliency building:
 - Structural/environmental (types of supervision, format, setting, awareness, longevity, cultural responsiveness)
 - Relational (strengths-based approach, presence in the moment, supervisee-centered approach, fostering hope related to work success)
 - Work/Life Self-Care
 - Cultural responsiveness in supervision is key! Talking about power differentials, oppression, microaggressions, etc. in supervision is important. Awareness of unique cultural identities as supervisors address self-care is key to culturally appropriate self-care planning.
 - [*Reflective Practices for Engaging in Trauma-Informed Culturally Competent Supervision*](#)
 - Work Self-Care includes:
 - Autonomy – allowing supervisees to be self-directive
 - Compassion for others – focus on positive impact of work and compassion-related questions during supervision
 - Work success – prompt to discuss successes, wins, or inspirational moments
 - Self/staff morale
 - Knowledge development
 - Self-assertiveness
 - Life Self-Care include:
 - Financial – advocacy on part of supervisor for higher wages, support for supervisees with negotiating salary increases, share resources for loan forgiveness, etc.

- Contemplative – support of mindfulness practices
- Gratitude
- Self-Compassion
- Hope
- Organizational Culture

Guiding Supervision and Building Learning Plans:

- [NASW Practice Standards & Guidelines](#): This link offers a variety of practice standards and guidelines for social work practice specific to various populations or topics (some currently under review as of 2023).
 - Examples include Substance Use Disorders, Health Care Settings, Case Management, Clinical Social Work, Cultural Competence, School Social Work, Working with Adolescence, Technology Standards, etc.
 - When working with interns, utilizing applicable guides can help support the creation of the building plan and provide guidance during supervision.
- [Best Practice Standards in Social Work Supervision](#): This link offers an introduction and overview of supervision best practices, broken down into 5 standards: Context in Supervision, Conduct of Supervision, Legal and Regulatory Issues, Ethical Issues and Technology.
- **Internship Documents:**
 - *Learning Plan*:
 - Field Instructor should review Student Baseline Rating for each competency and the cumulative rating to inform initial discussion with the student regarding supervision topic ideas and areas of growth to be addressed during supervision
 - The Learning Plan can also be utilized each session as a check-in tool for processing, reflection, guidance and support
 - *Progress Report(s)*: can be utilized as a supervision tool to discuss accomplishments, strengths, areas of growth, and other challenges recognized

Supervision Topic Ideas:

Topics to be incorporated each week:

- Self-care, resilience
- Power, privilege, oppression – Observations, questions, etc.
- Student questions
- Course integration – What is the student learning in class that is showing up in the internship?

Other topics for discussion

- Discuss structures and schedules, communication preferences/needs, supervision and learning styles, safety, and onboarding processes
 - “Get to know you” activities and conversations – Who are you as humans, as social workers, as members of the organization, etc.?
 - Does the student have a set schedule? If so, what is it? Is it flexible? In person v. remote? Will the student meet their required hours based on the number of weekly hours planned?

- How should the student communicate with you about emergent needs, questions, concerns, etc.?
- What is your supervisory style?
- What is the student's learning style?
- How will the student be trained in safety policies/procedures at the agency? **This is a beautiful place to utilize the Risk Management checklist from orientation! **
- What does training/onboarding look like? Is the student aware of the plan?
- Learning Plan development, training check in, baseline rating worksheet
 - Determine tasks, activities, trainings, etc. that student will be part of during internship
 - Check in on training/on-boarding
 - Make introductions with other staff, community partners, team members, etc. - Check in with student about feelings of belonging within team, agency, etc.
- Ethics
 - Review NASW Code of Ethics
 - Review other policies/procedures that might be used when addressing an ethical dilemma
 - Discuss ethical dilemma examples
 - Discuss process for consultation related to ethical dilemmas
- Boundaries w/ clients, within organizations, etc.
 - How do you determine boundaries? What's determined by policies v. personal choice?
 - How do you communicate boundaries to clients, supervisors, colleagues, etc.?
- [Joy in Social Work](#)
 - Identify sources of joy in social work practice
 - Explore both inter (between social worker and others) and intra (within social worker) sources of joy
- Midpoint Check in
 - Reflect on first half of the placement – strengths, accomplishments, and areas for growth
 - Review Learning Plan, identify areas to focus on for second half of placement
- Closure and transition planning
 - Plan for transition of clients, responsibilities, projects, etc.
 - Begin discussing final evaluation and termination

Additional Supervision Resources:

<https://www.swiss.qut.edu.au/supervising-students/field-education-supervision>