

Bill of Rights

Student Intern's Bill of Rights

- ◆ The right to have a field instructor who supervises them consistently at regularly designated times.
- ◆ The right to a sufficient number and variety of cases/projects to ensure learning.
- ◆ The right to growth-oriented, as well as technical and theoretical, learning that is stable in its expectations.
- ◆ The right to clear criteria for performance evaluation.
- ◆ The right to a field instructor who is adequately trained and skilled in supervision.

Munson, C.E. (1987) Field Instruction in Social Work Education, *Journal of Teaching in Social Work*, 1 (1), 91-109.



Field Websites

- Field Home Page** <http://ssw.asu.edu/portal/field-education/>
- Student Field Forms** http://ssw.asu.edu/portal/field-education/fe_forms/tucsonIndex
- Manual** <http://ssw.asu.edu/portal/tucson/tucson-files/FieldManual-T2008.pdf>
- Agencies** <http://ssw.asu.edu/portal/tucson/Approved%20Field%20Placement%20Agencies.pdf>
- Tucson Field Office** <http://ssw.asu.edu/portal/tucson/fe>

ASU College of
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School of Social Work



Guidelines for Using Videotaping in Field Instruction

Guidelines for Using Videotaping*

1. Set up the equipment such that the camera has a clear view of the faces and full bodies of both student and client in order to be able to observe the body language.
2. The audio portion of the recording often suffers due to poor reception by the camera microphone. It is best to use an external microphone placed close to the student and the client. If this is not possible, move the camcorder as close as possible to the student and client for better audio recording.
3. Provide full disclosure of the taping process and tape use to clients, and obtain the written consent of clients for the taping. Assure clients that they have the option to rescind their consent at any time and that the recording will be used only for the training purposes of the supervision and then erased. Also, assure the client, who may be anxious about being recorded, the discomfort often subside shortly after beginning the taping session.
4. Have a definite plan for how to use the tapes in accomplishing the goals of supervision. Students need to prepare themselves for presenting specific aspects of the tapes and come to supervision session with questions.
5. A taped session may be as long as an hour however it is impractical to view the tape in its entirety in the supervision. It is expected that the student would select segment to review and discuss with the supervisee thus producing approximately a twenty minute tape to review and discuss with the field instructor.
6. Provide the tape to your supervisor prior to your supervision session to allow the supervisor to prepare for the supervision session.
7. Should you be in a setting that does not allow client taping then you would conduct a role play session in which you would demonstrate your practice skills and review with your field instructor. Please consult your field liaison should you have questions about this assignment.
8. The audio or video recording of a client interview is designed for students to review with their field instructors **only**. The materials related to this assignment are considered part of the supervisory process therefore once the supervisory activity is completed the materials are to be disposed of according to your field agency's protocol to ensure confidentiality. Tapes **are not** to be submitted to the School of Social Work.

Proactive Steps to Avoid Complications*

1. Identify a technical mentor to assist you
2. Client may change their mind about the taping session. Prepare "plan B".
3. Avoid using old tapes that could result in poor quality recording.
4. Rehearse before actual taping session to avoid technical complications.
5. **Remember client confidentiality.**



Re-experiencing your session via video or audio tape with your Field Instructor.

There are two significant areas to reflect on when reviewing a student video (audio) tape: a) Student's perception of their therapeutic relationship with their client and b) the student's technical interviewing skills set. To assist students in preparing for supervision using their videotape (audio) here is a list of discussion questions to consider in reviewing and exploring their perception of how she/he felt during the taped session. These questions are taken from the "**Interpersonal Process Recall**" Model.

Recalling Thoughts and Feelings (Student Perceptions)

1. What do you wish you had said to him/her (referring to the client)?
2. How do you think he/she would have reacted if you had said that?
3. What would have been the risk in saying what you wanted to say?
4. If you had the chance now, how might you tell him/her what you are thinking and feeling?
5. Were there any other thoughts going through your mind?
6. How did you want the other person to perceive you?
7. Were those feelings located physically in some part of your body?
8. Were you aware of any feelings? Does that feeling have any special meaning for you?
9. What did you want him/her to tell you?
10. What do you think he/she wanted from you?
11. Did he/she remind you of anyone in your life?

Download July 27, 2008

<http://www.cyc-net.org/cyc-online/cycol-1001-supervision.html>

*Adapted from Haynes, Corey, & Moulton (2003) *Clinical Supervision in the Helping Professions* 2003. Pacific Grove, Ca, Brooks/Cole-Thomson Learning