

Module 11: Putting it all Together and Final Thoughts



*Answering the age-old social work questions
of: What did I get myself into? and Why?*

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of Social Work*

PROS/BENEFITS or WHY IT'S ALL WORTH IT

- Learn from students; improve professional development
- View as mentor to students
- Gratifying – help a student develop and build self-confidence
- Contribution to the social work profession; impact community at large; improve services
- Critical link between student achievement and success in field

CHALLENGES or SMH (SHAKING MY HEAD)

- Student lack of and/or questionable professionalism/work ethic
- Lack of commitment (attendance issues, signs of “burn-out” at start up)
- Entitlement; bad attitude
- Social media; absence of boundaries
- Lack of field readiness
- Communication (oversharing/poor boundaries; poor interpersonal skills)

SELF REFLECTION

As you make the commitment to work with a student intern, it's helpful to engage in some self reflection. In doing so, it will foster:

- A greater understanding of your motivation for taking on this task
- Positive memories of your own experience as a student intern
- A sense of satisfaction in your role in ushering in the next generation of social workers.

SOME QUESTIONS TO PROMOTE SELF REFLECTION

- What do you enjoy about supervising interns? What do you not enjoy?
- How would you describe your supervision style?
- What special gifts do you bring to interns?
- What were your first supervisory experiences like?
- What do you hope to instill in the interns you supervise?

WHAT WE ARE TASKED WITH AS FIELD INSTRUCTORS

- Create learning opportunities for students to integrate theory and practice
- Teach students how to practice social work, **NOT** how to do a particular job in a particular agency
- Help students learn how to use social work skills effectively
- Teach how to use social work knowledge and values to inform their actions
- Demonstrate understanding of how to use knowledge, values, and skills for effective practice,
- Help students see how to apply these abilities to any practice setting:
 - how to engage a client,
 - how to build rapport,
 - how to set goals,
 - how to develop tasks to reach those goals,
 - effective and ethical practice

POSITIVE OUTCOMES IN SUPERVISION

Intern and Supervisor Relationship

Good/Very Good:

- Characterized by warm feelings of attachment
- Became significant person
- Ambivalent about ending (attached yet ready to grow and develop)

Fair/Poor:

- Lack of collaboration
- No routine/regularity
- Too therapeutic – danger if too attached; student's experience sadness/loss

POSITIVE OUTCOMES IN SUPERVISION (Cont.)

Implementation of best pedagogical practices for students

- Connecting theoretical and conceptual classroom study with practical world of practice setting
 - Classroom setting--structured/organized
 - Internship--unique clinical situations

Crucial factors promote student learning (Bogo, 2015)

- Presence of strong positive learning environment
 - if agency values professional development of staff, invested in student learning
- Collaborative relationship with field educators
 - strong student support, high expectation of student
 - actively involved in own learning
- Opportunity to observe and debrief with field instructor/other agency staff
- Multiple opportunities to do actual practice with clients

UNDERSTANDING WHO YOU'RE DEALING WITH

Recognizing and understanding the generational differences of those entering the social work field allows for a deeper appreciation and tolerance of future students you likely will be supervising throughout the academic year.

Finding common ground or at the very least being able to understand where a student may be coming from may help avoid common pitfalls within the supervisory relationship.

GENERATIONAL DIFFERENCES

Generational Differences



Traditionalists
(Born before 1946)



Baby Boomers
(1946 - 1964)



Generation X
(1965 - 1979)



Millennials
(1980 - 1994)



Generation Z
(1995 - 2010)

Communication and feedback needs	"No news is good news"	"Performance review once a year is sufficient"	"Frequent, honest feedback"	"Immediate feedback"	"Frequent, prompt, swift and face-to-face feedback"
Working styles	Do what you're told, earn your way up the hierarchy by seniority	Compete and grind your way to the top	Independent, divide and conquer approach	Highly collaborative & vocal, speaking up is important	Self-directed and independent approach to learning
Motivations and priorities	Treated fairly Pass time	Recognition Staying relevant and useful	Provision	Find community, meaning and purpose	Supportive leaders, meaning and purpose
Work values and expectations	Loyalty "I am at my workplace for eight hours. If necessary, I stay late to complete an assignment"	Driven "I am at my workplace for eight to 10 hours. If necessary, I will take work home"	Efficiency "I try to complete my work at the office. If necessary, I will take it home"	Work-life integration "This is a 24/7 world, I work until 5:00 and will log on tonight"	Work-life balance "I don't want to think about work after working hours"

GENERATIONAL DIFFERENCES (Cont.)

	Baby Boomers	Gen X	Millennials	Gen Z
Age (2020)	61-80	41-60	26-40	10-25
Workplace value	<ul style="list-style-type: none">▸ Legacy▸ Respect for tenure▸ Positional leadership	<ul style="list-style-type: none">▸ Skill & Talent▸ Career focused▸ Relational leadership	<ul style="list-style-type: none">▸ Instant feedback▸ Meaningful impact▸ Collaborative leadership	<ul style="list-style-type: none">▸ Freedom▸ Ethics▸ Inclusive leadership
Communicate	<ul style="list-style-type: none">▸ In person▸ Phone	<ul style="list-style-type: none">▸ In person▸ Email	<ul style="list-style-type: none">▸ In person▸ Texts	<ul style="list-style-type: none">▸ In person▸ Socials and Apps
Hurdles	<ul style="list-style-type: none">▸ Adaptability	<ul style="list-style-type: none">▸ Lack of fulfillment	<ul style="list-style-type: none">▸ Emotional Intelligence	<ul style="list-style-type: none">▸ Soft skills
Sterotypes	<ul style="list-style-type: none">▸ Angry▸ Incompetent w/ technology	<ul style="list-style-type: none">▸ Skeptical▸ Self-centered	<ul style="list-style-type: none">▸ Lazy▸ Self-righteous	<ul style="list-style-type: none">▸ Lack of interpersonal skills

THE NEXT GENERATION

- Gen Z Birth Years: 1995 to 2019
- Currently Aged: 5 to 25
- Generation Size: Roughly 25% of the population
- Generation Z students crave autonomy in learning. They desire learning that is self-paced, self-directed, and independent with a freedom of what/how they learn.
- They also look to maximize their time with active learning—they prefer engagement in the classroom over lectures because they would rather “learn by doing.”

THE NEXT GENERATION (Cont.)

- While they are individualistic in many ways and tech-savvy, their preferred communication style is in-person and one of their driving motivators are relationships.
- Generation Z students are tech natives, meaning technology (including YouTube) has been a part of their lives from day one. They grew up with easy and quick access to information at any time of day in variety of forms, so tools that are accessible are extremely important for this group.

HELPFUL TIPS AND KIND REMINDERS

- Recognize and appreciate differences: look for common ground whenever possible
- Maintain self-awareness: reflect on your role in student's progress or lack thereof
- Hold sacred the time allotted for intern: try not to cancel or constantly reschedule your scheduled time with the intern
- Discuss expectations of student and of supervision be transparent with expectations
- Find teachable moments: always remain mindful that you are dealing with students
- Initiate dialogue with student about client interactions: challenge and questions students as a way of eliciting greater depth of critical thinking

HELPFUL TIPS AND KIND REMINDERS (Cont.)

- Provide feedback on performance, encourage intern problem-solving: they don't know how they are doing unless you let them know
- Ask intern to critique their own work: challenge them to see what went well and what could be done differently
- Make connections to classroom work
- Provide variety of learning opportunities
- Availability outside of designated supervision time: access to you is important, as long as you outline clear boundaries as to your availability beyond supervision (e.g., cannot call you 24/7)

HELPFUL TIPS AND KIND REMINDERS (Cont.)

- Reach out to faculty field liaisons in a timely manner: do not wait until the end of the semester to share your concerns about a student.
- Ask for help and support when you need it: we are here for you and are happy to provide help and support whenever necessary.

FINAL THOUGHTS

- Field instruction is often the first step in the socializing of the social work student into the profession. Thus, the responsibilities of the field instructor play an important role in the professional development of the student.
- You are deeply appreciated for your contributions to the next generation of social workers.
- And we most especially appreciate you as we navigate these uncertain times.