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THE FIELD INSTRUCTORS' PERCEPTIONS
OF THE EXPERIENCE OF FIELD INSTRUCTION

by

Ina-Ann Freeman

A Thesis
submitted to the
Faculty of Graduate Studies and Research
through the School of Social Work
in partial fulfillment
of the requirements for the Degree of
Master of Social Work
at the University of Windsor

Windsor, Ontario, Canada

1991

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ABSTRACT

This researcher examined Field Instructors' perceptions of the field instruction process.

Field Instruction is an integral part of the curriculum of Schools of Social Work, and as such, it is imperative that the educational experience of field instruction be maximized in order to produce professional Social Workers who are able to deliver services to clients in an ethical, sensitive, productive and competent manner. Field instruction provides the focal point for the synthesis of a student's learning whereby theory is integrated into practice. However, little has been documented concerning the perceptions of the Field Instructor of their experience in the field instruction process. Due to the fact that the field instruction program hinges upon the existence of Field Instructors, this examination appeared warranted. It was expected that their views would lead to important changes which would maximize the field instruction process for enhanced student learning.

The underlying question of this study was: How were field instructors affected by their role in field instruction? This question was sub-divided into seven components. These dealt with: 1) the socio-demographic characteristics of Field Instructors; 2) the Field Instructors' preparation for assumption of the role; 3) the Field Instructors' perception of the reasons for participation in the program by their agency; 4) influential factors in the decision to become a

Field Instructor; 5) the Field Instructors' evaluation of the School of Social Work; 6) the causal factors in the decision to cease involvement; and, 7) the Field Instructors' perceptions of the experience.

A questionnaire mailed to Field Instructors from the University of Windsor School of Social Work, Windsor, Ontario, Canada produced a total return rate of 47 percent, and 69 percent return rate from those presently participating in field instruction. The largest number of non-returned questionnaires was from Canadian practitioners who were no longer involved in Social Work Field Instruction with the School of Social Work.

The results documented the importance of the Field Instructor's personal commitment and sense of professional responsibility in their continuation with field instruction. Open communication between the School of Social Work and the Field Instructors was highlighted as vitally important. With open communication many of the perceived difficulties could be alleviated. This document was one means through which the practicing Field Instructors could express their views.

Some of the results of this study amplify many of the recommendations offered by Thomlison, Watt and Kimberley (1980). Unfortunately, many of these recommendations have not yet been implemented by schools of Social Work.

DEDICATION

A mes enfants, **AISHA**, **ASE** et **AIOFE**
qui sont le vent dessous mes ailes

et mes parents, **GWEN** et **BERT**
qui m'ont donne mes ailes

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CHAPTER I

THE FIELD INSTRUCTOR AND INSTRUCTION

This researcher examined current or past field instructors' perceptions of their role of field instructor for students of the University of Windsor, School of Social Work. Field instruction comprises the largest time block of any course in which students enroll in Schools of Social Work (Hamilton & Else, 1983) and as such, warrants a thorough examination. Unfortunately, little has been written documenting the effects upon the Field Instructor.

Several studies investigating the effect of field placements upon students and the school have been conducted however, few have focused on the effect of field placement on the Field Instructor. Lacerte and Ray (1989), and Thomlison, Watt and Kimberley (1980) are the exceptions. The Lacerte and Ray (1989) study surveyed 98 American graduate schools of Social Work and 66 agencies which offered graduate level practicums. The Thomlison, Watt and Kimberley (1980) study

surveyed 1,481 Field Instructors for 26 Canadian Universities. Their study reported on the Social Work field preparation programs within these Universities.

One could question why an area of such importance to the education of Social Workers has been ignored by Social Work research. Perhaps field instruction has been seriously undervalued.

The studies of the effect of field placements upon the student and the school, have used both evaluative and truth goals (Smith, 1989). These goals have documented the interrelationship of the practitioner and academia (Baer, 1979; Blake & Peterman, 1985; Bogo & Vayda, 1987; Hamilton & Else, 1983; Pettes, 1979; Ripple, 1970; Sheafor & Jenkins, 1982; Smith & Baker, 1989; Wilson, 1981).

Evidence of a division between the practitioner, and the academic exists as suggested by the following:

Social Work educators appear to be ambivalent about fieldwork education. On the one hand, it is a significant component of most, if not all social work curricula in terms of the time students spend in the field, the allocation of staff and other resources, and the impact of fieldwork on student learning. On the other hand, it is regarded as having dubious academic respectability as evidenced by the relative lack of attention paid to curriculum development in fieldwork compared to that accorded other parts of the social work curriculum, by the usually low status of fieldwork staff, and by the lack of interest in, and encouragement of, research in the area. (Gerrard, 1981, p.i)

The perception of "dubious academic respectability" results in field education being undervalued (Hamilton, 1981). A Social Work student and the Field Instructor who participate in a

field placement, are caught between the worlds of academia and practice. The practitioner who is also a Field Instructor is in the unique position of belonging to both worlds, yet often receives little solace from either. The Practitioners-Field Instructors are given tasks by many masters, yet, insofar as Schools of Social Work are involved, are rarely heard in the planning and direction of these tasks.

Field placement has a time honoured tradition of translating acquired knowledge into practice skills (Kadushin, 1985). The provision of field experience, was recognized as essential to Social Work education in 1932 by the American Association of Schools of Social Work and defined as a "professional foundation area" in the 1984 Curriculum Policy Statement of the Council on Social Work Education (CSWE) (Mesbur, 1991, p.155). Field placements are distinguished from apprenticeships by the broader focus which enhances a "deeprooted understanding and conviction" (Hamilton & Else, 1983, p.12). Thus, the field placement allows the student to test the knowledge acquired in the classroom, and where appropriate, integrate and incorporate this knowledge into their own behaviour and practice capabilities. In this writer's experience, this integration enhances the students' knowledge base studied in the classroom by the application of theory into practice and the development of skills. The new vistas that are opened through field instruction, although

they may be simulated, cannot be duplicated within the classroom.

The field placement programs are an aspect of University Schools of Social Work, which exist due to the demand for practitioners with a minimum standard of a baccalaureate degree in Social Work. The survival of Social Work as a profession "requires knowledge of human development and behaviour, of social economic and cultural institutions; and of the interaction of all these factors" (Zastrow, 1985, p. 7). Thus, the survival of University Social Work programs and the profession rely upon the credibility of practitioners which is partially hinged upon the quality of the educational experience and the knowledge base imparted (Grinnell, 1988). The quality of the educational experience and the knowledge base interact in a spiralling fashion, each building upon the other.

This spiralling process can also be found in supervisory sessions. Kadushin (1985) notes that there is a "parallel-reflection" process between supervisor and supervisee. This process acknowledges that "the supervisee re-enacts in a supervisory conference the behaviour which the client manifested in the casework interview" (p.204). Similarly, the student will take the experiences gained during interaction with the field instructor into practice. Thus, the knowledge, experience, attitude and practice modalities of the practitioner who participates in field instruction is of

paramount importance in the provision of service to clients. This study is designed to uncover characteristics of field instructors and their expectations for students and the educational institution.

Similarly, the agency's or practitioners' opportunities for growth which may be acquired through field instruction may not be duplicated via other modalities. The absence of participation in a placement program may have a negative effect upon the agency and practitioner for a variety of reasons. Conversely, participation within the program may have a negative effect upon the agency and field instructor for a variety of reasons. Many factors impact upon the experience of field instruction for the agency and the field instructor. For example, students enrolled in field placements vary tremendously in the amount of experience, knowledge, insight and affect they bring to the field placement.

The Field Instructor's time which is devoted to the student may be a professional obligation of an agency (Hamilton & Else, 1983). This may represent another potential negative in that agencies vary in the recompensation given the Field Instructor in response to the participation in this professional obligation. Alternatively, the agency may continue to expect the Field Instructor to continue with their regular work load during the time that the student is placed

in the agency, potentially leading to Field Instructor burnout.

Both social work agencies and Social Work faculties of accredited universities recognize the central importance of field instruction. However, very few Field Instructors, practitioners or academics have documented the effect upon the Field Instructor or the advantages and the disadvantages of being a Field Instructor and of providing a field placement for Social Work students. Thus practitioners and agencies may accept or reject a proposed placement on the basis of conjecture, speculation, opinions and myth.

No empirical data has been documented in the Social Work literature that would advocate for or against an agency's decision to provide a field placement for university students. Knowledge of these advantages and disadvantages may facilitate the agencies' decision concerning the acceptance of a student. The field experience for the student might then be improved by the allotment of appropriate resources and energy by the agency and the Field Instructors.

This study will assist in the formation of a base of theoretical knowledge concerning placements for agencies and agency personnel upon which to build future knowledge. Canadian practitioners within the Social Work field are currently striving for professional recognition as can be evidenced by the pending legislation in both Alberta and Ontario. In order to be recognized as a distinct profession,

Social Work practitioners must produce original research related to the specific practice of Social Work (Dr. Rick Grinnell in class discussions at University of Calgary, Winter, 1987). This research project connects the practice of Social Work with the education for Social Work in adherence to Mary Richmond's philosophy of learning by doing and Jane Addams' belief in the need for a professional education (Prof. Dick Ramsay in class discussion at the University of Calgary, Winter, 1987). The researcher surveyed Field Instructors for both the BSW and MSW programs at the University of Windsor School of Social Work. This paper is one vehicle through which these instructors may be heard.

1. Statement of the Problem

Little research has been done to document the nature of the field instruction process. This process is important and research should be completed to maximize the learning process. The Universities act as gatekeepers for the Social Work profession. The quality of education afforded Social Work students is impacted by the practicum (Skolnik, 1989). Social Work students are the Social Work professionals of tomorrow. Tomorrow's professionals are tomorrow's field instructors; and the cycle will perpetuate. This provides a founding of knowledge as to what factors positively impact upon the provision of field instruction. That is, tomorrow's Field Instructors may emulate their own Field Instructor, without the benefit of research to delineate the attributes which will

best facilitate the experience for both the student and the Field Instructor. This foundation needs to be coupled with the knowledge of what students require in order to enter the work force as contributing, professional Social Workers. Wilson (1981) states "social work schools and the CSWE, which determine the focus and content of social work programs, often fail to ask a very basic question: 'What kind of training, knowledge and skills do the agencies that hire social work graduates say the students must have in order to be useful to them and to their clients?'" (p.1). It is within these agencies that university graduates will be employed, and it is within these agencies that the field instruction occurs. Open, two way communication between the academics and the field practitioners is a necessary prerequisite to prepare the student for effective practice upon graduation. The survey instrument used for this study questioned the Field Instructors about their perception of the communication with the School of Social Work and the preparation of the student for practice.

Wilson (1981) has presented some fundamental ideas for the Field Instructor. The author recommended that: 1) the desire to become involved in field instruction must initiate from the practitioner, and should not be imposed by the agency; 2) as the Field Instructor moves toward fulfilling this role, participation in courses and seminars relating to techniques of field instruction is required. These courses

and seminars could enhance the Field Instructors' knowledge base and the "basically positive feelings toward students and toward social work education as a process" (p.19). These courses and the exposure to the student would further enhance the Field Instructor's personal and professional growth, as suggested by the writer's field instructor, allowing the Field Instructor to enrich the practicum experience for the student.

These courses would potentially facilitate the Field Instructor in their job performance. Urbanowski and Dwyer (1988) suggest that students look to their Field Instructor as a role model. Therefore a minimum of satisfactory job performance is required. The Field Instructor's attitude toward the employment agency should be relatively positive. The agency should reciprocate the acceptance of the student by the Field Instructor by allowing the Field Instructor adequate time for the responsibilities of field instruction. This time would be used by the Field Instructors in recognizing and facilitating the student's individual learning styles (Urbanowski and Dwyer, 1988). Field Instructors should be willing to accept both excellent and challenging students (Wilson, 1981). Thus, the survey asked questions to probe the Field Instructors' perception of and preparation for these fundamentals found in academic research in order to determine if, in fact, they exist for Field Instructors.

As noted by Baer and Federico (1979), the need for closer alliance between practitioners and academics is most clearly

evident within the setting of field instruction. Curriculum content and compliance to CSWE accreditation standards can be enriched with joint input from both the field and academic settings. "Field instructors have a great deal to contribute to the growth and development of the program. They need to have open channels for input into the program" (Sheafor, 1979, p.40). It is the responsibility of both schools and Field Instructors to unite in structuring the student's learning experiences within the agency in such a manner that the experience builds upon what the student has previously learned and mastered in class (Blake & Peterman, 1985). This enhances the student's ability to integrate the accumulation of classroom material thus enabling the student to transpose from the classroom to practice and back to the classroom.

Creativity, that ability to recognize that insight is the result of imagination and intuition (Katz, 1975), serves the Field Instructor and the student in attaining their individual and joint goals. The appropriate use of this creativity can enhance the practice of both the Field Instructor and the student. This creativity and solidarity of purpose should be conjointly advocated by the School and the Field Instructor. Consequently, the researcher questioned the Field Instructors' perception of the effect of their input into the School of Social Work.

2. Perspective Beginnings of Study

The topic of this study started as a "seed" during the writer's B.S.W. practicums. It was mentioned during a course offered to Field Instructors at the University of Calgary taught by Ms. Gayla Rogers. The topic was not documented in the literature. Fortunately, other Practitioner-Field Instructors were a wealth of knowledge in helping to formulate this study. Thus, the first step of the study, that is the formulation of the topic, was taken in Calgary, Alberta.

The topic took shape at the University of Windsor. It is within this institution that the questions were developed and posed. This second stage resulted in a 47 percent reply rate, and has been followed by the interpretation of the results. The design of this study is exploratory (Grinnell, 1988) and descriptive. Thus, many of the relationships between variables were not apparent until the survey results were analyzed.

In this paper, the term "field instructors" includes both those who are presently Field Instructors, and those who are formerly Field Instructors. Also, in this paper, field education or field instruction is defined as "a consciously planned set of experiences, occurring in a practice setting, designed to move students from their initial levels of understanding, skill, and attitude to levels associated with autonomous social work practice" (Hamilton & Else, 1983, p.11).

3. Summary

This chapter has introduced the topic of examining the Field Instructors' perception of field instruction at both the baccalaureate level and the master's level. The topic has not received the research it should have in light of the number of years field instruction programs have been operational nor in the light of the importance to student learning.

The next chapter is a review of the literature. Within the literature, there are numerous references to the obligations and responsibilities of the Field Instructor. Usually, however, this topic is mentioned in reference to another issue being discussed. Rarely is the topic mentioned from the viewpoint of the Field Instructor, or for use by the Field Instructor. This report may provide a foundation for future research in the growing need for the academic and the fields to communicate to facilitate the viability of future practitioners.

CHAPTER II
REVIEW OF LITERATURE

People's concern for the welfare of others has a history that stretches back to biblical times. The earliest writings have evidenced this concern. The Hebrew society, the Assyrian society, the Mesopotamian society and the Chinese society have ancient writings which clarify the development of "a set of ethical concepts which contributed to subsequent developments" (Morris, 1986, p.66). Writing dated as early as the 27th century B.C.E., which include an appeal for generosity and altruism have been located. "From the earliest record, men evolved ideas about not injuring others, about justice in relationships between weak and strong, about unselfish acts performed because they seemed just" (Morris, 1986, p.66). By the end of the pre-Christian era many Jewish groups such as the Hasidim, sought restoration of charity within a subservient and morally bankrupt society. It is upon these early precepts that the Western ideology of charity is built (Morris, 1986).

With time, Christian philosophy, which was built upon the Hebrew, Greek and Roman foundation, evolved and structured the interpretation of people in need. Nations, which were steeped

in this philosophy, were not immune from the rising forces of capitalism. Charity became the domain of the government, and was paternalistic in nature. Current social welfare remains paternalistic.

In 1898 the New York School of Philanthropy was founded (George, 1982). It was founded in response to the need expressed by various Charity Organizations for education for the volunteers who carried caseloads (Kadushin, 1985). The school formalized the apprenticeship training used in the field at that time by Charity Organization Societies and Associated Charities (George, 1982). Education, first via informal groups, and later by formalized lectures, was gradually offered through these schools. This led to the rise of numerous schools in the United States.

Two prominent figures in Social Work Education were Mary Richmond and Jane Addams. Mary Richmond, in 1897, advocated for the institution of "a permanent group of instructors to direct the work of students, giving them theory and practice together" (George, 1982, p.39). Thus, the foundation of field instruction has been recognized as an integral part of Social Work education from its inception. However, educators, while demanding field practice, did not always give academic credit for it. Often practitioners responded to field instruction in the supervisory modality structured initially in the format originated in the volunteerism of the Charity Societies (Briggs, Gross & Wijnberg, 1977).

The first curriculum standards, structured in 1932 by the American Association of Schools of Social Work (AASSW), recognized field instruction as necessary within formal educational settings and were an important milestone (George, 1982). The curriculum standards included both academic or theoretical study and practice, thus equalizing the focus of the training between the two.

The integration of academic education and actual practice skills was advocated by Bertha Reynolds, who formulated a specialized course for field instructors and teachers (George, 1982). Schools, such as the University of Chicago and the University of Minnesota employed Field Instructors to ensure this integration (George, 1982).

Various configurations of field instruction were developed, according to the nature and the location of the School of Social Work programs. For instance, Smith College initiated and instituted a block placement due to its isolation from potential field placement agencies (George, 1982). This was at variance from the popularly used concurrent placements.

Gradually, the Schools of Social Work began to recognize other aspects of the profession of Social Work. However, these other aspects were not viewed as equal to casework. Rather, they were viewed as separate and distinct from casework. Originally, the field of community organization was recognized as separate and distinct. Thus, social work

students who were interested in community organization, or any of the other aspects of the profession of Social Work, were perceived differently and treated separately from those who were interested in traditional casework. Although the differences in practice, that being practice with individuals and families, and practice with the community (Ramsay, 1985) must be recognized within the educational framework, they should also be linked. Individuals and families exist within the community, and are affected by the community. Thus, an education that focuses on one to the exclusion of the other is not in the profession's best interest.

In 1952, the National Association of Schools of Social Administration (NASSA) amalgamated with the American Association of Schools of Social Work (AASSW) to form the Council on Social Work Education (CSWE) (George, 1982), the current accrediting body to which American schools of Social Work are accountable. Within the curriculum study of 1959, published by this Council, a serious study of undergraduate education was recommended (George, 1982). By 1961, the "CSWE adopted a guiding statement on undergraduate education" (George, 1982, p.49). By 1970, the CSWE admitted Schools of Social Work offering programs of undergraduate study membership (George, 1982). Thus, the academic standards were formulated and structured for the student. However, throughout the history of Social Work in North America, little

attention has been paid to those who perform this most valuable service to the profession, the field instructor.

In Canada, The Canadian Association of Social Workers approved a Code of Ethics on June 3, 1983. Within this Code, Section Nine Subsection 9.1 deals with the provision of and responsibilities for field instruction (CASW, 1983). Within this section, the Social Worker is expected to "contribute reasonable time and professional expertise to activities that promote respect for the utility, the integrity and the competence of the social work profession" (CASW, 1983, p.8). This section establishes the expectations for the Social Worker to work toward the professionalization of Social Work. Further, Section Eight, Sub sections 8.7, 8.8, 8.9, 8.10 and 8.11 deal with the professional social worker as a teacher, specifically sub section 8.11, wherein the Social Worker who is "assigned to teach practicum/field practice courses will assume responsibility and accountability for the services provided by a student" (CASW, 1983, p.7). The Canadian Association of Social Workers advocates the responsibilities of the Social Worker involved in field instruction. However, there is very little literature which documents the nature of those field instructors.

Published research and literature regarding field instruction tends to be written from the viewpoint of the educational institution, the student and the educator. This can be evidenced by the over-representation of University

affiliated authors who deal with this subject. The literature has recently analyzed various approaches to field instruction (Raskin, 1989; Hamblin & Lewis, 1988; Rogers and Roadway, 1990; Bogo & Vayda, 1986; George, 1982, Sheafor & Jenkins, 1982). Very few articles deal with the impact of the placement upon the agency or its personnel.

Coughlin (1970) asserts that the field of social work is a contributor and a consumer of the ever increasing amount of information dealing with the human condition. This information must be integrated into practice, and not separated from it. During field instruction sessions the writer's field instructor, demonstrated the benefits of having a field instructor who can successfully integrate research into practice. The field instructor has the primary responsibility for integration of research and practice, for it is the practitioner who has the client base, and upon whom the research will directly impact (Hamilton and Else, 1983).

However, the necessity of an amalgam of educational and professional ideology is intoned or directly written about as Irene Farnham Conrad is quoted in her 1929 article as saying, "Professional education will ever be a joint undertaking involving the agency, the profession, and the school" (Schneck, 1991, p.17). This article highlights some of the differences to be found between the ideals held by the profession of Social Work and the reality of the world in which this profession is practised. Within the proposed

model, Schneck (1991) places the "Contribution by Professional Community" within the Educational Reality, and the "Support for Practice Education and Research" with the Practice Reality (p. 18). Unfortunately, these terms are discussed without the benefit of elaboration. The appearance of this connection between the world of the academic and the world of practice, however, is vital to the Profession.

The development of professional social workers who are assertive, inquiring, self evaluative, and able to practice responsibly and to make professional judgments within the values and ethics of the profession of social work seems to demand that increasing attention be given to the learning environment, in which faculty, students, practitioners, and others work together. All professionally educated social workers, whether they be faculty or practitioners have experienced being a participant in a learning environment. They are keenly aware of the conditions that engage the student as an active learner and that encourage questioning the "truth" of social work and its practice. To be avoided is an environment where faculty dominate as experts, where questioning is discouraged in both covert and overt ways, and where the social work models to which students are exposed are quite counter to the profession and its ethics. (Baer & Federico, 1979, p.9)

Field Instructors may offer students the potential to formulate a field experience that is rich and rewarding. The experience can be enriched with full cooperation between the field instructors and the educational setting. The fact that the Social Workers' involvement centres upon interactions between people and various social institutions, should facilitate the field instruction process. However this important component has not been given the acknowledgement

deserved. Historically, field instruction developed as an apprenticeship model, with paid administrators supervising volunteers. This model is perpetuated within the University, which dominates the field instruction experience.

Academic theorization and practice has been linked via the educational route, and the importance of each arena to the other has been noted. Other authors repeatedly call for a connection that will reconcile practice with the academic world of the University (Austin, 1978; Maier, 1981; Meinert, 1979; Quaranta & Stanton, 1973). These authors, as well as Bogo and Vayda (1987) call for an open channel for communication to flow to and from both educators and practitioners in order to enhance the job readiness of the graduating student. Bogo and Vayda (1987) advise that this channel would benefit agencies by providing an avenue for a constant transfer of knowledge and service methodologies. Hamilton and Else (1983) state that this channel between the school and the practising professionals would benefit the profession by facilitating "the integration of knowledge, skills, and values into a concept of oneself as a professional and into a style of practice consistent with the knowledge, skills, and values that define the social work profession" (p.19). This integration effectively facilitates the growth of a social work student into a professional.

A set of common elements thought to be necessary in field instruction programs was developed by Bart Grossman, Helene

Fishbein and Dean Schneck for the Institute of Field Instruction at Adelphi University in 1985 (Schneck, Grossman & Glassman, 1991, p.37). This list was reflective of the fact that it was designed by educators, and not agency personnel, in the absence of an agency perspective. However, it was noteworthy because the list may be reworded by agency personnel in order to serve as an instrument usable by the agency to determine participation within a student placement program.

Thomlison, Watt and Kimberley (1980) indicate that in their survey that field instructors across Canada indicated a desire for training for field instruction. Bogo and Vayda (1987) indicated in their article that one of the field instructors' concerns was for comprehensive and on-going training in order to adequately fulfill the role of field instructor. This is updated by Lacerte and Ray (1989) who published their findings from a study documenting data collected from American graduate schools of social work concerning the recognition, reward and training of field instructors. This study reports that 79 percent of the 98 practicum directors of Graduate Schools of Social Work in the United States indicated that they provided an orientation for field instructors. This orientation primarily covered such topics as "the school's expectations, practicum policies, and procedures, and to review the field manual and the curriculum" (Lacerte and Ray, 1989, p.218). Further, "nearly 100% of the

practicum directors believe that field instructors need special training that goes beyond what is offered in an orientation session . . . although only 60% offer it" and "almost 70% of the practicum directors stated that they felt their school did not do enough for their agency supervisors" (p.219). Thus, Schools of Social Work have identified needs required by field instructors but these needs have not been met by all schools.

Some work is being done to alleviate this, as is indicated in the publications, courses designed and teachings by Ms. Gayla Rogers of the University of Calgary (Rogers & McDonald, 1990; Rogers & Roadway, 1990; Field Instructors' Course, University of Calgary). This training of field instructors by University Social Work Departments is also an avenue by which the school can identify itself with the field in a tangible manner. This opens a door for the University, the agencies, the field instructors and the students (Rogers & McDonald, 1990).

The field instructors surveyed in the Lacerte and Ray (1989) article indicated that they valued free workshops; orientation sessions; adjunct professor status; networking with other supervisors; certification programs; invitation to Practicum Fairs; supervisor forums; other training on specific topics; photo gift; and their name in the newsletter. On the other hand, these field instructors expressed the concern of extra paperwork and time scheduling difficulties. Other

authors have endorsed some of these compensations. Unlike many programs in the United States, Canadian Universities do not give monetary remuneration for participation within the field instruction program. Most field instructors are employed full time in the field as practitioners. The time the field instructors are involved with teaching students may or may not be recognized and compensated for by the agency. The agency may decrease the case load or provide time off, thereby contributing to the process. Unfortunately, some agencies pressure the field instructor or the student to recover the time, which may serve to the detriment of the student (Hamilton & Else, 1983).

Throughout the literature the necessity of coordination between the agency or field instructor and the University School of Social Work for planning of the field placement is reported (Rogers & Roadway, 1990; Marshack & Glassman, 1991; Bogo & Vayda, 1987; Sheafor & Jenkins, 1982). Most of the literature amplifies the importance of melding the student's experience within the agency to the University's course content. Although the agency's philosophy, mandate, objectives and staffing must identify closely with the profession of Social Work, they must also be committed to the education of tomorrow's Social Worker and participate within the field experience by allocating resources and time to this pursuit (Mesbur, 1991). One aspect of this commitment to the Profession is in the selection of a like-thinking field

instructor who works with the University in structuring the field experience to meet the schools, the student's and the professions requirements (Rogers, 1985). In so doing, the field instructor is afforded opportunities for personal and professional growth, which may then be shared with the agency and the profession. The University is afforded opportunities to review and refine the curriculum content. The student is afforded an opportunity to practice under the supervision of an enthusiastic, knowledgeable and professional Social Worker.

The educational institute acts as the gatekeepers of the profession. Within this role, the field instructors are instrumental in the process by providing the laboratory in which to practice and explore (Briggs, Gross, Wijnberg, 1977). The Council on Social Work Education agreed in a 1981 statement which stated that field work is seen as an integral section of the Social Work curriculum. Field placement provides an opportunity to integrate theory and practice, by including all foundation areas of the Social Work curriculum as taught by professional Schools of Social Work.

The establishment of Social Work as a profession has long been a goal of practitioners. The development of a profession is an arduous task, initiated by establishing a "turf", or specific area of activity requiring performance of a specific, exclusive modality of practice, thereby allowing practitioners to claim solitary competence in the performance of them (Briggs, Gross, Wijnberg, 1977). These skills must be

considered by society, as essential to the generalized welfare of society, such that grave harm would occur if the skills were delivered by others not in the profession.

These skills, which formulate and encompass the ideology of our profession, are taught to students by academics and field instructors. However, it is the field instructors who operationalize these skills with students and the client population. Field instructors are challenged to "broaden their repertoire and take risks to revamp their skills" (Urbanowsky & Dwyer, 1988, p.7). To facilitate the field instructors' challenge, the academic setting should advise the practitioner of the course content and schedules. This would enhance the learning for the student, and also provide information to the field instructor that may be beneficial to practice. Social work strives to encompass three solitary tasks. According to Baer and Federico (1971), these are:

- a: to enhance the problem solving, coping and developmental capacities of people;
- b: to promote the effective and human operation of the systems that provide people with resources and services; and
- c: to link people with systems that provide them with resources, services, and opportunities. (p.4)

Within these tasks, which require both academic and practice skills, social work strives to professionalize.

The demands placed upon the field instructors are heavy. Often, the field instructors have little formalized education pertaining to specific circumstances. Instead, field

instructors rely on trial and error, their own supervision and their own past experience (Urbanowsky & Dwyer, 1988). The union of the three together with research is necessary for to attain of any of the aforementioned tasks.

In summary, throughout the literature search, numerous authors deal with student placement in the field. The CSWE published a manual of standards and procedures for the field instruction process in 1984. The manual, similar to works by other authors, advocates for a close cooperation between academics and the field personnel for both the MSW and BSW students (CSWE, 1984). Wodarski (1986) discusses a study from an American University, wherein "both students and employers viewed the main objective of a BSW degree as preparation for employment" (p.22). However there are no apparent differences in expectations between the MSW and BSW students (Wodarski, 1986). Bisno (1971) argues that there is little difference in substance between the methods of social work taught at the undergraduate level and the graduate level. The integration of the knowledge for the student and the field instructor in the field is recognized in the literature. The literature, however, does not elaborate on what the field instructor does learn from the student, or how this impacts upon practice.

The University of Windsor School of Social Work has structured a Field Instruction manual which stipulates the goals the student is expected attain. These goals are identical for all three levels of student, although increasing

levels of competency are expected with the increasing educational level of the student. The student is expected to develop an understanding of various concepts and theories which impact upon both the practice of Social Work and the behavior of people. These include client functioning, intervention, dynamics of functioning, the professional context of practice, ego functioning, the context of policy in practice and various research methods. Further, the student is expected to develop a commitment to various aspects of the practice of Social Work. These include respect for the individual, commitment to professional ethics, comprehension of professional responsibility, comprehension of the importance of knowledge to practice, understanding of the numerous aspects of professional practice, a belief in the client's abilities, and a compatible personal philosophy. Finally, the student is expected to develop practice skills, such as assessment, establishment of a helping relationship, intervention, evaluation and feedback, planning and termination.

The perception of the field instructors, which is the subject of this study, needs intensive study in order to meet the needs of the profession, both present and future. This ever increasing spiral of knowledge and practice culminates in the field instruction program. This program assists tomorrow's professional acclimatize to practice under the auspices of today's professional and the School of Social

Work. Together the triad moves the practice of Social Work towards professionalism.

CHAPTER III

METHODOLOGY

"Professional Social Workers perform three research roles: (1) the consumer of research, (2) the creator and disseminator of knowledge, and (3) the contributing partner" (Grinnell & Siegel, 1988, p.18). This study is unique, and thus is consistent with the second research role of a professional Social Worker. It is based upon the qualitative analysis of the perceptions of professional social workers who provide field instruction. The test instrument contained requests for information that was both quantitative and qualitative due to the relative unfamiliarity of the subject (Epstein, 1988) within Social Work literature. The questionnaire was designed in order to collect data that would describe the population of field instructors and their perceptions, thereby "identifying new concepts and . . . hypothesis formulation" (p.195).

1. Questions

Seven questions were posed, based upon the underlying question of this study, which was:

How were field instructors affected by their role in field instruction?

This question was sub-divided into seven questions, in order that the original question could be explored as comprehensively as possible. The originating questions were:

1. What were the socio-demographic characteristics of the Field Instructors?

Field Instructors represent a cross-section of practitioners. It is expected that the unique qualities of Field Instructors do not separate them socio-demographically from other practitioners.

2. What were the factors that influence a practitioner to become a Field Instructor?

Not all practitioners become Field Instructors. Therefore there are unique factors which influence some practitioners to become Field Instructors. These factors should be identified in order to facilitate the growth of the profession, and the continuation of experienced Field Instructors in the field instruction process. The identification of these factors will enable Schools of Social Work to maximize the positive aspects and minimize the negative aspects.

3. What was the Field Instructors' preparation for the role of Field Instructor?

As practitioners, and as Field Instructors, a dual role is assumed in field instruction. This duality may be facilitated by advanced or continuing education. Although some Schools of Social Work do offer courses in Field Instruction, there is not a large body of literature which originates from the Field Instructors as to their perceptions of their educational needs.

4. What factors do Field Instructors perceive as reasons for the agency participating in student placement programs?

As practitioners, Field Instructors are responsible to their agencies. While the provision of Field Instruction placements is in keeping with the Professional Social Workers' Ethics, it is expected that agencies must have some of their needs met to continue offering placements.

5. How would the Field Instructors evaluate the role of the School of Social Work?

As practitioners in the field, the Field Instructors are in a position to evaluate the role and function of the School of Social Work insofar as the education of future Social Workers is concerned. Included in this are the Field Instructors' perceptions of the communication, supportiveness,

receptiveness, and satisfaction levels with the School of Social Work.

6. What factors were important in the decision of Former Field Instructors to cease involvement in the Field Instruction program with the School of Social Work?

When the reasons for becoming a Field Instructor are outweighed by other factors, Field Instructors will cease their involvement in the educational process of future social workers. These reasons must be determined and minimized in order to maintain consistency for the profession.

7. What were the Field Instructors' perceptions of the experience of field instruction?

Field instruction may be perceived similarly or differently among Field Instructors according to the educational level of the student. The School of Social Work states that the field instruction process concentrates on a similar agenda, with increasing competencies expected. However, what is taught by Field Instructors, and what their expectations are, has not been examined previously.

2. Research Paradigm

The research paradigm (Figure 1) outlines the variables for analysis for the study.

Antecedent Variables	Independent Variable	Intervening Variables	Dependent Variable
PRIOR CONDITIONS	FIELD INSTRUCTOR	PRESENT CONDITIONS	RESULTS
<ul style="list-style-type: none"> Characteristics of Field Instructors -sex -age -academic background -citizenship -years in practice -years of prof. practice -years of supervision -years of field instruction -field instruction courses -field of practice -method of practice -position in agency -supervisor for practice -membership in professional organiz. 	<ul style="list-style-type: none"> -level of student taught -currently a field instructor -discontinued (past) field instructor 	<ul style="list-style-type: none"> Factors in Being a Field Instructor -decision -personal importance of role -personal satisfaction -being liked -personal friendship -discuss personal problems Role Preparation -style model -necessity of courses -preparation -student compatibility Agency Perceptions -value of field instructors -reasons for offer -recompensation Compensation -rating of perks -other rewards -agency recompensation 	<ul style="list-style-type: none"> Evaluation of School -preparation of student -classroom instruction -effectiveness of field instruction -communication -supportiveness -input Receptiveness -effectiveness Cessation of Involvement -termination Field Instructors Perceptions -optimum schedule -expectations -primary role -responsibility -goals -documentation used -selection process effectiveness -participation -student qualities -availability -instruction formats -autonomy

Figure 1: Research Paradigm

Antecedent Variables:

The questionnaire included information to delineate the antecedent variables. These variables existed prior to the study. It was of paramount importance to recognize these variables in order to describe this sample.

Various characteristics of the Field Instructors cannot be controlled within this type of study. These characteristics are those listed as the Characteristics of Field Instructors. Although both personality and the self concept of both the field instructor and the student would be antecedent variables, neither of these variables could adequately be tested within the exploratory-descriptive study undertaken. Other factors such as age, sex, citizenship, commitment to the social work profession as exemplified by membership in the professional association, and length of practice are readily ascertainable.

The knowledge base of the Field Instructor, which includes the amount of education; life experiences; job experiences; and training are also antecedent variables. The School of Social Work does not control for these variables occurring or impacting upon the field instruction experience. However, these variables may impact upon the experience, and should be recognized as such, for Field Instructors could be selected based on these factors.

Previous experience with field instruction and supervision, the results of the experience, and the future

career ambitions all impact upon the field instructor's perception of the field instruction experience.

Independent Variables:

The primary variable upon which the entire study was based was the field placement level of student with whom the Field Instructor was involved. The survey instrument ascertained this by requesting the Field Instructors to answer the questions according to the field placement level of the student with whom they had participated in field instruction. The writer postulated the existence of a difference among the Field Instructors depending upon the level of student with whom they were involved. Since some Field Instructors provided field instruction to students at more than one level, they have provided ratings on each level of their involvement.

The variable that was postulated that may affect the results of the survey and that has been accounted for within this study was whether or not the field instructor was currently engaged in field instruction or had ceased involvement with the program. The questionnaire ascertained whether or not the respondent had ceased involvement with the field work program with the School of Social Work. The particular question dealing with the cessation of involvement attempted to ascertain the reasons therefor. Thus, it was expected that the question would assist in determining both the positive and the negative factors in being a Field

Instructor. Computer based analysis of the results of this survey would determine whether there was a difference in answers between current field instructors and field instructors who have ceased involvement with the School of Social Work. The further analysis would determine if significant differences exist between answers offered by current field instructors and field instructors who have ceased involvement with the School of Social Work.

Intervening Variables:

These variables may affect the results of this study, and must, therefore be included in the analysis. The reasons an agency and practitioner offer or agree to participate in field instruction vary. These reasons include: a) the personal factors that influence the decision to become a Field Instructor; b) the practitioner's preparation to assume the role of Field Instructor; c) the Field Instructor's perceptions of the agency's reasons for offering a field placement; and d) the compensation awarded Field Instructors.

Ascertaining the impact of any of these variables would have upon outcome measures is very difficult to define clearly. However, their importance should be acknowledged, in order to limit the number of Type I and Type II errors in interpretation of the survey results (Weinbach & Grinnell, 1987). It must be remembered at all times that field instruction occurs within a political, social and economic

environment that will impact upon the attitudes and impressions of field instructors and agencies. At the time of this study, the City of Windsor was experiencing high rates of unemployment due to a national recession. The federal government of Canada has recently imposed Goods and Services Tax, bringing the total tax on most purchases in the Province of Ontario to 15 percent. The Province of Ontario has recently elected the New Democratic Party to the legislature, a position never before held by this party. This party was elected on a platform that to date they have been unable to bring to fruition. The School of Social Work has brought in a new director, following one and one half years of a temporary directorships due to the untimely death of the former director, Dr. Gerald Erickson. The School of Social Work was subject to post secondary education funding by the Province of Ontario which has decreased in real dollar amounts for over ten years.

Dependent Variables:

The dependent variables were the outcome or result of the field instruction experience. The objective of the study was to determine both what these were, and if there was any relationships which would link these to themselves or other variables. These variables were: a) the field instructors' evaluation of the School of Social Work; b) the field

instructors' perceptions of the field instruction experience.

3. Population

The population accessed for this study was all of the Social Work practitioners who were Field Instructors with the University of Windsor, School of Social Work from September 1985 to April, 1991. This listing was accessed through the University of Windsor School of Social Work. The total number of questionnaires mailed was 204, with 96 returned, representing a 47 percent return rate. The return rate from current Field Instructors was 69 percent. Twenty-four questionnaires were mailed to Field Instructors in the United States, representing 12 percent of the total, with 19 or 79 percent return rate from the United States. The return rate from the Field Instructors located in Canada was 43 percent.

In total, there were 41 Field Instructors who indicated they were either presently, or had been in the past, involved in third year field instruction, 47 Field Instructors in fourth year field instruction, and 34 Field Instructors in MSW field instruction. Of these respondents, eight practitioners are no longer involved in field instruction at third year, eleven practitioners at fourth year, and nine practitioners at the MSW level. There were eleven Field Instructors who indicated they had instructed both fourth year students and Master's level students, and 15 Field Instructors who indicated they had instructed both third year students and

fourth year students. No Field Instructor completed the survey instrument for third year students and Master's level students or with all three levels of students. For the purposes of this study, the Field Instructors who had engaged with more than one level of student were recorded with each level indicated.

4. Instrument

The instrument used for this study was exploratory (Grinnell, 1988) and was descriptive in nature. It was designed to investigate areas that would assist other practitioners in their decision to become and remain field instructors.

The instrument was designed specifically for this study, and has no previously recorded replicated validity and reliability. It contained questions that produced both qualitative and quantitative responses. The responses which were quantitative were based upon a Likert scale of one through five, with one representing complete dissatisfaction, disagreement or a negative response, and five representing complete satisfaction, agreement or a positive response.

Prior to mailing, this instrument was field tested with nine practitioners who were currently participating in field instruction, and one who had ceased involvement with the field instruction program. This field test entailed the writer personally visiting the ten practitioners (5 percent of the

total mailed) and discussing this instrument and the possible answers with these Field Instructors. This assisted in ascertaining that the test instrument actually measured what it was intended to measure, thereby checking the test instrument's validity. After modification, the instrument was forwarded to field instructors, together with a letter outlining instructions for completion and return. The practitioners were supplied with a pencil, a self addressed, stamped envelop and requested to return the questionnaire within five weeks.

5. Data Collection

The returned instruments were separated from the enclosed envelop containing identifying information. The results of the questions using the Likert scale were recorded using the SPSS/PC+ computer system, for later analysis. The open ended questions were recorded separately into a Word Perfect program. All instruments were destroyed. The analysis of data commenced six weeks following the mailing of the instruments. Due to the guarantee of anonymity, no follow up of non returned surveys was completed.

6. Data Analysis

Upon receipt of the completed instruments, all pertinent data was entered into a SPSS/PC+ computer system for analysis. The answers to the questions which required individual

interpretation and compilation, were recorded in a separate program for later analysis. These comments are reported in the context in which they were recorded, and appear following each data analysis section.

Data input into the SPSS/PC+ system was originally logged into three separate files, one for each level of field instruction possible, being third year, fourth year, and MSW. Then the three separate files were united for cross level calculations. The data initially used in calculations within the year of field instruction, and later compared with the other years.

The mean of the responses, together with the standard deviation indicates the central tendency of the responses, and the extent that the scores disperse away from the mean. These scores are used to indicate the range of responses to the question. The F statistic is an analysis of the variance and provides an indication of the differences between the groups. The probability is an estimation which indicates the chances that the scorings are close to or different from each other by chance. The writer has chosen .05 probability as the confidence level for the research.

7. Researcher Bias

Addressing known biases that may affect either the design of the study or the interpretation of the data is necessary so that readers and future researchers can take this perspective

into account. The researcher has one semester of field instruction experience with a fourth year social work student in Calgary, Alberta. This experience was in conjunction with a field instruction course offered by the University of Calgary. Within this course, the responsibilities of the Field Instructor were outlined. The perceptions of the Field Instructors were discussed in class with other Field Instructors. Further, the researcher will practice in the field. Thus, the perceptions of the practitioners within the field are and will be of significant professional importance.

One of the underlying assumptions of the study is based on the researcher's view that the field instruction experience is vitally important to all involved. The researcher is committed to the Profession of Social Work, which is dependent upon the graduates, who are dependent upon the practitioners as field instructors. The students of today are dependent upon the integration and application of their knowledge and attitudinal base as reflected in the skills attained. This, in turn, means the attained level of competence with which these future professional Social Workers will display with their clients is partially dependent upon their field instruction experience, which is dependent upon their Field Instructor. It is the cyclical nature of this relationship that interests and concerns the writer.

8. Methodological Limitations

This study, as is with every study, has numerous limitations, which influence what data was received and its interpretation. These limitations will be discussed in this last section of this chapter.

8.1 University of Windsor

This study was not preceded and was based upon a sampling of practitioners within a unique community. Windsor is a relatively small city (population 194,000) which is separated from a huge American metropolitan community (population 4 million), by the Detroit River. The city prides itself on being "The Automotive Capital of Canada". The University community is also somewhat unique, in that it uses both Canadian and American field placements. The School of Social Work has a relatively large undergraduate contingent (approximately 120 annually), and a moderate number of graduate students (approximately 40 per year with both the full time MSW program and the part time MSW program). Further, the graduate program claims to specialize exclusively in Child and Family studies, thus potentially attracting students with a unique orientation.

8.2 Researcher

The nature of this study is highly subjective in nature. This is reflected in the questions asked, and the

interpretation, both of which are subject to the limitations of a sole researcher. The reader is thus subjected to singularly devised opinions, which are reflected in the themes and interpretations contained herein. The researcher is also involved in a field placement during the writing and interpretation of these results. This experience may impact upon the interpretation of results. Further, the researcher originates from Calgary, Alberta, and a Western perspective will be reflected in the interpretation of the Eastern based results. The writer requested the assistance of Dr. Forrest C. Hansen, Chairperson of the thesis committee, in identifying and eliminating the researcher's bias from this thesis.

8.3 Research Instrument

The research instrument was devised specifically for this study, and, although field tested, has not been otherwise checked for validity. The population of Field Instructors who returned the instrument may interpret the wording on the instrument differently than intended, and differently from each other.

The writer checked for the instrument's reliability using the Alpha and the F value of probability between measures. These are noted in Table 1. The questions dealing with the Field Instructors' evaluation of the University of Windsor

Table 1

Internal Reliability of Instrument Questions

Instrument Questions	Third Year		Fourth Year		Master's	
	Alpha	E (Prob)	Alpha	E (Prob)	Alpha	E (Prob)
Preparation of Field Instructor for Role of Field Instructor	.38	15.9**	.47	20.7**	.27	12.9**
Field Instructors' Perception of Reasons for Agency Involvement	.74	22.2**	.59	16.9**	.62	12.9**
Reasons for Becoming a Field Instructor	.56	42.9**	.61	53.6**	.51	35.5**
Field Instructors' Perception of School of Social Work	.81	8.3**	.85	6.7**	.87	3.2**
Reasons for Cessation of Involvement	.55	1.3	.50	2.7*	.27	1.1
Field Instructors' Perception of Experience	.82	10.1**	.72	16.2**	.80	12.8**

NOTE: <.01 Significance indicated by *; <.001 Significance indicated by **

School of Social Work and their perceptions of the experience of field instruction show consistently high Alpha scorings and good (greater than .001) probability across all three levels of student instruction. The questions dealing with the reasons the practitioners became Field Instructors, and the Field Instructors perceptions of the reasons for the agency involvement show moderate Alpha scorings and good (greater than .001) probability across all three levels of student instruction. The questions dealing with the Field Instructors perception of their preparation for field instruction and the Field Instructors' reasons for ceasing involvement in the field instruction program show low Alpha scorings and high probability levels.

As usual with mailed questionnaires, the responding field instructors' personal interpretation of the questions may be unique and not as intended. This factor would impact directly upon the information yielded from the instruments.

8.4 Participating Practitioners

The instrument was forwarded to every practitioner who had been involved in field instruction with the University of Windsor since September, 1985. Although mailed with return addresses, questionnaires may not have been received by practitioners who are no longer involved in field instruction and have changed addresses. Only three were returned marked "address unknown".

The practitioners who received questionnaires may be unique in that they are or were involved in field placements. Further, the practitioners who returned the questionnaire may be unique in that they responded when others did not. Each practitioner has experienced field instruction individually, and these experiences may impact upon the practitioner's perceptions. Also, each practitioner is engaged in field work in an agency, to which they are accountable which may also impact upon the practitioner's perceptions. The potential also exists for the participating Field Instructors to answer the five point Likert scale section of the survey in a socially desirable manner, or moderately throughout. Another possible limitation is the potential for the responding practitioner to fluctuate in their opinion due to many reasons. This fluctuation could impact upon the practitioner's perceptions. Return of the questionnaire was voluntary, and the practitioners' attitude toward research may be representative in the number of questionnaires returned. Their reasons for responding may make these practitioners unique. Thus, the responses may be unique, and not representative of the population of practitioners who are field instructors.

The instrument was forwarded during the month of January, 1991, at a time when the graduate class of the University of Windsor forwarded other questionnaires. Thus, some practitioners may have received at least one other

questionnaire. This demand upon practitioners' time may be represented in the low number of returned questionnaires.

8.5 Replicability

This study is replicable. However, if replication were to be undertaken, with the University of Windsor School of Social Work, the changing economic, political and social conditions may render differing results. Replication of this study in an area outside of that accessed by the University of Windsor may produce different results due to the unique features of the area. Further factors which may affect the replicability are: the average length of time practitioners have been involved with the University of Windsor field placement program; the average length of time the field instructors have been in practice; variances in the average age, nationality and experience of student and Field Instructor; the amount of formal and informal education Field Instructors have been exposed to; and the sex of the Field Instructors, among others.

8.6 Sample Bias

The practitioners who completed and returned the questionnaire may have different reasons for so doing than the practitioner who does not complete, or return the questionnaire. These differences may significantly impact

upon the response rate, as well as the type of response given.

9. Summary

This chapter has detailed the research design, and the study methodology. The initiating paradigm has been presented and explained. The primary examination underlying this study is the determination of the perceptions of field instruction by Field Instructors. The literature review has indicated sparse and limited evidence of this experience, written from the perception of Field Instructors.

When the importance of field education is appreciated within the scope of Social Work education by CSWE, CASSW and employers, this study is overdue. The field practitioners are yesterday's students, and the impact of their experiences undoubtedly govern the experience of, and participation in, field instruction. Similarly, the process of field instruction today will govern the practitioners of the profession of tomorrow.

CHAPTER IV
DESCRIPTION OF THE SAMPLE

Field Instructors build relationships with students that are shaped by their own experiences and the sequences of interactions present within the field instruction process. All of those involved, that is the Field Instructors, the agency, the School of Social Work, the profession and students, are impacted by the process. The interactions within and between the Field Instructor and the student were of primary concern within this study. "To focus solely on either one misses the developmental relationship that exists between them." (Wetchler, p.5) The perspective of the student and the School of Social Work within the process of field instruction, has been examined in some depth by other authors. This analysis will examine another perspective, that of the Field Instructor, and will focus on their perceptions. In explaining the existence of trends and relationships, some differences and similarities were noted in reference to the characteristics of the sample population, and were documented in the following chapter.

This chapter will answer the first of the sub-questions, that is: What were the socio-demographic characteristics of the Field Instructors?

1. Sex

Society in general, and the profession of Social Work in particular, has become more aware of the impact of both sex and gender upon transactions in the field. In recognition of the importance of the field placement to the profession, the impact of the sex of the Field Instructor upon the student has been studied. Thyer, Sowers-Hoag and Love (1986) studied this, with the resulting conclusion that same sex combinations of Field Instructor and student generally resulted in the most favourable student ratings. Behling, Curtis and Foster (1982) noted in their study that the most problematic combination of sex is that of a male Field Instructor and a female student. However, the effect of the Field Instructors' sex upon their perceptions of field instruction has not been examined.

Due to the fact that Social Work tends to be regarded as a female profession, the sex of the field instructors was questioned. Further, the majority of students registered in the School of Social Work were female, especially at the BSW level. The results are presented in Table 2.

Table 2

Sex of Field Instructors by Placement Level Showing Percentage

Placement Level	Male	Female	TOTAL
Third Year	37.6%	63.4%	100.0% (n=41)
Fourth Year	49.0	51.0	100.0% (n=47)
Master's Level	54.5	45.5	100.0% (n=34)
TOTAL	46.9%	53.1%	100.0% (N=122)

The overall percentage of male and female Field Instructors responding to this survey was almost even. This is dissimilar to the findings in the McDonnell (1987) thesis indicated that 30.4 percent of the population of responding Social Workers were males and 69.6 percent were females (p.66). This population of Social Workers was from the extracted Windsor and Essex, Ontario area.

Thomlison, Watt and Kimberley (1980) noted that in Ontario, 61.7 percent of the interviewed Field Instructors were female, and 38.3 percent were male (p.57). This study indicates 53.1 percent of the responding Field Instructors were female, and 46.9 percent were male. This indicates a difference in the number of female Field Instructors used by this School from the Ontario average obtained in the 1980 study.

It would appear that the University of Windsor School of Social Work accesses a greater proportion of males as Field Instructors than the population of practitioners would suggest. The reasons for this difference in the number of male and female Social Workers accessed to be Field Instructors, as well as the difference in the percentage of male and female Field Instructors among the three levels of student should be examined.

Table 3 contains information relative to the number of Field Instructors according to the level of student they are or have been engaged with in the past, according to their sex and highest level of education. It is interesting to note that despite little differences in the total overall numbers of males and females, the individual level representations indicate that more male Field Instructors have obtained their MSW degree than female Field Instructors. Male Field Instructors have the MSW degree with a 80 percent majority. Female Field Instructors have the MSW degree with a 54.9 percent majority. Perhaps the profession of Social Work might examine why male Field Instructors appear to obtain the MSW degree in greater numbers than female Field Instructors; and, why Field Instructors of more advanced students are males in greater proportion than of beginning students. One potential reason may be that in the past (or until recently) more MSW students were male. Recently, this has changed, probably as

the result of the fact that BSW students are currently approximately 85 percent female.

Table 3 also indicates the number of Field Instructors who have engaged in field instruction with each level of student. As can be seen, there were a number of Field Instructors who provide field instruction at more than one level. Field Instructors who have been involved in field instruction with different levels of students are indicated in separate categories. There were no responding Field Instructors who indicated having been involved with all three levels of students, or with third year students and Master's level students.

Table 3

Sex and Educational Status of Field Instructors

Level of Student Engaged	No. of BSW Field Instructors		No. of MSW Field Instructors		TOTAL	
	Female	Male	Female	Male	Female	Male
Third Year	12	2	5	9	17	11
Third & Fourth	3	2	6	2	9	4
Fourth Year	8	5	2	6	10	11
Fourth & Master's	0	0	5	8	5	8
Master's Level	0	0	10	11	10	11
TOTAL	23	9	28	36	51	45
PERCENTAGE	24%	9%	29%	38%	53%	47%

Field Instructors were asked to provide information on each level of field placement and thus in some cases multiple ratings were provided. This data analysis will be done based upon the ratings for each level rather than being based on the number of respondents unless otherwise stated. Thus, the percentages were based on a possible total response of 41 Field Instructors for third year placements, 47 Field Instructors for fourth year placements, and 34 Field Instructors for Master's level placements.

2. Age

Similar to the question dealing with the sex of the Field Instructor, self reports have not indicated that Field Instructors view age as a determinant of success of field instruction (Behling, Curtis and Foster, 1982). However, age may be a factor, due to the fact that Field Instructors who are older usually have more life experiences from which to draw upon, and may be considered with more respect by students.

Hidalgo and Spaulding (1986), as reported in Lemberger and Marshack (1991) indicate that the average age of Social Work students has risen past 30 years. These older students are more likely to expect a more collegial relationship between Field Instructor and themselves than in the past. This may be due to older students also having more life experiences and practical knowledge, due to and in conjunction with being closer in age to the Field Instructor. The age of the Field Instructor may become important to a student, if in fact the difference is that the Field Instructor is noticeably younger. This may impact the satisfaction level of the Field Instructor. Because the age of the Field Instructor may contribute to their perceptions of the field instruction experience, and subsequently their satisfaction level, this question was asked. The results are presented in Table 4.

Table 4

Age of Field Instructors

Level of Student	Mean Age	Median Age
Third Year	39	39.0
Fourth Year	40	39.0
Master's Level	40	39.5

NOTE: Outliers have been removed

For the purposes of this paper, an outlier has been defined as a measurement beyond two standard deviations of the norm. All Field Instructors were within a similar age range, despite the differences in the amount of professional practice experience and educational levels. These differences are noted later in the chapter.

The Thomlison, Watt and Kimberley (1980) study findings of the average age of Field Instructors in Ontario (p.57), were contrasted with the results of this study in Table 5. The interval used for age is in compliance with the contrasted study. Ordinarily intervals start with the multiple of the class interval, that is, 30, 40, 50, etc. for a class interval of five or ten. These intervals were used in order to compare with the 1980 study.

Table 5

Percentage of Field Instructors According to the Age and
Level of the Student

AGE (N)	3rd Year (38)	4th Year (47)	Master's (32)	TOTAL (117)	Study (208)
Under 31	15.8%	8.5%	6.3%	10.3%	34.1%
31 - 40	39.5%	44.7%	43.8%	42.7%	34.6%
41 - 50	31.6%	36.2%	31.3%	33.3%	20.7%
51 - 60	10.8%	8.5%	12.5%	10.6%	10.1%
Over 60	2.3%	2.1%	6.1%	3.1%	.5%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

NOTE: The 5 non responses to this question were not included in this table

The current survey indicates a larger percentage of the population of Field Instructors in the 31 year to 50 year age range than was found in the 1980 study. This may be due to the ten year difference between the studies.

Compared to McDonnell (1987) who had found that over half (50.8%) of the sample was 29 years and under, this study found only 10.3 percent of Field Instructors were under 31 years of age. Subsequently, McDonnell's 1987 study indicated that 31.5 percent of its sample was aged 30 to 39 years, and 12.6 percent of the sample population was aged 40 to 49 years (p.67). Both of these comparisons point out the fact that Field Instructors were considerably more senior than the

Social Workers in this geographical area. Thus, this survey again represents a difference in the age of the responding Field Instructors when compared with the age of the responding Social Workers in 1987. That is, the percentage of responding Field Instructors in the 31 years to 50 years age range is greater than the percentage of the same population of the McDonnell (1987) study. This might be expected due to the fact that Field Instructors may establish their career path before becoming involved in field instruction.

It is interesting to note in Figures 2, 3 and 4, the clustering of female Field Instructors in the youngest age group. Most prevalent is with the Field Instructors of fourth year students with 62.5 percent of women being below the median age, and 43.4 percent of the males being below the median age.

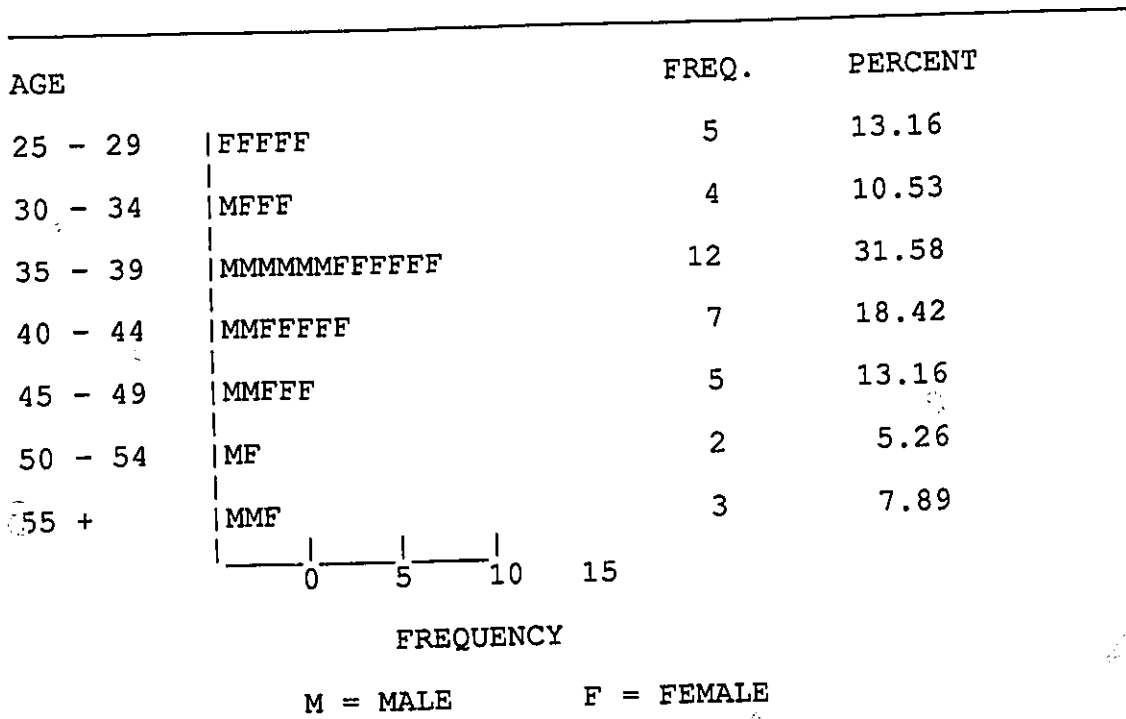


Figure 2: Age and Sex of Field Instructors for Third Year Students

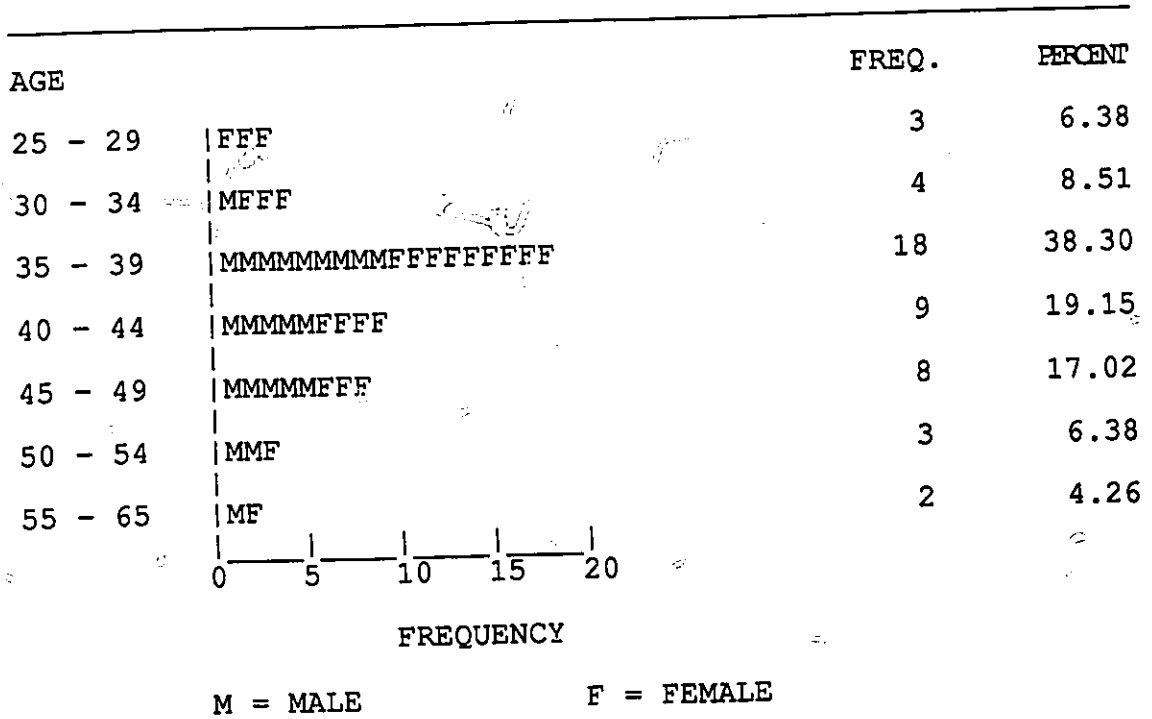
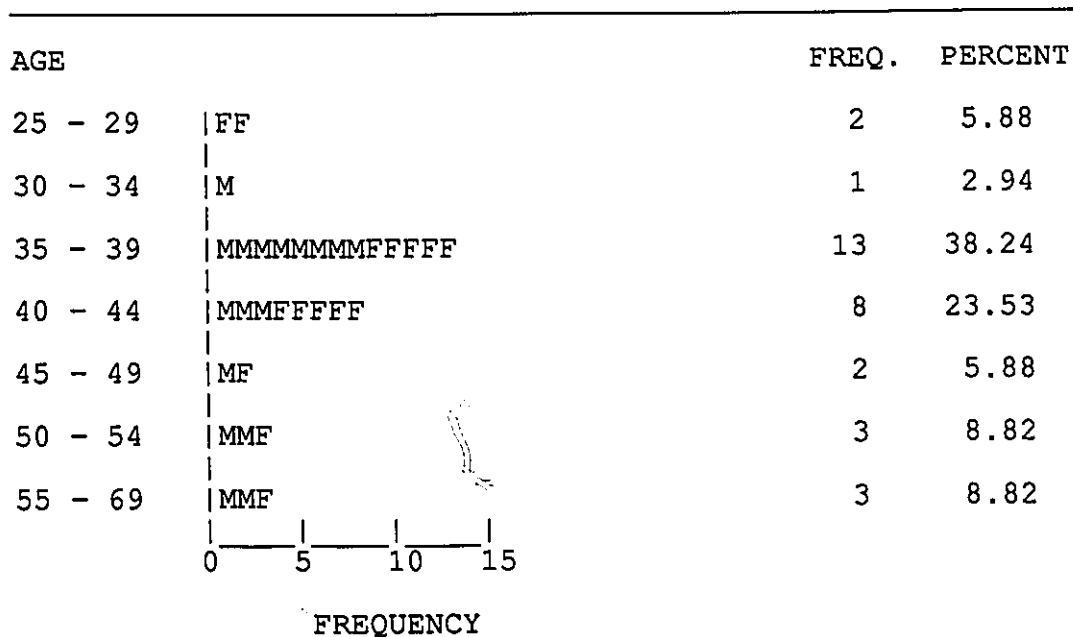


Figure 3: Age and Sex of Field Instructors for Fourth Year Students



M = Male F = FEMALE

Figure 4: Age and Sex of Field Instructors for Master's Level Students

3. Academic Background

A study completed by Thyer, Williams, Love and Sowers-Hoag (1989) found that the educational level of the Field Instructors, that is, MSW Field Instructors were not rated higher than BSW Field Instructors in the evaluations completed by Social Work students. However, the Field Instructors in the Raskin (1989a) study noted that the type of degree of the Field Instructor was a variable that was ranked as important when determining the academic level of field placement. The Council on Social Work Education (1984) has stipulated that Social Work students who are engaged in field placement

settings should be instructed by Field Instructors with a minimum required degree of MSW from an accredited Social Work program. Thus, the CSWE professes that practitioners who have a MSW degree are more ably qualified to instruct students in the nuances of Social Work practice.

Within the field, however, there is disagreement with the CSWE stipulation. Smith and Baker (1989) question the singular use of MSW practitioners as Field Instructors for numerous reasons, including the rapid evolution of knowledge and skill in the field which has led to a concentration of generalist skills within the BSW educational content. "BSW practitioners can be assumed to possess a different skill and knowledge base than the MSW, but not necessarily less knowledge and skill" (p.259). Questioning the singular use of MSW Field Instructors, Wilson (1981) discusses the importance of a role model for BSW students. That is, BSW students placed in agencies employing only MSW practitioners will not have these role models, and the field placement experience may not be of a similar quality to that of students placed in agencies employing BSW practitioners.

This question was designed to determine the number of practitioners who did have a graduate degree as compared to those who did not have this degree. The question was broadened to include other degrees, to comment upon the versatility of Field Instructors for the University of Windsor School of Social Work. Field Instructors were therefore asked

6

to specify their degree qualifications as is presented in Table 6. No respondents indicated having either a Ph.D. or a DSW.

Table 6

Highest Degree Obtained by the Field Instructors

Level of Student Placement	Degree Held by Instructor		
	BSW	MSW	Other Degree
Third Year	46.3%	53.7%	53.7%
Fourth Year	38.3%	61.7%	53.2%
Master's Level	0	100.0%	52.9%

The most common other degree obtained was a Bachelors of Arts, with a major in Psychology.

In total, this survey indicates that 66.6 percent of the Field Instructors associated with the University of Windsor School of Social Work had as their highest degree a MSW. This finding is not different from the results produced by Thomlison, Watt and Kimberley (1980), which indicated that 66.2 percent of the Field Instructors in Ontario had as their highest degree a MSW (p.59).

When compared to the McDonnell (1987) thesis, 44.4 percent of the sample population held as the highest degree a BSW degree, and 35.6 percent of the sample population held as

the highest degree a MSW degree (p.72). Thus it is apparent that the Field Instructors for the University of Windsor School of Social Work have a MSW degree in greater numbers than the general population of Social Workers within this area. This statement is based on the assumption that little change in the overall population has occurred since the 1987 study was taken and that the populations responding to the questionnaire for the two thesis were comparable.

4. Citizenship

The proximity of the City Windsor to the City of Detroit, encourages a feeling of internationalism. No other University in Canada can offer placements in both a large American metropolis (with a population of approximately 4 million) and a moderate sized Canadian community (with a population of approximately 194,000). However, despite the fact that the profession of Social Work and social work education in both countries shares similar origins, the actual practice now demonstrates some differences. This fact, coupled with the fact that both the cities and the underlying political atmosphere were different, make for potentially very different placements. The Field Instructors were asked to identify their citizenship with the results presented in Table 7.

Table 7

Citizenship of Field Instructors by Percentage

Level of Student	Canadian	American
Third Year	79.5%	20.5%
Fourth Year	81.0%	19.0%
Master's Level	70.0%	30.0%
TOTAL	76.8%	23.2%

NOTE: There were 3 non responses

As can readily be seen, despite the differences in the population of the cities, the School of Social Work predominantly uses Canadian Field Instructors at all levels.

American Field Instructors indicated differences in the number of years of field instruction and experience. This is, despite the fact that Canadian and American Field Instructors generally have similar amounts of practice experience, they had significantly different number of years of field instruction. This may indicate a difference in practice or educational philosophy between the two countries. As the University of Windsor is in such a unique position, it may benefit the School of Social Work and the profession to examine these differences.

Further the differences between the number of years of field instruction between the levels of the student, as presented in Table 8, were interesting.

Table 8

Citizenship and Experience

	Mean Number of Years of Field Instruction Experience			
	Cdn.	US	C	Prob.
3rd Year	4.7	7.1	.756	.021
4th Year	4.5	8.1	.711	.035
Masters's	6.5	3.5	.872	.001
MEAN	4.9	6.9		

Outliers have not been removed.

Table 8 shows a difference between the Field Instructors for the graduate and the undergraduate students. That is, although Field Instructors for Master's level students have similar years of supervision, years of practice and age, the turn over rate of American Field Instructors for the School of Social Work in the graduate level is obvious in the 46.1 percent change in the mean number of years of field instruction experience of American Field Instructors.

5. Number of Years in Practice

The placement of students who are appropriate for the agency in which the Field Instructors practice is not based upon empirical data or fact. The literature draws similarities between placement of students in field

instruction and placement of children for adoption (Raskin, 1989a) but does not present hard data. The current literature that discusses field instruction does not specify the characteristics or traits of students that are best suited to particular types of agencies. However, numerous intervening variables, such as the number of years in practice of the Field Instructor were noted as relevant to the success of students in field placements.

In the present survey, a question was designed to obtain a total number of years of practice for each responding Field Instructor. Another question concerning the total number of years of professional practice since the highest degree would indicate the average number of years between the two degrees. This was obtained via calculation using the actual years the degree was obtained.

Generally, Field Instructors with more experience work with students at higher education levels, although there is only a 2.5 year difference in the mean, and a 1.5 year difference in the median. This can be observed in Table 9.

Table 9

Number of Years of Practice According to Level of Student

	3rd Year	4th Year	Master's	Overall
Mean	10.8	12.0	13.0	11.9
Median	9.0	10.0	12.0	10.3

NOTE: The mean and median indicated herein have been adjusted, with the outliers having been removed

The differences, although slight, may be of interest due to the overall similarity of ages. Are the more experienced practitioners those whose first career choice is Social Work? Those with less experience were the Field Instructors for third year students, and were female by a majority of 6 to 4. Is this an indication of career change? Does a career change intonate a more rounded social work practitioner? These questions might be examined in detail by the Social Work profession.

Table 10 is a breakdown of the number of years of practice according to the level of student accepted. As is evident, over one third of the Field Instructors indicate between 5 years and 9 years of practice. Field Instructors for both fourth year students and Master's level students have more experience than Field Instructors for third year students.

Table 10

Percentage of Practitioners According to Number of Years of
Practice and Level of Student

Years	Third (n=41)	Fourth (n=47)	Masters (n=34)	TOTAL (n=122)	1980% (n=417)
0-4	17.1%	17.0%	17.6%	17.3%	30.3%
5-9	43.9	31.9	29.4	35.2	36.8%
10-14	14.6	21.3	23.5	19.7	
15-19	12.2	14.9	5.9	11.5	>31.2 26.5%
20-24	12.2	12.8	20.6	14.8	
25-40	0	2.1	2.9	1.5	>16.4 6.4%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

When compared to the findings in the Thomlison, Watt and Kimberley (1980) report, the Field Instructors associated with the School of Social Work were generally a more experienced group than those surveyed in 1980. As can be observed, there were fewer Field Instructors with over 20 years of practice. Of interest is the groupings of Field Instructors within individual levels of field instruction. When compared to the population of practicing Social Workers sampled by McDonnell (1987), the population responding to this survey, was considerably senior. That is, the McDonnell (1987) thesis indicated 33.8 percent of the population had no experience, 21.7 percent of the population had between 0 and 4 years of

experience, 18.3 percent of the population had between 5 and 9 years of experience, and 14.4 percent of the population had between 10 and 14 years of experience (p.82). This would be expected, considering the generalized guidelines for Field Instruction requiring some experience.

6. Number of Years of Professional Social Work Practice Since Highest Social Work Degree

This question was asked in conjunction with the question concerning number of years of practice. The two were compared and contrasted.

As would be expected by the results of the previous question, the average number of years reported by the responding Field Instructors to this survey indicated an experienced group of Field Instructors. This question was compared to the preceding question, in order to gather information concerning the average number of years of practice between the Field Instructor beginning practice as a Social Worker, and earning the higher of either the BSW degree or the MSW degree. The calculation subtracted the two actual years from each other. No years were subtracted for time spent at University to earn the higher degree. The comparison may indicate a trend within Social Work education and is presented in Table 11.

Table 11

Mean Number of Years of Practice Between Beginning Practice and the Highest Degree Obtained (BSW or MSW)

	Level of Placement			Mean
	3rd Year	4th Year	Master's	
Mean	4.9	4.9	5.1	5.0
Range	1 - 13	1 - 10	1 - 12	

This indicates that, on the average, Field Instructors do have experience as a BSW practitioner. Of interest was the number of years of practice following the attainment of the highest degree, whether it was a BSW or a MSW, as presented in Table 12.

Table 12

Number of Years of Practice since Highest Degree (BSW/MSW)

	Number of Years of Practice by Placement Level			Mean
	3rd Year	4th Year	Master's	
BSW Mean	9.3	10.8		10.3
MSW Mean	10.9	13.0	11.1	11.9
Combined Mean	9.4	10.5	11.1	10.3
Median	8	10	10	

NOTE: Outliers have been removed in these calculations

It is interesting to note that the Field Instructors of fourth year students have a larger mean number of years of practice (13.0 years) since their MSW degree than Field Instructors of Master's level students despite similar ages. When this table is contrasted with Table 9, it would appear that due to the similarities of the mean number of years of practice since the highest degree, those Field Instructors who have as their highest degree a BSW, are unlikely to pursue a MSW. Alternatively, if the option of Social Work is a second career choice, these Field Instructors may be unique and advance their education with a MSW degree at a later time.

7. Number of Years of Social Work Supervisory Experience

The role of the Field Instructor is that of a teacher, similar to that of a supervisor. However, the role of supervisor has facets which are not warranted in a field placement setting. Some of these facets are related to an assumption of expertise of the Social Worker, and an expectation for experienced work. The number of years of Social Work supervisory experience may assist the Field Instructor in field instruction. Also, the number of years of Social Work supervisory experience may indicate the number of years of practice experience of the Field Instructor. Table B3 presents the mean number of years of social work supervisory experience.

Table 13

Mean Number of Years of Social Work Supervisory Experience

	3rd Year	4th Year	Master's	Overall
Mean	4.3	3.8	4.1	4.1
Median	3.0	3.0	3.0	3.0

NOTE: Outliers have been removed in the calculation.

Again, the Field Instructors for the Master's level students have slightly less supervisory experience compared to Field Instructors for third year students, an interesting finding considering the generalized expectations in each of the three years.

Field Instructors for all three levels indicate similar amounts of Social Work Supervisory Experience as can be observed in the following table. There is a slight decrease in the amount of Social Work Supervisory Experience of Field Instructors of fourth year students. Table 14 indicates a breakdown of the number of years of social work supervisory experience in multiples of 5 years. As is obvious by the information presented in Table 14, the majority of responding Field Instructors do not have extensive supervisory experience. Although supervisory experience may be an asset, the majority of Field Instructors for the School of Social Work do not have this experience in great quantities.

Table 14

Percentage of Number of Years of Social Work Supervisory Experience

Years	Third (n=34)	Fourth (n=42)	Masters (n=31)	Total (n=107)
0 - 4	55.9%	57.1%	55.8%	56.1%
5 - 9	23.6	28.6	25.8	26.2
10 - 14	14.7	11.9	9.7	12.1
15 - 19	2.9	2.4	2.9	2.8
20 - 24	0	0	2.9	0.9
25 +	2.9	0	2.9	1.9
TOTAL	100.0%	100.0%	100.0%	100.0%

NOTE: There were 15 no responses to this question

8. Number of Years of Social Work Field Instruction

Overall, Field Instructors for the School of Social Work have a mean of 4.4 years experience. However, when the number of years of Social Work Field Instruction were examined according to the educational level of the student, there were some interesting findings. First year Field Instructors of third year students represent 17 percent of the sampling; for fourth year students, first year Field Instructors represent 17 percent of the sampling; and for Master's level students, first year Field Instructors represent 23.5 percent of the sampling. This is considerably less than the 47 percent first time Field Instructors found in a cross Canada study completed

by Wayne, Skolnik and Raskin (1989). However, the fact that the Field Instructors for Master's level students were more inclined to be first time instructors than for undergraduate students warrants some scrutiny by the School of Social Work. Table 15 presents the mean number of years of field instruction of the survey population.

Table 15

Number of Years of Field Instruction

	Third	Fourth	Master's	Total
Mean	4.2	4.7	4.4	4.4
Median	3	4	3	

NOTE: Outliers have been removed for this calculation

Only Master's level Field Instructors had an outlier. Field Instructors for the Master's level students were generally less experienced than those Field Instructors of the fourth year students. Considering that the number of years of practice is generally consistent across the three levels of students, this may indicate more fluctuation with the Field Instructors of Master's level students. This may be due to many factors, and should be examined by the School of Social Work.

When contrasted with the study of Thomlison, Watt and Kimberley (1980), it would appear that Field Instructors for the University of Windsor School of Social Work were more

experienced in field instruction than the reported Canadian sample. This is indicated in the following chart. Thomlison, Watt and Kimberley (1980) grouped those Field Instructors with ten years and over in one group. This survey indicated 15.4 percent had over ten years experience compared to the 1980 study of 3.4 percent (p.59). The 1980 study is contrasted with the topic survey in Table 16.

Table 16

Number of Years of Field Instruction According to the Level of the Student (Percentages)

Years	Third (n=37)	Fourth (n=47)	Master's (n=33)	TOTAL (n=122)	1980% (n=206)
0-4	54.1%	51.1%	51.6%	52.1%	81.5%
5-9	37.8	34.0	24.2	32.5	15.0
10-14	5.4	12.8	12.1	10.2	
15-19	2.7	2.1	6.1	3.4	3.4
20-24	0	0	3.0	0.9	15.4
25+	0	0	3.0	0.9	
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

NOTE: There were 5 non reporting surveys

As can be observed, the responding Field Instructors to this survey indicate more years of field instructors than those reported in the 1980 survey. This may be due to the passage of ten years. However, the 1980 study included all Schools of

Social Work in Ontario, of which many had some history prior to the 1980 survey.

9. Field Instruction Courses Taken

Granger and Starnes (1982) indicate that Field Instructors, to a great extent, lack the formal teaching experience that is instrumental in being a Field Instructor. The reasoning for this is postulated to include the Universities' perception that Field Instructors are not part of the academic faculty. This would rank Field Instructors as secondary in status to University faculty. Similarly, Silvester (1987) writes that the only training many Field Instructors receive for field instruction is their own supervisory or field instruction experiences.

Rogers and McDonald (1990) write that preparation of Field Instructors has been "either non-existent or taken the form of orienting Field Instructors to the curriculum, and expectations of a particular Social Work program." (p.1) They state that:

there may be an assumption that good practitioners will ipso facto be good Field Instructors, that field instruction techniques and skills represent a natural progression of a practitioner's professional development. Yet, it is unreasonable to expect that practitioners will utilize teaching methods and processes that are functional, effective and appropriate for the supervision and evaluation of developing professionals without any in-put in the way of a training program or preparatory course. (p.1)

Thus, quality preparation of the Field Instructor is a necessity for both the continuity of the Field Instructor and the successful integration of the student into practice. Ultimately, quality preparation of the Field Instructor is a necessity for the professionalization of Social Work practice.

The study undertaken by Wayne, Skolnik and Raskin (1989) indicates that 73 percent of the United States Schools of Social Work offer Field Instructors training for field instruction (p.84). These courses have a mean number of ten hours instruction time. Wayne, Skolnik and Raskin (1989) do not indicate if these courses do impact upon the participation of Field Instructors in the field instruction process.

Thus, this question was asked to determine the courses taken by the Field Instructors and the time required to take these courses in preparation for the task of field instruction. Table 17 presents the percentage of Field Instructors who have taken courses designed to assist in field instruction.

Table 17

Field Instruction Courses Taken

Level of Student	Have Taken	Have Not Taken
Third Year	16%	84%
Fourth Year	18%	82%
Master's Level	13%	87%
TOTAL	16%	84%

The major finding is that very few have taken any courses for field instruction. The difference between Field Instructors for graduate students and Field Instructors for undergraduate students may be attributable to a difference in perception between BSW Field Instructors and MSW Field Instructors concerning the need for field instruction courses. Field Instructors with MSW degrees may feel they have at least three field instruction experiences, and were in less need of these courses. An examination of this might be of interest to the School of Social Work. Most of the courses taken by the reporting Field Instructors consisted of a few hours or one half day, or consisted of the orientation meeting offered by the School of Social Work. The School of Social Work does not presently offer field instruction courses, meaning that those who have field instruction courses have taken them elsewhere. Also, if the School of Social Work does not offer such courses they may be perceived by the Field Instructor as not essential. That is, the fact that the School of Social Work does not offer educational courses for field instruction may preset the attitudes of the Field Instructors.

10. Field of Practice

Social Work can be found in a multitude of settings. Therefore, the School of Social Work should be able to facilitate the graduating student's experience within these settings. Thus, the question concerning the field of practice

is most important due to the fact that each field of practice has individualized and unique aspects. This is especially important at the graduate level where students would tend to specialize to facilitate their future career aspirations. However, the generalist stream of a BSW student would be enhanced by a multitude of potential settings.

Table 18 presents potential placements in a multitude of settings, as determined by the work environment of the Field Instructor. The primary field of practice is health. Field Instructors for third year student indicate that 50 percent practice in the field of health; for fourth year indicate 42.6 percent; and for Master's level, 52.9 percent.

Table 18

Field of Practice

Field of Practice	3rd Year	4th Year	Master's	Total
Mental Health	32.5%	27.7%	35.3%	32.2%
Physical and General Health	17.5%	14.9%	17.6%	16.5%
Disabilities	17.5%	12.8%	5.9%	12.1%
Children's Aid	10.0%	12.8%	11.8%	11.5%
Family Services	10.0%	8.5%	11.8%	10.1%
Board of Education	2.5%	6.4%	11.8%	6.9%
Human Justice & Corrections	5.0%	6.4%	2.9%	4.8%
Unemployment	0	2.1%	2.9%	1.6%
Private Practice	2.5%	2.1%	0	1.4%
Services to Aged	0	2.1%	0	0.7%
Other	2.5%	4.2%	0	2.2%
TOTAL	100.0%	100.0%	100.0%	100.0%

In comparison to the 48.7 percent of Field Instructors who indicated practicing in the field of health, the survey by Thomlison, Watt and Kimberley (1980) indicates that only 30 percent of the population of responding Field Instructors in Ontario were based in Health Agencies (p.54). Further, Health Agencies were the second most reported employment agency. The most prevalent agencies were Personal Social Services Agencies such as Children's Aid, Family Service, Geriatrics, etc., with

32.4 percent of the population of responding Field Instructors in Ontario being based there. It would appear that the School of Social Work may over rely on various health placements given the generalized Ontario employment opportunities. This may warrant examination by the School of Social Work in order to better facilitate the preparation of the student for practice in the profession in Ontario.

11. Method of Practice

As presented in Table 19, Field Instructors for all three levels of students indicate their primary methodology of practice is administration, the second is individual counselling. Having regard to the fact that the School of Social Work's Master's program is advertised as concentrating in Child and Family, this finding is surprising.

Having regard to the few Field Instructors who have supervisory experience, the field of administration may be assumed to not include supervision, although the individual Field Instructor's interpretation of what constitutes each form of practice may vary. The findings that family practice places a poor third overall, the School of Social Work may wish to examine the practice of the Field Instructors to determine the applicability given that family therapy is now noted as vital given the systemic, holistic framework that the School of Social Work advocates.

Table 19

Method of Practice

Method	3rd Year	4th Year	Master's	Total
Administration	45.7%	39.7%	44.6%	43.3%
Individual Counselling	22.8%	24.1%	23.0%	23.3%
Family Counselling	7.9%	11.6%	10.6%	10.0%
Community Organization	10.6%	10.6%	7.7%	9.5%
Group Practice	3.8%	5.7%	4.0%	4.5%
Other	9.2%	8.9%	10.1%	9.4%
TOTAL	100.0%	100.0%	100.0%	100.0%

The category of "Other" includes educational responsibilities, advocacy, planning, court duties, public speaking and other unspecified methodologies.

12. Position in the Agency

Martin and Alper (1989) found in their Canadian survey that "Field Instructors frequently hold key clinical or administrative positions at their agencies" (p.53). Given this, the two streams of concentrations for students within the School of Social Work would be appropriate.

Within this survey, the majority of all Field Instructors for all three levels of students were directors or

coordinators, with the second most reported position as counsellors or practitioners. Neither the number of years of practice nor the academic qualifications were related to the Field Instructors' position in the agency. The number of Field Instructors who were administrators or performed administrative duties introduces a question as to the content of field instruction. Are those respondents who are administrators teaching clinical skills? If in fact they are, what level of expertise can they bring to field instruction in the clinical area if in fact they are not constantly practising clinical skills? Alternatively, if those Field Instructors who are administrators are not teaching clinical skills, where are the clinical placements?

If the Field Instructors were representative of practitioners in the Windsor area, the University of Windsor School of Social Work might consider enlarging the MSW administrative stream to include at least one mandatory administrative course per semester. The findings of the thesis of McDonnell (1987) would confirm that administration is the third most reported job function of the survey respondents from the Windsor and Essex County area (p.95). This would confirm that administration is important for practitioners within this area. Thus, the School of Social Work might consider enlarging the administrative stream in both fourth year and the Master's level, as this would facilitate the student's employment practice.

13. Social Work Supervisor for Practice

The experience of supervision for the practitioner may be compared to the experience of field instruction for the student. Thus, the question of whether or not the Field Instructor has a supervisor for practice was included. This potentially advises of the Field Instructors' familiarity of the process of supervision from the supervisee's point of view. This point of view may allow the Field Instructor some insight into a student's perception of the field instruction process. Table 20 presents the number of responding Field Instructors who indicated having a Supervisor for practice, and who indicated having scheduled supervision times.

Table 20

Social Work Supervisor for Practice

Level of Student	Have a Supervisor	Regularly Scheduled Supervision
Third Year	32.0%	13.5%
Fourth Year	36.0%	11.0%
Master's Level	48.0%	16.0%

Those who indicated regularly scheduled supervision, indicated a range of possibilities, from once per week to once every other month. The low percentages of Field Instructors may be attributable to the number of respondents who indicated they were in the position of director or coordinator within their

agency. However, the fact that more Field Instructors for Master's level students have supervisors than for any other level is an interesting finding, and warrants further examination.

14. Professional Memberships

The University of Windsor School of Social Work is educating and graduating professional Social Workers. The CASW member in Ontario, the Ontario Association of Professional Social Workers, is the professional organization of Social Workers in Ontario. Thus, if the School of Social Work endorses the profession, Field Instructors should be chosen according to their professionalism, as demonstrated by their membership in the professional organization of the constituency, that being OAPSW or NASW. Table 21 presents the number of responding Field Instructors who indicated membership in a professional social work association. The assumption was made that if membership was not indicated on the survey form, that the Field Instructor was not a member of and affiliate of CASW (predominantly OAPSW in Ontario) or NASW.

Table 21

Member of Professional Social Work Association
(CASW or the Ontario Chapter, or NASW)

	Third Year (n=41)	Fourth Year (n=47)	Master's (n=34)	TOTAL (n=122)
Number	18	26	17	61
%	43.9%	55.3%	50.0%	49.7%
1980 Study (n=419)				35.5%

This difference of 14.5 percent in the total number of Field Instructors who were members of their professional association from the 1980 study (p.54). The thesis by McDonnell (1987) indicated that 35.9 percent of the sample population of Social Workers in the Windsor area indicated membership in OAPSW for 1986 (p.98). This represents a difference between the population of responding Social Workers for the 1987 survey and the population of responding Field Instructors for this survey. The implications are that perhaps Field Instructors regard membership with OAPSW as more important than the population of Social Workers of this area. Although membership in the professional organization does not indicate the quality of practice or field instruction, the School of Social Work is facilitating the education of professional Social Workers, and therefore, this statistic is interesting.

Summary

This chapter has answered the question as to the socio-demographic characteristics of the Field Instructors. The responding Field Instructors were 47% male, 53% female. The mean and median age was 39 years, with the majority of responding Field Instructors having a MSW degree, and another degree, usually a BA in Psychology. Also, the majority of Field Instructors were Canadian.

The number of years in practice indicates a generally well experienced group, with a median of 10.3 years of Social Work practice. There is a reported 5 year interval between the beginning practice and the attainment of the highest degree, whether it is a BSW or a MSW. Responding Field Instructors indicate having a mean of 4.1 years of Supervisory experience, and 4.4 years of field instruction experience. Responding field instructors indicate that they belong to CASW or NASW by slightly less than half.

Most responding field instructors had not taken a field instruction education course. Those that had, indicated that the course was a few hours or one-half day.

The majority of field instructors practice in the health fields, with the primary method of practice being administration. With this finding, it is not surprising that most field instructors do not have a supervisor for practice.

Responding Field Instructors do not indicate identical characteristics to the population of the McDonnell (1987)

thesis, nor to the population of the Thomlison, Watt and Kimberley (1980) study. These unique features may adversely affect the generalizability of this study to the population of Field Instructors within Canada.

CHAPTER V
FIELD INSTRUCTORS' PERCEPTIONS OF
THE FIELD INSTRUCTION EXPERIENCE

This chapter discusses the results of the Likert scale section of the survey instrument. The survey questions have been divided according to the six remaining questions which derived from the question which forms the basis of this study.

1. Factors that Influence Decision to Become Field Instructor

The questions grouped under this section answered the research question: What were the factors that influenced a practitioner to become a Field Instructor? The Field Instructors, by virtue of the fact that they are involved in field instruction are unique from other Social Workers. The factors which influenced the decision to become a Field Instructor are important, and are therefore examined in this survey.

1.1 Practitioner's Decision to Become a Field Instructor

Field Instructors agree to engage in field instruction for a multitude of reasons. Their continued acceptance, and

retention of this role may hinge upon the fundamental reasons for originally accepting this role. As can be noted in Table 22, however, there were no significant differences between the responses to the questions posed in the questionnaire by Field Instructors of the different levels of student.

The results suggested that all the Field Instructors consider field instruction as a professional responsibility. That is, Field Instructors are involved in field instruction due to their own response to their sense of professionalism. The second highest ranked reason for all Field Instructors was of third year students was the recognition of field instruction as an opportunity for professional development. This may result from the larger number of Field Instructors who do not have a MSW degree. The third highest ranked reason was the enjoyment of the intellectual challenge. The second highest ranked reason for field instructors of both fourth year and Master's level students was the enjoyment of the intellectual challenge. The third highest ranked reason was the recognition of field instruction as an opportunity for professional development.

Field Instructors herein suggested that their perception of the profession of Social Work requires their involvement in the field instruction program. This might indicate that the Field Instructors would participate in field instruction regardless of the particular school or program involved.

Comments made under this question included: the

Table 22

The Important Factors in the Decision to Become a Field Instructor

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Professional Responsibility	4.1	4.1	4.1	4.1	.03	.97
Professional Development	4.0	3.8	3.6	3.8	1.4	.24
Intellectual Challenge	3.8	3.9	3.7	3.8	.2	.81
University Affiliation	3.6	3.4	3.3	3.5	.7	.51
Current with Literature	3.1	3.0	3.1	3.1	.05	.95

NOTE: Standard Deviations range from 0.6 to 1.5 and showed no identifiable trends

practitioner's decision to become a Field Instructor may be based upon the agency's need for help in general and specific client needs that can best be met by students; provision of an opportunity to pre-train and pre-screen future employees; recognition of the need to provide experience for students within particular settings; to "eliminate (sic) deadwood from the field"; as a responsibility of the employment position; enjoyment of the "refreshing atmosphere brought in by students"; and a response to ethical responsibilities.

1.2 Personal Importance of Student Field Instruction

The importance of the Field Instructor in the process of field instruction is central. This, together with the desirability of an experienced Field Instructor indicates that continuity in field instruction is necessary. This continuity may hinge upon the Field Instructors' perceived personal importance of student field instruction. The results presented in Table 23 suggest that all levels of Field Instructors perceived field instruction as personally important.

Field Instructors rated field instruction as very or totally important, regardless of the year of student with whom they are involved. Field Instructors involved with third year students ranked field instruction as very or totally important in 71 percent of the respondents; Field Instructors involved with fourth year students ranked 80 percent; and Field

Table 23

Personal Importance and Satisfaction with the Student Field Instruction Program

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Personal Importance of Student Field Instruction	4.0	4.2	4.2	4.1	.24	.79
Personal Satisfaction from Field Instruction	4.6	4.6	4.5	4.6	.04	.96

NOTE: Standard Deviations range from .65 to 1.2 and showed no identifiable trends

Instructors involved with Master's level students ranked 81 percent of the respondents. The fact that fewer Field Instructors of third year students ranked field instruction as very or totally important may warrant some examination by the School of Social Work. However, a possible explanation may be found in the educational level of the students in third year placements, that being that these students do not have the knowledge base of a fourth year or Master's level student, nor do they have the experience of a previous field placement to draw upon.

Of the respondents who had terminated involvement, 53 percent suggested they ranked field instruction as very or totally important. None of those respondents ranked dissatisfaction very high.

1.3 Personal Satisfaction

Rosenfeld (1989) writes of her survey results concerning the source of Field Instructor satisfaction. "The majority of the answers referred to the successful end product" (p.210). The researcher found this question to have some relationship with the quality of the student that the Field Instructor taught. That is, the researcher found that there was a "35.6 percent absolute difference between those who rated their student excellent and those who rated them poor" (p.210). Thus, the quality of the student is related to the personal satisfaction, which may be related to the continuation of the

Field Instructor in that role. This question was asked to assist in determining if this relationship existed for Field Instructors of the University of Windsor School of Social Work.

Overall, Field Instructors ranked with a 94 percent response that the field instruction process was almost always or always personally satisfying. Thus, if the relationship between the quality of student and personal satisfaction discussed above can be held to be true, these results would suggest that the students attending the School of Social Work may be regarded by Field Instructors to be of high calibre.

As can be noted in Table 23, there was no significant difference among the Field Instructors concerning this question. The standard deviations are relatively small.

1.4 The Value of Being Liked by Student

The ideal model of Field Instructor and student is one of mutuality (Lemberger and Marshack, 1991). This model intonates that both parties are honest, mature and open to learning. However, this model does not account for the differential power base established by the educational guidelines between the Field Instructor and the student. The model of mutuality as structured by Lemberger and Marshack (1991) does structure some guidelines concerning the Field Instructor being liked by the student. The final conclusion may be that Field Instructors who value being liked by the

student may establish a relationship based upon mutuality, thereby potentially subverting the evaluation function.

This question was asked to determine if the potential of friendships factored into the reasons that the Field Instructors originally accepted and remained within this role.

Overall, Field Instructors, as presented on Table 24, placed moderate value on being liked by the student, regardless of the year of the student with whom they were involved. This might indicate compliance with the educational foundations of field instruction.

Table 24.

Field Instructors' Perceptions of Friendship with the Student

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Field Instructors Value of being Liked by the Student	3.6	3.6	3.5	3.6	.12	.88
Field Instructors' Encouragement of a Personal Friendship with Student Outside the Agency	1.6	1.9	1.7	1.7	1.2	.32
Field Instructors Encouragement of Discussion of Personal Problems Outside of Field Instruction	1.7	1.7	1.6	1.7	.10	.90

NOTE: Standard Deviations range from .73 to 1.2 and showed no identifiable trends

1.5 Encouragement of a Personal Friendship

As with the previous section dealing with the Field Instructor's value of being liked by a student, the encouragement of a personal friendship with a student may subvert the evaluation process of the field instruction. Therefore this question was posed to the Field Instructors.

The overall mean of 1.7 indicates that Field Instructors did not encourage a personal friendship with the student outside of the agency, which is appropriate given the educational guidelines. There was very little difference among Field Instructors of different levels of students, representing a somewhat homogenous finding.

Clearly, Field Instructors have differentiated between being liked by a student and encouraging a friendship with the student. Across all levels, the standard deviation was relatively small, indicating that personal friendships are rarely sought. It was interesting to note the difference between the ranking for the fourth year, which suggested a relatively minor change in these responses, when compared to the ranking for the other two levels. The mean and standard deviation are used for the previously noted reasons.

1.6 Discussion of Personal Problems

Kadushin's 1968 article "Games People Play in Supervision" highlights a game that may be played which would redefine the Field Instructor-student relationship into a

therapeutic relationship. In this game, the student would discuss personal problems and difficulties not necessarily related to field instruction or educational issues, rather than issues dealing with the field instruction process or their education. Kadushin writes that this type of game reduced the number or the level of demands placed upon the student by the Field Instructor. This impacts upon the quality of field instruction and the educational value attained by both the student and the Field Instructor.

The findings of this survey suggested that Field Instructors at all levels do not encourage the discussion of personal problems outside of field instruction sessions. This would suggest that the Field Instructors endorse a learning environment rather than a "therapeutic relationship" with the students. Some responding Field Instructors suggested that they may encourage discussion of personal problems outside of field instruction sessions if in fact it appeared that these problems were impacting upon the student's learning, or the field instruction process.

1.7 Summary

Field Instructors for all three levels of students suggested their primary reason for assuming this role was the fulfillment of a professional responsibility. All Field Instructors perceived field instruction to be personally important, and suggested that they often gain personal satisfaction from the experience. These Field Instructors, however, placed only moderately value on being liked by the student, and did not encourage the formation of a personal friendship, or discussion of personal problems with the student outside of the agency as was considered appropriate.

The survey results are interpreted as suggesting that Field Instructors are engaged in field instruction due to their personal sense of professional responsibility. The fulfillment of this sense of responsibility did give the Field Instructors a sense of personal satisfaction. Thus, the reasons that practitioners originally engaged in and remain involved with field instruction were personalized, and have little to do with the School of Social Work, the employment agency or other external factors.

2. Practitioners' Preparation for Field Instruction Role

This section answers the originating question: What was the Field Instructors' preparation for the role of Field Instructor? Field Instructors assume the role of teacher of the student in field instruction. The preparation for this role may determine the success of the experience for the Field Instructor. This section, therefore, attempts to determine the Field Instructors' preparation for the assumption of this role.

2.1 Model for Supervisory Style

Munson (1981) writes of the results of a survey which suggested that many Field Instructors do not have formalized training for supervision, instead modelling their own supervisory style upon their own field supervisors.

Within this survey, the question of on whom the Field Instructor's supervisory style was modeled gave the options detailed in Table 25 herein, together with an open area for comments. As can be noted in Table 25, the responding Field Instructors suggested they have no identifiable mentor for their supervisory style. There were no significant differences between the Field Instructors of the three levels of students. Field Instructors for third year students suggested the second highest ranked choice for a model of supervisory style was their own employment supervisor. Field Instructors for both fourth year and Master's level suggested

Table 25

Model Used for Supervisory Style

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Former Field Instructor	2.5	2.6	2.5	2.6	.00	.99
None Identified	2.6	2.8	2.6	2.6	.14	.87
Former Employment Super.	2.4	2.5	2.3	2.4	.28	.85
Colleague	2.4	2.4	2.3	2.4	.02	.98
Employment Supervisor	2.4	2.1	2.1	2.2	.99	.43
University Instructor	2.0	1.8	1.8	1.9	.45	.64
University Methods Prof.	1.7	1.8	1.7	1.8	.23	.79

NOTE: Standard Deviation ranges from 0.9 to 1.7 and showed no identifiable trends

their second highest ranked model of supervisory style was a former Field Instructor.

General comments made within this section included that supervisory style was based upon years of practice; personal reflection and readings; individualized philosophy of the practice of Social Work; a background in experiential teaching techniques; field experience; the Field Instructors own needs for supervision "translated to student supervision"; and workshops on leadership and supervisory styles. ☺

2.2 Necessity of Field Instruction Courses for the Field Instructor

Throughout the literature, integration seminars are recommended to facilitate learning of the students while in field placements (Walden and Brown, 1985). The structure of this on-going class assists students in developing peer relationships, sharing information and discussing difficulties with others.

A similar class might be re-introduced into the School of Social Work to facilitate the process of field instruction for Field Instructors. Such a class might discuss how to best accomplish the multitude of tasks and issues relating to Field Instruction. These were offered by the School of Social Work previously, and are now being re-implemented due to a recommendation by the Accreditation Committee.

In the presentation by Rogers and McDonald (1990), the

University of Calgary Field Instructors' course was evaluated. This course was found to assist Field Instructors in critical thinking, thereby assisting in their perception of field instruction.

The study by Wayne, Skolnik and Raskin (1989) found that American Social Work counterparts to field instruction participated in field instruction education. Thomlison, Watt and Kimberley (1980) found that in Ontario, 36.9 percent of the surveyed population of Field Instructors found that they sometimes felt that they lacked the teaching skills necessary to supervise field students (p.66). Further, the 1980 survey noted that 45.3 percent of these Ontario Field Instructors felt that the School did not provide them with enough training for their role as a Field Instructor (p.68).

Within the survey, the Field Instructors' perceptions of their need for courses to assist in field instruction were found to be similar to the 1980 survey. As can readily be noted in Table 26, the Field Instructors were united in their perceptions concerning the need for courses relating to field instruction for the Field Instructors. The mean of the responses of the Field Instructors indicates that they felt these courses are moderately necessary. The answers to this question were impacted by the fact that the University of Windsor School of Social Work does not offer courses to either assist Field Instructors with the field instruction process or to certify them as Field Instructors. Therefore, the

Table 26

Preparation for Field Instruction

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Mean F	Total Prob.
Preparation for Field Instruction with Courses	3.4	3.3	3.3	3.3	.10 .90
Do Field Instructors Feel Ready and Mentally Prepared	4.2	4.2	4.2	4.2	.01 .99

NOTE: Standard Deviation ranges from 0.95 to 1.3 and showed no identifiable trends

responding Field Instructors probably have not experienced this type of education or the benefits that would accrue.

In the interpretation of these results, the term "course" was used by the responding Field Instructors to mean orientation meetings and other meetings encompassing one half day or less. In light of these findings, the School of Social Work might examine the potential of these courses, and draw from the experiences of other Schools for an optimal design.

2.3 Preparation of Field Instructors

Field Instructors were found by Rogers and Roadway (June, 1990) to not have as broad a perspective on various theories and the field application of these theories as the faculty liaison. Because the Social Work students are continually exposed to University personnel and courses, the perception of the Field Instructors of their own preparation for Field Instruction was important due to the potential that the Field Instructors may not feel academically equal to their students. The potential for a negative experience for the Field Instructor may then exist.

Raskin's 1989 survey suggested that the willingness of the Field Instructor to take courses pertaining to field instruction was significantly correlated to the degree obtained, the personality, the post-MSW experience, and the previous teaching and supervisory experience of the Field Instructor. That is, a great deal of experience was found to

be related to a strong desire to take courses pertaining to field instruction. This would indicate that those professionals who have the most to offer a student through field instruction are willing to take courses to improve.

Martin and Alper (1989) generalize problematic areas within field instruction to include "(a) failure of supervisors to provide sufficient time for supervision or to prepare adequately, (b) differences in learning styles between students and supervisors, and (c) difficulties in differentiating between a supervisory and a therapeutic relationship" (p.52). That is, the Field Instructor is required to adjust their time tables, their learning styles and their relationship styles from that expected within their employment position, to one that is educationally-oriented. Thus, the preparation of the Field Instructor to perform this task is important.

As can be noted in Table 26, the Field Instructors generally felt ready and mentally prepared to assume the role of Field Instructor of students at the varying levels.

These findings may intonate that courses for Field Instructors would assist them in field instruction with greater ease. At the minimum, courses for Field Instructors would facilitate the communication among Field Instructors and between Field Instructors and the School of Social Work, thereby enhancing the quality of field instruction and the comfort level of the Field Instructor.

2.4 Importance of Having a Compatible Student

It has long been recognized that the practitioner's self awareness is a requirement for professional practice (Levy, 1973; Martin and Alper, 1989). The development of self awareness requires that employed Social Workers and students "share insights about themselves and their work in supervision" (Martin and Alper, 1989, p.55). Thus, in order to facilitate the growth of the student, the student and the Field Instructor should be compatible with each other. Field Instructors who are constantly presented with students who do not constructively challenge them, might be less likely to continue with field instruction. This might potentially reduce the options available for the student, the school, the Field Instructor and potentially the profession. Field Instructors who, due to limited input in the selection process, are continually presented with students who are incompatible with themselves, may also be less likely to continue with field instruction.

Students and Field Instructors do not necessarily share a common perception of the optimum field instruction experience. A study completed by Rotholz and Werk (1984) indicates that students value autonomy and supervisors valued cognitive structuring. In another study, Worthington and Roehlke (1979) found that some of the primary concerns of Field Instructors do not match those of students. These concerns included agency specific issues, and the student's

concern for educational issues rather than field placement.

When this potential mismatch is compounded by the introduction of a third party, the School of Social Work, the equation becomes complicated. Silvester (1987) writes that universities are generally not as concerned with the motivation of the practitioner to accept students for field placements, as they are with matching a student with an "appropriate work situation" (p.40). This may be to the detriment of the student, the Field Instructor and the profession. Silvester (1987) postulates a better experience might be achieved when the School of Social Work takes the time and energy to match the Field Instructor's personality, work philosophy and value system with those of the student. This would ideally be accomplished by a personal interview between the Field Instructor and the student.

Therefore, in light of these potentially divergent points of view, the Field Instructors were asked if they viewed compatibility with the student as important for the attainment of their goal of field instruction.

As presented in Table 27, overall, the Field Instructors suggested a moderate to high importance in having a compatible student. There was a small standard deviation, indicating that the Field Instructors were united on their opinion concerning the importance of student compatibility. This finding highlights the importance of the selection process, discussed later, which does not meet the Field Instructors'

Table 27

Field Instructors' Perceptions of the Importance of a Compatible Student

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Field Instructors' Perceptions of Importance	3.9	3.9	3.9	3.9	.00	1.0

NOTE: Standard Deviation ranges from 0.85 to 0.93 and showed no identifiable trends

overwhelming agreement.

2.5 Summary

Responding Field Instructors generally felt well prepared to assume the role of Field Instructor. Overall, no one identifiable mentor was named by responding Field Instructors, with the Field Instructors instead formulating their own style of supervision and field instruction. However, the Field Instructors generally felt that courses relating to field instruction would be moderately beneficial. Most responding Field Instructors felt ready and mentally prepared to be Field Instructors despite a lack of formalized instruction for them to assume this role. Field Instructors generally felt capable of successfully negotiating field instruction with students regardless of the absence of formalized instruction courses. The one factor that Field Instructors note may be of importance concerning the achievement of the Field Instructor's goals for field instruction, was student compatibility. The majority of Field Instructors expressed the feeling that their own compatibility with the student was necessary to accomplish their goals of field instruction.

3. Agency Perception of Field Instruction

The question was asked: What factors do Field Instructors perceive as reasons for the agency participating in student placement programs? Student field placements are dependent upon the agreement of the agency as well as the Field Instructors. Ultimately, Field Instructors are responsible to their employer, the agency. Therefore, the agencies perception of the field instruction process may be vital to the Field Instructor's continuation with the program.

3.1 Perceived Agency Value of Field Instructors

Rosenfeld (1989) found that the agency's support of field instruction was instrumental in the Field Instructors' decision of whether or not to remain involved with field placements. That is, if the agencies were supportive of the practitioner's involvement with field instruction, the Field Instructor would be more likely to remain involved in field instruction. Rosenfeld (1989) postulates that this support could be shown by the agency: freeing the worker's time commitments such that they can attend meetings at school and allow adequate time for the student; affording secretarial assistance in completing evaluation forms and correspondence; giving the student adequate work space; and allowing the Field Instructor the prerogative of choosing appropriate cases for the student. Further, Rosenfeld (1989) recommended the agencies accord higher status to field instruction and Field

Instructors. In general, "the more welcoming and supportive the total agency is to the student, the higher the actual or perceived status of the Field Instructor" (p.216).

Martin and Alper (1989) found that many of the Field Instructors hold positions which place them in a work overload position when they are requested to engage in field instruction. These conflicting time demands, if not overcome, have the potential of affecting the quality of field instruction for both the Field Instructor and the student. Thus, to best facilitate the education of tomorrow's Social Worker, agencies should become involved in the readjustment of the Field Instructor's time constraints in order to allow adequate time for field instruction.

This sentiment was endorsed within the study comparison completed by Wayne, Skolnik and Raskin (1989). Thus, the question of perceived agency valuation of Field Instructors was included in order to validate this finding within the University of Windsor School of Social Work.

The survey by Thomlison, Watt and Kimberley (1980) found that 41.7 percent of responding Field Instructors from Ontario suggested they felt that there was occasionally a conflict between their role as a Field Instructor and the expectations and demands of the agency (p.63).

As can be seen from Table 28, there was no significant difference between the perceptions of the Field Instructors of the agencies' perception of their role among the three groups.

Table 28

Field Instructor Perceptions of the Agency's Perception of Field Instruction Program

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Field Instructors' Perceptions of the Agency's Value of Field Instructors	4.3	3.9	4.1	4.1	1.1	.34
Field Instructors' Opinions of the Importance of the Following in the Agency Decision to Offer Field Instruction	4.3	4.1	4.3	4.2	.79	.46
Prof. Commitment	3.6	3.3	3.7	3.5	1.1	.33
Agency Philosophy	2.7	3.1	2.7	2.8	1.1	.35
Additional Staff	2.5	2.9	2.5	2.7	1.7	.32
Additional Services	2.1	1.7	2.2	1.9	1.1	.34
Agency Mandate	3.2	3.7	3.6	3.5	1.4	.25
Field Instructors' Perception of the Recompensation by the Student to the Agency						

NOTE: Standard Deviation ranges from 0.88 to 1.5 and showed no identifiable trends

All levels of Field Instructors felt their agencies valued Field Instructors. As many of the respondents indicated employed in administrative or directorship positions, this evaluation of the agency's perceptions might be expected. However, it is interesting to note that the Field Instructors for fourth year students perceived their agencies to have the lowest value of Field Instructors. Field Instructors for third year students perceived their agencies to have the highest value of Field Instructors, with the least deviation of opinion. This perception was held, despite the fact that the Field Instructors of third year students presented, as would be expected, the lowest ranking of the students' preparation by the School of Social Work, and the lowest ranking of field instruction as a practice preparation base.

These findings may intonate that the agencies endorse field instruction. However, they also suggest the need for clarification of the field instruction process and the agency's expectations by the School of Social Work. This is an area in which the School of Social Work might wish to practice advocacy on behalf of the Field Instruction program and in conjunction with Field Instructors.

3.2 Field Instructor's Perception of the Reasons for the Agency's Offering a Student Placement

Matorin (1979) notes that "a number of training agencies

rely on students to deliver a large proportion of direct service to . . . hard-to-reach consumers; moreover, the agency's very financial existence may depend on their ability to document direct service" (p.153). In these times of increasingly tight economic constraints, the potential of students assuming employment status caseloads must be addressed. If this occurred, it would place the Field Instructor in the difficult position of being responsible for a larger caseload than would otherwise be assigned, and having a portion of the caseload handled by students who may not have the professional practice experience of paid practitioners. The result could potentially be difficult for the Field Instructor. Thus, the attitude of Field Instructors toward the process of field instruction may hinge directly upon the agencies' reasons for offering a student a field placement. Therefore, the question of the Field Instructor's perceptions of the reasons for the Agency's offering of a student placement was included to ascertain the agency's motivation.

In a survey completed by Thomlison, Watt and Kimberley (1980), it was found that 70.2 percent of the responding Field Instructors in Ontario found that for the Agency, having a student was a big advantage (p.65).

As Table 28 indicates, the Field Instructors were unified in their perceptions across all three levels of students. Field Instructors for all three levels of students perceived that the most important reason for the agency agreeing to

offer field instruction to School of Social Work students was to fulfill a professional commitment. This finding, then would correspond with the Field Instructors' own ideas about becoming a Field Instructor as discussed previously. All Field Instructors felt the second most important reason their agency offered student placement was the agency's philosophy. The discrepancy between the perceptions of the agencies' philosophy and mandate is an interesting observation, given that the mandate derives from the philosophy. The difference in the degree of perception of the Field Instructors of fourth year students, when compared to the Field Instructors for the other two levels is also interesting. These Field Instructors of fourth year students consistently presented differences from the Field Instructors for other levels.

Comments made by Field Instructors under the open section of this question included one agency's social work team's commitment toward the School of Social Work being demonstrated by the offer of a field placement; and the offer of field placement hinging upon whether or not the agency's work is related to the student's interests.

3.3 Recompensation for the Agency

The question of whether the student compensates the agency during the field placement was one that encompasses far more than monetary value. Students can bring a new perspective into the agency, that would otherwise not be

exposed to this. On the other hand, students can demand so much from the agency, that their presence is a drain upon the agency and its staff.

In the survey completed by Thomlison, Watt and Kimberley, (1980), 42.6 percent of these Field Instructors ranked the service to the agency rendered by the student did not compensate the agency for the professional time used for field instruction (p.70). Thus, this question was asked to ascertain the Field Instructor's perceptions of the compensation given by students to the agency.

As can be seen on Table 28, overall, Field Instructors felt that students moderately recompensed the agency. Those Field Instructors of third year students suggested their students did recompense the agency with the lowest rating, as would be expected when the educational level of the student is taken into account. In comparison to the Thomlison, Kimberley and Watt (1980) survey, it is interesting to note that 32 percent of the responding Field Instructors suggested they did not feel the student did recompense the agency. Field Instructors of fourth year students and Master's level students did not have as high a percentage (19 percent) indicating they did not feel the student did recompense the agency. This may be explained by the quality of student of the School of Social Work as discussed previously, or a generalized lowering of expectations of Field Instructors and Agencies since the 1980 study.

These results are interesting, especially during these times of economic restraint. The Field Instructors' perceptions that the agency offers placement due to a professional commitment and agency philosophy, may well be the reasons that the field placement program continues to exist. This warrants further examination by the School of Social Work.

3.4 Summary

Field Instructors generally felt that their employment agencies valued Field Instructors. Further, the Field Instructors' opinion that the agencies offered field instruction for similar reasons as the Field Instructors is interesting. This reasons was the sense of professional commitment and agency philosophy.

Field Instructors suggested in their perceptions that students recompensed the agency only moderately for the time and effort spent by the Field Instructor and the agency on behalf of the student. Thus, it would appear that the Field Instructors' perception of the agency reasons for offering field placement positions were primarily due to a sense of professional commitment. This justification of the agencies' offer of placement may not effectively provide sufficient reason for continuation in these times of economic belt tightening and therefore warrants examination by the School of Social Work.

4. Compensation for Field Instructors

Field Instructors are engaged in the education of the student Social Workers for many reasons. However, when the disadvantages of their involvement in student education outweigh the advantages, the Field Instructors may cease to be involved. Therefore, the positive, tangible aspects of the field instruction program should be examined to determine which aspects are better regarded by the Field Instructors.

4.1 Ratings of Perks Offered Field Instructors

Within the pilot study of Raskin (1989a), the average number of years of field instruction reported was 8.1 years teaching experience, with a minimum of 2 months, to a maximum of 14 years. That is, many of the American Schools of Social Work encourage the Field Instructors who are associated with them to be involved in teaching within the School environment.

Another study undertaken by Wayne, Skolnik and Raskin (1989) indicate that in neither the United States, nor Canada, are monetary forms of compensation or reward for Field Instructors generally offered. Thus, Field Instructors are engaged in field instruction for reasons other than monetary or capital gain.

Rosenfeld (1989) indicates that although field instruction is in itself rewarding, concrete perks may assist Schools of Social Work to maintain the number of Field Instructors willing to participate in the educational process.

Termination of field instruction may occur when the rewards accrued no longer outweigh the overall costs. Thus, the concrete perks may be very important to the School of Social Work.

The University of Windsor School of Social Work does offer some compensation for Field Instructors. These forms of compensation were detailed on the questionnaire, and the summation of the findings is noted herein.

The Field Instructors for third year students most valued the library access and the lunch box meetings and seminars offered. Of secondary value was the use of the St. Denis Recreation Centre. Of least importance was the reception and social affairs offered by the University. The Field Instructors for fourth year students most valued the library access. Of secondary value was the free course text and the Field Instructor orientation meetings. Of least importance was the reception and social affairs offered by the University and use of the St. Denis Centre. The Field Instructors for Master's level students most valued the library access. Of secondary value was the use of the St. Denis Recreation Centre. Of least importance was the reception and social affairs offered by the University.

Many Field Instructors suggested that the list of perks was more extensive than they had knowledge of, which raises the concern of communication between the School and the Field Instructors.

4.2 Other Rewards

The survey completed by Thomlison, Watt and Kimberley (1980) presented that 57.8 percent of the Field Instructors in Ontario felt that Field Instructors get too little from the School in return for their work with students (p.67). This sentiment was also reflected in the survey.

This question was open answer, and the responses obtained from the Field Instructors are as follows:

- The Field Instructors expressed a desire for compensation for mileage and parking regarding travelling from place of work to University to attend meetings. This was especially important for those Field Instructors who indicated living or working outside of Windsor.

- The Field Instructors expressed a desire to be afforded the opportunity to teach within the School.

- The Field Instructors suggested the School of Social Work introduce advanced seminars for "seasoned" professionals.

- The Field Instructors expressed a desire to be afforded the opportunity to participate in ongoing research.

- The Field Instructors expressed a desire to be afforded the opportunity for honest consultation between the School and Field Instructors concerning areas of policy development regarding Field Instruction.

- The Field Instructors suggested that they would be recompensed with a monetary stipend.

- The Field Instructors expressed a desire to receive

from the School of Social Work photocopies of current articles concerning field instruction.

- The Field Instructors suggested they be granted free tuition for Field Instructor or children.

- The Field Instructors expressed a desire to be afforded opportunities to become involved in deciding on and improving the field instruction process and generalized course content.

- The Field Instructors suggested being allowed to take one free university course per semester.

- The Field Instructors suggested being given access to continuing education courses.

- The Field Instructors requested that they be given descriptive feedback from the student and the School of the field placement experience.

- The Field Instructors requested the School of Social Work recognize them as sessional instructors for services rendered.

- The Field Instructors suggested that the School of Social Work forward a letter of appreciation of Field Instructor to agency directors.

4.3 Arrangement with the Agency for Recompensation

The changing economic atmosphere of today places many Social Workers in job related time constraints (Starr and Haffey, 1991). Social Workers often handle case loads that are at a maximum level, thereby leaving no time for endeavours

such as field instruction, research and publication.

Hamblin and Lewis (1988) found that Field Instructors will spend approximately 90 hours with or on behalf of a student during a 90 day placement. This time is generally not compensated by agencies with a work load reduction or time off. Thus, this question was asked of the Field Instructors in order to determine what arrangements were made by the agency to facilitate the practitioner's engagement in field instruction; thereby potentially training new staff and enhancing the professionalism of Social Work.

All levels of Field Instructors were not recompensed by the agency for their work as Field Instructors. Many were asked if they wished to be Field Instructors, and thus given the option of refusal. However, very few experienced a decrease in work load or received time off for additional hours spent.

The survey results suggested that the rewards for agreeing to be a Field Instructor are intrinsic, with concrete rewards being minimal or non-existent. As the School of Social Work feels that the field placement is an integral part of the student's education, the School of Social Work might advocate for and with the Field Instructors to obtain agency consideration. The School, the agency and all Social Workers might, therefore, advocate to funding sources in order to ameliorate this situation. This would allow Field Instructors to engage in their own education, as well as training the

School's students, and the agency's potential future employees.

4.4 Summary

The perks offered by the University of Windsor School of Social Work are valued differently by Field Instructors of different levels of students. Those engaged with third year students valued library access and lunch box meetings; those engaged with fourth year and Master's level students most valued library access. This may suggest a different perspective of the different levels of Field Instructors, which perhaps should be examined further in the future. Many Field Instructors indicated not knowing about the various perks offered Field Instructors, which reinforces the findings of the question dealt with later concerning difficulties in the process of communication between the School and the Field Instructors.

Field Instructors offered suggestions concerning potential perks. These can be examined by the School of Social Work with a view to implementation or viability. Field Instructors universally suggested little or no agency compensation for engaging a student during field placements. This should be examined in depth, having regard to the fact that the field placement is mandated by the School and the Board of Accreditation, and not by the agency. The School may be missing many advantageous placements due to their failure to adequately listen to the Social Work professionals.

5. Field Instructors' Evaluation of the School of Social Work

This section deals with the question: How would the Field Instructors evaluate the role of the School of Social Work? The School of Social Work is an educational institution which prepares students for a profession. Both are dependent upon each other, for Social Workers must be trained and the schools ideally would have employers for their graduates. Within this dependence, there is a need for open communication and mutually beneficial actions. Thus, the Field Instructors' evaluation of the School of Social Work is important to all concerned, for the continuation of the Field Instructor may hinge directly upon this evaluation.

5.1 Preparation of Student for Field Practice

A comparison of curriculum outlines completed by Wayne, Skolnik and Raskin (1989) suggested that many Canadian practitioners are concerned about the university courses taken by students. Many of these practitioners felt that the relevancy of these courses to direct practice was limited or non-existent. All of these practitioners were employed and involved within agency settings. Stemming from this, their concern was that the students participating within field placements often lacked the necessary information regarding the realities of practice within an agency. Therefore, the questionnaire asked the Field Instructors to rank the

preparation of students by the University of Windsor School of Social Work for field practice.

Participating Field Instructors felt overall that the School of Social Work moderately prepared students for Field Instruction. This can be observed in Table 29. As would be expected, the Field Instructors for third year students rated this question as the lowest of the three levels of field placement students with 40.5 percent indicating they felt the School prepared students for field instruction only moderately. This is a significant difference ($F(3, 118) = 4.3, p = .02$) between the rankings of the Field Instructors indicating a significantly changed perception of effectiveness. Although the student who is engaged in the third year field placement may be engaging in the first placement, the Field Instructors were asked to rank the questions according to the level of the student. Thus, the rankings should have been similar across all three levels of students. However, the rankings changed with the educational level of the student, such that the Field Instructors of Master's level students ranked the preparation of the student as the highest, although still only moderately well. Thus, Field Instructors of Master's level students were more satisfied with the School of Social Work preparation of students for field instruction, than the undergraduate. This might be explained somewhat by the fact that at the Master's level, the student is usually engaging in their third field

Table 29

Field Instructors' Evaluation of the School of Social Work

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Effectiveness of School of Social Work in Preparing Student for Field Instruction	2.9	3.2	3.5	3.2	4.3	.02
Effectiveness of Classroom Preparation of Student for Practice	3.1	3.2	3.5	3.2	1.4	.26
Effectiveness of Field Instruction for Student to Practice	3.9	4.1	4.1	4.0	1.1	.35
Satisfaction with Communication with School of Social Work Field Instruction Personnel	3.8	3.6	3.5	3.6	.43	.65
Supportiveness of School of Social Work to Field Instructors in their Role	3.8	3.7	3.4	3.6	.77	.46
Receptiveness of the School of Social Work to their Input	3.8	3.6	3.3	3.6	1.2	.31
Effectiveness of the School of Social Work in Meeting Field Instructors' Needs for Successful Field Instruction	3.5	3.4	2.9	3.3	2.1	.13

NOTE: Standard Deviations range from .68 to 1.3

placement. Further, many Master's students have some on-the-job experience and Master's level students are generally older, meaning that they have more life experiences upon which to draw. The student in the third year field placement is usually in the first year of the Social Work program, and has usually not been in a placement or field education setting previously. The School of Social Work has designed and is presently implementing for the 1991-92 academic year, an orientation program for students entering the third year.

5.2 Effect of Classroom Instruction

Differences between classroom instruction and field instruction are numerous and documented by many authors. Matorin (1979) discussed the importance to practice of recognizing and understanding the impact of systems issues for the client population. These important practice aspects, in reality, are not readily observable within the classroom.

Field Instructors are the front line personnel who observe and facilitate the students' understanding of these broader concepts. It is in the field that students learn to use the political, social and economic systems to the client's best advantage, yet it is in the classroom that the student learns the theory of these systems. Thus, the field and the classroom should go hand in hand in preparation of a student for practice.

The survey of Thomlison, Watt and Kimberley (1980)

presented that only 21.9 percent of the responding Ontario Field Instructors felt that students were adequately prepared before they were sent into the field (p.65). Further, only 38.5 percent of the responding Ontario Field Instructors felt that the School ensures that students had an adequate knowledge of social work practice theory prior to going to the placement (p.64). The 1980 survey also presented that 49.3 percent of responding Field Instructors felt that graduates from Schools of Social Work were adequately prepared to assume a professional role (p.68).

The question as to the helpfulness of the student's classroom instruction for their practice preparation was asked to ascertain whether the Field Instructors felt that the classroom education is adequate. As can be noted in Table 29, there were no significant differences among the Field Instructors for the various levels of student placements. The fact that all of the instructors noted that classroom instruction prepared students only moderately should be noted by the School of Social Work. As the means indicate, when the level of the student's education increases, the Field Instructors' perception of the effectiveness of the classroom preparation of the student for field practice also changes. This would be expected with the increasing knowledge level of the student.

It would appear that despite over ten years between this survey, and the one completed by Thomlison, Watt and Kimberley

(1980), the preparation of students practice has not been substantially improved. The preparation of the student by the School of Social Work continues to be moderate.

5.3 Effectiveness of Field Instruction for Practice

Throughout the literature the effectiveness of field instruction in preparation of students for professional practice is noted (Schneck, 1991). Field Instruction is perceived as an essential component of preparation of a student for professional practice. Thus, it is important to ascertain whether the Field Instructors similarly feel it is essential for the student. Most Field Instructors have been through the placement process as students and have some experience as Field Instructors. These Field Instructors would then have their own field placement experience and their own life experiences to draw upon.

The survey completed by Thomlison, Watt and Kimberley (1980) presented that 92.8 percent of the responding Ontario Field Instructors felt that field placement was an excellent way for students to acquire professional values (p.66). These professional values are associated with and mandatory for professional practice. This 1980 survey further presented that 87.1 percent of the responding Ontario Field Instructors felt that field placements were the only means by which a student could integrate theory and practice (p.63). This survey also indicates that 98.1 percent of the responding

Ontario Field Instructors felt field placements were an essential feature of Social Work Education (p.71).

These results were endorsed by the responding Field Instruction for this survey. As can be seen in Table 29, the Field Instructors were relatively unified in their opinion regarding the preparation of the student for practice by participation within field instruction. All levels of Field Instructors felt that field instruction prepares a student for practice well. Thus, Field Instructors recognized the necessity of field placement for students to become proficient within their future practice.

5.4 Satisfaction with Communication with School of Social Work Field Instruction Personnel

Rosenfeld (1989) discussed the Field Instructor's perception that as the amount of communication increases, the Field Instructors' perception of the field instruction process improves. This contact can be via telephone contact, personal visitation and mail outs. The optimum contact was noted as personal contact either via telephone or personal visitation, with the least effective being the mail out.

The communication between the School of Social Work and the Field Instructor affects the Field Instructors' perceptions of both the School and the field instruction program, and may impact upon the continuity of the Field Instructors' participation within the program. The continuity

of Field Instructors is recognized as important to the quality of field instruction. Thus, various elements which may impact the decision of the Field Instructor to continue with field instruction were explored in the questionnaire.

A survey completed by Thomlison, Watt and Kimberley (1980) presented that 46.9 percent of responding Ontario Field Instructors indicated that they felt that the School kept them informed on current curriculum content (p.68). Thus, there was some form of communication between the School and these responding Field Instructors.

As presented on Table 29, Field Instructors, overall suggested moderate levels of satisfaction with the communication with the School of Social Work Field Instruction Personnel. The overall mean of the satisfaction level is 3.6 on a scale of 1 through 5. Thus, the satisfaction level is not high, being only slightly above moderate. This may be an area that the School may wish to examine.

It is of interest to note that as the educational level of the student increases, the satisfaction level of the Field Instructors changes. The change may be due to increased expectations and needs of the Field Instructors at the higher educational levels. First or second time Field Instructors may not be as comfortable with the role of Field Instructor as those more seasoned Field Instructors. Alternatively, Field Instructors of students of higher educational levels may have different needs. Thus, these Field Instructors would require

more assistance, and as is suggested, they do not feel it is forthcoming. The Director of the School of Social Work advises that the School is examining these issues and field placement variables. He further advises that this strategic review encompasses the intention of the School to engage Field Instructors and agency Directors in the feedback sector of this review.

5.5 Supportive Nature of Windsor School of Social Work to Field Instructors

Granger and Starnes (1982) write that Field Instructors and Universities often view each other with mistrust. This stems from the Field Instructors' perception that academic knowledge does not prepare students for "appropriate, competent social work practice" (p.4). Similarly, the University does not view the Field Instructors as equals to professors in the educational process. This leads to a division between the School and the field. This division could harm the entire process of field instruction and ultimately the profession.

Field Instructors are a primary source of support for students in the field. The Field Instructors who demonstrate support are those who are capable of comfortably sharing their own work oriented experiences together with the difficulties and errors encountered while practising with all clients, ranging from individuals to social bureaucracies.

Matorin (1979) indicates that sharing facilitates learning and growth for both the professional and the client. This sharing may also facilitate learning and growth for both the Field Instructor and the student. It is the Field Instructors who are able to share of themselves who assist students in formulating a personal style of practice that centres upon effective professional conduct and continuing education. The practice of these supportive Field Instructors is enhanced by a supportive relationship with the School of Social Work.

Rosenfield (1989) found that the Field Instructors' strongest perception of support was via personal contact, initiated by the field liaison. Telephone contact was noted as a good option, due to the relative ease with which it might occur. This contact is relatively inexpensive, yet demonstrates University support for the Field Instructors within their role.

Thomlison, Watt and Kimberley (1980) indicated that 58.5 percent of Ontario Field Instructors feel they have enough contact with the School (p.67). Further, 71.0 percent of the responding Ontario Field Instructors indicate that the School gives them enough help and direction when problems arise with a student (p.69).

Thus, the question of the Field Instructors' sense of the supportive role of the School of Social Work was asked. As presented in Table 29, Field Instructors rated the

supportiveness of the School of Social Work to their role as Field Instructors as moderate. Of interest is perception of a change in the amount of support with an increase in the educational levels of the student, with Field Instructors at of Master's level students indicating the lowest perception of support. That is, 71 percent of Field Instructors of third year students ranked School of Social Work as mostly or completely supportive to them in their role as a Field Instructor. The percentage of Field Instructors who felt the school was totally or almost totally unsupportive was 12 percent. For Field Instructors of fourth year students, 68 percent felt the University of Windsor School of Social Work was mostly or completely supportive to them in their role as Field Instructor. The percentage of Field Instructors who felt the school was totally or almost totally unsupportive was 15 percent. For Field Instructors of Master's level students, 53 percent felt the University of Windsor School of Social Work was mostly or completely supportive to them in their role as Field Instructor. The percentage of Field Instructors who felt the school was totally or almost totally unsupportive was 44 percent.

The survey results do not indicate a significant difference between the two groups of Field Instructors for undergraduate students. However, with the increased educational level of the student, the Field Instructors' perception of the School's supportiveness changed. The 16

percent change in the Field Instructors' perceptions of support, or the 32 percent change in the Field Instructors' perception of non support between the Field Instructors for graduate and third year students warrants examination by the School. This, in conjunction with the previous question must be examined further by the School to determine the reasons for these discrepancies. The costs of training new Field Instructors would suggest that this examination might facilitate the field instruction process for both the School of Social Work and the Field Instructor.

5.6 Receptivity of the Windsor School of Social Work to Input

Hoffer (1991) examines the differences between the field's and the educational institutions' perceptions of the role of Field Instructors according to the year of student. The Schools of Social Work were not found to be receptive to the Field Instructors' input concerning the educational process. Further, expectations of the student and of the field instruction process were found to differ between Field Instructors and academics. These results were reflected in the responses to this question and the following question, especially as the academic level of the student increased.

One method of ensuring that Field Instructors are aware of the expectations of the School of Social Work was via communication. The University of Windsor School of Social

Work, similar to other schools of social work, distributes manuals to Field Instructors that describe the responsibilities, expectations and obligations of the Field Instructor in the field instruction program. However, this survey question dealt with the other side of this equation, that being the receptiveness of the School of Social Work to the Field Instructors. That is, the School of Social Work communicates the structured expectations to the Field Instructors, but does the School of Social Work hear and respond to the Field Instructors response.

As presented in Table 29, Field Instructors suggested their perception of the School of Social Work's receptiveness to the Field Instructors' input was moderate. However, this receptiveness changed as the educational level of the student increased. The differences in the responses was not significant. However, the fact that the responses were within the moderate level raises questions. For instance, does the School not listen to those Field Instructors with less years of experience of field instruction? If this is in fact the case, the School may be missing new input. Alternatively, Field Instructors of different levels of students may have different expectations and may be terminating involvement with the School of Social Work due to their inability to be heard.

A potential solution to this conundrum is the potential of incorporating the Field Instructors into the world of the academic thereby enhancing the School's curriculum. For

instance, the Field Instructors in conjunction with academics, could present joint sessions to the student wherein the focus would be the field. This finding warrants examination by the School of Social Work.

5.7 Effectiveness of the Windsor School of Social Work

Rosenfeld (1989) indicates that the relationship between the school and the agency, primarily involves the Field Instructor and the field liaison. The results of the study reported in this article suggested that with an increase in the number of contacts (in person, telephone, group meetings and mail) between the school and the Field Instructor, the perception of the school as being helpful changes. The least helpful category of these contacts are those that are group oriented, with mail outs being the least effective of all contacts. This may be due to the perception that some of the Field Instructors' needs may be individualized, and thus, not adaptable to group dynamics.

As presented on Table 29, the effectiveness of the School of Social Work in meeting the Field Instructors' needs for successful field instruction was ranked low moderate, with changing rankings with increasing academic level. This was such that the Field Instructors for Master's level students ranked the School's effectiveness as minimal. As presented in Table 29, the differences among the Field Instructors were not significant. The general perception of Field Instructors

appears to be that the School only moderately meets their needs to be a successful Field Instructor. Again, this is an area that deserves consideration by the School.

5.8 Summary

Responding Field Instructors at higher levels of student placement generally were more satisfied with the School of Social Work's preparation of the student for practice. Those with third year students expressed that student preparation was minimal. It is of interest to note, however, that all instructors, felt that classroom instruction prepared students for practice only moderately. Thus, the Field Instructors felt that the School of Social Work prepares a student moderately at best. The other side of the educational process, field practice within the educational process, is viewed as very beneficial across all levels of Field Instructors.

The satisfaction level of the School of Social Work's communication, the perception of the supportiveness, the perception of the receptiveness, and the effectiveness in meeting the Field Instructor's needs changed with the increasing educational level of the student. Overall, the Field Instructors ranked the School of Social Work as moderate in meeting these needs.

6. Ceasing Involvement with Field Instruction Process

The originating question for this section was: What factors were important in the decision of former Field Instructors to cease involvement in the Field Instruction program with the School of Social Work? Due to the costs and other factors associated with training a new Field Instructor, it is desirable to have continuity. That is, it is desirable to have Field Instructors continue with the program.

6.1 Termination of Field Instruction

The literature indicates that turn over of Field Instructors is constant with many Schools of Social Work (Rosenfeld, 1989). However, the costs of terminating field instruction for the Field Instructor have not been calculated.

Rosenfeld's (1989) study found that the Field Instructors' perception of the general support of Universities to Field Instructors was an important factor in their continuation in the process of field instruction. This study reported that status appeared to have the strongest correlation, meaning that the more status afforded by the School of Social Work for the Field Instructor, the more likely the Field Instructor would remain involved in the program. Further, this study suggested that the quality of the students was related to the Field Instructors' decision to terminate. That is, the poorer the quality of the student, the more likely the Field Instructor was to terminate

involvement. Rosenfeld (1989) reported that although field instruction increased the amount of work for Field Instructors, this did not factor into the decision to terminate. However, this was mitigated in that if the agency also did not show some support and understanding of the increase of work load of the Field Instructor, the Field Instructor did terminate.

The literature indicates that the increasing expectations placed upon Field Instructors from many sources, including increasing client work loads, funding and organizational stresses given the economic climate and expanding academic requirements placed by the national accreditation body and the University may all contribute to the high turn over rate among Field Instructors. Within the results of this questionnaire, this turn over was especially noticeable with the mean number of years of field instruction of the Field Instructors for the University of Windsor School of Social Work. That is, the large number of first time Field Instructors brought the mean to a lower number of years.

Rosenfeld (1989) indicates that the lowest level of satisfaction with field instruction occurs in the first year. She postulates that this is due to the unfamiliarity and lack of experience, which makes field instruction difficult to enjoy. Wilson (1981) endorses this view, and adds that the first year induces self examination of the Field Instructors, even with the most experienced and competent practitioners.

This question was included in this survey originally to determine if the perceptions of the field instruction experience, together with the individual characteristics were in fact different for those Field Instructors who continue to participate, and those practitioners who ceased field instruction. Following calculations, it was determined that practitioners who ceased field instruction with the University of Windsor School of Social Work did not have significant differences of perceptions of the field instruction experience or individual characteristics to those Field Instructors who continue to participate. Thus, the reasons that these practitioners ceased involvement in the field instruction program may be of importance.

Only those practitioners who indicated that they had ceased involvement with the field instruction program answered this question. Some of the Field Instructors who did not presently have a student indicated that they had not terminated field instruction, but were simply not chosen by students or the school. Some of these Field Instructors indicated having engaged in field instruction with students at more than one educational level. Field Instructors for third year students indicate that they are not longer involved, 11 for fourth year students and 9 for Master's level students responded to this question. This is not representative of the numbers of practitioners who have ceased involvement at these levels. Thus, the underlying reasons for these practitioners

to return the questionnaires may make these results unique.

The return rate from practitioners who had terminated field instruction was 19 percent, considerably less than the overall return rate for practising Field Instructors. The small return rate may be indicative of the fact that these practitioners do not wish to be involved, and may not become reinvolved with the University of Windsor School of Social Work field placement program. The School of Social Work may choose to examine the loss of field placements, and the basis for the practitioner's attitudes presented in the returned surveys. As Table 30 suggests, the reasons for ceasing involvement in the field instruction program are not significantly different among the Field Instructors for the different levels. That is, the Field Instructors who have terminated have similar reasons.

Practitioners who had terminated ranged in the number of years of professional social work practice since the highest social work degree from three and one half to 36. Thus, many of the practitioners who ceased involvement did not do so due to their own retirement from practice. The number of years of field instruction ranged from one to thirty years, however only 17 percent had over ten years field instruction experience. There were similar percentages of male and females who had ceased involvement, thus eliminating some of the potential reasons as being time restraints due to maternity. The practitioners who ceased involvement noted

Table 30

Reasons for Ceasing Involvement with the Field Instruction Program

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Time Constraints	2.6	3.1	2.7	2.8	.22	.80
Dissatisfaction	2.5	2.6	2.7	2.6	.02	.98
Change of Job	1.6	2.6	2.9	2.4	1.3	.30
Temporary Absence	1.1	1.2	1.4	1.3	.60	.56
Agency Request	1.3	1.2	1.3	1.3	.09	.91

NOTE: Standard Deviation ranges from 0.4 to 2.0 and showed no identifiable trends

similar job positions, and employment in similar type of agencies types as the population of Field Instructors who continue to be involved.

Similarly, the practitioners who ceased involvement with the field instruction program did not indicate any significant differences in the rating scale questions. Thus the individualized reasons for termination are important.

The primary reasons given for termination were suggested in the open answer section of the questionnaire, not in the closed answer section. The reasons given indicate dissatisfaction with various elements of the School of Social Work and the field instruction process. These reasons included: dissatisfaction with "faculty philosophy"; the students' lack of maturity; agency expectations for student performance were higher than the performance given; funding instability of the agency; the School of Social Work's "policies regarding field instruction"; the failure of the School of Social Work to attempt to form "a true consultative partnership with Field Instructors"; the "quality" of the School of Social Work's teaching; and, a shortage of agency space.

6.2 Summary

It is interesting to note that the practitioners who are no longer involved in field instruction generally have similar demographics, and attitudes concerning other aspects of the field instruction process to those who continue involvement in field instruction. However, the few responses received indicates limited generalizability of these findings. This is an area that must be examined in further detail in future research.

7. Field Instructors' Perceptions Of Experience Of Field Instruction

This section is based upon the underlying question: What were the Field Instructors' perceptions of the experience of field instruction? The field instruction experience is very important to both the student and the Field Instructor. From this experience, the student learns the art and science of practice. The Field Instructor also is presented with an opportunity to learn and grow. It is the potential of this growth that is embodied in this experience that may be exciting to Field Instructors. Thus, the questions were formulated to ascertain the Field Instructors' perceptions of this experience.

7.1 Optimum Schedule for the Student

Ramsey's (1989) article states that the practitioner's decision concerning their field instruction orientation can be either theoretical or practice based. This orientation is influenced by the type of placement offered by their own field placement within a School of Social Work. She states that students engaged in block placements tend to adopt a practice or agency orientation, while students involved in concurrent placements tend to adopt a theoretical or classroom orientation. Once this orientation is developed, Ramsey's quasi-experimental study (1989) presented that the orientation is set, and rarely changes throughout the length of their

practice. This is partially reinforced through the academic setting, in that "the model of instruction influences the interaction of three major cognitive learning activities -- conceptual, affective and operational." (p.139) Thus, the pre-set orientation of the Field Instructor, which may have originated in their own educational setting, may be modeled in their perception of the optimum schedule for the students.

Ramsey (1989) concur with Hamilton and Else (1983) concerning the different placement models. They write that concurrent models tend to be more educationally focused, and therefore have the greatest potential for integration of class instruction and field practice. However, concurrent models limit placement options, opportunities for teaching and may interrupt the services offered by the agency. Hamilton and Else (1983) write that the block placements, while allowing for increased placement options due to the increased time in the field per week, may limit the placement options because of short duration. The block placement options better facilitate part-time students, than full time students. Further, different agencies have different needs and timetables. These differences may be reflected in different optimum field placement schedules.

Thomlison, Watt and Kimberley (1980) presented 55.9 percent of the responding Field Instructors from Ontario ranked block placements as offering more advantages and fewer disadvantages than concurrent placements (p.63). Further, the

Thomlison, Watt and Kimberley (1980) survey presented that 34.8 percent of the Ontario Schools used block placements, 52.9 percent of the Ontario Schools used concurrent placements, and 11.9 percent of the Ontario Schools used both (p.52).

Within this survey, it is important to remember the established field placement patterns of the University of Windsor School of Social Work. That is, the School of Social Work uses both, being concurrent placements for undergraduate students and modified block placements for graduate students. Placements for graduate students are extended beyond the four months if the student chooses not to take the thesis option. That is, third and fourth year students participate in placements of two days per week for eight months, and Master's candidates participate in placements of four days per week for four or six months depending upon their optional choice of thesis preparation.

Field Instructors of third year students favoured by 49 percent the current field instruction program length. The second choice, as chosen by 15 percent, was two days per week for a total of six months. Field Instructors of fourth year students are more divided, and favoured by 21.3 percent three days per week for eight months. The second choice, tied with 15 percent each, was two days per week for eight months and three days per week for ten months. Field Instructors of Master's level students favoured by 32 percent the current

field instruction program length for students not completing a thesis, that is four days per week for six months. The second choice was chosen by 12 percent each, being two days per week for ten months, and four days per week for eight months. Field Instructors with the various Boards of Education preferred placements for ten month duration, although there was a division as to the number of days to be spent in the field. Other than for that tendency, the field of practice, and the length of involvement with the field instruction program did not impact upon the individual decisions.

7.2 General Expectations for the Student

The field instruction program of educational institutions allows students a "hands on" experience, and thus gain competence in the profession. "In the field of social work 'competence' refers to workers' utilization of knowledge and skills to effect changes in clients and environments" (Guttman, Eisikobitts and Maluccio, 1989, p.278). Within field instruction, the student is challenged to grow and develop in order to best facilitate the helping process with the client.

However, Schools of Social Work do not historically instruct Field Instructors how to best utilize the field instruction experience for both their own benefit and the benefit of the student (Martin and Alper, 1989). Thus, the

general expectations for the student during placement could be described in numerous ways, including: the student's ability to identify professional practice capabilities; a professional appearance; the student's willingness to grow personally; the student's adherence to the Code of Ethics; the student's ability to identify professional development needs; the student's ability to integrate constructive criticism; and, the student's ability to express themselves verbally and in writing. The Field Instructors were asked to evaluate these expectations of the student in rank order.

Table 31 presents the mean ranking for each item according to the year of the student and the combined means. All Field Instructors ranked Adherence to the Code of Ethics as the highest general expectation for the student during placement. It is refreshing to note the expectation that the student will adhere to the Code of Ethics as important for all Field Instructors. However, this expectation is curious having regard to the fact that only approximately 50 percent of the Field Instructors belong to the national professional association.

The high ranking of the expectation that the student would engage in personal growth during Field Instruction may call for examination by the School and the provision of a clearer definition of this expectation. This emphasis may be misplaced in a field instruction setting, given the educational objectives.

Table 31
Generalized Expectations for the Student during Placement

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Code of Ethics	4.8	4.9	4.9	4.9	.49	.61
Personal Growth	4.6	4.8	4.7	4.7	1.5	.23
Verbal Expression	4.2	4.5	4.6	4.4	4.1	.02
Integrate Criticism	4.1	4.6	4.7	4.4	8.9	.00
Written Expression	4.1	4.4	4.6	4.3	4.7	.01
Appearance	4.2	4.2	4.2	4.2	.11	.90
Identify Needs	3.6	4.2	4.5	4.0	11.4	.00
Identify Capabilities	3.6	4.0	4.5	4.0	11.1	.00

NOTE: Standard Deviation ranges from 0.33 to 1.0

Both the ability to identify professional practice capabilities ($F(3, 115) = 11.1, p > .00$) and professional development needs ($F(3, 117) = 11.4, p > .00$) ranked a significant difference in the scoring among all three levels of Field Instructors. As the education level of the student increased, so did the expectation that the student will be able to identify professional practice capabilities and professional development needs. That is, the Field Instructors suggested having a significantly lower expectation for the third year student to identify their professional practice capabilities and their professional development needs than for the higher level of students. The potentially lower levels of experience of students in undergraduate years might explain this difference in expectations of Field Instructors for different levels of student.

Similarly, Field Instructors for third year students ranked the expectation for the student to be able to integrate constructive criticism as significantly different ($F(3, 113) = 8.9, p > .00$) from the expectations of Field Instructors for both fourth year students and Master's level students. That is, the Field Instructors for third year students, although ranking this expectation as high, suggested a significantly lower ranking than that of Field Instructors for fourth year and Master's level students. The School may wish to investigate the impact of this expectation upon the student's field experience. If the Field Instructors place less of an

expectation upon third year students to integrate constructive criticism, are they then less critical of the students? What are the effects of this decreased expectation upon the potential educational value of the third year placements?

Both the expectations that the student will have the ability to express themselves verbally ($F(3, 116) = 4.1, p = .02$) and in written work ($F(3, 116) = 4.7, p = .01$) were ranked significantly different between Field Instructors for third year students and Field Instructors for fourth year and Master's students. That is, although both were ranked as high, they were significantly lower in ranking for third year students than for either fourth year or Master's level students. These differences could be explained by an increasing expectation that matches the increasing educational level of the student. This would further match the increasing maturity of the student.

Other expectations noted in the open question on the survey instruments are: the ability to integrate theory and practice; the ability to apply systems theory to organizational behaviour; the use of creativity; the student's sharing of themselves; the student's willingness to get to know themselves and "get rid of excess baggage"; writing of learning objectives; common sense; the student's ability to learn from clients; the student's willingness to grow professionally; the student's sense of responsibility; the student's prior knowledge of and adherence to the value base

of social work; the student's honesty with themselves; and the student's ability to work in a multi-disciplinary setting.

7.3 Primary Role Within Field Instruction

The text by Sheafor and Jenkins (1982) stipulate that the focus of the Field Instructor must at all times be on the growth and development of the student. Thus, within the expectations of field instruction, the Field Instructor should adopt the role of a teacher, and "be viewed by self and others as a teacher" (p.x). However, it is widely acknowledged within the literature that the actual role, as practiced by the Field Instructor, may be different from the role of a teacher.

Webb (1988) links the methods employed by Field Instructors to the models of field instruction used. That is, the use of a role model would be based in an apprenticeship method of field instruction. In the teacher method, the Field Instructor models a "quasi-therapeutic function in fostering the student's personal growth. The expectation was that the student would learn about him- or her-self in the process of learning how to help clients" (p.36).

Hagen (1989) conducted a survey, which resulted in the delineation of numerous role behaviours. The findings of the 1989 study indicates the behaviours for a Field Instructor that are agreed upon by University instructors, students, agency directors and Field Instructors that would define the

role of a Field Instructor are:

Orient Student to Agency

- define student's role in agency
- orient student to agency procedures

Student Skill Development

- point out student's strengths and weaknesses

Supervision and Case Selection

- help student with awareness of self
- help student clarify feelings

Evaluation of Student

- evaluate the student
- confer with student regarding progress
- provide supervisory time for student

Within these behaviours, the Field Instructor assists with the student's growth toward professionalism.

In order to determine the perceived role of Field Instructors engaged with the University of Windsor School of Social Work, the question was posed as to their primary role within field instruction.

Table 32 presents the means of the rankings given to each of the roles noted in the survey instrument. Field Instructors, overall, ranked the role of role model as primary, with the roles of facilitator and supervisor as second. Thus, it would appear that Field Instructors for the

Table 32

Primary Role Within Field Instruction

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Role Model	4.6	4.3	4.3	4.4	1.2	.30
Facilitator	4.2	4.3	4.3	4.3	.13	.88
Supervisor	4.6	4.2	4.0	4.3	2.7	.07
Teacher	4.4	4.2	3.9	4.2	2.8	.07
Agency Resource	4.4	4.2	4.1	4.2	.70	.50
Evaluator	4.2	4.0	4.0	4.1	1.1	.33
Co-Worker	2.7	2.7	3.0	2.8	.46	.63
Researcher	2.5	2.4	2.3	2.4	.28	.76
Control Agent	2.3	2.2	2.3	2.3	.03	.97

NOTE: Standard Deviation ranges from 0.59 to 1.7 and showed no identifiable trends

University of Windsor School of Social Work do not see their primary role as that of a teacher.

According to the level of student, Field Instructors of third year students primarily saw their role within field instruction as a role model and a supervisor. The second most common choices were the roles of teacher and agency resource. Field Instructors of fourth year students primarily saw their role within field instruction as facilitator and role model. The second most common choices were teacher, supervisor and agency resource. Field Instructors of Master's level students primarily saw their role within field instruction as role model and facilitator. The second most common choices were evaluator and supervisor. Is this indicative of some reluctance to teach a potential colleague, or a difference of orientation between the School and the Field Instructors? All three levels viewed the most unlikely roles within field instruction as researcher, co-worker and control agent.

There are differences at the .07 level among the levels of Field Instructors for both the roles of teacher ($F(3, 117) = 2.8, p = .07$) and supervisor ($F(3, 109) = 2.7, p = .07$). That is, the Field Instructors for third year students saw their role within field instruction as a teacher and a supervisor, more than Field Instructors for either of the other two levels of students. Although this difference is not significant, it may warrant further examination.

7.4 Responsibility for the Student

In the article by Abbott (1986), the use of the field placement contract is held partially responsible for the generalized misinterpretation of field instruction as employment. With field instruction defined as educationally based, this misinterpretation potentially has repercussions for the student, the Field Instructor and the agency. Thus, the Field Instructors were asked if their sense of responsibility for their students extended through several areas, including contractual responsibility, practice knowledge development, facilitating exposure to other professionals, personal development, the Field Instructor's sense of ownership of the experience, and an open answer category.

As presented on Table 33, the overall perceived responsibility of Field Instructors was that of the development of practice knowledge, followed by the sense of a contractual responsibility. Field Instructors for third year and fourth year students suggested their primary responsibility was in practice knowledge development. Field Instructors for the Master's level primary sense of responsibility was the contractual responsibility.

Further, Table 33 presents that Field Instructors ranked their sense of responsibility for the facilitation of exposure to other professionals as different between third year and Master's level students. That is, Field Instructors of third

Table 33

Perceived Responsibilities for Student

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Knowledge Development	4.3	4.0	3.9	4.1	2.1	.13
Contractual	4.1	3.9	4.3	4.0	1.4	.26
Facilitate Exposure	4.0	3.9	3.5	3.8	2.6	.08
Personal Development	3.3	3.4	3.1	3.3	.39	.68
Ownership of Experience	3.4	3.3	3.2	3.3	.18	.84

NOTE: Standard Deviation ranges from 0.82 to 1.4 and showed no identifiable trends

year students ranked the facilitation of their student to other professionals as greater than Field Instructors of Master's level students. This might be explained by the perception of the Field Instructors that Master's level students have been in the field and have a working knowledge of other professionals. Although this probability is not significant ($F(3, 111) = 2.6, p = .08$), it may warrant further examination.

Again the reluctance of Field Instructors of Master's level students to accept the role of teacher is demonstrated in their changed sense of responsibility for knowledge development. Of interest is the changed ranking of the Field Instructors for fourth year students of the contractual responsibility from either of the other two levels. Although not significant, this would be an interesting concept to explore in future research.

Comments made by Field Instructors included: feeling a sense of responsibility for the student in helping them to feel comfortable; ensuring that the student also feels responsibility for these areas; and, as a provider of a meaningful yet safe experience.

7.5 Field Instructor Goals for the Student

The student's education was originally described by Mary Richmond as beginning "with general principles and would specialize later" (Richmond, 1897, p.187). Thus, the

educational training for BSW would be understood to be more generalist than the educational training for MSW. Anderson (1985) indicates the differences between the BSW programs and MSW programs are that the "BSW programs must balance the breadth of practice theory learning with the depth of skill learning needed for competence in entry-level, direct service, generalist practice in the foundation practice sequence. MSW programs can provide more breadth of practice theory learning as a base for depth of specialized skill learning in the concentration (which may or may not entail a focus on direct or clinical practice)" (p.66). These goals also can be found in the chapter by Smith and Baker (1989) which delineates the knowledge essential to effective field supervision as being "knowledge about normal and abnormal physical and psychosocial functioning, practice theories and methods, service delivery systems, and the process of supervision" (p.258).

The University of Windsor School of Social Work states a compliance with the attainment of these goals in a manner similar to that structured by Anderson (1985). The following goals for the student were derived from documentation of the University of Windsor which stipulates that the field instruction experience is governed by these goals. The question was asked of the Field Instructors as to their focus on these goals for the student, in accordance with the educational year of the student.

a. Understanding Concepts and Theories:

As presented in Table 34, overall, Field Instructors suggested their primary goal for the student to be an understanding of client functioning. This was followed closely by the goals that the student understand the concepts and theories surrounding intervention, and the dynamics of functioning. These three goals were the first three goals of all Field Instructors, regardless of the level of student. When the rankings of the Field Instructors were examined separately by the level of the student, there was some discrepancy concerning the ordering thereof. However, this discrepancy was not of significance.

Throughout the goals, there was little variation in the ascribed importance among the Field Instructors for the three levels of students. Thus, the goals as structured by the University of Windsor School of Social Work are adhered to similarly across the three levels of students, but not among the established goals. The School of Social Work advocates that each of these goals should be of similar importance. This was not presented, as can be observed in Table 34. Research methods, for instance, were ranked lowest as a goal for field instruction. The clinical skills of intervention, understanding client function and understanding the dynamics of functioning were ranked as the three most important goals for the student. The differences may be due to a misunderstanding of the role and function of research.

Table 34

Field Instructors' Goals for the Student Described as Understanding Concepts and Theories

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Client Functioning	4.3	4.5	4.3	4.4	.48	.62
Intervention	4.1	4.4	4.4	4.3	1.7	.19
Dynamics of Functioning	4.3	4.3	4.2	4.2	.07	.93
Professional Context	3.9	4.0	3.9	3.9	.12	.88
Ego Functioning	3.4	3.6	3.6	3.6	.65	.52
Policy Context	3.6	3.7	3.7	3.6	.28	.76
Research Methods	2.5	2.9	2.9	2.7	1.3	.28

NOTE: Standard Deviation ranges from 0.66 to 1.1 and showed no identifiable trends

Concepts and theories which are more homogenous with administration, such as the context of social policy were ranked equally by Field Instructors for all students, but were ranked as the fifth most important goal.

The lower rankings of understanding the concepts and theories about ego functioning, policy context and research methods may be explained by a practice orientation of the field. However, the majority of responding Field Instructors presented that their employment positions were administrative. Hopefully these results indicate that the Field Instructors' expect this aspect of Social Work practice to be taught at the School of Social Work rather than by themselves in the field. Field Instructors established as a goal for their students the understanding of the concepts and theories about the organizational and social policy context of social services equal to that of ego functioning.

Due to the holistic nature of Social Work practice, this is an area the School may wish to examine. Without an understanding of social policy, social workers may not be best servicing their clients. Social Work practice should include all aspects of the clients' environments. Otherwise Social Workers may be simply social control agents.

The goal of understanding research methods ranking last, indicating that this goal is rarely established. This is truly a disquieting commentary on the state of the profession of Social Work in the Province of Ontario as evidenced by this

survey of Field Instructors of the University of Windsor School of Social Work. In a study by Raskin (1989a), her sampling of 12 schools across the United States presented that 50 percent, or "six carried out research in the area of field instruction (not specified) and six had not." (p=113). Thus, the respondents of this survey do not meet their American counterparts in the field of social work research goals. The profession of Social Work relies upon the existence of Social Work oriented research, without which the profession should not exist as a separate entity from the fields that do publish research, in this writer's view.

b. Developing a Commitment:

Raphael and Rosenblum (1989) assert that MSW students should be allowed and even expected to contribute to debates concerning social policy and professional values. Within the agencies, the Field Instructors are those with whom the student usually has the most educationally oriented contact. Thus, it is the Field Instructors' task to encourage the student's open expression and facilitate their education concerning this professional commitment.

This commitment to the concepts listed in this section, was regarded as essential to the continuation of quality placements. Evaluation of students' field performance should include the student's willingness to openly and honestly express differences with the Field Instructors. During the

writer's field instruction, the topic was discussed of how these differences of opinion would enable both the Field Instructor and the student to grow intellectually. His contention is that within the field, the relationship between student and Field Instructor cannot be power based, but more collegial and educational in nature thereby allowing the sharing of information and expertise.

As presented in Table 35, overall, Field Instructors established as a goal for the student the development of a commitment to all the goals established by the University of Windsor School of Social Work. The primary goal was the development of a commitment to the respect of an individual. However, all goals were separated by minimal differences in the mean. A low standard deviation range indicates that all responding Field Instructors held these goals in similar esteem.

The goal of developing a commitment to the Professional Ethics of Social Work was interesting having regard to the fact that only approximately 50 percent of responding Field Instructors belong to the national professional organization. Perhaps the CASW and NASW may wish to examine what their Associations mean to practitioners as it would appear that compliance with the established ethics is important regardless of the Social Worker's affiliation with the organization.

Table 35
Field Instructors' Goals for the Student Described as Developing a Commitment

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Individual Respect	4.7	4.7	4.6	4.7	.38	.68
Professional Ethics	4.5	4.5	4.4	4.5	.22	.80
Professional Responsibility	4.5	4.5	4.6	4.5	.12	.88
Importance of Knowledge	4.3	4.4	4.5	4.4	1.3	.26
Professional Practice	4.3	4.4	4.4	4.4	.37	.69
Belief in Client	4.3	4.4	4.4	4.4	.26	.77
Compatible Philosophy	4.3	4.4	4.2	4.3	.62	.54

NOTE: Standard Deviation ranges from 0.55 to 0.89 and showed no identifiable trends

c. Developing Practice Skills:

The development of practice skills is necessary for effective practice. This can be accomplished only in a placement setting as the social work literature clearly differentiates between learning how to practice a skill and actually doing it.

As presented in Table 36, overall, Field Instructors ranked the development of the practice skill of assessment and establishing a helping relationship as primary. However, most of the goals structured by the University of Windsor School of Social Work were ranked similarly high, with very little overall differences among them. The exception to this was the development of the practice skill of intervention. The ranking of this skill was significantly different ($F(3, 118) = 3.5, p = .03$) between the Field Instructors for third year students and the Field Instructors for Master's level students. The Field Instructors were requested to complete the questionnaire according to the level of the student they are or were involved with. That is, if the assumption of the School of Social Work is correct that these goals are of equal importance, the rankings should be equal across all three levels. This finding may indicate a difference of the Field Instructors' perceptions of the content of the different field instruction experiences. If, in fact the orientation of the field placement for third year students is group or community practice, this finding may be of significant importance to the

Table 36
 Field Instructors' Goals for the Student Described as Developing Practice Skills

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Assessment	4.2	4.4	4.5	4.4	.97	.38
Helping Relationship	4.4	4.4	4.2	4.4	.63	.54
Intervention	4.1	4.4	4.5	4.3	3.5	.03
Evaluation/Feedback	4.1	4.2	4.4	4.2	1.8	.17
Planning	3.9	4.2	4.3	4.1	1.8	.18
Termination	4.0	4.2	3.9	4.1	.64	.53

NOTE: Standard Deviation ranges from 0.56 to 1.2

School of Social Work, for the student who is not trained in group assessment and group intervention is ill prepared for practice in the field upon graduation, in the writer's opinion.

When examined separately, the Field Instructors for the Master's level students presented significant difference between the goals of assessment and intervention skills, and the goal of termination skills. Again, this may be due to the difference of perception or orientation of the Field Instructors of the field instruction experience, according to the year of the student. These findings warrant further examination.

The development of planning skills was increasingly recognized as a goal with the increasing educational levels of the student. Again, this may be attributable to the differences in the field placement between the undergraduate years. However, a failure to establish planning skills, regardless of the client group, may limit the student's career potential and practice effectiveness.

7.6 Documentation for Measurement of the Student's Progress

Smith and Baker (1989) found in their study, that systematic feedback concerning the student's acquisition of skills was important to both the student and the Field Instructor. This was endorsed by Rosenfeld (1989), who found

in a survey, that "more direct references to, and working from, process recordings may serve to improve communication between faculty advisor and Field Instructor" (p.216). This literature perceives the field instruction process as hinging upon the communication between the Field Instructor and the University. The use of process recordings may assist the communication not only between the Field Instructor and the University, but between the Field Instructor and the student where it may be used as a form of feedback.

Feedback concerning the progress of the student through field instruction was obtained by both the Field Instructor and the student through various mediums, including, but not limited to the evaluation form provided by the school of social work, various agency rating forms, practice examples, personal assessments and others particular to the Field Instructor. The Field Instructors' demonstrable strength concerning feedback is a requirement in the purposive planning of the student's field instruction, and necessitates the Field Instructor's involvement in the student's practice. This involvement can be via process recordings, direct observation and practice recordings.

To determine what methods of measurement were in use in the field, the Field Instructors were questioned concerning their evaluative procedures. The results are presented in Table 37.

Field Instructors across the three levels of students

Table 37
Use of Documentation to Measure the Students' Progress

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Personal Assessment	4.2	4.3	4.0	4.2	.73	.48
School Form	4.2	4.1	4.0	4.1	.26	.77
Interaction Examples	3.8	3.7	3.8	3.8	.09	.91
Practice Examples	2.7	3.0	3.1	2.9	.78	.46
Agency Scale	2.4	2.3	2.3	2.3	.05	.95

NOTE: Standard Deviation ranges from 0.87 to 1.5 and showed no identifiable trends.

tended to agree concerning the use of various documentation to measure the student's progress. The use of the Evaluation Form provided by the School of Social Work and Personal Assessment were presented to be the primary methods used. Ranking third in use was examples of interaction with client, such as process recordings. However, the standard deviation indicates considerable variation among the responding Field Instructors across all levels concerning the methods of evaluation of the student. This relatively large Standard Deviation would suggest that the School of Social Work consider specifying and clarify the student evaluation procedures in order to standardize the expectations. This would help to ensure that the students' grades have a consistent basis.

Comments made by Field Instructors under the other section of this question include: measuring the student's progress by the content of the "supervisory sessions"; feedback from on-site supervision; the "learning goals" of the student; a log book; the completion of the evaluation form being too frequent to demonstrate change; and, the use of reports from other staff.

7.7 Effectiveness of Student Selection Process

Numerous articles deal with the student's perception of their field placement (Raskin, 1991; Fortune, Feathers, Rook, Scrimenti, Smollen, Stemerman and Tucker, 1985), yet few deal

with the Field Instructor's perception of the student selection process. Wilson (1981) devotes an entire chapter of her book to the preplacement interview. She discusses the matching process as originating with the school, and only involving the agency following a match. This process would occur regardless of the educational level of the student, or the intended field of practice.

The University of Windsor School of Social Work does not strictly follow these guidelines. Therefore, the question was placed before the Field Instructors concerning the effectiveness of the student selection process, and the following question concerning the participation of the Field Instructor in this process. As presented in Table 38, the effectiveness of the student selection process was perceived as relatively consistent across all Field Instructors of all levels of students. However, the relatively large standard deviation indicates a disparity of responses. This disparity is not linked to the number of years of experience, the employment position or the type of agency in which the Field Instructor is employed.

This may be an area that the School may wish to examine, as the satisfaction with the student selection process changes with the level of student, but never meets with approval by approximately one half of the Field Instructors.

Comments from responding Field Instructors written for this question include: "poor, poor, poor".

Table 38

The Student Selection Process

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Effectiveness of the Student Selection Process	3.4	3.3	3.5	3.4	.34	.71
Field Instructor Participation in Student Selection	2.2	2.6	3.1	2.6	2.6	.08

NOTE: Standard Deviation ranges from 1.2 to 1.8 and showed no identifiable trends

7.8 Participation in Student Selection

Field Instructors who participate in student selection may be more satisfied with the process than those who are not involved (Bogo & Vayda, 1987). Thus, the question was asked in order to determine the relationship.

The survey completed by Thomlison, Watt and Kimberley (1980) presented that 67.6 percent of responding Ontario Field Instructors felt that the School gave the agency enough say in student selection for placements (p.70). This is somewhat higher than the results of this survey.

The mean shown on Table 38 suggests that the Field Instructors across all levels were not involved in the student selection process. The large Standard Deviation indicates considerable discrepancy among the Field Instructors.

Field Instructors for third year students did not participate in student selection by 64 percent; for fourth year students 52 percent; and for Master's level 39 percent. These results did not correspond to the perceived effectiveness of the student selection, however. Field Instructors for fourth year students presented greater participation yet lower effectiveness than Field Instructors for third year students. However, the participation within the selection process for Master's level students was the highest, as was the perceived effectiveness of the student selection process. This may indicate that if a Field Instructor has a voice in their selection, the greater their

satisfaction with the process.

This is best illustrated in Table 38 which presents a difference ($F(3, 115) = 2.6, p = .08$) between the Field Instructors for the Master's level students and the Field Instructors for the third year students. Although this probability is not significant, it may warrant further examination by the School of Social Work.

7.9 Importance of Qualities in Student Selection

Throughout the literature the application to Schools of Social Work is noted as decreasing. Rosenfeld (1989) notes that in their attempt to maintain viable enrollment levels, some Schools of Social Work may accept students who would not be accepted previously or elsewhere. This would impact upon the quality of the students applying to agencies for placement, and eventually the quality of the practitioners of the profession. Field Instructors may therefore have a lesser quality of students in placement, and therefore may be less willing to become or stay involved with student placements. However, the University of Windsor School of Social Work has recorded increases in enrollment in the BSW program. Thus, the student qualities most sought after in field placements are of importance to the School of Social Work, as the quality may affect the number of field placements available. Further, the quality of student will affect the professionalism of the field of Social Work.

Dea, Grist and Myli (1982) indicate that a variety of student characteristics, including: the student's personality; prior experiences either work or life related; demonstrable skills; and, academic knowledge all factor into the success of a placement. Thus, the question was placed before the Field Instructors of the School of Social Work as to what qualities they sought in a student seeking placement.

As presented on Table 39, overall, Field Instructors perceived maturity and an interest in the agency as being of primary importance in the selection of the student. These ranked as the first two student qualities in each individual level.

The fact that the Field Instructors of third year students presented that the most important quality in the selection of a field placement student was the student's maturity is surprising given that third year students are generally younger and less experienced than students in other levels. Field Instructors of both third year students and fourth year students found prior knowledge, prior experience and relevant experience to be of low priority when choosing a student. Field Instructors of Master's level students ranked relevant experience, prior knowledge and prior experience as a lower priority. However, these three qualities ranked as significantly more important (Prior Knowledge $F(3, 105) = 3.5, p = .03$; Prior Experience $F(3, 106) = 4.5, p = .01$; Relevant Experience $F(3, 109) = 5.0, p = .01$) to the Field

Table 39

Field Instructors' Perception of Important Qualities of a Student

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Maturity	4.4	4.5	4.7	4.5	1.6	.21
Interest in Agency	4.1	4.3	4.4	4.3	1.2	.31
Prior Knowledge	3.1	3.4	3.8	3.4	3.5	.03
Prior Experience	3.0	3.1	3.8	3.3	4.5	.01
Relevant Experience	3.1	2.9	3.6	3.2	5.0	.01

NOTE: Standard Deviation ranges from 0.53 to 1.2

Instructors of Master's level students than Field Instructors of undergraduate students. Given the generalized expectations of these students, this is not surprising. However, the Field Instructors were requested to complete the survey instrument according to their expectations of the level of student. Thus, the rankings should have been similar, unless the actual field instruction process is viewed differently for different levels of students.

Comments written in by Field Instructors in this section include the Field Instructor ranking as important: the student's openness and willingness to risk; the student's strong identification with the Social Work profession; the student's character and "humility"; references supplied by the student; "Students are generally more work, not less"; the students should be open to the field; and the student should be willing to learn.

7.10 Availability of Field Instructor for Student Conferences

Students are involved in the practice of the agency, and therefore, may experience difficulties outside of the timetables and schedules established for field instruction. Field Instructors are involved in practice as well, and may be constrained by work time lines and caseloads. For the benefit of the student, and the satisfaction level of the Field Instructor, established student instruction times are a

necessity. However, conferences outside of the scheduled times may become necessary. Thus, the question of the Field Instructor's availability was posed.

Overall, as presented in Table 39, the Field Instructors were prepared to meet with a student outside of scheduled instruction times. This would demonstrate the Field Instructors' commitment to field instruction and to the student. This availability changed somewhat for Field Instructors of Master's level students. The reasons for this may be an expression of the feeling of equality between the Field Instructor and the student at this level.

Comments made under the open comments section included the Field Instructor's availability for a conference with the student when the student expresses a need; and the possibility of the Field Instructor structuring informal meetings to approach the student if difficulties are perceived by the Field Instructor.

Table 40
Field Instructors' Availability to Student Outside Scheduled Instruction Times

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
When Problems	4.7	4.7	4.5	4.6	1.1	.32
Student Request	4.6	4.6	4.4	4.5	1.5	.22

NOTE: Standard Deviation ranges from 0.49 to 0.90 and showed no identifiable trends

7.11 Frequency of Additional Instructional Formats

Society is changing and demanding more innovative forms of effective intervention. Social Work has seen the rise of brief intervention techniques, as well as family and group therapy to meet these demands. Field Instructors are at the front line of service delivery. Thus, they are best suited to demonstrate to and discuss with the student the implementation of these changes within Field Instruction sessions.

Marshack and Glassman (1991) write about some novel approaches to field instruction, which take into account the evolution of the profession. The students' growth into a professional Social Worker demands that the student take some risks, be independent, and be willing to grow personally. Graduates of Schools of Social Work are expected to enter the work place as professionals. This may not be the logical outcome of the one-on-one field instruction style which Germain and Gitterman (1980) observe to discourage risk taking, active growth and to heighten student dependency. Thus, a question concerning the prevalence of other field instruction methods was asked of Field Instructors with the hope of elucidating some of the methods used within the community.

As presented in Table 41, Field Instructors who answered this question, suggested that rarely was another format utilized in addition to the one-on-one field instruction session to teach students. The large standard deviation

Table 41
Field Instructors' Utilization of Additional Field Instruction Formats

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Demonstrations	2.1	2.2	1.8	2.1	.80	.45
Groups	2.5	2.7	2.9	2.7	.47	.63
One Way Mirrors	1.2	1.3	1.5	1.3	1.3	.27

NOTE: Standard Deviation ranges from 0.52 to 1.5 and showed no identifiable trends

indicates a broad range of answers.

In a previous question, group practice was presented as the area with the least used method of practice across all Field Instructors. Thus, the finding that the use of groups in addition to traditional field instruction was occurring in limited quantity is surprising, although the number of Field Instructors using this additional format is similarly low.

This question suggested a high level of homogeneity among Field Instructors of different levels in their not using any additional field instruction formats. As additional field instruction formats can be invaluable for the student's education, this is an area that the School of Social Work might consider examining, with a view to assisting Field Instructors to structure additional alternative educational formats. These alternative formats are of benefit to the student, the Field Instructor and the agency, and should be promoted by the School of Social Work.

Comments included in the open comment section of this question included: statements by Field Instructors who co-facilitate families with other students that this can be a valuable format for teaching students; Field Instructors who noted they use process recordings from the student's work with another employee; case conferencing with both the student and other staff for their input; the student's attendance at professional development activities and workshops; and direct observation of the student's practice.

7.12 Encouragement for Student to Practice Autonomously

Matorin (1979) addresses the dependency needs of students during field placement. These needs can be expressed in a variety of ways, and can affect the practitioner's desire to engage in field placements. Initially, students may place an undue burden upon the Field Instructor. As the Field Instructors adopt the role of teacher, Matorin (1979) indicates a tendency for some Field Instructors to do all of the student's work, thereby exhibiting their own expertise while not allowing the student to fail. This is particularly important when dealing with a student who is unsure of their own abilities and knowledge base. Conversely, the students who present as totally independent may be problematic for Field Instructors and the profession by their refusal to accept advice. However, all students should get to a stage in their field placements wherein they are expected to practice independently, while accepting the Field Instructor's occasional direction. Thus, the responses to the question to instructors of when they encourage the student to practice autonomously should differ according to the educational level of the student, as well as the comfort level of the Field Instructor.

As Table 42 presents, Field Instructors for all levels expected the student to be practising autonomously by mid field instruction. For Field Instructors of third year and Master's level students, the second choice was before

Table 42

Point at which Students are Encouraged to Practice Autonomously

Item	Third Year Mean	Fourth Year Mean	Master's Mean	Total Mean	F	Prob.
Mid Placement	3.7	4.0	4.0	3.9	1.1	.33
Before Termination	3.4	4.1	3.8	3.8	1.7	.18
Before Last Month	3.3	4.0	3.7	3.7	1.9	.15
Within 1 Month	2.7	3.3	3.7	3.3	4.2	.02
Beginning	2.3	2.7	2.9	2.6	2.5	.09
No Expectation	2.5	2.3	2.2	2.4	.24	.79

NOTE: Standard Deviation ranges from 0.95 to 1.8

termination of field instruction. For Field Instructors of fourth year students, the second choice was before the last month of field instruction. Nine Field Instructors, or 22 percent of the Field Instructors for third year students did not expect autonomous practice. Eight Field Instructors or 17 percent of the Field Instructors for fourth year students did not expect autonomous practice. Seven Field Instructors or 21 percent of the Field Instructors for Master's level students did not expect autonomous practice.

The responses to the expectation for students to practice autonomously at the beginning of placement were different, although not significantly ($F(3, 109) = 2.5, p = .09$) between Field Instructors of third year students and Field Instructors of Master's level students. The mean for this suggested that few instructors might have this expectation, but that Field Instructors for Master's level students were more likely to expect a student to practice autonomously at the beginning of field instruction. Given the expected experience levels between the students of the two educational levels, this would be expected.

The responses to the expectation for students to practice autonomously within the first month of placement were significantly different ($F(3, 113) = 4.2, p = .02$) between the Field Instructors for third year students and the Field Instructors for Master's level students. That is, Field Instructors for Master's level students were more prone to

expect autonomous practice within the first month of placement than were Field Instructors for third year students who do not expect autonomous practice within the first month of placement. This would coincide with the Field Instructors generalized expectations for Master's level students to have more experience and knowledge.

The relatively large standard deviations for these times indicates a broad spectrum of responses. This is an area that the School might examine to determine the reasons for the discrepancies. If in fact the Field Instructors within one level have differential expectations, these expectations could be standardized as much as is possible when dealing with individuals and individual field placements. Alternatively, the expectation of autonomous practice within placements for one level of student may better facilitate the student at a different level. If the students' abilities are a causal factor, the screening process for both admission and placement might be examined.

7.13 Summary

Responding Field Instructors suggested their preferred length of placement as being that which is currently offered.

The Field Instructors generalized expectations for the students varied in strength according with the level of the student the Field Instructor is engaged. Of primary importance was the adherence of the student to the professional Code of Ethics. This was of importance to Field Instructors regardless of their membership to the national professional organization. Of secondary importance to all Field Instructors was the student's personal growth during placement. As expected, Field Instructors of Master's level students had higher expectations for the student to be able to integrate constructive criticism, have effective verbal and written expression, identify professional development needs and identify professional capabilities than Field Instructors of undergraduate students.

All Field Instructors viewed their primary role within field instruction as that of a role model. The literature suggested the primary role as being that of a teacher. However, this role changed in singular importance with the students' educational level.

Field Instructors overall felt responsible for the student's knowledge development and the field instruction contractual obligations.

Field Instructors for third year students presented their

primary goals for the student as being the understanding of the concepts and theories about client functioning, and intervention techniques. Field instructors for fourth year students presented their primary goal for the student was the understanding of concepts and theories about client functioning. Field Instructors for Master's level students indicate the primary goal for the student was to understand concepts and theories about intervention. All three levels vary throughout, except the last goal being the understanding of concepts and theories about research methods.

The goal for the student to develop a commitment to respect for the individual was primary. Field Instructors for undergraduate students presented similarity in the establishment of their first three goals for the student to develop a commitment to: Individual respect for the client; the professional ethics, and the professional responsibilities. The Field Instructors for Master's level students presented a dual primary goal for the student, being the development of a commitment to respect for the individual client and professional responsibilities for the client. The secondary goal was the development of a commitment to the importance of knowledge to the student's practice.

Field Instructors presented differences in their goals for the student to develop practice skills. These differences, although not major, indicate a difference in perception of field instruction according to the educational

level of the student.

The methods used primarily to document the student's progress were personal assessment and the school evaluation form.

Field Instructors viewed the student selection process as only moderately effective, with the majority of them not participating in this process. Given the personal importance to the Field Instructors of student compatibility and the student's personal growth, this would suggest close examination by the School of Social Work may be in order.

Field Instructors viewed the importance of maturity in the selection of the student as primary. Similarly, all Field Instructors viewed the student's interest in the agency to be of secondary importance.

All Field Instructors advised of their availability to the student at the student's request or if a problem arises.

Field Instructors did not indicate flexibility in additional instruction formats, staying instead with the traditional one-on-one field instruction formats.

As expected, Field Instructors tended to encourage autonomous practice by mid placement, with the Field Instructors for fourth year students looking more to the end of placement than either other two levels.

8. Comments from Field Instructors

The following comments were made by the Field Instructors in the General Comments section of the instrument. This was an open, unstructured area provided the Field Instructors in the survey. Where indicated with quotation marks, the comments are taken directly from the General Comments section. They have been included, due to the writer's philosophy of open communication.

1. The School of Social Work should implement the forwarding of a summary outline of the student's curriculum for the year in order for the Field Instructors to develop useful field assignments.

2. The School of Social Work should examine the evaluative procedures for third year students due to the relative inexperience of the students.

3. The School of Social Work might consider a reduction in the number of reports used for evaluation of the student. There are currently too many, and they are not adequately spaced to show progress.

4. Field Instructors should be advised of the direction of school courses.

5. Field Instructors should be given clear details regarding their field instruction expectations for the student. "How can a standardized practicum experience for all students be operationalized given diverse agency placements?"

6. The School of Social Work should address the needs of seasoned Field Instructors, including workshops, guest speakers, and invitations to professional development courses offered at the University.

7. The School of Social Work should examine the quality of student accepted into the program in order to maintain a professional standard. The screening criteria prior to entering the School of Social Work should be more stringent.

8. The School of Social Work should include courses on Social Work Ethics for all students.

9. The School of Social Work should examine the field liaison position as Field Instructors for both undergraduate levels have reported no personal contact with School personnel, and Field Instructors for graduate levels have reported negative experienced with School personnel. Overall, "it would be valuable for School of Social Work professors to have more time in the field to see what is really happening out here."

10. The newsletter is valuable and should be continued.
11. The School of Social Work should "reassess it's entire relationship with the Professional Community." Many Field Instructors commented about the "vast untapped potential" within the field that has been "ignored" or "offended" in the past. This relationship could start with the Director of the School of Social Work personally meeting agency personnel to determine the field's needs. "Just as theory teaches that we should consult our clients, so too should the school with it's partners -- students and the field."
12. The School of Social Work should better match the students to the agency in meeting basic requirements such as vehicles and student maturity.
13. Students should have to apply for acceptance to the agency just as they would a job.
14. Give Field Instructors a similar status to that of faculty members. Field Instructors and faculty members are both teachers. Field Instructors spend more time with the student, and "are not recognized by the School" of Social Work.

15. Students "can" offer more to the clients than time allows paid staff to do. "A good student can be a blessing."

16. The School of Social Work needs to work together with Field Instructors "to enhance quality social work education".

17. Students have "a poor theory base", demonstrated in difficulty in explaining their reasons for their actions.

18. The perks offered by the School of Social Work are not well known to many of the Field Instructors. Many were surprised that there were perks. The School of Social Work needs to more effectively communicate the benefits of the program.

19. Due to the importance of field placements, the placements should be longer and more intense.

20. Field Instructors should have the right to voice their opinions concerning various aspects of the School of Social Work's policy regarding educational content. (This right is acknowledged as existing by the School of Social Work, but was requested in the Field Instructors' comments.)

21. "Financial compensation of Field Instruction is overdue. The University receives tuition and grants for each student

and expect the social work community to do its practicum training for them...for free."

22. The University should loan out videos to Field Instructors regarding field instruction.

23. The University should teach many points of view (humanist, feminist, pro-active, Marxist) in order to give the student a true "University" education.

24. "Students require previous learning experience in developing relevant learning objectives."

25. "It's great to have input in the process of field instruction!"

Chapter Summary

The survey design was exploratory (Grinnell, 1988) in nature. It encompassed many different aspects of the field instruction process. Each question has been summarized at the end of each section. The final section includes the general comments included by the Field Instructors in the survey instrument.

The remaining Chapters will provide a synopsis of the recommendations concerning field instruction, future research and the limitations of the research conducted for this study.

CHAPTER VI
SUMMARY AND CONCLUSIONS

This survey originated with a central question being:

How are Field Instructors affected by their role in field instruction?

The survey results indicated that Field Instructors are affected differentially by their role in field instruction in accordance with numerous factors. When the real or perceived gains are minimized, such that the losses outweigh the gains, Field Instructors may cease involvement in the process. Therefore, it would appear that due to the nature of field instruction, that is, professional Schools of Social Work are required in order to fulfill accreditation requirements to have field instruction, the Schools of Social Work should determine the perceived and real needs of the Field Instructors, and act upon these needs.

Some of the needs as determined by the survey could be alleviated by the School of Social Work advocating with and on behalf of the Field Instructors and the field instruction program. These needs include a reduction in the Field

Instructor's employment work load; recognition of the Field Instructor as an equal in status to University employed professors concerning curriculum and courses; and standards established and distributed to all Field Instructors for the process of field instruction.

Study Limitations

The limitations of the study included the fact that the University of Windsor School of Social Work may be a unique program due to its physical location; the subjective interpretations of the data completed by the researcher; the design of the research instrument; the potential uniqueness of the responding Field Instructors; the potential difficulties in replication; the changing perceptions; and the potential sample bias.

Research Questions

The research questions which were derived from the original research question were answered and are herein summarized:

1. Socio-demographic Characteristics of Field Instructors:

The sample was relatively homogeneous across the three levels of Field Instructors in age and work related experience. The sample consisted of Field Instructors who were Canadian and American; BSW and MSW; female and male;

professional association members and those who did not belong to the professional association; still participating and no longer participating; and, supervisors and front line practitioners. Among these variables, there are many combinations. However, there were few significant differences among these variables among the three different student levels. The majority of the differences identified, were in the Field Instructors' perceptions of the different levels of field placement.

The survey results came from 77 Canadian Field Instructors and 19 American Field Instructors, with a total return rate of 47 percent, and 69 percent of present Field Instructors. The practitioners ranged in age from 25 years to 73 years with a mean age of 41 years and a median age of 39 years. The reported practice, supervision and field instruction experience ranged from zero years to 38 years. The mean number of years of practice was 13 years with a median of 12 years. The mean number of years of professional practice since the highest degree was 10.7 years with a median of 10 years. The mean number of years of Social Work field instruction was 4.6 years with a median of 3.5. The mean number of years of Social Work supervisory experience was 5.4 years with a median of 4 years. Female Field Instructors were clustered in the lower age ranges, and in the lower number of years of experience ranges.

The majority of responding Field Instructors reported

having the MSW degree, as well as another degree outside of Social Work. This was primarily reported to be a B.A. with a Psychology major. The largest single employment function of responding Field Instructors was administration with the second largest being individual counselling. The majority of all responding Field Instructors indicated their position to be coordinator or director. The largest single field of practice across all responding Field Instructors was mental health.

Responding Field Instructors were 46.6 percent male, 53.4 percent female. The majority of responding Field Instructors did not report having a social work supervisor for their practice. The few Field Instructors who reported having taken a field instruction course indicate the length was a few hours or one-half day. Approximately one half of the responding Field Instructors indicated membership in the professional organization representing Social Workers in their country.

Responding Field Instructors who did not hold supervisory positions saw field instruction as augmenting their advancement potential. However, those Field Instructors who held supervisory positions did not see field instruction in this way. Field Instructors with more employment experience perceived the field instruction experience as less beneficial to the student's eventual practice than Field Instructors with less employment experience. This indicates changing

perceptions of Field Instructors with more experience, therefore bringing into question the homogeneity of the student's field instruction experience as defined by the School of Social Work.

2. Influential factors in becoming a Field Instructor.

Practitioners who engaged in field instruction, did so for the same primary reason regardless of the level of student, and whether or not they continued to be involved in the process of field instruction. The primary reason was to fulfill a sense of professional responsibility. All Field Instructors ranked field instruction as personally important, and almost always or always gained personal satisfaction from the experience.

Field Instructors were divided in whether they valued being liked by the students, but indicated that being liked by the student was generally moderately valued. However, Field Instructors indicated not encouraging a personal friendship with the student outside of the agency, nor the encouragement of discussion of personal problems with the student.

3. Preparation for the Role of Field Instruction

In preparation for the role of field instruction, Field Instructors generally indicated they do not have an identifiable mentor for supervisory style. There was moderate agreement among Field Instructors that courses relating to

field instruction for the novice and the experienced Field Instructor are necessary. However, all Field Instructors felt mentally prepared and ready to be Field Instructors. The compatibility of the student to the Field Instructor was indicated to be moderate to high in importance.

4. Agency Perception of Field Instruction

All responding Field Instructors felt their agencies valued Field Instructors, The agencies offered field placements primarily due to a sense of professional commitment. Field Instructors generally felt that the student only moderately recompensed the agency.

5. Compensation for Field Instructors

Many Field Instructors indicated they did not know about the list of perks offered by the School of Social Work. This section also included open answer questions, which the School of Social Work may be interested in.

6. Evaluation of the School of Social Work

Field Instructors of third year students did not feel the school prepared students for practice, whereas those for fourth year and master's level students felt the school prepared students for practice moderately well. All Field Instructors felt that the students' classroom instruction moderately prepared students for field practice. However, the

preparation of the student for practice via the field placement was perceived as good. Overall, Field Instructors for all three levels indicated only moderate satisfaction with the School of Social Work. That is, the communication, the support, the receptivity, and the effectiveness of the School of Social Work were indicated as being moderately satisfactory.

The ranking of the supportiveness, receptivity and effectiveness of the School of Social Work decreased with the increasing levels of students with whom the Field Instructors were engaged. That is, the Field Instructor's perception of the receptivity, communication, supportiveness and the effectiveness of the School of Social Work decreased as the level of student with whom the Field Instructor was involved increased. This is an important consideration when the value of an experienced Field Instructor is taken into consideration.

All levels of Field Instructors felt that the students' classroom instruction was only moderately helpful to their preparation for practice. However, the field instruction experience was rated by Field Instructors as preparing students for practice well.

7. Ceasing Involvement with Field Instruction Process

Practitioners who were no longer involved in field instruction were very similar to those who continued to be

involved. However, the open section of this question indicated that the practitioners who ceased involvement were dissatisfied with various aspects of the field instruction program or had changed employment positions. The comments in the open section of this question included dissatisfaction with "faculty philosophy"; the students' lack of maturity; agency expectations for student performance were higher than the performance given; funding instability of the agency; the School of Social Work's "policies regarding field instruction"; the failure of the School of Social Work to attempt to form "a true consultative partnership with Field Instructors"; the "quality" of the Schools of Social Work's teaching; and, a shortage of agency space.

8. Perceptions of the Experience of Field Instruction

The perceived ideal schedule for field instruction was that which is offered by the School, with some exceptions. These exceptions came from American practitioners and Board of Education practitioners. Field Instructors indicated that they expected the student (in order of overall importance) to adhere to the Code of Ethics (interesting in that half do not belong to the professional organization); be willing to grow personally; be able to express themselves verbally; be able to integrate constructive criticism; be able to express themselves in written communication; and have a professional appearance.

Field Instructors for third year students saw their primary role within field instruction as a role model and supervisor; both fourth year and master's level students saw their role as a facilitator and role model. The second last role was that of a researcher. The Field Instructors' perceived responsibilities for the student were for the student to engage in knowledge development, and the contractual responsibility.

The first three goals that Field Instructors established for their student in order to understand concepts and theories were: understanding the functioning and needs of clients; social work intervention with clients; and, understanding the dynamics of social problems that affect the functioning of clients as primary goals. Field Instructors expected the students to primarily develop a commitment to: a) respect for the worth and dignity of individuals; b) professional ethics; and c) a sense of professional responsibility toward the client systems and society. Further, Field Instructors also expected the student to primarily develop the practice skills of assessment, intervention and establishing a helping relationship.

The documentation most commonly used to measure the student's progress were personal assessment, and the University of Windsor School of Social Work student evaluation form.

The effectiveness of the student selection process was

indicated by the Field Instructors as moderate, with limited Field Instructor involvement in this process. The Field Instructors primarily looked to the student for maturity, and interest in the agency. All Field Instructors made themselves available to the student outside of the scheduled instruction times should the need arise. Few Field Instructors used additional instruction formats other than the traditional one on one sessions.

There was some discrepancy concerning the optimal time for autonomous practice. However, Field Instructors generally expected autonomous practice by mid placement.

The experience of field instruction gave Field Instructors a sense of personal satisfaction. This would indicate that the Field Instructors have a personal commitment to field instruction.

Overall, Field Instructors have no identifiable mentor for their field instruction style. There was moderate agreement across all three levels as to the necessity of courses for Field Instructors to prepare them for field instruction. The School of Social Work could unite, within these courses, the theoretical and practical aspects, thereby enhancing the Field Instructors' practice and the School of Social Work's program. Further different formats for instruction could be explored in order to facilitate the field instruction process for both the Field Instructor and the student. That is, group field instruction, student

demonstrations, among others, may be taught and employed effectively within this setting.

Summary

Field instruction programs are a part of University Social Work education. These programs and the Field Instructors who participate in them share in the gatekeeping function of the education process. The Council on Social Work Education and the Canadian Association of Schools of Social Work have recognized the value of field instruction to the point that they require every School of Social Work to have field instruction as part of a degree program.

This study has examined the perceptions of Field Instructors associated with the University of Windsor School of Social Work with respect to their experience within the field instruction process. The responding Field Instructors represented both present and past Field Instructors of third year, fourth year, and Master's level students.

The design used was exploratory in nature, including both qualitative and quantitative questions.

The School of Social Work has not implemented many of the changes recommended in the Thomlison, Watt and Kimberley (1980) report concerning Field Instruction. Many of the same conclusions are noted, despite an 11 year difference in data gathering.

Overall, Field Instructors are affected by the process of

field instruction. It is the Field Instructors' sense of professional responsibility which gives them personal satisfaction with the process of field instruction. It is the University of Windsor School of Social Work's responsibility to both the student and the profession to listen to the field. The Field Instructors are interested in both academia and practice. Thus, they are the optimal partners in ensuring that the School of Social Work produces professional Social Workers.

CHAPTER VII
RECOMMENDATIONS

The writer has included recommendations which originate from this study. These recommendations are both original and reassertions of the recommendations included in the Thomlison, Watt and Kimberley (1980) study.

Recommendations for the School of Social Work

1. The University of Windsor School of Social Work examine the perceptions of the various levels of Field Instructors to ensure that the student's experience is standardized as much as is possible within each level. The School of Social Work should further examine if the expectations for students' increasing competencies with increasing education levels are shared by Field Instructors. This was a recommendation in the 1980 study, and continues to be of concern to Field Instructors.

2. The University of Windsor School of Social Work examine the potential of field instruction courses for Field Instructors, potentially leading to a certificate, to equalize

Field Instructor's expectations for students. This was a recommendation in the 1980 study, and continues to be of interest to Field Instructors.

3. The University of Windsor School of Social Work initiate talks with agency administrators and funding bodies in order to alleviate some of the stressors and time constraints placed upon Field Instructors by their work load.

4. The University of Windsor School of Social Work re-examine the present mechanism for discussion with Field Instructors to improve the effectiveness, the receptivity and the support of the School of Social Work to the Field Instructors.

5. The number of Field Instructors who are involved in administrative responsibilities is large. Therefore, the School of Social Work might consider introducing more administrative courses available for both fourth year and Master's level students in order to facilitate the students' future employment. Further, the School of Social Work should enlarge the administrative stream in order to meet the community demand for knowledgeable graduates.

6. The School of Social Work practice advocacy concerning the practice of Social Work in the community. This could

include issues specific to the field instruction process, such as the Field Instructors' time constraints, as well as educational or social issues, such as the differences and similarities between the sexes. This will not only forge a strong link to the field, thereby enhancing the reputation of the School of Social Work, but will demonstrate the profession's Code of Ethics mandated responsibility for advocacy.

7. The School of Social Work should examine the goals structured by both the School and the Field Instructors for field instruction. These two perspectives do not coincide on all points. Therefore, in order to best structure the students' experiences, both task masters should have similar goals.

8. The School of Social Work should examine the requirements for practitioners to become Field Instructors. The flexibility of agencies to meet the students' needs may be questionable due to the number of Field Instructors who are in mental health agencies, and whose primary responsibilities are administration. Further, the School of Social Work is a professional school. Therefore, the School of Social Work might consider working closely with OAPSW/CASW and NASW to enlarge the numbers of Field Instructors who are members of the professional organization.

9. The field of Social Work is currently predominantly female. Therefore, the School of Social Work must become involved in the equalization of opportunities for the sexes within the profession. The School of Social Work might further examine the distribution of MSW degrees according to the sexes. Again, this will demonstrate to the community at large the fulfilment of the Code of Ethics mandate for advocacy.

10. The School of Social Work examine their stated specialization in the Master's program, being Child and Family, in light of the fact that family counselling is a poor third when Field Instructors indicated their primary methodology of practice. Alternatively, the School of Social Work should examine the continued use of the current body of Field Instructors.

11. The School of Social Work examine what the Field Instructors feel is important for the practice of the profession of Social Work. This could be done by personal discussion or survey.

12. Given the differences of what each level of Field Instructor looks for in a student, the process of selection of a student should be examined by both agency and the School of Social Work.

13. The School of Social Work should consider working toward changing the perception of Field Instructors, such that they are regarded by the School and the faculty as equal partners in the education of tomorrow's professional Social Worker. This was noted in the 1980 survey, and remains of concern to the Field Instructors who participated in this survey.

14. The School of Social Work needs to re-examine its methods of compensation such that all Field Instructors are aware of all of the perks. Further, the School of Social Work should consider expanding its mechanisms for compensation by instituting such perks as workshops.

Recommendations for Future Research

1. Further research might be considered to determine the differences of field instruction between males and females.
2. Further research might be considered to determine the underlying reasons that Field Instructors terminate their involvement with field instruction programs.
3. Further research might be considered to compare the Field Instructors' perceptions of the field instruction experience at the University of Windsor to those elsewhere.

4. Further research might be considered to determine means and methods of enhancing the field instruction experience for the Field Instructors.

Summary

The union of the field of Social Work practice and education is found in field instruction. This has been examined from the perspective of the University and the student, but rarely from the perspective of the Field Instructor. This study has identified the Field Instructors for the School of Social Work and examined their perceptions of the experience of field instruction in compliance with the reasons for research as structured by Grinnell (1988).

The Field Instructors' comments and recommendations have also been included, to give the School of Social Work another avenue for communication with the Field Instructors.

APPENDIX A

LETTER TO FIELD INSTRUCTORS

 * Please add this pencil into your collection *
 * once you have scored and returned the questionnaire *

February 11, 1991

Dear Field Instructor

What is the value of Field Instruction? Most Social Work students say that Field Instruction is the most important component of their Social Work education. However no one has studied the opinions of the Field Instructors. I am a graduate student of the University of Windsor School of Social Work. My Master's Thesis is designed to examine the perceptions of present and past field instructors concerning field practice.

I would be grateful if you would complete the enclosed questionnaire which takes approximately 20 to 30 minutes. Your participation is essential to my research due to your extensive experience and knowledge in this area.

The receipt of your response will represent your formal consent. Your name will not be mentioned in my thesis. You have my guarantee that all guidelines to protect your privacy and maintain confidentiality will be strictly followed.

The enclosed questionnaire is based upon a Likert scale of 1 through 5. The scoring 1 represents a totally negative response, and the scoring 5 represents a totally positive response. The scoring of 3 would represent a moderate response.

I hope to begin analysis of data by March 15, 1991, so your early response would be appreciated. Upon completion of my study, I will return to all participants a two-page executive summary of the major findings. Therefore, kindly complete the enclosed card with your name and address, and seal it in the smaller enclosed envelope. Then place this small envelope in the larger self addressed stamped envelope, and forward it to the researcher. In order to protect your anonymity and confidentiality, the smaller envelope will be separated from the completed instrument prior to analysis. If you have any questions or concerns, please do not hesitate to contact me through the School of Social Work at the University of Windsor at 519-253-4232.

My thesis committee is made up of Dr. F. C. (Bud) Hansen as Chairperson, Dr. J. Ormond Stanton, Director, School of Social Work and Dr. James Weese, Faculty of Human Kinetics.

Thank you for your cooperation in this matter and I look forward to receiving your completed materials.

Sincerely

Ina Freeman, B.S.W., R.S.W.
 M.S.W. Candidate

APPENDIX B

QUESTIONNAIRE

No. of Years in Practice: _____ Position in Agency: _____

Academic Background:

MSW: _____ Year Received: _____ Specialization: _____
 BSW: _____ Year Received: _____ Specialization: _____
 Other Degree (Specify): _____ Year Received: _____

No. of Years of Professional SW Practice since Highest Degree (BSW or MSW): _____ Yrs.

No. of Years of SW Field Instruction: _____ Yrs.

No. of Years of SW Supervisory Experience: _____ Yrs.

Date of Birth (Mo/Yr): ____/____ Sex: _____
 Citizenship (Cdn./Amer.): _____

Do You Have a SW Supervisor For Your Practice: _____ (No/Yes)
 If Yes, How often do you have supervision: _____ times per month

No. of Professional Education Courses for Field Instruction Taken: _____

Yr/Length of Course: ____/____ ____/____ ____/____ ____/____

No of Agency Courses for Field Instruction Taken: _____ Yrs: _____

Professional Memberships (Name): _____

Field of Practice:

Health - Mental _____
 Physical _____
 General _____

Private Practice _____
 Board of Education _____
 Human Justice & Corrections _____

Labour & Economic Support Systems - Manpower _____
 Unemployment _____
 Income Maintenance _____

Personal Social Services - Children's Aid _____
 Family Services _____
 Services to the Aged _____
 Disabilities - Developmentally Delayed _____
 Mentally Handicapped _____
 Physically Handicapped _____

Method of Practice: (Approx. % of the Total)

Individual Counselling _____ %
 Family _____ %
 Group Practice _____ %
 Community Organization _____ %
 Administration _____ %
 Other (Specify): _____ %

On the following questions, where applicable, kindly fill in the number from the five point scale which reflects your response to the question. The Likert scale is as follows:

1 2 3 4 5
Never Infrequently Frequently Very Always

1. How important were the following ideas in your decision to become a field instructor?
 1. I value the affiliation with the University _____
 2. I want to stay current with literature. _____
 3. I gain a sense of fulfilling a professional responsibility _____
 4. I see it as an opportunity for Professional Development . _____
 5. I enjoy intellectual challenge. _____
 6. Other -- Explain: _____

2. How much is your supervisory style modeled on:
 1. My own employment supervisor _____
 2. Former employment supervisor _____
 3. Former field instructor _____
 4. Colleague _____
 5. No identifiable mentor. _____
 6. My own University instructors _____
 7. My own University Methods Instructor. _____
 8. Other (Specify): _____

3. If you have terminated your involvement with the Windsor School of Social Work field placement program, to what extent were each of the following in the decision to terminate your involvement:
 1. Change of job _____
 2. Agency request. _____
 3. Temporary absence from job. _____
 4. Time constraints. _____
 5. Dissatisfaction with _____
 6. Other -- explain: _____

4. How well do you think the Windsor School of Social Work 3Yr. 4Yr. MSW prepares students for field practice: _____

5. In your opinion, is the student's classroom instruction 3Yr. 4Yr. MSW helpful to their practice preparation: _____

6. In your opinion, how well does field instruction prepare 3Yr. 4Yr. MSW a student for practice: _____

7. Do you feel that courses relating to field instruction 3Yr. 4Yr. MSW for the practitioner are necessary for field instructors? _____

8. Did you feel ready and mentally prepared to be a field instructor? _____

9. In your opinion, does your agency value field instructors? _____

10. How important is student field instruction to you.. . _____

 On the following questions, where applicable, kindly fill in the number from the five point scale which reflects your response to the question. The Likert scale is as follows:

1 2 3 4 5
 Never Infrequently Frequently Very Always

15. Do you feel responsible for your student in the following areas: 3Yr. 4Yr. MSW
- | | | | | |
|----|---|-------|-------|-------|
| 1. | Contractual responsibility | _____ | _____ | _____ |
| 2. | Practice knowledge development. | _____ | _____ | _____ |
| 3. | Facilitating exposure to other professionals. | _____ | _____ | _____ |
| 4. | Personal development. | _____ | _____ | _____ |
| 5. | Sense of ownership of experience. | _____ | _____ | _____ |
| 6. | Other (Specify) _____ | _____ | _____ | _____ |

16. How much can your goals for the student be described as:
- a. Understanding concepts and theories about: 3Yr. 4Yr. MSW
- | | | | | |
|------|--|-------|-------|-------|
| i. | functioning and needs of clients | _____ | _____ | _____ |
| ii. | dynamics of social problems that affect the functioning of clients | _____ | _____ | _____ |
| iii. | normal and abnormal ego functioning in the context of role performance of individuals, especially re change, growth and development. | _____ | _____ | _____ |
| iv. | organizational and social policy context of social services | _____ | _____ | _____ |
| v. | social work intervention with clients. | _____ | _____ | _____ |
| vi. | methods of social work research. | _____ | _____ | _____ |
| vii. | professional context of practice | _____ | _____ | _____ |
- b. Developing a commitment to:
- | | | | | |
|------|---|-------|-------|-------|
| i. | respect for the worth and dignity of individuals. | _____ | _____ | _____ |
| ii. | sense of professional responsibility toward client systems and society. | _____ | _____ | _____ |
| iii. | personal philosophy that is compatible with the values of social work. | _____ | _____ | _____ |
| iv. | professional ethics. | _____ | _____ | _____ |
| v. | belief in the potential for client's change and growth. | _____ | _____ | _____ |
| vi. | importance of knowledge for professional practice | _____ | _____ | _____ |
| vii. | principles of professional practice. | _____ | _____ | _____ |
- c. Developing the following practice skills:
- | | | | | |
|------|--|-------|-------|-------|
| i. | helping relationship | _____ | _____ | _____ |
| ii. | assessment | _____ | _____ | _____ |
| iii. | planning | _____ | _____ | _____ |
| iv. | intervention | _____ | _____ | _____ |
| v. | evaluation and feedback. | _____ | _____ | _____ |
| vi. | termination of helping relationship. | _____ | _____ | _____ |

 On the following questions, where applicable, kindly fill in the number from the five point scale which reflects your response to the question. The Likert scale is as follows:

1	2	3	4	5
Never	Infrequently	Frequently	Very	Always

17. How often do you use the following documentation to measure the student's progress. 3Yr. 4Yr. MSW
- | | | | | |
|----|---|-------|-------|-------|
| 1. | Evaluation form provided by the School of Social Work. | _____ | _____ | _____ |
| 2. | Agency rating scale, eg. performance review. | _____ | _____ | _____ |
| 3. | Examples of practice capabilities (tapes, videos, etc.) | _____ | _____ | _____ |
| 4. | Examples of interaction with clients (process recordings) | _____ | _____ | _____ |
| 5. | Personal assessment | _____ | _____ | _____ |
| 6. | Other (Specify): _____ | _____ | _____ | _____ |
18. In your opinion, how effective is the student selection process: _____
19. Did you participate in student selection. (Yes/No) . . . _____
20. How important are the following qualities in the selection of a practicum student? 3Yr. 4Yr. MSW
- | | | | | |
|----|----------------------------------|-------|-------|-------|
| 1. | Maturity | _____ | _____ | _____ |
| 2. | Prior knowledge | _____ | _____ | _____ |
| 3. | Prior experience | _____ | _____ | _____ |
| 4. | Interest in the agency | _____ | _____ | _____ |
| 5. | Relevant experience | _____ | _____ | _____ |
| 6. | Other (Specify): _____ | _____ | _____ | _____ |
21. In your opinion, how important are the following reasons for your agency agreeing to offer field instruction. 3Yr. 4Yr. MSW
- | | | | | |
|----|--------------------------------------|-------|-------|-------|
| 1. | Additional human resources | _____ | _____ | _____ |
| 2. | Professional Commitment | _____ | _____ | _____ |
| 3. | Agency philosophy | _____ | _____ | _____ |
| 4. | Agency Mandate | _____ | _____ | _____ |
| 5. | Additional services | _____ | _____ | _____ |
| 6. | Other (Specify): _____ | _____ | _____ | _____ |
22. How available are you for conferences with your student outside of scheduled instruction times. 3Yr. 4Yr. MSW
- | | | | | |
|----|-------------------------------------|-------|-------|-------|
| 1. | When asked by the student | _____ | _____ | _____ |
| 2. | When a problem arises | _____ | _____ | _____ |
| 3. | Other-Specify: _____ | _____ | _____ | _____ |
23. How often do you utilize formats in addition to the one-on-one field instruction session to teach students? 3Yr. 4Yr. MSW
- | | | | | |
|----|---|-------|-------|-------|
| 1. | One way Mirrors | _____ | _____ | _____ |
| 2. | Groups | _____ | _____ | _____ |
| 3. | Student Demonstrations | _____ | _____ | _____ |
| 4. | None utilized (Other than 1-on-1 field instruction) | _____ | _____ | _____ |
| 5. | Other-Specify: _____ | _____ | _____ | _____ |

 On the following questions, where applicable, kindly fill in the number from the five point scale which reflects your response to the question. The Likert scale is as follows:

1 2 3 4 5
 Never Infrequently Frequently Very Always

24. Do you encourage your student to practice autonomously: 3Yr. 4Yr. MSW
- | | | | | |
|----|--|-------|-------|-------|
| 1. | At the beginning of field instruction. | _____ | _____ | _____ |
| 2. | Within the first month | _____ | _____ | _____ |
| 3. | By mid field instruction | _____ | _____ | _____ |
| 4. | Before the last month of field instruction | _____ | _____ | _____ |
| 5. | Before termination of field instruction. | _____ | _____ | _____ |
| 6. | Do not expect autonomous practice. | _____ | _____ | _____ |
25. How satisfied are you with the communication between yourself and the Windsor School of Social Work field instruction personnel? _____
26. How supportive is the Windsor School of Social Work to you in your role as a field instructor. 3Yr. 4Yr. MSW
27. How receptive is the Windsor School Social Work to your input. _____
28. How effective is the Windsor School of Social Work in meeting your needs to be a successful field instructor. 3Yr. 4Yr. MSW
29. The School of Social Work offers recognition of Field Instructors. Please rate the following from 1 to 8 with 1 being the least important to you, and 8 being the most important to you.
- | | | | | |
|----|--|-------|-------|-------|
| 1. | Library Access | _____ | _____ | _____ |
| 2. | Free Course Text | _____ | _____ | _____ |
| 3. | Reception (Social Affairs) | _____ | _____ | _____ |
| 4. | Certificate of Appreciation | _____ | _____ | _____ |
| 5. | Field Instructor Orientation Meetings | _____ | _____ | _____ |
| 6. | Lunch box Meetings/Seminars | _____ | _____ | _____ |
| 7. | Use of the St. Denis Recreation Centre | _____ | _____ | _____ |
| 8. | Other (Specify). | _____ | _____ | _____ |
30. What other rewards to the field instructors would you like to be offered as a field instructor?
-
31. Do you gain personal satisfaction from field instruction? . . . _____
32. Do you value being liked by your student. _____
33. How important do you think it is to have a student who is compatible with you for your goals of field instruction? 3Yr. 4Yr. MSW
34. Do you encourage a personal friendship with your student outside the agency. 3Yr. 4Yr. MSW

Instructions for Survey Completion

Thank you for agreeing to participate in my research. Kindly complete the attached survey, answering all of the questions by using the five point Likert scale described at the beginning of each page, (commencing page two unless otherwise advised).

Page One of the questionnaire contains information concerning your education and experience. This information will be kept confidential, and will be included with other respondents thereby protecting the anonymity of each respondent.

Various questions may occasion different answers depending on the experiences the instructors have had with different levels of student placement. Therefore, kindly complete each question in accordance with the level of student placement you have actually experienced.

Thank you for sharing your knowledge and experience.

It is appreciated.

Ina Freeman, B.S.W., R.S.W.
M.S.W. Candidate

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VITA AUCTORIS

Ina-Ann Freeman est nee et grandis dans l'ombre de les Rockies, ou elle a appris d'aimer un deli. La B.A. le premiere graduee non-diplomee et aussi la BSW, le deuxieme graduee non-diplomee sont separees par la naissance de ces trois enfants, Aisha, Ase et Aiofe.

Ina est fonctionee comme une paralegal, une conductrice, une gerante, une chauffeur, une travailleuse social et beaucoup d'autres. Le vie lui a donne une appreciation de l'egalite de le capacite et les droits de les deux sexes. La vie renferme cet fait.

Vita Auctoris

Ina-Ann Freeman was born within the shadow of the Rockies, where she learned to love a challenge. Her B.A., the first undergraduate degree and her B.S.W., her second undergraduate degree were separated by the birth of her three children, Aisha, Ase and Aiofe.

Ina has worked as a paralegal, a bus driver, a manager, a social worker and many other things. Life has given her an appreciation of the equal capacities and rights of the two sexes. Her life reinforces this.