



# Field Instructor Enrichment

## Fall 2014

What is the Role of Human Behavior and the Social Environment in Reflective Supervision?

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# Objectives

- Define human behavior and the social environment (HBSE) within field education.
  - Explore strategies and approaches for teaching HBSE.
  - Review reflective supervision best practices
  - Integrate strategies for teaching HBSE with reflective supervision.
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- **COMPETENCY 7**

**Apply knowledge of human behavior and the social environment.**

Learning Agreement  
Competency 7

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Theory: a coherent group of principle, concepts and ideas organized to explain some observable occurrence or trend.

Human behavior and the social environment: concerns influences of one's biological make up, psychological characteristics, physical environment (*ecological perspective*) and the social setting.

(Zastrow and Kirst-Ashman, 2009)

# HBSE Defined

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- 142 students and 112 field instructors responded to our survey Spring semester 2014.
- We asked:
  - What did you teach/learn related to HBSE content?
  - Why do you think field instructors rate students higher in applying HSBE content than students rated themselves as compared to the other competencies?

# Field Curriculum Outcome Survey 2014

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- Students' results indicate moderate competency in the area of HBSE across programs. Students and field instructors reported the following reasons for this:
  - Students lack confidence and are hard on themselves
  - Students are applying HBSE framework but don't know it
  - Language or use of different terms
  - Complexity of applying theories
  - Students believe their field instructor knows more

# Field Survey Results

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- **HBSE Course Themes:**

**Normal vs. Abnormal Behavior** —invaluable in understanding and dealing with behavior of individuals; lacks validity when applied to group, organizations, and communities.

**Developmental Patterns of a Person**—includes groups' and communities' effects on an individual (i.e. social stress).

**Social Process** —emphasis on social and cultural patterns that provide the social context for development and behavior (omits uniqueness of the individual).

(Carter, 2011)

# HBSE Courses

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## **THEORETICAL FRAMEWORKS:**

Behavioral—Skinner

Cognitive—Piaget

Humanistic—Rogers

Psychosocial—Erikson

Life Course Perspective

Life Span Perspective

Social Learning—Bandura

Systems Theory and Ecological Perspective

# Development Theories

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- **Classical conditioning** emphasizes learning that occurs on the basis of association (when a naturally satisfying stimulus—food—is paired with a neutral stimulus—bell).
- Skinner was interested in **operant conditioning**, which stresses the importance of reinforcement (positive or negative) rather than association between stimuli.

(Nye, 2000)

# Behavioral Theory

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- The most important of Skinner's behavioral concepts
- Indicates a strengthening effect—the behavior increases in probability when its outcomes are reinforcing.
- Positive reinforcement: a response is strengthened by the addition of something (called a positive reinforcer) to the situation.
- Negative reinforcement: a response is strengthened by the removal of something (negative reinforcer or aversive stimulus) from the situation.

(Nye, 2000)

# Reinforcement

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- Punishment generally suppresses behavior (negative reinforcement strengthens behavior).
- Two ways in which a response can be punished: by removing a positive reinforcer or by presenting an aversive stimulus. (Nye, 2000)

# Punishment

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- Cognitive theory moves away from the individual regulating instinctual drives and needs (Freud) or environmental consequences (behaviorist tradition) **to a focus on the mediating role of what the individual *thinks* as an influence on what one feels and does.**
- Cognition (knowledge, thinking, problem solving) is a product not only of the person's exposure to environmental events, but of the person's active construction of the **meaning** of these events.

(Carter, 2011)

# Cognitive Theory

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- Individuals act in response to their thoughts about environmental events; their selective attention to them and their interpretation.
- Cognitive representations, thoughts about oneself, influence social functioning, emotional well-being and are subject to change.
- Behavior change can be effected through cognitive change.
- Circular causality—each system influences the other: thinking-feeling-behaving provide feedback to each other.

(Carter, 2011)

## Cognitive Theory, cont.

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- A child's cognitive development involves the construction of a mental model of the world.
- Jean Piaget was interested both in how children learned and in how they thought.
- Piaget studied children from infancy to adolescence, and carried out many of his own investigations using his three children.

(Carter, 2011)

# **Piaget's Cognitive** Theory

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Stage of Development	Key Feature
Sensorimotor 0-2 years	Object Permanence
Preoperational 2-7 years	Egocentrism
Concrete Operations 7-11 years	Conservation
Formal Operations 11 years and up	Manipulate ideas in head; abstract reasoning

# Piaget's Cognitive

Theory, cont.

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“In my early professional years, I was asking the question: How can I treat, cure, or change this person? Now I would phrase the question in this way: How can I provide a relationship which this person may use for his/her own personal growth?” - Carl Rogers

(Nye, 2000)

# Humanistic Theory

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- Emerged in the 1950s in reaction to psychoanalysis and behaviorism.
- We are not controlled by unconscious or environmental forces over which we have no control.

(Nye, 2000)

Humanistic Theory,  
cont.

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## **Development of the self**

- Positive regard is what we instinctively value and seek to receive from others as the self develops.
- Receiving positive regard on condition of “good behavior” (conditions of worth) defines our individual differences-they reflect the different circumstances of our lives.

(Nye, 2000)

Humanistic Theory,  
cont.

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## **Erickson's Stages of Development**

- **Trust vs Mistrust 0-2**
- **Autonomy vs Shame 2-4**
- **Initiative vs Guilt 4-5**
- **Industry vs Inferiority 6-12**
- **Identity vs Role Diffusion 12-18**
- **Intimacy vs Isolation Young adulthood**
- **Generativity vs Stagnation Mid-adulthood**
- **Integrity vs Despair Older adulthood (Carter, 2011)**

Psychosocial  
Development

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- A more moderate behaviorist theory.
- Argues people learn through the mere observation of others due to possession of cognitive processes such as attention, symbol formation, memory.
- Sometimes called “observational” learning or “imitative” learning.

(Robbins, Chatterjee, Canda, 2012)

# Social Learning Theory

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- Bandura found that the child is most likely to imitate models regarded as:
  - Prestigious
  - Who receive social recognition and monetary rewards
  - Who are perceived as similar to themselves
  - Who are of the same gender

(Robbins, Chatterjee, Canda, 2012)

# Social Learning Theory, cont.

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## Basic Concepts

- Cohorts—group of persons born at the same historical time, experience social changes within a culture at the same age
- Transitions—changes in roles/statuses
- Trajectory—long-term pattern of stability and change
- Life Event—significant occurrence of an abrupt change
- Turning Point—life event producing a lasting shift in the life course trajectory

(Hutchinson, 2003)

# Life Course Perspective

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Four assumptions--Development is:

- Lifelong
- Multidirectional and multidimensional
- Highly plastic
- Embedded in multiple contexts

(Robbins, Chatterjee, Canda, 2012)

Life Span Perspective

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- Non-normative influences: events that are irregular, in that they happen to just one or a few people and do not follow a predictable timetable.
- Age markers have blurred and vary across ethnic groups and cultures.
- Adds to fluid nature of lifespan development.
- Lifespan perspective emphasizes many potential pathways and outcomes.

(Robbins, Chatterjee, Canda 2012)

Life Span Perspective,  
cont.

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- **Systems Theory** can be applied at all levels of organization, from a cell to a society, and to all forms of human association.
- **System:** something with interrelated parts that interact.
  - Organization
  - Boundaries
  - Endure over time
  - Interdependent-what happens to one part impact all parts
  - Concrete (i.e. observable)

(Robbins, Chatterjee, Canada 2012)

# Systems Theory

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- Which theories do you apply in your setting?
- How do you approach teaching this content to students?

Reflective Questions

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# Teaching Activities

Provide context and link HBSE theories through a variety of activities:

- Explanations
- Connecting theory/classroom work
- Examples of application to real situations
- Feedback on process or other recordings
- Repetition, Repetition, Repetition

- Field instructors are more likely to use discussion, written material, modeling and lecturing. Modeling has been found to be the most effective in teaching skills.
- Field instructors use co-counseling, process recordings, and role plays less frequently.
- Students report that discussion, modeling and co-counseling were most helpful.

(Mumm, 2006)

## Teaching Practice Skills

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Based on the limited literature, students learn best by:

1. Practicing the skill
2. Having the skill demonstrated for them
3. Least effective is lecture and discussion

(Mumm, 2006)

How Students Learn  
BEST

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**PRACTICE PROBLEM:** Rhoda—9y/o, 4<sup>th</sup> grader, 5” 160 pounds—sensitive about her weight, all white rural community, father deceased—mother’s whereabouts unknown--lives with grandmother, refuses to shower regularly—poor hygiene, grandmother is loving—struggles with setting boundaries, Rhoda complains of headaches—often misses school, dislikes school, often teased, no friends, hates teachers but likes the school nurse, no hobbies—watches TV while eating ice cream, would like to have friends and do better in school.

# HBSE Practice Sample

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## **POTENTIAL THEORETICAL FRAMEWORKS:**

Cognitive— Piaget Concrete Operations

Behavioral—Conditioning and Reinforcers

Psychosocial—Erikson Industry vs Inferiority

Social Learning—Modeling

Life Course Perspective—Cohort, Transition, Trajectory,  
Life Event, Turning Point

Life Span Perspective—Context, Historical Period

Systems/Ecological—Rural.

How would you use these frameworks in this situation?

# Application

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- The frequency of process recordings was positively (and significantly) correlated with viewing the field instructor as helpful, being satisfied with the relationship, amount learned and feeling prepared for practice.

(Knight, 1996)

# Research On Process Recordings

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- Have the student review content of a completed process recording to critically think about the application of a HBSE theory and how that informs the assessment and intervention processes.
- Add an additional column for the student to record HBSE relevant details.

## Using Process Recordings

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- **Reflective supervision supports professional development through promoting understanding of what the student brings to the situation that can help or hinder the change process.**

Using Reflective  
Supervision

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# Best Practice Guidelines Reflective Supervision

- **Establish a trusting relationship**
  - **Communicate the importance of reflection and supervision**
  - **Foster a reflective process**
  - **Promote professional development**
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- How will you integrate HBSE theories with reflective supervision?
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- Assist students in being aware of their biases.
- How does the student's biases line up with the theoretical frameworks?
- Ask the student to reflect on their developmental life cycle stages.
- How does the student's biases, thoughts about theoretical frameworks and their developmental stages impact their use of self and relationships?

## Supervision Questions

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