New field instructors accept the responsibility for training students for many reasons. Among these are the enjoyment that comes from teaching, the opportunity to acquire new knowledge and to develop new skills, preparation for a supervisory role, and fulfillment of the duty to further the profession through the process of the socialization of students into the professional role. New field instructors not only need to be acquainted with the particular forms, policies and procedures of the School, but with the expectations and responsibilities of the new role of practitioner-instructor. It is therefore understandable that the majority of the Schools of Social Work offer training for new field instructors beyond a general orientation session and that the Council on Social Work Education has considered such training as part of the curriculum policy statement. Field Instructors need to become knowledgeable regarding competency based social work and the competencies outlined by the Council on Social Work Education.

Both new and experienced field instructors are invited to participate in this training.

Goals and Expectations for the Seminar in Field Instruction

a. To provide a forum for field instructors to discuss, digest, and integrate at a personal level those issues common to all field instructors.

b. To enable field instructors to better prepare students for practice through the vehicle of quality field instruction.

c. To support and enhance the field instructor in his and/or her role through a structured seminar that addresses the basic issues of the field instruction process.

d. To facilitate the development of the relationship between the field instructor and the School of Social Work through systematic integration of theoretical and practice issues as they relate to the current student field placement.

e. To train field instructors regarding competency based field placement experiences.

Seminar Objectives

a. To enable field instructors to address student and self-expectations of the instructional role as well as the formal responsibilities of the instructional role as explicated by the School.

b. To identify, discuss and use both practice and teaching skills associated with the instructional process. To provide focused theoretical content appropriate to the use and development of these skills.

c. To identify and sensitize field instructors to value and attitude issues that impact the field instructional role and the student’s development of behaviors key to the social work profession.

d. To assist the field instructor in understanding the importance of self-awareness and in the student’s development of professional skills.
e. To assist field instructors in using competency based field learning plans and evaluations and in creating competency based learning tasks.

**Learning Expectations**

Field instructors will be expected to actively participate in the seminar through the sharing of experiences and use of relevant examples. Selected readings will be provided to assist participants in the preparation and discussion of issues.

**Instructional Methods**

The training will be conducted in seminar style with an emphasis on adult learning principles. Among the methods to be used are lecture, discussion, small group activities, role-play, and assignments.

**Topical Outline**

The seminar is offered in (3) three-hour modules during the Fall, Spring, and terms. Seminars can be presented in a host agency if there are at least ten individuals who are interested. Check with the Office of Field Education for the current schedule or on-line at [http://www.socialwork.pitt.edu/downloads/FieldTrainingSchedule.pdf](http://www.socialwork.pitt.edu/downloads/FieldTrainingSchedule.pdf)

Consideration will be given in each new module to identify and to meet the specific learning objectives of those participants. The following format is offered as a topical guide.

**Session One: Preparation and Engagement/Developing a Competency based Field Learning Plan and Evaluation**

Introduction to the field instructor's role and learning to develop competency based learning tasks that will assist the student in meeting the goals, competencies and practice behaviors mandated by the school and CSWE.

**Session Two: Educational Assessment/Cultural Competency & Models of Supervision**

Getting to know the student better by completing an educational assessment; differences in students, the student as an adult learner, importance of field instructor as adjunct faculty, cultural competency, styles of learning and complementary instructing styles. Supervising and instructing the student, tools to use in supervision, Kadushin's model of supervision, and providing feedback. Field Instructor teaching philosophy.

**Session Three: Field Liaison Visit, Ethics and Social Justice/Developing a Competency Based Evaluation**

Field liaison visit; setting the stage for the evaluation conference; the "thinking process" that precedes the evaluation process; evaluation outcomes & self-evaluation. Identifying and solving ethical dilemmas and discussing social justice in field. Preparing the student for the ending process in field instruction. Review of the competency based learning plan and evaluation.

Selected reading articles and handouts will be provided to those attending the seminar.

CEU's will be awarded for each of the above training sessions. A total of 9 CEU's will be awarded to participants who attend all three sessions. Field instructors are encouraged to attend all sessions.