



**BUILDING BRIDGES BETWEEN SOCIAL WORK EDUCATION AND
PRACTICE SKILLS: AN EXPLORATORY STUDY**

**By: Linda Openshaw, Ph.D., LCSW; Benjamin May, Ph.D., MSW; Andrew
McLane, MSW**

**Presented at:
NACSW Convention 2016
November, 2016
Cincinnati, OH**

Building Bridges Between Social Work Education and Practice Skills:
An Exploratory Study

Linda Openshaw, PhD, LCSW

Benjamin May, PhD, MSW

Andrew McLane, MSW

Texas A&M –Commerce

NACSW Conference Proceedings 2016

Abstract

This exploratory study surveyed MSW students and their field supervisors were asked to assess whether practice skills taught in MSW family, individual, and group classes were used and practiced in field classes. A survey was designed as per DeVillis (1991) that outlined extensive practice skills of active listening, motivational interviewing, psychosocial assessment, eleven therapeutic theory interventions (i.e., Person-in-Environment, strengths perspective, Solution Focused, etc.), and case-management. Results of the survey data are discussed and future recommendations are addressed.

Social Work Practice Skills: An Exploratory Study

The foundation for social work practice is based on educating individuals to develop the skills to perform in a wide range of practice settings with diverse populations. The practice of social work according to Cossum, (1988) requires that graduates be skilled in working with individuals, families, and small groups to resolve personal and familial troubles; an understanding of community life and a competence to intervene with a view to improving social conditions and addressing social issues; and the ability to cooperate with other professionals and who can recognize the potential for and promote the development of self-help and mutual aid groups in resolving social problems (p. 299). These specific skills must be intertwined with the “knowledge, values, ethics, education, and professional socialization” of the practitioner (Cheers, et. al. 2005. p. 236).

Social work students face many challenges as they enter the work force and it is imperative that educators provide these students the knowledge and skills to support and protect their client’s. Often time’s clinicians experience a “Baptism of Fire” therefore creating a need for true reality skills verses shallow expectations (Tham & Lynch, 2014).

It is difficult to determine when and how a student achieves the knowledge and skills necessary to practice social work. The field internship is considered the signature pedagogy in social work education by the Council on Social Work Education (CSWE). “Signature pedagogy is a central form of instruction and learning to socialize students to perform the role of practitioner-it contains pedagogical norms with which to connect and integrate theory and practice” (CSWE, 2008, p. 8). Field internships are the place where the theoretical base that has been provided in the classroom is now combined with the actual use of this knowledge. “The

CSWE recognition of field education as the profession's signature pedagogy arguably elevates its importance and status in social work education" (Wayne, Bogo, Raskin, 2010, p. 327).

Review of the Literature

Although the teaching and the application of practice skills is codified and encouraged by CSWE and social work education, a search of the research literature on this important topic produced surprisingly few results of what actually encompasses the actual definition of "practice skills." Most articles found were of educators writing and teaching social work practice classes and techniques developed to teach these generally defined yet seemingly elusive skills. This exploratory study is the first to attempt to record and codify social work practice skills taught in family, individual, and, group practice classes and how these skills are reported to be practiced in field placement practice by both MSW students and their compared field supervisors.

According to Bogo (2010), universities act as the initial "gatekeepers" of the profession. That is, they decide who is "competent" and who is not. However, these competencies and practice behaviors were developed and widely accepted with little research proving their validity. This dearth of research is important to consider, especially to those who might be served by a social worker who is not competent; after all, the field of social work is complex and varied in expertise.

Currently, the Council of Social Work Examiners (CSWE) has nine competencies that include: ethical and practice behaviors, diversity and differences in practice, advancing human rights in social, economic, and environmental justice, research and research informed practice, policy. These competencies are important to a field such as social work that provides practitioners practice licensees that allow additional training and opportunity to improve applied skills.

Despite recent interest for educators to define and outline social workers' preparedness for practice, the question of how this is to be accomplished and measured is not new (Bogo, Regehr, Hughes, Power, & Globerman, 2002; Marsh & Triseliotis, 1996).

Harder, Cox, Grotelueschen, Simpson, & Lozier (2007) state students need to develop critical practice skills such as active listening, empathic responding, and goal setting to allow them to become successful social workers. Furthermore, the authors state practicing these skills allow students to translate these skills into a direct connection between application, course content, and assessment (Harder, Cox, Grotelueschen, Simpson, & Lozier, 2007),

In order to identify when and if specific practice skills were being taught to social work students the authors surveyed students, field instructors, and faculty liaisons who are responsible for monitoring the field seminar that is in conjunction with field internships. The goal of the survey was to determine which specific practice skills were being taught in conjunction with field internships. The authors identified what they considered to be the most essential skills necessary to practice social work. These skills include: Active Listening including positive eye contact; showing connective empathy; mirroring and paraphrasing; true listening; and (Sheafor, & Horejsi, 2012). Motivational Interviewing including conveying empathy, respect and curiosity; drawing out client's thoughts and ideas; and supported autonomy and self-efficacy of clients (Miller, & Rose, 2009). Psychosocial History assessment related to finding and delineating a client's strengths, clients' awareness for positive change, client's development of addictive and other self-destructive behaviors; client's behavioral; transitions, and use of positive coping skills; ethical & cultural Issues; client's problem resolution and positive change (Sheafor, & Horejsi, 2012; Coady, & Lehmann, 2008). Theoretical Interventions as related to Person in Environment; Strengths Perspective; Problem Solving Model; Solution-Focused Therapy;

Individual and/or Family Therapy; Cognitive-Behavioral Therapy; Self-Psychology Therapy; Client-Centered Therapy; Group Therapy; Evidenced-Based Practice; Feminist Therapy (Coady, & Lehmann, 2008; Jacobs, Masson, Harvill, & Schimmel, 2012). Lastly interventions related to Case Management with inclusion of client's resources and needs and termination phases (Sheafor, & Horejsi, 2012).

Developing competent social workers is the principal task of both private and public institutions. This is important not only for accreditation standards, but also for state licensure. CSWE (2015) suggests that the purpose for accreditation standards is to recognize programs who have a level of integrity, performance, and quality that entitles them to them to the confidence of the public and collegiate communities.

Methodology

Participants

Participants in this study were comprised of students (26% at the Baccalaureate level, 70% at the graduate level (MA, MPH, DSW), and 4% that were unidentified) attending Texas A&M University at Commerce (TAMUC). Participation was voluntary and no payment or incentives for participating were given. The sample included 50 students (42 female and 8 male) that were recruited by means of a convenience sample. The majority, 38% of the sample population, ranged between ages 31-40. Approximately 20% ranged from ages 21-25, 10% from ages 26-29, 8% identified being under 30, 16% from ages 41-50, 2% from ages 51-60, and 6% who did not identify their age. The samples ethnic makeup included: 32% African American, 46% Caucasian, 14% Hispanic/Latino, 2% First Nations/Alaskan, and 6% choosing not to identify their ethnic background. Many in this sample (76%) work in Texas. Approximately 70% of the population were in their first or second year of an MSW program, 22% of the sample were

recent graduates, and 2% identified as BSW students. Overall, 10% of the sample identified themselves as to having a physical disability and 4 % having mental health challenges. Only 2% identified themselves as LBGTQ. Many (about 78%) were not affiliated with CSWE and only 32% are NASW members. However, 52% stated that they have read the *NASW Code of Ethics*.

Materials

Informed consent forms were provided to each participant and contained information about the study's procedures, benefits and risks of participating, an explanation how to acquire the results of the study, agreement of voluntary participation, and the contact information of the researchers. Each consent form also contained the purpose and risks of participating. Additional materials included a demographic form in order to examine population by 13 descriptor questions and a Likert scale.

Instrument Validity

Since the creation of this survey is exploratory in nature and no other instruments could be found for comparison, the validity of the instrument is assumed to be poor. Face validity of the research instrument was established through use of a construct and structure experts in practice and teaching MSW practice classes whose focus was to improve the development of the constructs needing measured and to lower any obvious errors. The survey instrument was designed following the modified six steps of the instrument construction as outlined by DeVellis (1991) because it attempts to follow proper procedures for creating exploratory results. Therefore, these exploratory results may generate future research that can better validate general findings.

Procedures

The researchers began by deciding to survey MSW students, field instructors, and faculty liaisons for the field seminar classes at Texas A&M University-Commerce. Next the instructors obtained IRB approval to conduct the research during the spring semester 2016. The researchers developed surveys that identified what they considered to be the skills most necessary to practice social work and being taught in family, individual, and group practice classes in a General Practice MSW Program. These skills included:

Active listening

Active listening with positive eye contact

Active listening showing connective empathy

Active listening that includes mirroring and paraphrasing client's comments

Active listening that demonstrates listening and client's engagement skills

Motivational interviewing that includes conveying empathy, respect, and curiosity

Motivational interviewing that draws out the client's thoughts and ideas

Motivational interviewing that supported autonomy and self-efficacy of clients

Communication skill

Psychosocial history that related to finding and delineating a client's strengths

Psychosocial history that helped clients' awareness for positive change

Psychosocial history that related to development of addictive and other self-destructive behaviors

Psychosocial history that related to learned childhood behaviors as the client moved into adolescent behavioral transitions

Psychosocial history that related to learned behaviors as the client moved into adult behavioral transitions

Psychosocial history that related to client's identified problem behaviors and need for positive coping skills

Psychosocial history that related to client's ethical and cultural issues

Psychosocial history that related to client's family structure, coping mechanism, and resiliency

Psychosocial history that included helping client's set goals and focus on positive change that related to client's problem resolution

Psychosocial history and identification of positive change

Person in environment interventions that related to client's problem resolution

Strengths perspective interventions that related to client's problem resolution

Problem-solving model interventions that related to client's problem resolution

Solution-focused interventions that related to client's problem resolution

Individual, and/or Family therapy interventions that related to client's problem resolution

Cognitive-Behavioral therapy interventions that related client's problem resolution

Self-Psychology therapy interventions that related to client's problem resolution

Client-Centered Therapy interventions that related to client's problem resolution

Group therapy interventions that related to client's problem resolution

Evidence-Based interventions that related to client's problem resolution

Feminist Therapy Interventions that related to client's problem resolution

Clinical Interventions for positive change
Case management that related to client's resources and needs
Termination skills that related to client's resources and future needs
Other important skills?

The researchers placed each of the above items onto survey forms with a Likert scale ranging if they had taught or been taught the skills in the past three semesters 1=strongly disagree to 5=strongly agree. The surveys were handed out in field seminars to students and faculty liaisons, and given to field instructors by the students. There was also some demographic information included in the surveys (See Appendices A & B).

Once the surveys were returned the researchers the results were tabulated using SPSS on the quantitative Likert Scale Data, and the qualitative data was analyzed separately. The results are as follows.

Results

Quantitative Results

The quantitative preliminary analysis performed examined internal consistency between questions associated with active listening, psychosocial history, intervention techniques, and motivational interviewing. Each scale had a significant internal consistency (active listening- $\alpha = .955$, intervention techniques- $\alpha = .959$, and motivational interviewing- $.948$) except for questions associated with psychosocial histories ($\alpha = .562$). The *median* answer for the majority of the survey ranged from mildly to moderately agreeing to each question. However, 56% of the participants identified that their field practicum lacked skills associated with Feminist Therapy Interventions. Approximately 44% of the sample disagreed with learning content associated with learning and practicing skills associated with childhood behaviors as the client moved into adolescent behavioral transitions and behaviors associated with the transition into adulthood.

Participants (40%) also identified that psychosocial skills related to client's family structure, coping mechanism, and resiliency as weaknesses in their field practicum training. This was also true for interventions that focus on problem resolution in individual/family therapy, Self-Psychology Therapy, Group Therapy, and Cognitive-Behavioral Therapy (CBT). Further analysis showed a strong correlation ($r = .516, p = .191$) between the license held and connective empathy related to active listening skills. A strong positive correlation ($r = .606, p = .111$) between the license held and motivational interviewing ($r = .702, p = .052$) intended to draw out a client's ideas and motivational interviewing that supported self-efficacy/autonomy was found. The license held was also strongly correlated ($r = .600, p = .154$) with psychosocial history related to client's family structure, coping mechanism, and resiliency and helping clients set goals towards positive problem resolution ($r = .505, p = .201$). Skills associated with case management were also correlated ($r = .510, p = .243$) with the license held.

Qualitative Results

There were four qualitative questions asked and three questions at the end of each identified areas of Communication, Psychosocial Assessment, and Clinical Theory Intervention skills. The last question was a general question on any further information the participants thought would help with the overall study. The first question asked to MSW students was:

Please give any other Practice Skills as related to Communication Skills you think are important that you learned & practiced in the last 3 semesters during your field class(es)?

In reviewing the open ended question on communication there were a wide range of skills mentioned with an understanding of body language, paraphrasing, eye contact, empathy, curiosity, active listening, importance of clinical silence, and client self-determination being the

most common mentioned. As stated by one student “I learned communication skills are key to productive relationships with client’s and peers.”

The second question asked to MSW students was:

Please give any other Practice Skills as related to taking a clients’ Psychosocial History and identification of positive change you think are important during your field class(es) that you learned & practiced in the last 3 semesters?

The review of student’s opinion on skills related to the Psychosocial History assessment included identifying problem behavior, self-awareness, being both culturally and ethically competent. As one student stated the importance of knowing skills related to “childhood connections, coping skills, problem solving, motivational skills, identifying problem behavior, cultural issues and ethical issues in [the] psychosocial history.”

The third question asked to MSW students was:

In last 3 semesters please give any other Practice Skills as related to a clients’ Clinical Interventions for positive change you learned & practiced during your field class(es)?

The MSW Students reported a variety of interventions utilized such as Individual therapy, Client Centered, Strengths Perspective, problem solving, Solution Focused, Cognitive Behavioral Therapy (CBT), Evidenced Based Practice, grief therapy, and Crisis Intervention. Another student asked that more practice and mental health skills be given in field placement classes. As evidenced by one student surveyed stated “I Need more education on applied practice skills, more mental health classes, and need more discussion on all learned interventions.”

The last general question was:

Please provide any other information you think is important to this survey_that you have learned & practiced during your field class(es) in the last 3 semesters?

The last open ended question discussed a wide variety of what students have learned and utilized including case management, communication skills and becoming self-aware and allowing clients more self-determination. However there was a central concern of learning skills yet not feeling confident about applying those skills. One student stated “ [I] Learned in class relevant work skills but I’m not confident with my clinical skills.”

The first question asked the field supervisors the same communication skills question but asked what they had taught:

Please give any other Practice Skills as related to Communication Skills you think are important that you taught in the last 3 semesters during your field class(es)?

The Field Supervisors’ interpretation of communication skills stated were calling clients by their name, non-verbal communication, and observation of body language, therapeutic silence, and voice tone and mannerisms. Furthermore as one supervisor stated “Biopsychosocial assessments are taught with use of positive approach and strengths based perspective,”

The second question asked the field supervisors the same psychosocial assessment skills question but asked what they had taught:

Please give any other Practice Skills as related to taking a clients’ Psychosocial History and identification of positive change you think are important during your field class(es) that you taught in the last 3 semesters?

This question got responses that stated understanding where the client is in relation to treatment goals and as one supervisor stated “Learning the client’s environment and meeting them where they are – self-determination.”

The third question asked to the field supervisors was:

In last 3 semesters please give any other Practice Skills as related to a clients' Clinical Interventions for positive change you taught during your field class(es)?

This question listed skills of Motivational Interviewing, meeting the client where they are and to meet treatment plan goal and as stated "Discussing the "Here & Now" to stay focused on the issues at hand."

The last general question asked the field supervisors was:

Please provide any other information you think is important to this survey that you taught during your field class(es) in the last 3 semesters?

The general question of extra information outlined was concerned with respect of the supervisor and their status, client safety at discharge and resource need and as one supervisor stated "meet your student where they are and discuss experiences and demand professionalism."

Comparisons of the MSW student's responses when compared to the field supervisors' showed a general concern of both groups surveyed on developing proper application of practice skills.

Discussion

This exploratory study addressed the question of whether practice skills as taught in family, individual and group practice classes are taught and practiced in MSW field placement. To address the issue an exploratory survey was generated to identify exactly what skills taught in practice classes and whether MSW students and their field supervisors could identify and codify these learned practice skills. The data showed that surveyed field supervisors do rate a strong correlation between the license held of supervisor and connective empathy related to active listening skills. This finding even though obvious allows the importance to practice supervisors' who hold licenses in use of active listening skills. These same licensed supervisors identify a

need to use and practice motivational interviewing intended to draw out a client's ideas that supported self-efficacy/autonomy. The license held by supervisors was also strongly correlated with psychosocial history related to client's family structure, coping mechanism, and resiliency and helping clients set goals towards positive problem resolution. Furthermore field supervisors rated a need for students to use skills associated with case management.

Qualitative data was imperative to this research due to the nature of the quantitative data collected through a created exploratory survey. The qualitative questions were designed with questions one through four, in order to gather supportive data on the general over practice skills areas of communication (question 1), psychosocial assessment (question 2), practice theory interventions (question 3).. Question 4 was an overall question of the whole survey on any other information to help with the study. Question one support the importance of teaching and practicing communication skills of active listen skills (i.e., good eye contact, positive body language, and starting where the client is, etc.). Question 2 also supported quantitative data the students stating that skills related to psychosocial assessment of identifying problem behavior, self-awareness, and being both culturally and ethically competent were important. However the field supervisors added a discussion on assessing the client's environment as related to also included self-determination. The third question discussed an understanding of most of the skills associated with theory intervention with the exclusion of Feminist Theory. The last question had the field supervisors outlining the importance of respecting the status and skills of the supervisor while the students outlined a need for more education on mental health, crisis intervention and case-management.

The exploratory survey was designed to ascertain the opinions of social work MSW students and their field supervisors regarding use and practice skills learned in practice classes.

The survey data anticipated findings that would potentially improve social work curriculum and assist university/college social work programs in meeting CSWE guidelines of the actual teaching and practice of social work practice skills. The foremost strength of the study is that, for the first time, the study attempts to delineate social work practice skills.

The main weakness of the study is the lack of internal and external validity because of its exploratory nature. Rubin and Babbie (1997) stated that good internal validity is having confidence that the results of a study accurately reflect whether “one variable is or is not the cause of another” (p. 277). Since no other studies in the social work literature existed to guide the direction of this exploratory research, all results must be taken with caution.

Conclusion

This study tried to tie the social work classroom to the social work field internship in order to see if the classroom learning is tied to the practice of social work. By asking both MSW field student interns and field instructors the researchers were able to examine whether or not what the students had learned was actually being reinforced and used in the field internship. This research provided a beginning step to understand how the classroom and field internship tie together.

The social work community has seldom delved into the topic of codifying social work practice skills taught in practice classes as identified in actual practice of these skills in field placement. This topic is only addressed in the research by schools of social work education and individual classes taught to MSW students. This study will allow future social work research in order to build a meaningful body of knowledge regarding identifying, and what practice skills MSW practitioners use during field education and after graduation and moving onward to licensure.

References

- Bogo, M. (2010). *Achieving Competence in Social Work Through Field Education*. Buffalo: University of Toronto Press.
- Bogo, M., Regehr, C., Hughes, J., Power, R., & Globerman, J. (2002). Evaluating a measure of student field performance in direct service: Testing reliability and validity of explicit criteria. *Journal of Social Work Education*, 38, 385–401.
- Cheers, B., Darracott, R., & Lonne, B. (2005). Domains of rural social work practice. *Rural Society (15)*, 234-250.
- Coady, N., & Lehmann, P. (2008). *Theoretical perspectives for direct social work practice* (2nd ed.). New York: Springer Publishing Company.
- Cossom, J. (1988). Generalist social work practice: Views from BSW graduates. *Canadian Social Work Review/Ruvue Canadienne De Service Social*.5 297-214. Retrieved from <http://www.jstor.org/stable/41669271>.
- Council on Social Work Education (CSWE), (2008). *Educational Policy and Accreditation Standards*. Alexandria, VA: Author.
- CSWE (2015). 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. Retrieved from <http://www.cswe.org/file.aspx?id=81660>
- DeVellis, R. F. (1991). *Scale development: Theory and applications*. Newbury Park, CA: Sage Publications.
- Harder, Cox, Grotelueschen, Simpson, & Lozier, M. (2007). *The Journal of Baccalaureate Social Work*, Vol. 13, No. 1 (2007).
- Jacobs, E.E., Masson, L., Harvill, R.L., & C.J. Schimmel (2012). *Group Counseling: Strategies and Skills*.

- (7th ed.). Belmont, CA: Thomson Higher Education.
- Miller, W., & Rose, G. (2009). *Toward a theory of motivational interviewing*. *American Psychologist*, 64, 527–537.
- Rubin, A., & Babbie, E. (1997). *Research methods for social work* (3rd ed). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Sheafor, B.W., & Horejsi, C.R. (2012). *Techniques and Guidelines for Social Work Practice* (9th ed). Boston: Allyn & Bacon.
- Tham and D. Lynch (2014). Prepared for practice? Graduating social work Students' reflections on their education, competence and skills, *Social Work Education*, 33:6, 704-717, DOI: 10.1080/02615479.2014.881468
- Van Hook, M. P., (2014). *Social work practice with families: A resiliency based approach*. 2nd Edition. Lyceum Books Inc.
- Wayne, J., Bogo, M., & Raskin, M. (2010). Field education as the signature pedagogy of social work education. *The Journal of Social Work Education*. 46 (3) 327-339.

**APPENDIX A
PRACTICE SKILLS SURVEY for FIELD STUDENTS**

PART I: PRACTICE SKILLS YOU HAVE LEARNED& PRACTICED in FIELD PRACTICE CLASSES. Please respond based on what you have learned in your recent field seminars and field internships.

Please read each question carefully on Practice Skills because each are unique skills of practice you have learned or practiced during the last year in your field class(es).

Based on your expertise of learned practice skills please provide your best response to each of the following statements.

Scale Rating	Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
	1	2	3	4	5	6

1. In the last 3 semesters I learned & practiced content of Practice Skills on Active Listening (4) during my field class(es):

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6

2. In the last 3 semesters I learned & practiced content of Practice Skills on Active Listening (4) during my field class(es) that includes showing effective listening (positive eye contact, etc):

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6

3. In the last 3 semesters I learned & practiced content of Practice Skills on Active Listening (4) during my field class(es) that includes showing connective empathy:

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6

4. In the last 3 semesters I learned & practiced content of Practice Skills on Active Listening (4) during my field class(es) that includes mirroring and paraphrasing client's comments:

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6

5. In the last 3 semesters I learned & practiced content of Practice Skills on Active Listening (4) during my field class(es) that demonstrate true listening and client' engaged skills:

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6

6. In the last 3 semesters I learned & practiced content of Practice Skills on Motivational Interviewing (3) during my field class(es) that conveys empathy, respect, and curiosity:

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

7. In the last 3 semesters I learned & practiced content of Practice Skills on Motivational Interviewing (3) during my field class(es) that draws out the client's thoughts and ideas:

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

8. In the last 3 semesters I learned & practiced content of Practice Skills on Motivational Interviewing (3) during my field class(es) that supported autonomy and self-efficacy of clients:

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

9. Please give any other Practice Skills as related to Communication Skills you think are important that you learned & practiced in the last 3 semesters during your field class(es) not discussed above:

(Please continue on back for Question 9)

10. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to finding and delineating a client's strengths:

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

11. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History (4) during my field class(es) that helped clients' awareness for positive change:

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

12. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to development of addictive and other self-destructive behaviors:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

13. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History during my field class(es) that related to learned childhood behaviors as the client moved into adolescent behavioral transitions:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

14. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History during my field class(es) that related to learned behaviors as the client moved into adult behavioral transitions:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

15. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to client's identified problem behaviors and need for positive coping skills:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

16. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to client's Ethical & Cultural Issues:

Strongly Disagree 1 2 3 4 5 Strongly Agree

17. In the last 3 semesters I learned & practiced content of Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to client's Family Structure, Coping Mechanism, & Resiliency:

Strongly Disagree 1 2 3 4 5 Strongly Agree

18. In the last 3 semesters I learned & practiced content of Practice Skills related to clients' Psychosocial History (4) helping client's set goals and focus on positive change (4) during my field class(es) that related to client's problem resolution:

Strongly Disagree Strongly Agree

1 2 3 4 5 6

19. Please give any other Practice Skills as related to taking a clients' Psychosocial History and identification of positive change (4) you think are important during your field class(es) that you learned & practiced in the last 3 semesters not discussed above:

(Please continue on back for Question 19)

20. In the last 3 semesters I learned & practiced content of Practice Skills related to Person in Environment Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree Strongly Agree
1 2 3 4 5 6

21. In the last 3 semesters I learned & practiced content of Practice Skills related to Strengths Perspective Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree Strongly Agree
1 2 3 4 5 6

22. In the last 3 semesters I learned & practiced content on Practice Skills related to the Problem Solving Model Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree Strongly Agree
1 2 3 4 5 6

23. In the last 3 semesters I learned & practiced content on Practice Skills related to the Solution-Focused Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree Strongly Agree
1 2 3 4 5 6

24. In the last 3 semesters I learned & practiced content of Practice Skills related to Individual and/or Family Therapy Interventions (5) during my field class(es) that related to client's problem resolution:

Strongly Disagree Strongly Agree
1 2 3 4 5 6

25. In the last 3 semesters I learned & practiced content of Practice Skills related to the Cognitive-Behavioral Therapy Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

26. In the last 3 semesters I learned & practiced content of Practice Skills related to the Self-Psychology Therapy Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

27. In the last 3 semesters I learned & practiced content of Practice Skills related to the Client-Centered Therapy Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

28. In the last 3 semesters I learned & practiced content of Practice Skills related to Group Therapy Interventions (2) during my field class(es) that related to client's problem resolution:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

29. In the last 3 semesters I learned & practiced content of Practice Skills related to the Evidenced-Based Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

30. In the last 3 semesters I learned & practiced content of Practice Skills related to the Feminist Therapy Interventions (1) during my field class(es) that related to client's problem resolution:

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

31. In last 3 semesters please give any other Practice Skills as related to a clients' Clinical Interventions for positive change you learned & practiced during your field class(es) that are not discussed above:

(Please continue on back for Question 31)

_____ DSW _____ PhD

5. License? _____ LBSW _____ LMSW _____ LMSW AP _____ LCSW

6. Please indicate the number of years' experience you have as a student:

_____ BSW _____ 1st Year MSW _____ 2nd Year MSW _____ MSW graduate

7. CSWE member: _____ Yes _____ No

8. NASW member _____ Yes _____ No

9. State or US territory you work in: _____

10. Please identify 2 of the following areas you have learned & practiced in:

_____ Values and Ethics _____ Diversity _____ Human Behavior in the Social Environment

_____ Social Welfare Policy _____ Social Work Practice _____ Research

_____ Field Education _____ Other

11. Do you currently belong to any of the following multicultural group(s)?

a) _____ Individuals with physical disabilities

b) _____ Gay, lesbian, bisexual and transgendered

c) _____ Individuals with mental health disabilities

12. Do you have a Learning Disability? _____ Yes _____ No If yes please explain:

13. Have you read the CSWE's (2008) Educational Policy and Accreditation Standards (EPAS)? _____ Yes _____ No

Thank you for your participation in this research.

Please send any questions to:

Benjamin T. May, 1901 Monroe St, Box 3011, Commerce, TX 75429 or

Email to Benjamin.may@tamuc.edu

Linda Openshaw, 1901 Monroe St, Box 3011, Commerce TX 75429 or

Email to Linda.Openshaw@tamuc.edu

APPENDIX B

PRACTICE SKILLS SURVEY for FIELD INSTRUCTORS

PART I: PRACTICE SKILLS YOU HAVE TAUGHT in FIELD PRACTICE CLASSES

Please respond based on what you have taught to students in your recent field seminars and field internships.

Please read each question carefully on Practice Skills because each are unique skills of practice you have taught to students during your field class(es).

Based on your expertise of teaching practice skills please provide your best response to each of the following statements.

Scale Rating	Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
	1	2	3	4	5	6

1. In the last 3 semesters I taught content on Practice Skills on Active Listening (4) during my field class(es):

Strongly Disagree	_____→					Strongly Agree
1	2	3	4	5	6	

2. In the last 3 semesters I taught content on Practice Skills on Active Listening (4) during my field class(es) that includes showing effective listening (positive eye contact, etc):

Strongly Disagree	_____→					Strongly Agree
1	2	3	4	5	6	

3. In the last 3 semesters I taught content on Practice Skills on Active Listening (4) during my field class(es) that includes showing connective empathy:

Strongly Disagree	_____→					Strongly Agree
1	2	3	4	5	6	

4. In the last 3 semesters I taught content on Practice Skills on Active Listening (4) during my field class(es) that includes mirroring and paraphrasing client's comments:

Strongly Disagree	_____→					Strongly Agree
1	2	3	4	5	6	

5. In the last 3 semesters I taught content on Practice Skills on Active Listening (4) during my field class(es) that demonstrate true listening and client' engaged skills:

Strongly Disagree	_____→					Strongly Agree
1	2	3	4	5	6	

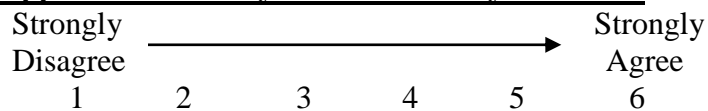
6. In the last 3 semesters I taught content on Practice Skills on Motivational Interviewing (3) during my field class(es) that conveys empathy, respect, and curiosity:



7. In the last 3 semesters I taught content on Practice Skills on Motivational Interviewing (3) during my field class(es) that draws out the client's thoughts and ideas:



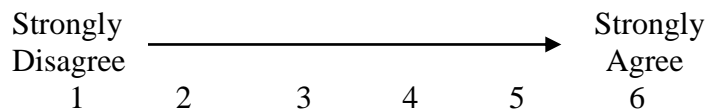
8. In the last 3 semesters I taught content on Practice Skills on Motivational Interviewing (3) during my field class(es) that supported autonomy and self-efficacy of clients:



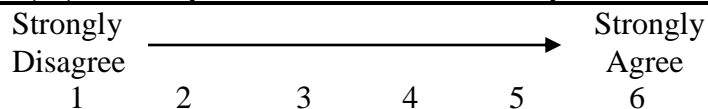
9. Please give any other Practice Skills as related to Communication Skills you think are important that you taught in the last 3 semesters during your field class(es) not discussed above:

(Please continue on back for Question 9)

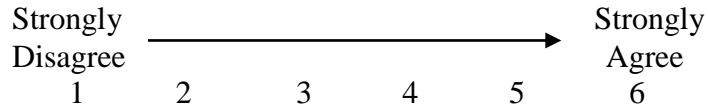
10. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to finding and delineating a client's strengths:



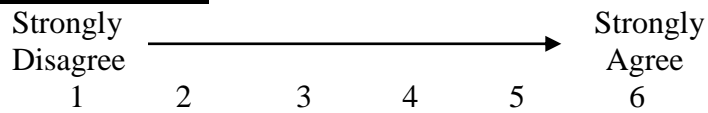
11. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History (4) during my field class(es) that helped clients' awareness for positive change:



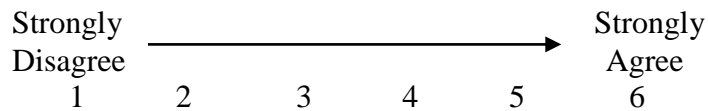
12. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to development of addictive and other self-destructive behaviors:



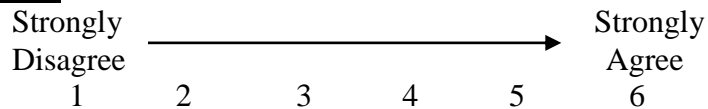
13. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History during my field class(es) that related to learned childhood behaviors as the client moved into adolescent behavioral transitions:



14. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History during my field class(es) that related to learned behaviors as the client moved into adult behavioral transitions:



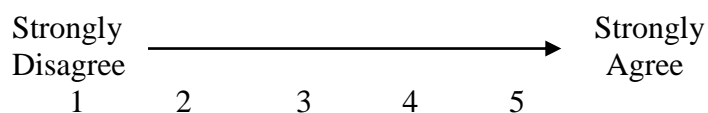
15. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to client's identified problem behaviors and need for positive coping skills:



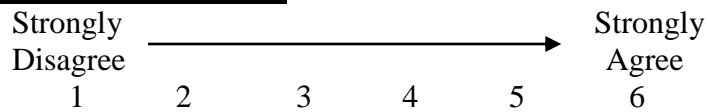
16. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History (4) during my field class(es) that related to client's Ethical & Cultural Issues:



17. In the last 3 semesters I taught content on Practice Skills related to taking a Psychosocial History (5) during my field class(es) that related to client's Family Structure, Coping Mechanism, & Resiliency:



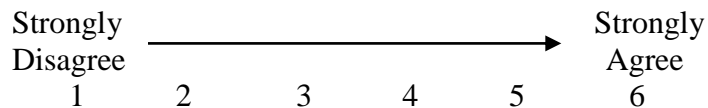
18. In the last 3 semesters I taught content on Practice Skills related to clients' Psychosocial History (4) helping client's set goals and focus on positive change (4) during my field class(es) that related to client's problem resolution:



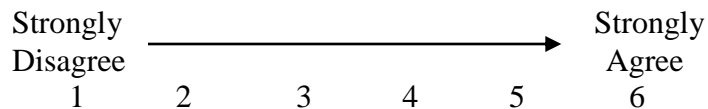
19. Please give any other Practice Skills as related to taking a clients' Psychosocial History and identification of positive change (4) you think are important during your field class(es) that you taught in the last 3 semesters not discussed above:

(Please continue on back for Question 19)

20. In the last 3 semesters I taught content on Practice Skills related to Person in Environment Interventions (1) during my field class(es) that related to client's problem resolution:



21. In the last 3 semesters I taught content on Practice Skills related to Strengths Perspective Interventions (1) during my field class(es) that related to client's problem resolution:



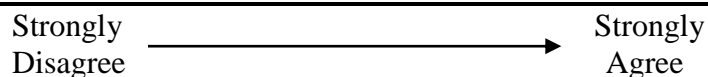
22. In the last 3 semesters I taught content on Practice Skills related to the Problem Solving Model Interventions (1) during my field class(es) that related to client's problem resolution:



23. In the last 3 semesters I taught content on Practice Skills related to the Solution-Focused Interventions (1) during my field class(es) that related to client's problem resolution:



24. In the last 3 semesters I taught content on Practice Skills related to Individual and/or Family Therapy Interventions (5) during my field class(es) that related to client's problem resolution:



(Please continue on back for Question 31)

32. In the last 3 semesters I taught content on Practice Skills related to providing Case Management (4) during my field class(es) that related to client's resources and needs:

Strongly Disagree $\xrightarrow{\hspace{10em}}$ Strongly Agree
1 2 3 4 5 6

33. In the last 3 semesters I taught content on Practice Skills related to providing Termination Skills (4) during my field class(es) related to client's resources and future needs:

Strongly Disagree $\xrightarrow{\hspace{10em}}$ Strongly Agree
1 2 3 4 5 6

34. Please provide any other information you think is important to this survey that you have taught during your field class(es) in the last 3 semesters:

(Please continue on back for Question 34)

PART II: DEMOGRAPHIC INFORMATION

Please provide your confidential demographic information to help compare responses across groups

1. Gender: _____ Female _____ Male _____ Transgendered

2. Please provide your primary race and/or ethnicity:

_____ African American _____ Asian/Pacific _____ Caucasian
_____ Hispanic/Latino _____ Islander American
_____ First Nations/ Alaska Native _____ Other/
_____ Identify

3. Please give your age: _____ 21-25 _____ 26-29 _____ Under 30 _____ 31-40 _____ 41- 50
_____ 51-60 _____ 61-65 _____ over 65

4. Please indicate all of your degree(s) you have earned:

_____ Associate _____ BA _____ BSW _____ MA _____ MPH _____ MSW
_____ DSW _____ PhD

5. License? _____ LBSW _____ LMSW _____ LMSW AP _____ LCSW

6. Are you? _____ Tenure _____ Non-tenured track

7. Please indicate the number of years' experience you have as a faculty/instructor:

Less
_____ 0 _____ than 1 year _____ 1-5 years _____ 6-10 years _____ 11-20years _____ 20 +

8. CSWE member: _____ Yes _____ No

9. NASW member _____ Yes _____ No

10. What is your present Rank? _____ Adjunct/Part-time _____ Assistant Professor

_____ Clinical/non-tenure track _____ Associate Professor _____ Full Professor

_____ Dean/Professor _____ Professional Non-Tenure Track _____ Other, please specify

11. State or US territory you work in: _____

12. Please identify 2 of the following areas you primarily teach:

_____ Values and Ethics _____ Diversity _____ Human Behavior in the Social
Environment

_____ Social Welfare Policy _____ Social Work Practice _____ Research

_____ Field Education _____ Other

13. Do you currently belong to any of the following multicultural group(s)?

a) _____ Individuals with physical disabilities

b) _____ Gay, lesbian, bisexual and transgendered

c) _____ Individuals with mental health disabilities

14. Do you have a Learning Disability? _____ Yes _____ No If yes please explain:

15. Have you read the CSWE's (2008) Educational Policy and Accreditation Standards (EPAS)? _____ Yes _____ No

Thank you for your participation in this research.

Please send any questions to:

Benjamin T. May, 1901 Monroe St, Box 3011, Commerce, TX 75429 or

Email to Benjamin.may@tamuc.edu

Linda Openshaw, 1901 Monroe St, Box 3011, Commerce TX 75429 or

Email to Linda.Openshaw@tamuc.edu

