

**Seminar in Field Instruction (Macro)**

**Term**

Instructor Name

Email Address

Office Address

Work Phone #

**1.0 COURSE DESCRIPTION**

The Seminar in Field Instruction is specifically designed for new practicum instructors responsible for guiding BUSSW Master of Social Work students through their practicums. This course focuses on familiarizing field instructors new to Boston University School of Social Work with the requirements for the practicum experience, and to equip field instructors with the knowledge, values, and skills necessary to effectively support MSW students in their learning journey. Throughout the seminar, participants will gain a greater understanding of anti-oppressive social work practice and trauma informed supervision, particularly as it relates to supervision of MSW students. Moreover, the seminar provides an opportunity for new supervisors to share ideas, concerns, and problem solve with one another. The course emphasizes active participation through discussions and real-world application of concepts and is designed for social workers with at least two years of post-MSW professional experience (intermediate/advanced level) who are supervising MSW interns. Field instructors will engage in reflective practices to continuously enhance their supervisory skills, addressing issues of diversity, anti-racism, and anti-oppression throughout the learning journey.

**2.0 COURSE FORMAT AND TEACHING METHODS**

*Synchronous:*

Participants need to attend nine virtual sessions via zoom to receive 10 continuing education credits. Participants are asked to contact the instructor if they are unable to attend a session.

**3.0 SOCIAL WORK COMPETENCIES**

This course is designed to facilitate the field instructors’ review of professional social work competencies, characterized by measurable behaviors comprised of knowledge, values and skills. By the end of this course field instructors will develop the tools to support students in learning the social work competencies that are highlighted in yellow.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, Communities

Information about the specific competencies and related advanced practice behaviors addressed in this course and other MSW courses can be found here: <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>.

**4.0 COURSE LEARNING OBJECTIVES**

Upon completion of the course, field instructors will:

1. Develop an effective supervisory relationship by providing structure, support, and instruction through an anti-oppressive and trauma informed lens.
2. Teach and promote social work competencies through critical reflection tools, case discussions, observation, and role-play to foster student autonomy and self-reflection.
3. Manage administrative aspects of field placement, including task assignments, learning contracts, evaluations, and communication with student advisors.
4. Conduct educational assessments and provide constructive feedback to support student learning, utilizing reflective supervisory tools and both formative and summative assessments.
5. Collaborate with the School of Social Work to develop meaningful learning opportunities and address challenges, leveraging available resources.
6. Develop a professional identity as a field instructor, measured through a self-evaluation tool.

**5.0 TEXTS**

There are no required texts for this seminar. There are, however, optional readings and materials associated with each session. These readings and materials align with the topic and learning objectives of each session. A PDF of all peer reviewed articles will be made available to you.

**6.0 COURSE OUTLINE & SCHEDULE**

**6.1 Session 1**

**Competency Focus:**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

**Objectives**

Upon completing this session, field instructors will be able to:

* Develop a better understanding of their role as a field instructor.
* Understand the role of the advisor as a resource for students and field instructors
* Orient students to the agency.
* Understand how to use seminar participants and the course instructor for support and consultation.

**Optional Readings & Resources**

Barrow, K. & Obasaju, M. (2017). Supervising for Justice: Anti-Oppressive Practices for Supervision. [PowerPoint slides] <https://marypendergreene.com/wp-content/uploads/2020/01/NASW_Anti-oppressive_Supervision_Barrow-_Obasaju_1-2-2017.pdf>

Houston, S., & Marshall, G. (2020). Developing anti-oppressive practice with the person-in-society: Reflexivity and social work. *Irish Journal of Applied Social Studies, 20*(1). <https://doi.org/10.21427/js29-he30>

University of Toronto’s Factor-Inwentash Faculty Social Work (2019, January 17) Educating Effective Social Workers with Marion Bogo [Video]YouTube. <https://www.youtube.com/watch?v=VM7ngXRpfFg>

**6.2 Session 2**

**Competency Focus:**

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

**Objectives**

Upon completing this session, field instructors will be able to:

* Develop a learning contract and create goals/tasks for students that directly link to the social work competencies.
* Discuss the updated CSWE competencies and define anti-oppressive social work practice.
* Understand the student as a learner using relevant tools and theories.
* Articulate your own learning style and implications of the how differences and/or similarities may impact your supervisory relationship (including issues relating to differences in race, culture, power, generation, etc.).

**Optional Readings & Resources**

del Mar Fariña, M., O’Neill, P. The Structural Clinical model: Disrupting oppression in clinical social work through an integrative practice approach. Clin Soc Work J (2022). <https://doi-org.ezproxy.bu.edu/10.1007/s10615-022-00841-3>

Fronek, P. (Host). (2012, September 6) Critical Reflection: In conversation with Jan Fook- Episode 22. [Audio podcast episode]. In Podsocs. <https://www.podsocs.com/podcast/critical-reflection/>

Hardy, K. V. (2016). Toward the Development of a Multicultural Relational Perspective in Training and Supervision. In *Culturally Sensitive Supervision and Training: Diverse Perspectives and Practical Applications*(1st ed., pp. 3-10). Routledge.

**6.3 Session 3**

**Competency Focus:**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competencies 6 and 7: Engage and Assess Individuals, Families, Groups, Organizations, Communities

**Objectives**

Upon completing this session, field instructors will be able to:

* Utilize comments on process recordings, discussion in supervision, and other learning opportunities to teach human behavior and practice theory, and application of research evidence to practice.-
* Help students begin to develop their social work identity that is inclusive of all their different identities.
* Articulate how cultural similarities and differences affect the supervisory relationship.
* Engage with tools for addressing and/or responding to microaggressions.
* Utilize tools to teach skills and provide constructive feedback to the student.
* Attend to the student’s development of engagement and assessment skills as it relates to individuals, families, groups, organizations, and/or communities.

**Optional Reading & Resources**

Gockel, A., O’Neill, P., & Pole, N. (2022). Social justice conversations: Using critical dialogue to unpack oppression. Families and Society: The Journal of Contemporary Social Services 1-17. <https://journals.sagepub.com/doi/10.1177/10443894211062647>.

Kolb, J. and Funk, J. (2002). Kolb’s learning style inventory: issues of reliability and validity. Research on Social Work Practice, 12: 293-308.

Sobota, P. (Host). (2008, October 8). Models of Supervision: Parallel Processes and Honest Relationships. [Audio podcast episode]. In In Social Work. <https://www.insocialwork.org/episode-5-dr-lawrence-shulman-models-of-supervision-parallel-processes-and-honest-relationships/>

**6.4 Session 4**

**Competency Focus:**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 6: Engage with Individuals, Families, Groups, Organizations, Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, Communities

**Objectives**

Upon completing this session, field instructors will be able to:

* Utilize tools to provide feedback
* Conduct a formative assessment.

**Optional Readings & Resources**

Bogo, M., Regehr, C., Power, R., & Regehr, G. (2007). When values collide: Field instructors’ experiences of providing feedback and evaluating competence. *The Clinical Supervisor* 26. 1-2: 99-117.

Copeland, P., Dean, R.G. & Wladkowski, S.P. (2011). The power dynamics of supervision: ethical dilemmas. *Smith College Studies in Social Work, 81:1*, 26-40.

Murphy, L. & Fox, M. (Hosts). (2021, June 29). Ep. 56 – Centering Social Justice in Social Work Supervision [Audio podcast episode] In The Social Work Stories Podcast.

<https://socialworkstories.com/episodes/ep-56-centering-social-justice-in-social-work-supervision>

**6.5 Session 5**

**Competency Focus:**

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

**Objectives**

Upon completing these sessions, field instructors will be able to:

* Incorporate research-informed practice and practice-informed research, including evidenced-based practices, in student assignments and learning
* Incorporate anti-racist, anti-oppressive approaches into social work practice and supervision.

**Optional Readings & Resources**

Ahmed, S. (2022, October 11). *Anti-Racist Supervision.*[Video] Youtube. <https://www.youtube.com/watch?v=SN_cf_TUWb8>

Denvall, V., Skillmark, M. (2021). Bridge over troubled water—Closing the research–practice Gap in Social Work. The British Journal of Social Work, 51(7), 2722-2739. <https://doi.org/10.1093/bjsw/bcaa055>

Sutherland, S. (2022, February 3). Inviting Race Into Supervision: Vital Basics for the Clinical Development of Culturally-Responsive Supervisees, Ep. 145. <https://clearlyclinical.com/podcast/ceu-race-supervision>

**6.6 Session 6**

**Competency Focus:**

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 5: Engage in Policy Practice

**Objectives**

Upon completing this session, field instructors will be able to:

* Identify legal issues in social work practice.
* Describe different types of ethical issues in social work practice and discuss these issues with their students.
* Apply principles of human rights and social, racial, economic and environmental justice as components of social work practice

**Optional Readings & Resources**

Kant, J. (2020). Towards a socially just social work practice: The liberation health model. *Critical and Radical Social Work, 3*(2), 309–319.

Harris, J. (n.d.). Self-Care A-Z - The Politics of Self-Care: Toward Radical Decolonization <https://www.socialworker.com/feature-articles/self-care/politics-of-self-care-toward-radical-decolonization/>

# Helpful Social Work (Host). (2019). Climate Justice- 3b series 4. In Helpful Social Work. [Audio podcast episode]. <https://www.helpfulsocialwork.com/?powerpress_pinw=675-podcast>

**6.7 Session 7**

**Competency Focus:**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, Communities

**Objectives**

Upon completing this session, field instructors will be able to:

* Identify and address concerns and issues that arise in the middle phase of learning.
* Identify and teach the policy related aspects of their work to their students.
* Identify and develop assignments through which policy practice can be taught and evaluated.

**Optional Readings & Resources**

Fronek, P. (Host). (2012, June 28). Supervision and resilience in social work: In conversation with Elizabeth Beddoe-Episode 13 [Audio podcast episode]. In *Podsocs*. [http://www.podsocs.com/podcast/supervision-and-resilience-in-social-work/](https://www.podsocs.com/podcast/supervision-and-resilience-in-social-work/).

**6.8 .Session 8**

**Competency Focus:**

**Objectives**

* Understand and engage in ethical, trauma-informed supervision.
* Prepare for the field advisor/field liaison site visit.

**Optional Readings & Resources**

Kaufman, E. (Host). (2014, February 17). Clinical Supervision: Integrating a Trauma-Informed Lens. [Audio podcast episode] In In Social Work <https://www.insocialwork.org/episode-137-eda-kauffman-clinical-supervision-integrating-a-trauma-informed-lens/>

Knight, C. Trauma Informed Practice and Care: Implications for Field Instruction. Clin Soc Work J 47, 79–89 (2019). <https://doi-org.ezproxy.bu.edu/10.1007/s10615-018-0661-x>.

**6.9 .Session 9**

**Competency Focus:**

**Objectives**

* Anticipate and help students prepare for the end of the placement.
* Review own experience as a social work field instructor.
* Provide feedback on seminar and other aspects of field instruction.

**Optional Readings & Resources**

Baum, Nehami. (2011). Social work students’ feelings and concerns about the ending of their fieldwork supervision. Social Work Education, 30(1), 83-97

Dillon, C. (2003). Common mistakes in ending. In Dillon, C. (Ed.), Learning from mistakes in clinical practice (pp. 171-189). Pacific Grove, CA: Brooks/Cole.

**7.0 COURSE POLICIES, EXPECTATIONS & REQUIREMENTS**

**7.1 Roles and Responsibilities in Learning**

**Participants are responsible for** their participation in the course and for achieving the competencies set forth in the syllabus. Additional expectations include the following:

**Participating in classroom discussion:** Being able to engage responsibly, clearly, and appropriately in a group context is both a professional requirement. Participants are expected to move outside their comfort zone and take risks on behalf of strengthening this important competency. Participation should exemplify at least the following professional values:

* Elevating service to others above self-interest.
* Seeking to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.
* Respecting others’ inherent dignity and self-worth.
* Treating each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.
* Seeking to enhance others’ capacity and opportunity to change and to address their own needs.
* Recognizing the central importance of human relationships.
* Understanding that relationships between and among people are an important vehicle for change.
* Engaging people as partners in the learning process.
* Seeking to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance well­being.
* Acting honestly and responsibly and promoting ethical practices.
* Continually striving to increase my professional knowledge and skills and to apply them in the classroom.
* Aspiring to contribute to the knowledge base of the profession.

**7.2 Confidentiality**

Federal health regulations of 2003 mandate the protection of client confidentiality by changing the name of the client, significant others, agency, conditions, other descriptors, and geographic locations that could lead to client identification**.**

**8.1 LAND ACKNOWLEGEMENT**

A Land Acknowledgement reminds us that colonization is an enduring reality and recognizes the traditional lands on which we live, work, and study. We acknowledge that the territory on which Boston University stands is that of The Wampanoag and The Massachusett People. Our classroom and BU’s campus are places to honor and respect the history and continued efforts of the Native and Indigenous community leaders which make up Eastern Massachusetts and the surrounding region. This statement is one small step in acknowledging the history that brought us to reside on the land, and to help us seek understanding of our place within that history. Ownership of land is itself a colonial concept; many tribes had seasonal relationships with the land we currently inhabit. Today, Boston is still home to indigenous peoples, including the Mashpee Wampanoag and Wampanoag Tribe of Gay Head (Aquinnah). For more information, please visit the [North American Indian Center of Boston](http://www.naicob.org) and the [Commission on Indian Affairs of the State of Massachusetts](https://www.mass.gov/service-details/indian-affairs).

Also see this [video land acknowledgment by Annawon Weeden (2021 MATSOL Virtual Conference)](https://www.matsol.org/index.php?option=com_content&view=article&id=1075:land-acknowledgement&catid=29:extra) and additional resources.

If you are living outside of Massachusetts for this term, take some time to investigate the tribal lands where you live and share with us what you learn.

For an incredible resource on the chronology and resilience of NativeCommunities in what is now the United States, spend some time with this amazing timeline and website, developed by Dr. Karina Walters (University of Washington School of Social Work).

[**https://nativephilanthropy.candid.org/timeline/**](https://nativephilanthropy.candid.org/timeline/)

**8.2 STATEMENT ON EQUITY AND INCLUSION**

In an ideal world, BUSSW community members would not experience any harm at our school. The classroom would solely be a space for growth, transformative learning, and ultimately liberation. While we don’t live in a world free of harm yet, we are pretty sure that all of us, at some point in time, may unintendedly cause harm to a member of our community.

To address any unintended harm, we would like us to create a space where we honor all our identities, respect each other as individuals / community members, and, with **compassion**, hold each other accountable. During our first-class session, we will collaboratively create community agreements that will frame our engagement in what we may refer to as principled struggle. Very briefly, principled struggle is process used by social movements all over the world to engage in difficult conversations and maintain generative conflict. Principled struggle involves 1) honest and direct conversations while holding compassion, 2) taking responsibility for one’s feelings and actions 3) seeking deeper meaning by asking questions and doing additional readings before making counter arguments 4) evaluating whether this space is the best “container” (time place person) for this concern 5) respecting each other as unique individuals who come to this space with unique experiences. Through our discussions, we will amplify the voices of oppressed and marginalized identities in our conversations.

The following two articles may be helpful in helping us think this through. The first one is from the workbook *Dismantling Racism* by Kenneth Jones and Tema Okun. The second, *The Three Commitments* discusses the concept of principled struggle.

<https://surj.org/resources/white-supremacy-culture-characteristics/>

<https://www.thecrisismagazine.com/single-post/2019/12/09/The-Three-Committments>