



Toward Synthesis: Practical Techniques to Integrate Theory and Practice

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Toward Synthesis: Practical Techniques to Integrate Theory and Practice

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"We are all feeling so fragmented this semester." "I feel like the coursework went by so fast, I couldn't retain anything." "When will I ever feel competent?" These are comments made by BSW and MSW students as they discuss their first field experiences. Integrating classroom material with the field experience is considered a critical step in the learning process of the student, mandated by the Council on Social Work Education's (CSWE) *Educational Policies and Accreditation Standards* (2001), and leading to competence in the practitioner. However, integrating theory and practice (for that is what classroom and field represent) is a process that takes place over time. Even field instructors who have practiced for many years have willingly shared that the idea that material in one course could be woven together with other courses, *and with field experience*, came to them as an "aha! moment" some years after graduation!

This connection between classroom and field learning has concerned the profession since we began to teach social work in the classroom. Moving historically from an apprentice model of learning social work in the profession's earliest years to an academic, positivistic approach of research-based knowledge building, social work students now experience the dichotomy of theory and practice as they wish to be in field while "stuck" in the classroom, and then by watching practitioners in the field who amazingly seem to have just intuited a theoretical base. The challenge for the field educator is to provide, along with classroom faculty, opportunities for the student to connect these two distinct-but-interactive worlds.

This article offers theoretical information on the integration of theory and practice (or classroom

and field), as well as several models for thinking in an integrative manner about practice situations. It also offers a practical, do-able educational module for classroom and field educators that provides a parallel process for their integration in a workshop setting and for their students' integration in field or in classroom field seminars. Knowles' adult learning theory (1992), building on the thinking of John Dewey ('learning by doing'), posits that the adult learner will learn best by active involvement that uses their own personal experiences to relate to the material to be learned. The module materials and activities offer inductive and deductive methods to assist the classroom and field educator to consider how course curricula and the real world of practice can and do interact, and the module is transferable for use with students.

The Historical Backdrop and Current Challenges to Integration

Originally, social work was learned in an apprenticeship model, one person learning alongside another, in the field, doing the work. Yet, as early as 1897, Richmond noted that "learning by doing alone is inefficient and must be supplemented by theory" (cited in Vayda & Bogo, 1991, p. 273). The push for professional status during the twentieth century led the profession toward an academic focus, with research-based knowledge building as its educational method. The apprenticeship, now known as the field practicum, took a lesser place below the academic preparation; Goldstein calls current fieldwork "the practical subsidiary to the intellectual authority of the academic classroom" (1993, p. 171). In fact, Rogers suggests that field education is now "a neglected area of social

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work education—one often marginalized in terms of curricula, staffing, and resource priorities” (1996, p. 265).

The Council on Social Work Education’s (CSWE) *Educational Policies and Accreditation Standards* (EPAS) (2001) state that social work education “enables students to integrate the knowledge, values, and skills of the social work profession for competent practice” (p. 6). But CSWE’s recognition of the importance of integration does not mean that it happens naturally for each student. Having moved from apprenticeship to academe, Sheafor and Jenkins posit that field education now “tends to prefer” an articulated approach, in which school and agency carefully plan a sequence of learning objectives (cited in Wodarski, Feit & Green, 1995, p. 120). In fact, some social work educators suggest that an inductive approach is needed; Reisch & Jarman-Rohde (2000) call for a rethinking of the very structure and nature of field education toward rotation of field sites, development of new agencies designed for educational endeavor, and modifications to existing agencies to integrate service, education, and research more effectively. Reisch and Jarman-Rohde suggest that field education be used “as the means to create more opportunities for horizontal and vertical curriculum integration of curriculum content” (2000, p. 11). At present, however, field education may use the careful planning of an articulated approach, or may, in fact, simply be a field instructor, field liaison, and field coordinator’s best efforts to provide learning opportunities at all, in the context of few resources.

The idea of a “segmented” curriculum, as much as social work educators might hope it is not, is a reality for students. “I’m taking research and practice this semester,” or even “I’m taking 5200 and 5680 this semester.” How is the student seeing any integration, even of one course with another? Goldstein writes, “Many educational programs, past and current, ambitiously strive to attain an increased measure of integration or consolidation

between class and field,” but integration is stymied by geography, diversity, the broad issues of school versus the immediate pressures of the agency, the hierarchical supervisory system, and the field instructor’s “diffuse and undefined role” (1993, p. 168-9). Reisch and Jarman-Rohde (2000) discuss the current segmentation, “particularly with respect to the separation of classroom and field learning,” which they suggest discourages considering the policy implications of practice and the practice implications of policy (p. 206).

While the conceptual debate continues on the apparent dichotomy of theory and practice, or classroom and field, empirical evidence of the status of students’ or practitioners’ integration of learning has been lacking. However, results from a recent national survey of field directors/coordinators (N=180) indicated that integrating theory and practice was considered one of the most urgent areas for training of field instructors, and an area described as weak in terms of field instructor competence (Murdock, Ligon, Ward & Choi, 2002).

And so, challenges to the integration of classroom and field learning include an academic focus that has taken priority over the practice experience offered in the field, an articulated approach that requires careful planning and may not be possible for schools with limited resources for the field program, a curriculum segmented by time and economic constraints and by philosophy, evidence that current practitioners have little preparation on integration, and the need to somehow help students see that the knowledge, skill, and value bases all matter and work together. Students tend to value their field practicum learning as the most exciting and memorable of their days in school (Schubert, 1963). Therefore, whether the academic (theory) or the experiential (practice) is emphasized, or even if the two share equal status, the student and new professional may need help with the process of uncovering why theory and practice both matter for their learning, and how the two work together toward competent social work.

Challenges in Preparing Field Teachers

Practitioners and teachers of social work agree on the importance of integrating classroom theory and field practice (Fisher & Somerton, 2000; Gardiner, 1984; Rogers, 1996; Tolson & Kopp, 1988; Vayda & Bogo, 1991). However, resources and policy at agency, college/university, and national levels may hinder efforts toward allowing sufficient time and attention to the process of integration for the student. The lack of this attention at the student level, of course, plays out at the practitioner level, when a beginning or more advanced practitioner has not been able to reflect fully on the value of their preparation.

Practitioners draw upon "an indissoluble amalgam of well-founded knowledge, personal expression, practice wisdom, and the fruit of both direct and indirect experience" (Clark, 1996, p. 573), but, according to Schon (1983), "reflection-in-action may not be conscious" (cited in Fisher & Somerton, 2000, p. 392). Field instructors are "typically apologetic that theory is something that they no longer have anything to do with, if they ever did" (Fisher & Somerton, 2000, p. 388). Knowledge falls on a continuum from folk wisdom and common sense to the formalized theories of textbooks. So how can the student hope to create this "amalgam" in their own developing professional self? How can the field educator expose this hidden, possibly subconscious, amalgamation of factors for the student's learning?

Beder acknowledges that the academic orientation recedes from awareness in order to allow applied practice to take the forefront, but then advises, "supervisors must be conversant with their own theoretical approaches, and social workers must be asked what they did, and why they did it" (2000, p. 47). It is in recognition of this need, that classroom and field educators must identify and use their own experiences of integration, that the following models and the experiential module are offered.

Purpose of the Module

Integrating content and process during an intensive two years of upper level undergraduate work, or during a one year advanced standing or two to three year masters' program, is a process, and may be one that simply cannot fully develop within the time frame of the college or university social work program. The field is very broad, and may also be very in-depth, if one specializes. This educational module, intended for new and advanced field instructors, may offer the first opportunity for the practitioner to recollect the segmented curriculum of their school days, the feeling of disconnect between field and classroom, the swirling mental landscape of trying to take in large amounts of content while processing one's feelings and adapting one's behaviors toward new skills and a new identity. The module is intended to offer practitioners the opportunity to reflect on their own student past, to identify the connections already in place between their practice and the classroom of their field student, and to consider and practice the use of several methods for helping their students to bring these connections to light, as well.

Specifically, the module addresses the structure of the social work curriculum, the sequencing of courses, and the process of integration. The purpose of the structure and sequence of the program is discussed using visuals such as the CSWE Educational Policy and Accreditation Standards (2001), the school and social work program's mission statements, and the organized program of study for their school's social work department. The integration section of the module is introduced with some definitions and history, and clarified with activities. The module activities are all designed to bring out discussion, reflections, and connections between the academic program and the education that takes place in the field. Activities in this module are specifically planned to vary by style and method, recognizing the active adult learning model, and providing a parallel process for the field instructors to use in their work with their adult field students.

Evaluative Results of the Use of the Module

This module has been used with field instructors, classroom teachers, and students. Evaluative results overall from field instructors (N=69) on the content, activities, and transferability of material for student learning rated a 2.9 mean on a three-point scale (N=69). Choosing from 1=not very helpful, 2=somewhat helpful, and 3=very helpful, field instructors rated the content a mean of 2.9 and the activities a mean of 2.86. "Using the methods and tools with my student(s)" rated a mean score of 2.87.

While the module components have also been presented to classroom faculty and to students, evaluative results are observational rather than numerical. Using Kirkpatrick's third level of behavioral assessment by the trainers to gauge the transferability of the content and activities (1996), classroom faculty report being helped by the reminder of the process of integration taking time and of how they could remember finally moving from the student view of a segmented curriculum toward a sense of the unity of the entire educational process. Social work students tend to sit silent when offered the concepts of segmentation of the curriculum and of moving from theory to practice and back again, but they do write the visual depictions down (for example, the five curricular areas and the ITP Loop). A valuable next step would be to ask for student feedback to see if their quiet behavior means they do not understand, or that they are getting something conceptual from the presentation.

In our experience of offering this module in seminar form to both new and advanced field instructors, most participants shared that they had not thought about and reflected upon their own integration process, and so found the material useful for their own development as well as for students' learning. New field instructors appreciated the models, handouts and tools for teaching and supervising, and experienced field instructors acknowledged that it helped to be reminded of cur-

ricular issues and of the process of learning over time that they had already accomplished. Some examples of comments made by field instructors on the evaluation form follow: "The seminar did bring to light some things I am doing 'right' with my students, and a couple areas, especially the reflection part of the ITP loop, which I could expand upon;" "I loved practicing the ITP loop;" "I hope to be supervising in a 'macro setting,' but feel I can adapt these activities to the setting;" "I especially liked learning about the students' classes and the ITP loop is great!" "The use of case examples were thought-provoking, challenging and therefore fun and pertinent;" "I think the great thing is to be able to fit what we are doing into a teaching model;" "I dread interaction and just want a lecture, but really learned from this workshop!" "It was very helpful for me to think back on my own experiences so that I can 'be where my student is';" "As social workers we often forget about the theories and how/why we do the interventions we do. It was a good cross between reality and theory."

A number of instructors later reported that they had tried the ITP Loop and found it useful in working with students. The handouts also provide several supervision models that encourage reflection on action, an activity that busy, task-oriented agency personnel report they often forego for themselves and their students.

The trainers who have offered this module encourage other trainers to be ready for lively discussion to be launched from many of the module's foci. For example, the idea of the dichotomies found in social work and the different perspectives on dichotomous thinking can touch off a complex discussion of how the school dichotomizes with choices of micro-macro tracks or offering direct practice and administrative practice as separate courses, for example. Discussion of theory in general may also create discomfort, as new social workers may be able to name the theories, but may be less sure of what the theories look like in practice, while long-time social workers may not

remember the names of the theories, but recognize and use them easily in practice.

Finally, as an evaluative measure, field instructors have consistently reported their appreciation for field education workshops in general, saying that it further connects them to the school and allows them to step away from agency duties to think about themselves as a teacher in the field. In hundreds of workshops presented, of which this module is one in a series of four, that sense on the part of field instructors of being recognized as valuable members of the social work school's faculty may indeed be the most important result.

The Module Described

Learning Objectives/Outcomes

This module offers the field instructor the opportunity to increase their knowledge, values, and skills regarding the integration of coursework in the academic setting with the education in the field.

- Knowledge-based learning objectives include the opportunity to:
 - Enhance knowledge about the structure of the social work curriculum in general, and at their affiliated institution in particular, and the purpose of that structure
 - Provide an opportunity to read and consider the mission statements of the affiliated school and the social work program
 - Enhance knowledge about the sequence of courses in the social work curriculum in general, and at their affiliated institution in particular, and the purpose of that structure
 - Enhance knowledge about the history and process of integration of classroom and field work
- Values-based learning objectives include the opportunity to:
 - Recall and reflect upon one's own student experience regarding apparent dichotomies in social work and social work education
 - Enhance one's appreciation of the structure of

- social work programs, including thinking critically about the purpose of the structure
- Consider how the school's and the social work program's mission statements reflect the field instructor's values and beliefs
- Enhance one's appreciation for the significance of sequencing of coursework in social work education, including thinking critically about the purpose of the sequence
- Enhance one's understanding and appreciation of the integration of coursework and fieldwork, including the opportunity to recognize the extended nature of the process of integration
- Skills-based learning objectives include the opportunity to:
 - Reflect on one's own practice, as a student, as a practitioner, and as a field educator
 - Identify connections between theoretical learning and practice situations
 - Identify one's own theoretical base and practice the intentional display of that theory base (often inadvertently hidden from a student's view)
 - Practice skills in integrating that can then be used to help students with the process of integration.

The Structure and Implementation of the Module

The experiential and discussion exercises are structured to coincide with the three segments of the module: the structure of the curriculum, the sequence of coursework, and the integration of classroom and field work. The structure of these three module areas is described below, under their respective headings. Handouts, including models, cases and discussion questions, are included in Appendices A-D. This module has typically been offered as a three-hour workshop, which allows time for all three segments to be explored. Parts of the module can also be presented alone, if time is limited.

The Structure of the Curriculum

The module begins with an overview of the structure of all social work programs, using the CSWE *Educational and Policy Accreditation Standards* (2001) and the college/university's and social work department's mission statements as handouts to guide the discussion of requirements for social work education (available online or on campus). Draw attention to references in the CSWE *Educational Policy and Accreditation Standards* (2001) to the purposes of social work education, to basic curricular areas, and to foundation and advanced coursework. Ask the group to read the two mission statements (college /university and social work department) and identify common purposes with the CSWE EPAS (2001). It is common for this activity to be the first time field instructors have seen social work educational guidelines or their affiliated school's statement of purpose.

An experiential second activity to emphasize the structure of all social work curriculum is the posting of five large sheets of paper that correspond to five curricular areas in social work education. The CSWE *Educational Policy and Accreditation Standards* (2001) categorize the social work curriculum into nine curricular areas, from which this module has combined these to create five areas, with field being the contextual curricular area covered in the full module. These five areas are 1) Human Behavior in the Social Environment; 2) Social Welfare Policy; 3) Social Work Practice; 4) Research; and 5) Values/Ethics/Diversity/Populations at Risk/Social and Economic Justice (abbreviated hereafter to Values+). Label each sheet with a curricular area (HBSE, Practice, Policy, Research, and the Values+ category). The group is then asked to brainstorm common activities/tasks that a field student might do in their setting. Often, responses will include tasks such as answering the phone, handling intake calls, listening to a client, facilitating or observing a group, organizing a resource list or a staff program. These ideas, as they are generated, will be written on the papers, and the module facilitator asks where the group thinks the task fits. Does answering the

phone require the use of human behavior theory? Does it also require practice skills? Are there policies (agency, professional social work, community, national) structuring how the phone is answered? Would it be possible to collect or analyze data based on the phone inquiries? Do ethics, diversity issues, or economic justice (for example, if the client is calling from a pay phone) play a role in the answering of the phone? The field instructors usually decide that nearly every task offered will fit all five curricular areas, suggesting that the student, without necessarily realizing it, is engaged in integration of course content just by answering the office phone! The suggestion is then made to the instructors that they try doing this connecting activity with their student in their own setting.

The visual aid of the five sheets serves several purposes. Field instructors often have not thought about how their own education was structured, and often remark about how just having the curricular areas displayed helps them to think back on their schooling. The five separate sheets of paper also serve to visually segment the areas, which is very often how the student learns the material ("I'm taking research and practice this semester"). The activity, then, seeks to integrate these separate areas, which is shown as the ideas brainstormed are displayed and discussed as they cross curricular boundaries. Field instructors and students report that seeing the curriculum segmented and then "re-united" helps them to understand how various aspects of social work education work together.

The Sequence of the Curriculum

The second segment of the module addresses the sequencing of courses, especially noting the purpose of a planned sequence of knowledge and skill building for the student. One activity for discussing how and why courses are sequenced involves a handout of the sequence of courses offered by the college or university's social work program. This might be a single page overview, or a multiple page listing of courses in their respective semesters, with key issues highlighted. The very fact that courses are listed separately, with individual course numbers to denote them, helps field instructors to see the segmentation that occurs in

the academic program. If the school social work program offers some integrative coursework, this should be noted and discussed, to emphasize the purpose of these crossover or capstone courses. The field instructor may well be able to use this information to help a student have a better idea of why they take what they take when they take it.

Discussion about concurrent or block field placement will often arise during this discussion, and it is helpful for the facilitator to understand and relay the purpose for the method the school has chosen to follow about the placement of fieldwork in the curriculum. This often offers an opportunity for field instructors to think critically about their own education, and about the advantages and disadvantages of the placement of fieldwork within the curriculum. Field instructors have a great deal of interest in this discussion, as it directly affects them, and they see the varying results with their students, so the discussion is often very lively.

The second activity to help field instructors visualize, feel, and recall how and why courses are sequenced is an assignment study. Actual course assignments are distributed for discussion about how the practitioner and the agency might support the student's learning for the assignment. It is helpful to use shorter assignments, considering module time constraints. Seek out assignments from faculty who teach in each of the curricular areas (HBSE, research, practice, and policy) and that address the values/ethics/diversity/populations at risk/social and economic justice issues, as well. Read them for clarity, and then copy for distributing. Different assignments will be handed to each pair of field instructors, who read and discuss together in pairs how their own practices and agencies might assist the student in supporting or enhancing this assignment. Facilitate the discussion among the pairs, answering questions about the intent of assignments. Follow this paired discussion with a whole group overview of what was learned, how the agencies and instructors might support student learning via these assignments, and ask for feelings about the assignments and the activity.

Field instructors typically enjoy the discussion of how reading these assignments takes them back

to their school days! Often, the comments as the assignments are read include remarks such as, "Wow, am I glad I am through school!" or "I don't know what the professor wants in this assignment." With some thought, the field educators usually discover that indeed they can provide some ideas or guidance for the assignment. With the entire group, the assignments are briefly described and the field instructors share how they might be able to connect the assignment to their practice setting. The abstract notion of integration of content and process, theory and practice, and classroom and field is brought home by the feelings expressed by the field instructors that they are not sure they could even do some of the assignments! How courses are sequenced to provide an expanding knowledge and skill base for the student is apparent from the discussion. This activity also provides an opportunity for the facilitator to encourage the field instructors to ask their students for their current syllabi, and to offer to look with the student at the assignments, in case the practitioner or the agency might be able to enhance the student's learning. Just the act of discussing course syllabi with the student increases the possibility of the student connecting classroom and fieldwork in their learning.

Integration of Classroom and Field (Theory and Practice)

This section of the module is designed to promote discussion and learning about the integration of classroom and field. A handout offers some examples of various major dichotomies found both in the literature and seen commonly in social work practice situations (Appendix A). The facilitator may ask for additional apparent dichotomies found in practice, or may just lead a discussion encouraging the sharing of stories of students' difficulties with moving away from dichotomous thinking, and into the "gray area" where social work so often takes place. It is sometimes helpful to consider the cognitive developmental stage of the student in this discussion, too, as dichotomous thinking may be just giving way to more abstract reasoning for the younger social work student (again, the idea of the long-term process of integration).

In our experience presenting this material, field instructors can also be quite confused by this diagram, which suggests that they may have processed beyond dichotomous thinking themselves, or may be new enough that the integration process is not yet identified for them. At this point, it may be helpful to remind them that their students may be thinking quite dichotomously, whether or not they think in this way!

A second handout is simply a brief overview of models developed for integrative thinking; citations can lead facilitator, field instructor, or student to read further about any of the models summarized (Appendix B). Take time to go over the four steps of the ITP Loop (Bogo & Vayda, 1987), using the diagram and the narrative description of the cycle of the steps. It is helpful to clarify by giving examples of what is meant by feelings and beliefs of the student and the worker, as many practitioners seem inclined to skip over the step of personal values and practice wisdom and go right to theoretical knowledge or research-based practice theory. Some field instructors may even be tempted to bypass a discussion of theory altogether, since research tells us that theory moves into the background for practitioners, who must function at a practice level day-to-day (Beder, 2000). The purpose of many of the experiential exercises is to help the field instructor remember how it feels to be a student, and to not have yet integrated folk wisdom, common sense, and professional knowledge, for example. It is also possible to ask the field instructors for models they have found helpful, whether formal or developed personally.

One model from the handout, Bogo and Vayda's ITP Loop (1987), based on Kolb's four stages for integration (1984), is then used for the final exercise of the module. This exercise provides opportunity for the field instructor to practice using an integrative model in a role play format, followed by discussion of its usefulness, which can then be transferred to use with the student in supervision, and taught to the student for their own future self-reflection process. The ITP Loop is introduced as a diagram and narrative model. A

case example is then introduced and the facilitator demonstrates the Loop process, with the facilitator role-playing the student and the whole group playing the field instructor role (Appendix C). The two cases included in the appendix (C) to this paper have worked well, and represent a direct service perspective (case 1) and a management or organizational perspective (case 2). It is recommended that, if time permits, the field instructors also work with the Loop using a case from their own practice.

The first case is read aloud by the facilitator, as the members of the group read along (it is important for each person to have their own copy to refer to). Several methods of demonstrating the ITP Loop may then be used. The facilitator may portray the student, and the members of the group play a shared field instructor role. A group member may volunteer to role-play the student, while the facilitator or the whole group plays the field instructor role. The facilitator can step out of role to offer guidance to move the group through the four steps of the cycle. The group is provided an opportunity to work together and learn from one another as they attempt to question and discuss with the "student" the feelings, beliefs, actions, and alternatives suggested by the Loop. A discussion follows the role-play, in which the facilitator and field instructors can discuss the process.

This activity continues with pairs of field instructors playing the field instructor and student roles with the second case (Appendix C), or with a case one of them has actually experienced in practice. Whole group discussion follows about what was learned, what seemed to work well, etc. The second role-play in the appendix is recommended for its highly identifiable emotional component...we haven't met a field instructor yet who hasn't experienced this sort of situation during student days, or as a beginning worker! The discussion that follows this case usually has lots of emotional content in it, and seems to help the field instructors remember the process of developing boundaries, self-awareness, and reasonable expectations for achievement of goals.

The question often arises whether to use the ITP Loop without the student's knowledge, or showing the student the Loop and explaining that it will be used to structure the supervision dialog. Field instructors who have used this model in supervision with students report that both ways work well, and that sharing the process allows the student to then consider it for their own use in processing and reflecting on their practice experiences. Significantly, field instructors acknowledge that the feelings' and personal values' piece is often neglected when supervisory dialog takes place without a model. This neglect is often attributed to time constraints and to the supervisor's own necessary task orientation, but the practitioners also acknowledge how important this step in the process is, particularly for the new social worker. Field instructors have many stories of how important it was to

them when they were a student or new practitioner to have time for addressing their feelings; the discussion and activities in this module help them recall those feelings and memories that can now motivate them to engage in this reflective time with their student(s).

While integration of theory and practice, or classroom and fieldwork, is a process and likely cannot be fully understood except over time, the module introduced here has explored the concepts of curricular structure, course sequencing and integration of field and classroom work using methods that are stimulating and designed to reach a variety of learners. A Powerpoint seminar presentation of this material is available from the authors, and we encourage your questions and comments if your school chooses to "integrate" this module into your field instructor training or orientation efforts

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Appendix A

Theory — Practice
Deductive thinking — Inductive thinking
Feelings — Tasks
Reflection — Action
Classroom — Field
Process — Content

Other examples of dichotomies in social work:

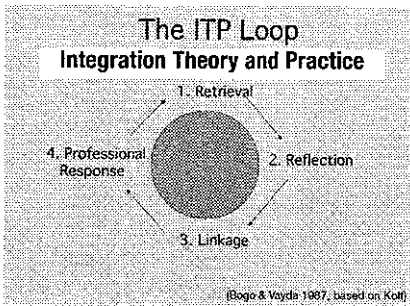
The Kolb-Askeland Model

Kolb's four stages of integrative learning include the concrete experience, reflective observation, abstract conceptualization, and active experimentation (1984). Askeland (2003) suggests that these four stages also recognize individual learning styles: some students will learn more by the doing, some by reflecting, some by theorizing, and some by experimenting with their knowledge. Askeland suggests that after using Kolb's four stages (or the ITP Loop), one can ask:

1. What has become important during this activity?
2. How did this approach feel?
3. What specifically was learned?
4. What are the future challenges?

Appendix B Some Models for Integration

The ITP Loop (Bogo & Vayda, 1987)



The Fisher & Somerton Model ("John's Model," 2000)

1. Phenomenon-describe the experience.
2. Causal - What essential factors contributed to this experience?
3. Context - What are the significant background factors to this experience?
4. Reflection
 - a. What was I trying to achieve?
 - b. Why did I intervene as I did?
 - c. What were the consequences of my actions for myself, the patient/family, my colleagues?
 - d. How did I feel about the experience when it was happening?
 - e. How did the patient feel about it?
 - f. How do I know how the patient felt about it?
 - g. What factors/knowledge influenced my decisions and actions?
5. Alternative actions
 - a. What other choices did I have?
 - b. What would be the consequences of these other choices?
6. Learning
 - a. How do I now feel about this experience?
 - b. Could I have dealt better with this situation?
 - c. What have I learned from this experience?

1. Retrieval of a practice experience through observation, supervision, audio- or videotaped session, process record, summary record, or verbal record.
2. Reflect by connecting the experience to student life experience, beliefs, or theories learned to elicit their understanding of the behavior. Give your (Field Instructor) thoughts, theoretical concepts you apply, analysis of behavior.
3. Linkage occurs when student and Field Instructor identify practice behaviors used or considered, and their effects on client. Encourage student to recognize "fit" (or lack of fit) between the theoretical background you have described and the practice situation that ensued.
4. Give feedback on student behavior as practitioner: empathetic, timely, clear, direct, systematic, stated in behavioral terms. Consider with student other human behavior and practice theories to form alternate professional responses to the original situation.

The Atkins and Murphy Model (1995)

1. Self-awareness: the capacity to analyze one's thinking and feeling, how the situation impacted on you and vice-versa;
2. Description: the ability to recognize and recollect accurately salient events and features and render a comprehensive account of this. This would include significant background factors, the events as they unfolded and what you were thinking and feeling at the time;
3. Critical analysis: the ability to get to grips with what was going on. What knowledge were you using in the situation at the time? Why? It involves the ability to make connections between what you know and the situation you are thinking about. It also involves questioning one's assumptions, using one's imagination and exploring alternatives. It may also lead you to seek further knowledge through reading and/or consultation;
4. Synthesis: integrating what one has learned from this situation with what one knew before;
5. Evaluation: the ability to consider what value there is in this new knowledge.

Appendix C

Case 1.

I visited Mrs. S., an 89 year old widow, in her home. Mrs. S. was using a kerosene heater to heat her small cinder-block home, and it was very hot inside. Her vision is quite poor, and she walks with a metal-frame walker. She does her cooking on a two-burner hot plate. Mrs. S. reported a lengthy story about her children stealing her land from her and wanting to put her in a nursing home. She repeatedly said that she needs a lawyer but can't afford one. She also said, however, that her children don't want her to go to a nursing home because it would take all her money and property. She was tearful and worried about her future, worrying about how she will take care of herself. She reported that she often goes for as much as a week or two without getting out of the house or having a visitor.

I listened to Mrs. S. and empathized with her position. I told her I would find out what services might be available to help her stay in her home and that I would see if any legal help could be provided for her. (Kiser, 1999)

Case 2.

As an intern in the hospital's human resource department, I was asked to organize a series of brief educational seminars on employee wellness. In a meeting with the human resources director, I learned a few facts about the need for the project. He informed me that the department had conducted employee surveys that revealed that two major concerns of employees were "too much stress" and "too little free time." The director had intended to implement some programs to deal with these concerns, but did not have sufficient time available to do so. Having an intern provided an opportunity to develop this long overdue program as well as an opportunity for me to develop my skills in organization and presentation. We decided that I would "kick off" the series with a session on stress management and that the lunch hour would be a good time for the session. Because I had done a presentation in one of my human services classes on this topic, I was well prepared, knowledgeable, and pretty confident.

I planned to spend most of the session providing information to the group. Because there was not much time available, I needed to use it efficiently to cover the material. I started the session by explaining that the surveys they had completed indicated stress was a concern for them, and I asked them to identify some of their stressors. Almost immediately, a number of participants went into lengthy tirades about the administration's personnel practices. A number of long-term employees had recently been let go in a drastic cost-cutting measure. Employees complained that those remaining were extremely overworked and fearful for their own jobs. One participant said, "I can't believe this stress-management thing is their

response to that survey they did! No offense, but that's just throwing us a bone. We need some real change around here."

We got through about half of the program that I had planned. I did a lot of listening to and reflecting feelings, followed by efforts to redirect attention back to the topic. At the end, I told the group that I hoped they had picked up some useful information but that it mostly seemed that they needed a chance to ventilate. As they left, some participants thanked me and picked up copies of the handouts that I had prepared. A couple of participants talked for a few more minutes about the difficult situation at the hospital. (Kiser, 1999)

Appendix D

Discussion Questions

Below are listed some potential discussion questions related to each of the three segments of learning in this module.

Structure of the Curriculum

1. Why does CSWE mandate these particular areas of study?
2. How do you see these mandates applied in your practice setting?
3. Do you think your student could connect the mandated learning in the EPAS with what they feel they are learning in class and with you?
4. Are you familiar with resources you could offer your student to enhance their learning in any of the curricular areas (HBSE, practice, policy, research, values+)?
5. Have you ever read the university or social work program mission statements before? Will your knowledge of them help your teaching?
6. Do you remember when you were able to see that these study areas actually fit together? Was it while you were a student, or later? How might this awareness help you as you work with your student?

Sequence of the Curriculum

1. How do you remember thinking of the series of courses you took when you were a student? Did you have opportunity to look at an overview in orientation, or with an advisor, and discuss it? Did this, or would this have, helped you in your learning?
2. Do you remember certain courses seeming to build on others? Did any courses seem to be separated from the others for any reason? Why might that be the case?
3. How did you feel about the research courses offered during your education? Did these courses connect to theory? To practice? To policy? Do you think they might connect for you now, if you could sit in on a research course?
4. Do you think of policy mostly at agency, local, or national levels? Do you think your student understands that policy takes place at many levels? (A nice activity for addressing this issue is to ask your student to critique a policy they don't really understand in your agency, and research why the policy is what it is. The student discovers history, social issues, and organizational issues as they do some data collection!)

Integration of Classroom and Field

1. What activities and discussion do you have with students that help to tie their coursework and their field placement together? Do you ask for syllabi? Do you discuss/support assignments?
2. Do you ask what the classroom teachers are doing to tie coursework and fieldwork together?
3. Do you have a model that you use in supervision to structure student's thinking about cases, practice, and self-awareness issues?
4. When did you figure out that coursework was more than just the ticket to the degree?