



Field Instructor Enrichment Fall 2013

What is the Role of Research Practice in
Reflective Supervision?

Objectives

- Review reflective supervision best practices
 - Define research practice within field education
 - Explore strategies and approaches for teaching research practice
 - Integrate strategies for teaching research in reflective supervision
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- **COMPETENCY 6**

Engage in research-informed practice and practice-informed research.

Learning Agreement
Competency 6

- 131 students and 102 field instructors responded to our survey Spring semester 2013.
- We asked:
 - What did you teach/learn related to research practice.
 - Why do you think field instructors rate students higher in research practice than students rated themselves as compared to the other competencies?

Field Curriculum Outcome Survey 2013

- Students' results indicate a lack of competency in the area of research across programs. Students and field instructors reported the following reasons for this:
 - Students lack confidence and are hard on themselves
 - Students are engaged in research but don't know it
 - Research is complex—students are still learning about it
 - Students don't like research
 - Students believe their field instructor knows more, has a broader view and is being nice when rating them.

Field Outcome Survey Results

Research Informed Practice & Practice Informed Research



- “EBP is a process in which practitioners attempt to maximize the likelihood that their clients will receive the most effective interventions possible by engaging in [a series of] five steps.”
- EBPs “connotes teaching interventions that are perceived to have gotten some sort of ‘seal of approval’ as being ‘evidence based’”

Rubin & Parish (2007)

Evidence-based
practice process vs.
“EBPs”

- 1) Formulating an answerable question regarding practice needs
- 2) Tracking down the best evidence available to answer that question (**systematic reviews, meta-analyses, publically accessible databases**)
- 3) Critically appraising the evidence for its validity, impact (size of effect), and applicability (usefulness in practice)
- 4) **Integrating the appraisal with your clinical expertise and client values and circumstances** and then applying it to practice decisions
- 5) Evaluating the outcome (with the use of single-case designs if feasible) (**particularly important when there is a shortage of evidence applicable to a particular client**).

What is the EBP process?

- Compatible with code of ethics – informed consent
- Client collaboration, empowerment, self-determination
- We should “provide interventions that have been identified as having the very best chance of alleviating distress for those we serve, as well as to be transparent about what we do not yet know.” (Rubin & Parish, 2007)

What does this have to
do with SOCIAL WORK?

PRACTICE PROBLEM: Mexican American preschool child in foster care who has been sexually abused. Need an effective home-based treatment to increase bonding between child and foster parents and decrease child's anxious and sexually inappropriate behaviors.

EXISTING RESEARCH: Stronger evidence for cognitive behavioral therapy for symptoms of PTSD in children; however, child parent psychotherapy seems more relevant for client (studied with preschool children, focuses specifically on mother-child relationship, at least one strong study had multi-ethnic and mixed socioeconomic sample).

APPLICATION: Present the two options to clients and decide next steps together, including how outcomes will be evaluated.

Research Practice Sample

- **Time demands** – integrate into regular supervision, team meetings, etc.; identify commonly seen problems (rather than implement the process with every client); rely on databases, systematic reviews, meta-analyses where much of the critique has been done; sign up for list serves related to specific issues or populations
- **Required/expected to implement EBP “X”** – Step 5 (evaluation/monitoring outcomes) becomes most important
- **Participants in existing studies don’t look like my clients** - Step 5 (evaluation/monitoring outcomes) becomes particularly important

Common Challenges

- Single-case designs
 - Time-series design with individual cases or systems
 - Control phase – baseline repeated measure of outcome to identify stable trend
 - Experimental phase – introduce intervention and repeatedly measure outcomes
 - Examine shifts and trends in data to make inferences about effectiveness of the intervention

Evaluating practice

- John and Mary are an older married couple living at home. Both suffer from numerous health problems and depression. Most notably, Mary is diagnosed with Alzheimer's disease and exhibiting behaviors consistent with the second stage (e.g., disoriented to time, place, and person; impaired short-term memory; agitated, restless, and at risk of wandering; needs assistance with eating, dressing, toileting, and personal hygiene). None of John & Mary's children are directly involved in Mary's care. They receive homemaker and home health aid services, but John is often in conflict with providers over the quality of the care. He is committed to caring for Mary at home for as long as possible, but does not rule out the possibility of nursing home placement at some point. Given John's stated preference and the lack of immediate safety issues, the current priority is to help John maintain Mary at home for as long as he can.

Research Implications?




WHAT IS YOUR EXPERIENCE
WITH SOCIAL WORK
RESEARCH PRACTICE?

Teaching Activities

Provide context and link practice principles 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



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

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
RESEARCH PRACTICE WITH
REFLECTIVE SUPERVISION?

SOURCES

Rubin, A. & Parrish, D. (2007). Special section: Promoting and sustaining evidence-based practice. Challenges to the future of evidence-based practice in social work education. *Journal of Social Work Education*, 43(3), 405-428.

Schlonsky, A. & Gibbs, L. (2004). Will the real evidence-based practice please stand up? Teaching the process of evidence-based practice to the helping professions. *Brief Treatment and Crisis Intervention*, 4(2), 137-153.
