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**Elements of Good Field Supervision Checklist**

**(most elements from Dettlaff[[1]](#footnote-1))**

|  |  |
| --- | --- |
| **Elements** | **Currently in place – yes/no** |
|  |  |
| **1. Individual Instructor/Agency Vision for Field Learning** |  |
|  |  |
| **2. Agency Orientation** |  |
| Important policies & procedures |  |
| Agency description |  |
| Student identification within agency and with clients |  |
| Confidentiality |  |
| Safety issues |  |
| Agency jargon |  |
| Referral process |  |
| Supervisory relationship(s) |  |
| Other: |  |
|  |  |
| **3. Agency Culture** |  |
| Do you make the students feel desired by the agency? |  |
| Do you include students in agency functions and activities? |  |
| Are students treated like professionals? |  |
| Are students continually helped to learn about agency? |  |
| Other: |  |
|  |  |
| **4. Tasks and Assignments** |  |
| Do you clarify the purpose of each assignment? |  |
| Do you provide detailed instructions/directions? |  |
| Do you work with student to complete tasks? |  |
| Do you regularly review student workload? |  |
| Do you provide a variety of learning activities, tailored to student’s learning needs? |  |

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| **4. Tasks and Assignments (cont.)** | **Currently in place – yes/no** |
| Do you regularly clarify expectations for student’s performance? |  |
| Do you provide early opportunities for client contact? |  |
| Other: |  |
|  |  |
| **5. Field-related Supervisory Skills** |  |
| Do you explain your role and role of student? |  |
| Do you adapt your teaching style to student’s learning style? |  |
| Do you encourage discussion of student’s concerns? |  |
| Do you model diversity awareness, respect and competence with your student? |  |
| Do you model fair and just behavior with your student? |  |
| Do you maintain appropriate boundaries for professional learning in the supervisory relationship?  |  |
| Do you encourage discussion of “taboo” subjects? |  |
| Do you help student link theory with practice? |  |
| Do you provide clear and continual feedback? |  |
| Do you reach for – and validate – student’s feelings? |  |
| Do you reassure students that they can succeed? |  |
| Do you demonstrate that student is valued as person and colleague? |  |
| Other: |  |
|  |  |
| **6. Supervision Sessions** |  |
| Do you hold regularly scheduled supervision meetings? |  |
| Are you available outside of regular supervision times? |  |
| Do you facilitate a thorough discussion of student’s learning needs? |  |
| Do you review and analyze student’s casework? |  |
| Do you provide consistent supervision throughout the placement? |  |
| Other: |  |

1. Dettlaff, A. (2003)). From mission to evaluation: A field instructor training program. Alexandria, VA: Council on Social Work Education. [↑](#footnote-ref-1)