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Parallel Process in Final Field Education: A Continuing Education Workshop to Promote Best Practices in Social Work

Phyllis Black, Christina Gigler & Eric Stein

Abstract

A continuing education workshop is proposed to enhance field instructor application of effective parallel process for social work students. Vignettes, depicting authentic supervisory interactions, are presented to reflect various behavioral categories for field instructor deliberation. PowerPoint slides, Clicker technology, and multiple facilitators are used to engage participants and spark interactive discussion. In a test workshop, professional boundaries evoked the most controversial discussions. A common thread that emerged was the importance of viewing each interaction within a contextual framework. The workshop approach served to raise consciousness of participants in the value of parallel process, and the need for discernment in its effective application in field education.

Introduction

A workshop approach is advocated as a continuing educational vehicle to promote effective application of parallel process by field education instructors. The continuing education workshop begins with a brief overview of the historical evolution of supervision in social work. This overview is followed by a synopsis of the philosophical substrate and progression of the concept of parallel process to its current form. The content and process of the continuing education workshop are then presented, including case vignettes that are computer mediated through the use of PowerPoint, and a Student Response System (SRS), also known as "Clickers." The present paper provides a summary of the workshop in action, including the essence of participant discussions.

Field Instruction and Social Work Education

Field education, over the past century, and continuing to the present, has had a quintessential significance in social work education. Beginning with the Charity Organization Societies in the late 19th century, social workers used the apprenticeship model, with its pragmatic emphasis on "learning-by-doing," to train the friendly visitors (George, 1982). Mary Richmond, an early social work educator, extended the learning-by-doing to a more formalized approach in which qualified instructors trained students to simultaneously integrate theory and practice.

Richmond's approach evolved into field education, which became, and remains a prominent component in the education of social work students. In recognition of the centrality of field education in the social work curriculum, it was designated by the CSWE Educational Policy and Accreditation Standards (EPAS, 2008), and again in EPAS 2015, as the *signature pedagogy*. The concept of *signature pedagogy* was introduced by Shulman (2006), whereby a profession connects thought and action – *the think and the do* – to socialize its students to perform the role of practitioner. In social work, field education is the centerpiece of the curriculum, "providing an experiential overlay to theoretical underpinnings of practice" (Ganzer & Ornstein, 1999 p. 231), whereby the student connects conceptual classroom learning with the world of practice (EPAS 2008).

Field education supervision constitutes an interactional, dynamic process in which the field instructor directs and evaluates the practice of the student by teaching, modeling, and monitoring, to enhance the student's professional performance (Shulman, 2010). The field instructor is the

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keystone of the field education enterprise, embracing a complex set of responsibilities and skills, among which is the application of parallel process.

Parallel Process

The concept of parallel process has become a fundamental component of social work supervision. Authors from various social work perspectives—Strengths (Cohen, 1999; Cojacaru, 2010), Empowerment (Gutiérrez, GlenMaye, & DeLois, 1995), Interactional (Shulman, 2010), and Relational (Frawley-O'Dea & Sarnat, 2001) —have made significant contributions to shaping our understanding of the usefulness of this concept. Other mental health disciplines similarly support parallel process in supervision (Alpher, 1991; Caligor, 1981; Doehrman, 1976; Friedlander, Siegel, & Brenock, 1989; Jacobsen, 2007; Lombardo, Greer, Estadt, & Cheston, 1997; Raichelson, Herron, Primavera, & Ramirez, 1998; Tracey, Bludworth, & Glidden-Tracey, 2011).

The Historical Origins of Parallel Process

Parallel process evolved as an extension of the concept of transference and countertransference, with a focus on the unconscious determinants of behavior embedded in the supervisory relationship (Tracey, et al., 2011). Searles (1955) addressed the dynamics of what subsequently became known as parallel process. He referred to this phenomenon as a "reflection process", suggesting that the dynamics of the relationship between patient and therapist are similarly mirrored in the relationship between supervisee and therapist (p. 136). He identified the reflection process as a form of transference. Eckstein & Wallerstein (1958) were the first to use the term "parallel process," describing it as the reenactment of the "bidirectional" interplay in the supervisory triad, accounting for both transference (passing from client to the student) and countertransference (passing from supervisor to student) reactions.

Kadushin & Harkness (2002) and Shulman (2006) have championed parallel process in social work as a powerful supervisory strategy. There has, however, been no clear consensus across supervision literature regarding a definition of parallel process (Tracey et al., 2012). Most authors position the field instructor as a supervisor who models behavior for the student to emulate with the client. Effective modeling connotes behavior that facilitates student learning toward the ultimate goal of serving the best interest of the client. The supervisor may, however, unknowingly model behavior that could result in an unproductive or negative outcome for student and/or client (Kadushin & Harkness, 2002; Taibbi, 2012).

Central to the conceptualization of parallel process is Dewey's assertion (1924) that learning takes place in an interactive and social context through observation and modeling. Students learn tacit lessons embedded in the environment. Lewis (1987) characterized Dewey's contention as learning is "caught rather than taught" (p. 3). Bandura (1977) developed Social Cognitive Theory which included the notion that people learn from one another via observation, imitation, and modeling, which is the basis of parallel process. In the setting of field education, the instructor seeks to model and monitor effective practice to enhance the student's helping capacity. Bandura's ideas resonate with social work values and are congruent with Dewey's (1924) pedagogical philosophy. Further support for parallel process derives from recent neuroscience discoveries. Siegel (2010) reports evidence of "mirror neurons" in the human brain (p. 224) that pick up information in our relationships with others which promote behavioral imitation. This can occur without conscious awareness, and a person's learning and behaviors are influenced through this mirroring.

The weight of evidence derived from theory, research, and practice wisdom is that the application of parallel process promotes the educational intent of supervision, which in turn enhances effective social work practice. Parallel process constitutes a multi-layered series of behaviors engaging the supervisor, student and ultimately the client. The focus of our continuing education workshop model was on the intentional use of parallel process, whereby the field instructor deliberately strives to model effective behaviors to enhance student learning. Our continuing education workshop model does not

address the question whether students purposefully mirror the behavior modeled by the supervisor in their practice with clients.

The Workshop: Content and Process

The continuing education workshop is structured in an interactive format to promote participant engagement and the opportunity to address common supervisory challenges in field instruction within an ethical framework. The primary goal is to raise consciousness among field instructors concerning the complexity of the application of parallel process and how their direct and indirect behaviors send messages to students about effective practice—*your student is watching*. The several components of the continuing education workshop include case vignettes, Clicker technology, and multiple facilitators.

Case Vignettes

The presentation of a series of case vignettes concerning parallel process constitutes the core of the continuing education workshop. The scenarios can originate from either the student or the field instructor. The extent to which the supervisor models effective practice behavior for the supervisee to emulate is the focus of the vignettes. The content of the scenarios includes a range of frequently occurring interpersonal transactions between supervisor and supervisee. Some of the vignettes are deliberately straight-forward, to reinforce effective supervision (Vignettes #1 and #15). Most, however, are complex with ethical implications.

Effective parallel process is frequently ambiguous, and depends upon multifaceted contextual factors. This ambiguity challenges the field instructor to use reasoned discernment in determining effective behavior for the student to emulate. The vignettes were written to encompass a series of behavioral categories, with some overlap: the supervisory process, agency policy and advocacy, professional demeanor, personal well-being, boundaries (with sub-categories), and termination of supervision. The primary intent of the vignettes is to spark reflective discussion by field instructors in the use of parallel process.

The vignettes are presented on a PowerPoint platform that includes a scenario along with a response set for participant selection. Graphics are included to engage participants and provide additional detail to the scenario. Participants are asked to indicate the extent to which each vignette represents the field instructor's effective use of parallel process.

Clicker Technology: The Student Response Systems

The prevalence of digital literacy, along with a preference for interactive and experiential learning, has fueled the use of Student Response Systems (SRS), "Clickers." The literature reports increasing use of Clicker technology across a range of educational settings along the educational continuum from grade school through higher education (Berry, 2009; Klein & Klentz, 2013). There is consensus suggesting that SRS technology is an effective pedagogical device that promotes increased student engagement, participation and attainment of learning objectives (Berry, 2009; Crews, Ducate, Rathel,

Figure 1. Text Example of PowerPoint Slides Content Presenting Scenarios for Field Instructor Analysis

Male supervisor reaches out to touch the shoulder of his female student as she emotionally describes a personal family crisis: Effective Parallel Process?	Student emerges from a group session that did not go well. She encounters supervisor in public hallway and supervisor proceeds to process the session with the student: Effective Parallel Process?
(Select) 1. Yes 2. No 3. Unsure	(Select) 1. Yes 2. No 3. Unsure

Heid, & Bischoff, 2011). One of the advantages of SRS, compared to other modes of active learning, is that students can express their views anonymously. Reluctant participants in discussions can provide input silently and anonymously, thus avoiding fear of embarrassment (DeBourgh, 2008; Stein, Challman, & Brueckner, 2006; Moredich & Moore, 2007). An added value to this technology is that students report enjoying this mode of learning, which in turn prompts heightened interest in the subject matter (Crews et al., 2011). On the other side of the desk, instructors benefit from being able to gauge the collective level of student understanding of the material and use this information to inform their presentation (Martyn, 2007). Absent from the literature are papers/ research concerning the use of Clickers in workshops, continuing education training and conferences. Similarly, Clicker technology has not been explored as a possible educational tool in social work education and practice.

In this continuing education workshop, SRS is used as the medium through which the vignettes are assessed by field instructors. The vignettes are displayed as separate slides in a PowerPoint format. On each slide, the question is posed as to whether the vignette demonstrates effective parallel process, with the response options as: *Yes, No, Unsure.* Participants are provided a hand -held, remote control, electronic Clicker with a keypad whereby they select the response number adjacent to the choice that best approximates their opinion.

Figure 2. Picture of an Electronic Clicker Response Device.

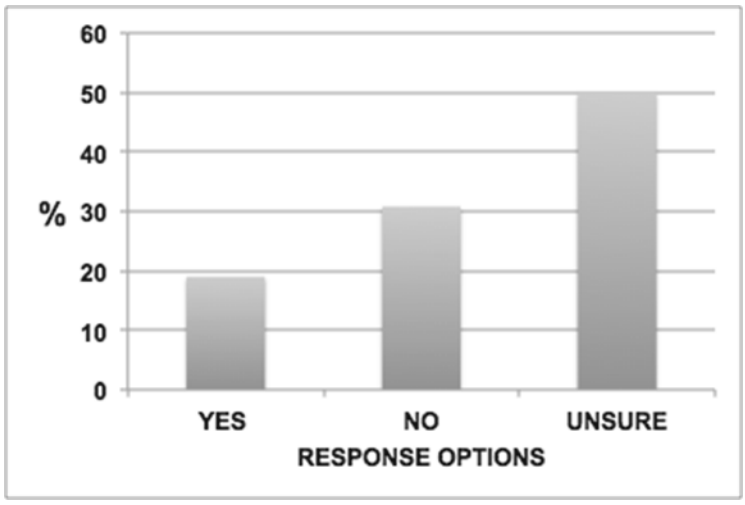
Immediately following participant "voting" by Clicker, a bar chart presenting the response distribution is shown on the screen. Figure 3 displays a commonly observed response-set pattern to a vignette in which there is variation among participants.

Participants are then invited to provide a rationale for their response choice, which characteristically stimulates a lively discussion.

The Workshop Facilitators

Typically, our continuing education workshops have included three facilitators. Applying the cliché *two (or three) heads are better than one,* the literature supports multiple facilitators in work with groups (Davis, 2012). Multiple facilitators provide diversity in presentation style and energy which serves to capture the attention of the participants.

Figure 3. Common Pattern of Responses Reported by Participants (N = 26)



The role of the facilitators in our continuing education workshop model is to guide the discussion and maintain focus on parallel process and its potential impact on student performance. In our experience, the involvement of three facilitators augments the value of the continuing education workshop. In processing the response rationale of the participants, the extra sets of eyes and ears of the facilitators afford the possibility of addressing the different issues that are presented. This, in turn, enhances the opportunity for the facilitators to ramp up the complexity of a scenario.

Facilitators challenge participants to consider additional factors associated with the vignette and the subsequent discussion. For example, in Vignette #5 concerning office décor, a facilitator may raise the hypothetical question whether it is appropriate for field instructors to have family pictures and/or political posters in their office. With respect to Vignette #3, regarding touching the shoulder of an upset supervisee, would the response be different if both the field instructor and supervisee were the same sex? Not uncommonly, the facilitators hold discrepant opinions as to whether a particular vignette represents effective parallel process. Differences among the *facilitator trilogy* highlight the ambiguity embedded in most vignettes and the need to consider a range of factors that may incline the response in one direction or another. How disagreements are managed allows the facilitators to model collegiality—another layer of parallel process in action.

Workshop Vignettes: Summary of Discussion

An informal survey of field instructors in the MSW program at Marywood suggested that a majority of supervisors reported a reasonable understanding of the concept of parallel process, perceived this approach as somewhat helpful to student learning, and to some extent used it in their supervision of students. The responses of the continuing education workshop attendees reflected a similar pattern.

The discussion of the vignettes revealed that the responses to the scenarios presented in the workshops were only occasionally unanimous and generally spanned the spectrum of the three response options (*Yes, No, Unsure*). *Unsure* emerged as the most prevalent response, reflecting the complexity of most of the vignettes. The *Unsure* responses were typically qualified by comments such as "it depends" on issues such as the context of the scenario and the relationship with the student. The discussion allowed participants to engage in a dynamic dialogue whereby a diversity of opinions were presented, often raising more questions than answers. The dialogue provided an experiential opportunity for participants to appreciate the complexity of determining a reasonable course of action in ambiguous situations.

Following is a list of vignettes, organized by behavioral category, displaying a common scenario in field instruction supervision and the essence of the ensuing discussion. The sequence of the vignettes, as shown below, is in numerical order which differs from the order presented in the continuing education workshop. The ordering of vignettes in the workshop was designed to vary the types of scenarios; for example, an effort was made to scatter, rather than cluster, slides concerning boundary issues. The participants agreed that the scenarios in the respective vignettes addressed behavior meriting modeling for intended student enactment. The richness in the discussion turned on the differences among the participants in determining whether the behavior described in the vignette would or would not promote effective modeling and a rationale for their opinions.

Behavioral Category: The Process of Supervision

Vignette #1	During the supervisory conference, in the presence of the student, the field instructor asks all phone calls be held, except emergencies.
Vignette #2	The student emerges from a group session that did not go well. She encounters her field supervisor in a public hallway and the field instructor proceeds to process the session with the student.

Purpose: To emphasize the commitment (fiduciary responsibility) of the field instructor to

the contractual supervisory arrangement for uninterrupted sessions, in order to model students' right to respect and confidentiality.
Discussion: Most participants acknowledged that Vignette #1 represented an ideal structure for supervision. Field instructors noted that students felt valued if calls were held and supervisory sessions occurred without interruption on a regular basis, and in a meaningful block of time (30 -60 minutes). The question arose, however, as to whether such a structure was always feasible in light of the context of many contemporary field placement settings. Understaffed agencies limiting field instructor time for supervision, agency administrations that do not value supervision as an educational tool, and interdisciplinary organizations not committed to the social work supervisory model were reported to be among the mitigating factors compromising the "ideal" supervisory arrangement. A number of suggestions were proposed to address these reality constraints. Ideas included holding two separate supervisory sessions per week, each of a limited time frame. Group supervision was suggested as a means of freeing up time for those field instructors supervising more than one student. Advocating administration to allow for appropriate supervisory time was also mentioned.

With respect to Vignette #2, most of the participants rated the behavior reflected in this scenario as ineffective modeling and a violation of student's right to privacy and confidentiality. A few, however, noted that such "on-the-fly" supervision allowed for an on the-spot, teachable moment.

Behavioral Category: Agency Policy and Advocacy

Vignette #3	In a group field supervision session, students complain about agency policy interfering with service to clients. The field instructor calmly and thoroughly explains the rationale for the policies.

Purpose: To highlight the need for field instructors to orient students to agency policy and procedures. Embedded also is the intent to have the field instructors grapple with modeling how to deal with policy concerns with the students.
Discussion: All participants validated the importance of field instructor modeling for students the relevance of understanding agency policy and procedures and their impact on service delivery.

Opposing opinions revolved around the sentence in the Vignette stating: *the field instructor calmly and thoroughly explains the rationale for the policies*. Some considered this approach appropriate. Others objected because the field instructor's approach precluded modeling an opportunity for the student to vent, be heard, and advocate for change. Participants raised a related issue regarding the variability of agency culture, with some agencies valuing openness to feedback while others resist.

Behavioral Category: Professional Demeanor

Vignette #4	The field instructor's office is messy.
Vignette #5	The field instructor has a nose-ring and multiple piercings.

Purpose: Although there are subtle differences between the scenarios described in these two vignettes, both indirect behaviors address the field instructor's responsibility for modeling professional demeanor.
Discussion: With respect to office decor (Vignette #4), there were two opposing positions in the discussion of the "messy office." Some implied that a cluttered office signifies a cluttered mind and may undermine student confidence in the field instructor's competence. The other position argued that a cluttered office sends a desirable message of an active, engaged professional, provided that the clutter is within reasonable limits. A facilitator segued the discussion by posing the question whether personal artifacts, such as family pictures, and political slogans, are appropriate for office decor. One field instructor stated "my student shouldn't know anything about my personal life and beliefs," while another stated that, "the pictures in my office allow for a comfortable and more natural environment, which I believe creates a more honest working relationship with my student and with clients."

On the issue of attire (Vignette #5), there was consensus that some dress code is appropriate in order to convey a professional demeanor.

Disparity arose on the issue of what constitutes an appropriate dress code. Some opted for the "shirt and tie" standard – no "shorts and flip flops." Reserve nose-rings and multiple earrings until off-duty or in certain work situations where this dress style may serve to establish a therapeutic connection with the client population. In addition, a plea was made to allow flexibility to retain the integrity of "my personal identity" such as a ponytail or tattoo.

Behavioral Category: Personal Well-Being (Self-Care)

Vignette #6	The field instructor has multiple responsibilities and insufficient time to manage them. She informs her student of her situation and arranges to hold field supervisory sessions after work hours.

Purpose: To emphasize the importance of having the field instructor model self-care.
Discussion: The participants confirmed the importance of modeling self-care – *the practitioner counts too* – in the interest of minimizing the possibility of burn-out. After hours activities, such as supervisory sessions or responding to emails 24/7, were perceived as undesirable modeling. However, the "feasibility issue" was again raised, given the increasing demands on present-day social workers who have "more work to do than the time allotted to accomplish the work. As one participant reported, "Working after hours is the reality of our profession. I struggle with how to communicate to my student not to do what I do."

Behavioral Category: Boundary Issues

A common premise threaded throughout the discussions by the participants concerning professional boundaries was recognition of the differential dynamics between the field instructor/ student versus student/client relationship. The tasks assigned to both sets of relationships are not similar. Boundaries in the field instructor/student relationship were perceived as more permeable and flexible. Irrespective of the differences, however, there was appreciation for the field instructor's opportunity to model effective behavior for student reenactment.

Boundary Sub-Category: Physical Contact

Vignette #7	A male field instructor reaches out to touch the shoulder of his female student as she emotionally describes a personal family crisis
Vignette #8	After receiving a positive evaluation, the student asks the field instructor for a hug. The field instructor offers a handshake.

Purpose: To highlight the *when and how* of modeling ethical boundaries concerning physical contact.
Discussion: These two vignettes evoked strong and diverse reactions among the participants. Some were adamant that touching or hugging model unacceptable behavior for student enactment and that a verbal expression would be more appropriate. This belief was held especially when the student and field instructor are of opposite sex, because of the potential risk of vulnerability to the accusation of sexual impropriety. Several would hug if initiated by the student, and one commented that only if "not behind closed doors." Those favoring some physical contact argued that to refuse a hug, and especially an empathic touch, would deny our professional compassion and humanity. Additional "it depends" comments raised contextual consideration. Mitigating factors included cultural background, nature of the relationship, and history of previous sexual abuse or harassment. Any one of these factors may determine for the field instructor whether or not it would be appropriate to touch or hug.

Parts of this discussion were stimulated by the facilitators raising concrete questions, such as:

- Do we push away a distressed child in foster care who tries to hug us?
- Do we avoid touching or hugging a client who is HIV positive, which may leave the client feeling unloved and untouchable?
- How do we model for students working with individuals of a different sex?
- How do we model a balance between appropriate self-protection and best interest

of the student, which reflects our compassion and humanity?

Regardless of the action taken by the field instructor on these issues, participants suggested the advisability of processing the action with the students.

Behavioral Sub-Category: Gift Giving

Vignette #9	The field instructor gives the student a pair of gloves as a holiday gift, in appreciation of her contribution to the agency.

Purpose: To highlight how the field instructor models the complexity inherent in gift giving.
Discussion: This behavior provoked animated dialogue with disparate opinions. Some workshop participants expressed concern that exchange of gifts between field instructor and student was problematic. Would such an act devolve into a pathway that could compromise the integrity of the professional relationship – the *slippery slope syndrome*? By accepting a gift from a student, is the field instructor modeling *quid pro quo* – reciprocal gift giving? Given the power differential between field instructor and student, is the student's gift to the field instructor sending a "give me a good grade" message, which may indeed unconsciously which may, indeed, unconsciously influence the field instructor's evaluation of the student's performance? The opposing view was offered by a participant who asked, "How do we reject a thankful gesture, such a card or a baked bread, from a client?" Participants were more inclined to accept hand-made, as opposed to store-bought gifts. Likewise, there was greater willingness to accept tokens of appreciation from children and the elderly. As in the discussion of other vignettes, contextual issues played a role in determining the appropriate course of action regarding gifting. Factors mentioned were agency policy, cost and nature of the gift, field instructor/student relationship, and the timing (beginning, middle, or end of the semester), as well as cultural background of the student. A number of participants placed importance on processing the exchange of gifts with the student to focus attention on how the student would handle gift-giving with a client.

Boundary Sub-Category: Self-Disclosure

Purpose: To draw attention to effective modeling of self-disclosure.

Vignette #10	The student tells her field instructor about the difficulty she is having with her teenage son, who is abusing alcohol. The field instructor responds empathically and shares that in the past, she has had similar problems with her own son.

Discussion: The participants expressed conflicting views regarding the modeling of self-disclosure. There were those who perceived the field instructor's revelation of her son's problems as a clear boundary violation. These participants were committed to a *personal/professional firewall,* whereby students should not be privy to the field instructor's personal life and/or experiences. Others assumed a moderate approach. Grounded in relational theory, they advocated a horizontally oriented supervisory relationship in which the field instructor and student interact in a more collaborative manner. They wondered whether intentional self-disclosure could serve to enhance the supervisory relationship, with the stipulations that the interaction retain the focus on the student and that the field instructor's issues not preempt this focus. In this context, also raised was "how much personal disclosure was too much?" The discussion ended with the recognition of the importance of reasoned judgment on the part of the field instructor when determining a course for modeling effective behavior in the face of the ambiguity surrounding self-disclosure.

Boundary Sub-Category: Social Media Networking

Vignette #11	The field instructor monitors his student's personal postings on Facebook and Instagram and informs his students that he has been doing this.

Purpose: To explore the appropriate use of social media in the field instructor/student relationship.

Discussion: There was general agreement that the use of social media by field instructors to track a student's personal postings was improper, and that informing the student did not justify the inappropriateness of the initial action. Relatedly, befriending students on a social media site was met with disapproval. The discussion segued into the many challenges resulting from burgeoning advances in technological communication. Emblematic of the perplexities regarding social media is a question posed by a field instructor: "I was 'friends' with her on Facebook before she became my student. How do I 'unfriend' her now without consequences to our relationship?" The participants admitted confusion concerning how to function ethically in the digital age, and the need for guidelines to navigate this uncharted arena in their role as practitioners as well as supervision.

Boundary Sub-Category: Inadvertent Dual Relationships and Encounters

Vignette #12	During a field supervisory session, the field instructor and student discover that they are both going to be on the same cruise. The field instructor initiates a discussion with the student about the cruise boat facilities and cruise route.

Purpose: To address how the field instructor models responses to inadvertent dual relationships.
Discussion: Participants acknowledged that these types of unintended relationships commonly occur, particularly in rural and community settings where "our children are in the same class at school; our respective mothers are best friends." Comments included:

- The field instructor's initiation of the cruise details was not appropriate modeling.
- If feasible, and depending upon the nature of the dual relationship (e.g., "our mothers are best friends"), it may be prudent to change field instructors, to avoid compromising the relationship.
- When inadvertent dual relations arise, the need to maintain confidentiality is increased.
- The field instructor and student should develop a plan of action concerning how they will relate to each other outside of the professional setting.

Vignette #13	At a food market, the field instructor's son demands Fruit Loops, and when the field instructor denies his request he has a full-blown temper tantrum. The field instructor picks him up and firmly puts him in the shopping cart. She then notices that her student, who happened to be in the market at the same time, witnessed the event. The field instructor ignores the student.

Purpose: To further explore modeling responses to unintended encounters.
Discussion: The participants echoed many of the comments provided in the previous Vignette (#12), as both involve unintended dual relations. The difference in the discussion of this Vignette (#13) turned on the decision by the field instructor to ignore the student's presence in the food market. Some participants perceived this behavior as maintaining appropriate boundaries and, as such, effective modeling. They contended that the incident took place while the field instructor was *off-duty* and outside the agency. The opposing view held that the encounter provided a missed opportunity for the field instructor to relay a message of her humanity to the student, demonstrating that she, like everyone, is a person with strengths, talents, and imperfections.

Boundary Sub-Category: Attendance at Personal Events

Vignette #14	The field instructor accepts his student's invitation to attend his MSW graduation.

Purpose: To focus on modeling a response to personal invitations from students.
Discussion: Honoring milestone events in the lives of students and clients was at the core of this discussion. Should field instructors attend the graduation of their student, or their wedding, or the funeral of a student's significant other? Not surprisingly, the "it depends" qualification

emerged. Contextual factors such as type of event, setting of the placement, agency policy, the field instructor's own needs (self-care), and the nature of the relationship with the student were presented as determinants of effective modeling.

Behavioral Category: Ending Supervision

Vignette #15	At the final evaluation session, the field instructor engages the student in reflecting on the learning that has occurred during the course of the internship.

Purpose: To reinforce modeling best practice for ending a supervisory relationship.
Discussion: There was unanimous agreement regarding the effectiveness of the behavior represented in this scenario for student reenactment.

Summary and Conclusions

Supervision has a long-standing tradition in social work education and practice. Parallel process has emerged as a relatively recent addition to effective social work supervision, including field instruction. Parallel process is based on the premise that learning takes place through observation and modeling. In the context of field instruction, the supervisor models the behavior for the student to mirror with clients.

The continuing education workshop format described in this paper consisted of authentic supervisory scenarios, Clickers, and multiple facilitators, and was found to be a useful medium for promoting effective application of the concept of parallel process. Scenarios were embedded in vignettes and crafted to stimulate discussion regarding effective modeling by field instructors for students to emulate. The continuing education workshop engaged the participants and generated productive and interactive rich discussion. The vignettes led to lively conversations which, as intended, generally triggered diverse participant opinions, raising more questions than definitive answers. The complexity provoked by the majority of the scenarios frequently led to the "it depends" caveat. This caveat reflected the impact of contextual factors, prompting the need for discernment in determining effective modeling behavior.

The vignettes were characterized as a series of Behavioral Categories and sub-categories. The Behavioral Category titled *Boundaries* subsumed a range of issues which were the most challenging and controversial for the participants. Reconciling the maintenance of effective boundaries, while at the same time embracing the profession's dedication to humanity, was both thought-provoking and somewhat disconcerting. Irrespective of the scenario under consideration, the facilitators maintained a focus on parallel process and how field instructors can best model effective practice for students, underscoring the proposition that *learning is caught rather than taught.* Overall, the continuing education workshop experience, as envisioned, served to raise the consciousness of the participants to the benefits of using parallel process and the reflection required in its application.

Suggestions for Future Workshops

In retrospect, the facilitators agreed that the use of 15 Vignettes was excessive. A fewer number of vignettes would be desirable, and thereby increase time for in-depth discussion by the participants.

Finally, the authors recognize that effective modeling does not necessarily lead to student enactment. Further study of student enactment of role modeling by field instructors is warranted.

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