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SUPERVISION & FEEDBACK

Professional relationship between FE and Student Intern: promotes professional development of knowledge, skills, and abilities to provide social work services.

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Supervision in Field Education

- Field Educator: One hour per week
 - Optional Task Supervisor role- Impt. Communication
 - Modalities of supervision (1-1, group, videoconference)
- Expectations regarding student: mutual process
 - Supervision Agenda (preparation)
 - Supervision Record form (REQUIRED – weekly)
 - Link to online supervision resources
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/supervision.html>

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Supervisor as an Educator


Supervision of MSW Student vs. Supervision of Employee

- Role of educator – teacher in the field
- Educational assessment of student
- Considering Learning styles
- Competency based
- Professional Development
- Not necessarily focused on training to “do the job”
- Partnering with the UB SSW Field Department


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3 Dimensions involved in Supervision





- **Administrative:** Orient students, Policies/Procedures; resources; time sheet accountability. Promote good work standards
- **Educational:** Development of knowledge, skills and competencies, reflection; LC review
- **Supportive:** Providing ongoing, honest feedback and support; self-care issues



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Elements Related to Tasks and Assignments

- Clarify the purpose of assignments
- Provide detailed directions and instructions
- Work with the student to complete tasks prior to having them do it on their own
- Regular review of student workload
- Provide a variety of learning activities
- Clarify expectations for the student's performance
- Provide early opportunities for client contact
- Incorporate ways to observe student engaged in the work



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Qualities of Effective Supervision:

- Develop trusting relationship (mutual respect)
- Clear expectations
- Provide dedicated time and space for weekly supervision
- Provide support and safety
- Help link theory to practice
- Facilitate reflective discussions
- Encourage difficult conversations
- Provide clear, consistent feedback
- Acknowledge power differential
- Modeling



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FEEDBACK



- Ongoing, timely, specific, honest, balanced, private and invites conversation
- Expect your student to take an active role and expect them to be prepared
- Opportunities to observe student in practice
- Utilize the time to provide ongoing, honest and open feedback
- CAUTION: At times, FE's remember when they were a student and may offer leeway, and/or accommodate the student in ways that are not helpful.
- All students need to be held to the same standards.
- Educational experience tied to competencies
- Challenge students to go outside of their comfort zone
- Balance of high support, high expectations and challenge

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NASW Code of Ethics

- Boundaries
- Competency
- Evaluation
- Student/Client Relationship



NASW Code of Ethics (*3.02 Education and Training)
<http://www.naswdc.org/pubs/code/>
 UB Sexual Harassment Policy
<http://affirmativeaction.buffalo.edu>

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Keeping in touch with Liaison

Is my student on track educationally at this point in the semester? Competency Development

Professionalism
 -Time and attendance issues
 -Communication

Role as Gatekeeper

