Enhancement of the social work field practicum student-supervisor relationship: Utilizing communication styles

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Summary: The supervisory relationship between Field Practicum Supervisor and student is an essential element in helping students to gain and develop the skills necessary for professional growth and development. Although there have been many studies conducted to ascertain the effect of supervisory skills on the supervisory relationship, little research has been conducted to determine communication variables and the effect that they have on the supervisory relationship. As a preliminary this study this inquiry used a pre-experimental design with the goal to determine if a more complex examination of the use of this measure would be justified. This study has implemented a brief summary report, referred to as a Nutshell, which identifies communication variables and gives suggestions for healthy interaction. The study sought to determine whether the implementation of this Nutshell enhanced the supervisory relationship and whether a more complex examination of the use of this measure would be justified. Findings show that students and supervisors reported the model strengthened and improved the supervisory relationship and process. Recommendations for future studies are made.

Keywords: supervision; student-supervisor relationship; communication styles; field practicum; social work education; Interpersonal Family Dynamics (IFD)

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Introduction

The relationship between a Field Practicum supervisor and the social work student is an essential element in the student's growth and learning to become a social worker. Knight (2001) suggested the field supervisor plays an especially critical role in helping to prepare students for practice. Because the supervisory relationship is essential in helping students become effective social workers and clinicians, it is crucial that the experience is positive. Fox (1998) suggested that successful field instruction requires three components: (1) agreement on goals, (2) agreement on the tasks needed to achieve goals, and (3) an interpersonal bond. Fox argues that the relationship between a student and their supervisor literally determines the outcome of field instruction. Because of the critical nature of this relationship, it is important that students and supervisors have the best possible preparation and opportunity to effectively communicate and work with one another.

The purpose of this preliminary study is to examine the results of applying a commonly used model of interpersonal communication (Interpersonal Family Dynamics-IFD) in the student/supervisor relationship. It is anticipated that with both students and supervisors understanding and applying the, simple to use model a stronger and more professionally effective relationship will result.

Literature review

The relationship between a student and a supervisor is the primary means through which knowledge is gained, skills are developed and values are integrated (Fox, 1998). The unique Social Work supervisory relationship provides the critical foundation for a student's success in any field internship experience (Fox, 1998). Anderson (1988) stated, 'The supervisory relationship may be one of the most intense interpersonal experiences in which a person can engage.' Similarly, according to Detlaff (2005), the supervisory relationship between the student and field instructor is 'a fundamental element of a student's professional development in field education.' Additional literature suggests that a positive relationship between supervisor and supervisee

promotes professional learning and growth (Gray, Alperi and & Wik, 1989; Worthen & McNeill, 1996). Fortune and Abramson (1993) reported that students' perception of the quality of field instruction is the factor that contributes most significantly to satisfaction with the field placement. Although several studies have been conducted to ascertain the elements of the supervisory process which result in student's satisfaction in the field, little research has been conducted on relationship and communication variables and how they may enhance or hinder the supervisory relationship.

One such study, completed by Lazar and Mosek (1993), found that interpersonal relationships are an integral part of evaluating a student's performance and that evaluation should be based on, and nurtured by, the supervisory relationship. They also found that the supervisory relationship has a greater impact on the supervisor's evaluation of the student than did the measure of the student's ability in the placement. Turban and Jones (1988) found that perceived similarity in the supervisory relationship had a significant impact on supervisors' evaluations of their students on outcome measures such as intelligence, competence, motivation and quality of work. The level of student satisfaction with their supervisor I also positively associated with student's perception of whether the supervisory relationship is emotionally supportive, empathic, congruent, and trustworthy (Fortune & Abramson, 1993; Baker & Smith, 1988).

Behling, Curtis and Foster (1982) proposed that learning cannot occur if there are any impediments in the student supervisor relationship. Therefore, field instruction becomes the laboratory for learning the process of the helping relationship. It is within this relationship that a student should experience first hand the interest, empathy, acceptance, and freedom from their supervisor that they are in turn expected to deliver to their clients (Fox, 1998). Understanding the dynamics of the supervisory relationship can provide conceptual and experiential learning which will result in competence in building such relationships with clients (Bogo, 1993). Overholser (2004) stated that 'the client's well being is entrusted to two individuals: supervisor and supervisee.' Hence, it is crucial to develop an effective and collaborative relationship between supervisor and supervisee.

Within the research literature on field supervision and the supervisory relationship, power is repeatedly identified as an important dynamic (Kaiser, 1992; Nelson, 1997; Nelson & Friedlander, 2001).

As Carolyn Cousins (2004, p.183) has stated:

> The supervisory relationship is complex and multifaceted. It is a relationship of unequal power, in which the supervisor can be a source of support and growth for the worker, or can induce fear and dependence.

In recognizing the importance of power within the supervisory relationship, several authors have examined both the effects power has on the supervisory interactions, as well as different approaches for effectively dealing with those effects. In general, the quality of the supervisory relationship determines the impact that the power differential will have within supervision (Kaiser, 1992). Specifically, the ability for the supervisor and supervisee to effectively communicate results in improved interactions, higher levels of trust, as well as greater levels of satisfaction in the relationship (Allen, Szollos, & Williams; 1986; Handley, 1982; Heppner & Handley, 1981; Knight, 2001Munson, 1980). For instance, in discussing the factors that affect supervisory interactions, Anderson, Schlossberg, & Rigazio-DiGilio (2000, p.86) state:

One was a communication dimension. Best experiences included providing feedback in a straightforward manner, accepting mistakes, and encouraging experimentation. Poor experiences included indirect and avoidant communication, emphasizing supervisees' shortcomings, and supervisors' preoccupations with their own problems.

In other words, effective communication permits supervisors to use their power in a manner which enhances supervisory relationships by making the process more collaborative (Fine & Turner, 1997; Murphy & Wright, 2005; Salvendy, 1993; Tuckman, 1996). Unfortunately, few authors have examined methods for improving communication between the supervisor and supervisee within field placements.

Although the literature clearly shows the importance of the supervisory relationship in field education, little attention has been given to determine the effects that communication patterns between the supervisor and supervisee have on the relationship and ultimately the overall field practicum experience. Detlaff (2005) commented that the supervisory relationship is a product of the individual personality and communication styles of both the supervisor and supervisee and these differences may contribute to or serve as the basis for, problems within this relationship. A student with one communication style

may initially seem shy, quiet and uninvolved to a supervisor who is outgoing, gregarious and talkative. In fact, when the quiet, more reserved student becomes more comfortable they will typically show many of the traits the supervisor wants to see. Yet other students who exhibit a more thoughtful detail commitment to the facts and tend to ask many questions may initially seem less compatible to the more outgoing gregarious supervisor. Therefore, understanding the influence of communication patterns can help supervisors to recognize and help their student interns respond more effectively to differences in style and ultimately prevent problems from developing.

Detlaff (2005) conducted a study in which he implemented the use of the Myers-Briggs Type Indicator (MBTI) to assess the effect that personality differences and similarities may have on the supervisory relationship. He concluded that more effective supervisory relationships may be developed and enhanced by understanding the differences in personality which exist between supervisors and supervisees and by becoming aware of the effects of these differences. He also concluded that there needs to be more research conducted in this area of social work practice.

Although Detlaff found the Myers-Briggs Type Indicator to be effective in his study of the influence of personality type on the supervisory relationships in field education, others question the content validity of the measurements used. Penninger (1993) suggests that, despite the popularity of the MBTI, there is a large body of psychology research that supports the assertion that although the MBTI measures something, significant conclusions cannot be based on this test. Walley (2006) qualitatively interviewed US Air Force Officers regarding the use of the MBTI and an alternative, the (IFD) Persogenics model (2006), for building and strengthening the supervisor/supervisee relationship. One Air Force Colonel who had previously used the Myers-Briggs Type Indicator model as a way to determine how his personnel screened, processed, and filtered information, reported that although he recognized benefits of his past use of the MBTI, the Persogenics model (IFD) was a 'superior' tool because of its simplicity and subject perceived accuracy in describing patterns of communication. IFD goes beyond the MBTI model in that while the IFD Persogenics profile also informs the individual about their personal communication style it goes on to inform how to utilize that knowledge to communicate with other styles and how to best modify personal styles to maximize the positive flow

of information. Within the same study by Walley, another Air Force Colonel reported that he utilized the Persogenics model because he felt it provided a more accurate picture of interactional patterns than the instruments he had previously utilized.

Brief Profile Description

The Persogenics (IFD) program provides a scaled, weighted assessment which is designed to assist people in better understanding one another through improved communication. To understand the Persogenics framework, it is necessary to understand the four communication patterns which it describes

Figure 1
Assertiveness Responsiveness Scale
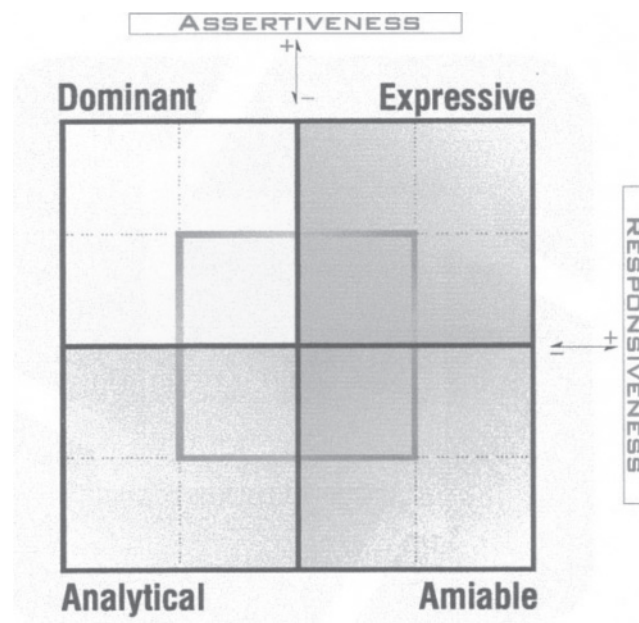
The first pattern in the upper left hand quadrant of Figure 1 is the *Dominant style*. Dominant style communicators exhibit high assertive and low responsive behaviors. This means that individuals demonstrating

strength in this area possess a primarily outspoken nature but will seek to maintain control over their personal feelings and the information they communicate to others. They are extremely task oriented, prefer to be in charge, and will drive for results in all that they do. *Expressive style* communicators exhibit high assertive and high responsive behaviors. This means that they are assertive in their communication and are more open in their gestures and expressions than those of other styles. Expressive communicators are people-oriented and they desire a clear and open show of understanding by both sides in communication. *Analytical style* communicators are, by nature, less assertive and less responsive in their behaviors than the other communicators. This means they are more controlled in their expressions and in their outward gestures and actions. *Amiable style* communicators are low assertive and high responsive in their behaviors. As a result they are not forceful in their communication but are careful to show outward concern and understanding for others. They are people oriented and team oriented. They are concerned with the satisfaction and happiness of all involved. All four communication patterns are predicatively distributed in the general population, regardless of nationality, education, gender or age: approximately 12% Dominant, 19% Expressive, 32% Analytical, and 37% Amiable (Cheney, 2000).

Every person demonstrates a unique combination of the four patterns of communication. Their primary communication pattern is the set of predominant characteristics which influence and guide their overall communications with people and is expressed in the way they approach their work, prioritize, allocate and use their time, make decisions, resolve conflicts, and operate under pressure.

The secondary communication pattern reported also plays an important role. This pattern blends with the primary communication pattern in a way that serves to balance, temper, and broaden the characteristics of a primary communication pattern. The secondary communication pattern allows more flexibility in communications and provides additional ways to manage pressure and tension (Persogenics, 2006). A combination of the Primary and Secondary communication patterns is helpful in describing most successfully an individual communicator's interactional approach. For example, an Amiable/Analytical person may exhibit a quiet, seemingly shy demeanor, initially speak only when spoken to and listen but not participate in conversations. This Primary communication pattern includes a desire to please and make everyone happy, while avoiding conflict at all cost.

However, this individual, in a work environment with more stress and expectation for productivity, may exhibit a focused emphasis on detail, ask numerous questions and seek to know project details form A to Z before taking any action because the Analytical individual desires to say and do the right thing the first time. These characteristics are more typical of the secondary pattern. The primary and secondary communication patterns of behavior are complimentary in that they more adequately describe the individual's flexibility in different situations.

The lowest two patterns in the scoring are also relevant, but are not usually reported. Since every person has at least some component of each pattern, the two lowest scoring patterns remain a valuable part of the complete assessment. The Amiable/Analytical individual may also exhibit indictors of the dominant pattern, for example, telling others what to do and not asking, demonstrating a focus on a task only to move immediately to the next task. However, theses characteristics would appear only infrequently and typically used only when the primary and secondary style do not meet their needs.

Method

According to the literature, current reliability and validity studies have not been conducted on the Persogenics profile. However, due to its previous use in the Walley study, the model's simplicity, and self reported accuracy, the Persogenics model was chosen for use in this study. The creators of the Persogenics model assert that respondents report a 90% accuracy rate in identifying self perceived communication styles (Persogenics, 2006). Walley (2006) reported 87% perceived accuracy and further that the Persogenics model tends to be highly user-friendly.

Study findings are not based on the accuracy of any model to predict or define behavior but rather the self reports of observed behavior.

Pre-implementation training was conducted for students and supervisors involved in the study.

The theory of personality type as described by the Persogenics (IFD) model was originally derived from the work of Carl Jung, whose theory of personality type acknowledged individuals' patterns of behavior and how these behaviors influenced their interaction with others (Detlaff, 2005).

The Persogenics profile was originally developed through the collaboration of Dr. Gordon Allport and Dr. Ford A. Cheney. The Persogenics Profile as administered, consists of 24 'least/most' type questions. Participants were asked to mark only one word as being most like them and one word being least like them. Each word is defined in the profile for the user. Areas of focus on the profile include: how the respondents view themselves; how others view them; how they behave at work; and techniques the respondent can utilize to modify certain aspects of their communication patterns to better interact with others (Persogenics, 2006).

Subjects trained in the model were given their own Persogenics profile which provided a detailed computer generated description of their primary and secondary styles. Then they received additional training in applying their unique profile and model within the supervision process. Supervisors and students participating in the study were then provided a one sheet description of one another's communication styles comparing strengths and limitations (with helpful suggestions) between the two individuals. This pertinent information included suggestions about how to negotiate expectations, priorities, follow through, conflict resolution, decision making, motivations, constructive criticism, potential difficulties, and behavior at work (Persogenics, 2006).

The use of the brief one sheet summary comparing the styles of the student and their supervisor provided helpful information to enable the student and supervisor to better communicate from the first day of the field practice experience. Supervisor/student pairs agreed to incorporate the model in their supervisor/student field internship experience throughout the placement experience in whatever way seemed most appropriate to them.

Research Design

The purpose of this inquiry was to conduct a feasibility study to determine the value of using the IFD profile and model to improve the student/supervisor relationship within the field internship program. This study, therefore, was a preliminary inquiry using a pre-experimental design to determine if a more complex examination of the use of the Persogenics IFD assessment instrument would be justified. Both quantitative ratings and qualitative reactions were gathered to measure the usefulness of such a tool

within the social work supervisory relationship. The main objectives of the study were to: (1) demonstrate that communication patterns are important to supervisory relationships, (2) demonstrate that the perception of social work supervision can be strengthened and viewed as more effective by using the Persogenics (IFD) model of understanding self and others, and (3) to determine whether it is feasible to apply this approach to a significantly larger social work supervisor/student population.

Subjects

Subjects in this study included 25 supervisor/student pairs. Respondents were both male and female. This study was conducted over two university semesters within several social service field placement agency settings. Because the School of Social Work field practice policies and the field agency internship practice procedures were already in place, this study examined ongoing typical supervisor supervisee dynamics. Assessment of the supervisory experience by both supervisors and student interns is a routine and ongoing part of the outcome measures conducted by the School's field practicum committee.

Each student intern participated in the School's formal field practicum and was assigned a practicum advisor at the agency. Each student in the study had previously completed a Persogenics profile and received training on the four communication styles of the Persogenics framework. Agency social work professionals, who had completed a Persogenics profile and were actively supervising social work students, were invited to voluntarily participate in the study, along with their assigned student. Approximately 70 supervisors from several agencies attended two field training sessions where Persogenics profiles were completed. Following the training, an invitation was extended for supervisors to voluntarily participate in the study. Subjects were subsequently invited to participate either by phone or in person.

Procedures

At the beginning of each semester, the supervisory pairs were given a summary sheet noting their joint supervision profiles. This summary provided the above described comparison of the student and supervisors'

communication styles.

At the end of the semester, 25 supervision pairs were contacted by phone, to collect their responses. Participation in this study was voluntary and had no bearing on students' grades or the supervisors' status as a field instructor. The data for this study was recorded and presented in an aggregate and anonymous form.

Data analysis

The Statistical Package for Social Sciences (SPSS 14.0) was used to analyze the data collected for this study. The purpose of the analysis was to determine the effectiveness of summary profiles, as applied to the student supervisory process within the field internship experience in the supervisory process. At the beginning of the study, 47 students and 26 supervisors signed up to participate. However, as data was collected 25 of the 47 students and 14 of the 26 supervisors participated. Bachelors and Masters level students (n=25) and their field practicum supervisors (n=14) completed a four item Likert Scale of Summated Ratings which addressed the four areas listed below:

1. On a scale from one to seven, the brief summary Persogenics IFD Communication Model enhanced the supervisory process.
2. On a scale from one to seven, the brief summary Persogenics IFD Communication Model enhanced the student/supervisor interaction.
3. On a scale from one to seven, the brief summary Persogenics IFD Communication Model enhanced the students understanding of their interaction with their clients.
4. On a scale from one to seven, the brief summary Persogenics IFD Communication Model enhanced the student/supervisors understanding of one another's expectations and motives.

Participants were asked to rate the perceived effectiveness with the following: not at all, very little, slightly, somewhat, significantly, substantially, and immensely. They were also given the opportunity to respond and give additional information regarding any of the above questions, as well as to make suggestions for future use of this model in the supervisory process.

The quantitative medians of each item were calculated for the students and the supervisors separately. It should be taken into account when assessing these results that more students, than supervisors responded in the study.

On the first item of the survey, *'enhanced the supervisory process'*, students reported a median of 5.0 and supervisors reported a median of 5.5 on the seven point scale. 88 percent (22/25) of the students felt that the use of the Persogenics (IFD) model 'significantly' to 'immensely' impacted the supervisory process in a positive way, while the remaining 12 percent (3/25) reported a 'slight' to 'somewhat' positive improvement. 71 percent (10/14) of supervisors felt that the model 'significantly' to 'immensely' enhanced the supervisory process while the remaining 29 percent reported (4/14) 'very little' to 'somewhat' improvement. Both students and supervisors commented that having the brief summary of styles helped provide a basis for understanding one another, therefore, increasing their ability to more effectively communicate within the supervisory relationship. Even those participants who did not rate the summary's effectiveness as 'high' reported they felt as though the information helped generally to improve communication. (Figures 2a and 2b)

On the second item, *'enhanced the student/supervisor interaction'*, both students and supervisors reported a median of 5.0 on the seven point scale. 80 percent (20/25) of the students reported 'significant' to 'substantial' improvement in interaction with the remaining 20 percent (5/25) reporting 'slight' to 'somewhat' improvement. Approximately 57 percent (8/14) of supervisors felt that interaction with their students had a 'significant' to 'immense' improvement while the remaining 43 percent (6/14) reported that interaction with their students improved 'very little' to 'somewhat'. Both students and supervisors felt the model heightened their awareness of how to more effectively work and communicate with each other. One student reported that it 'gave us language to use, as well as terms and definitions to talk to each other about how we communicate.' Those participants who did not rate the model's effectiveness as 'high', did not have anything to negatively report and felt that the model helped improve the interaction between student and supervisor (see Figures 3a and 3b).

On the third item, *'enhanced the students understanding of their interactions with their clients'*, students reported a median of 6.0 and supervisors reported a median of 5.0 on the seven point scale. 72 percent (18/25) of students felt

Figure 2a Students Ratings

On a scale from one to seven, the brief summary Persogenics Communication Model enhanced the supervisory process.

On a scale from one to seven, the brief summary Persogenics Communication Model enhanced the supervisory process.
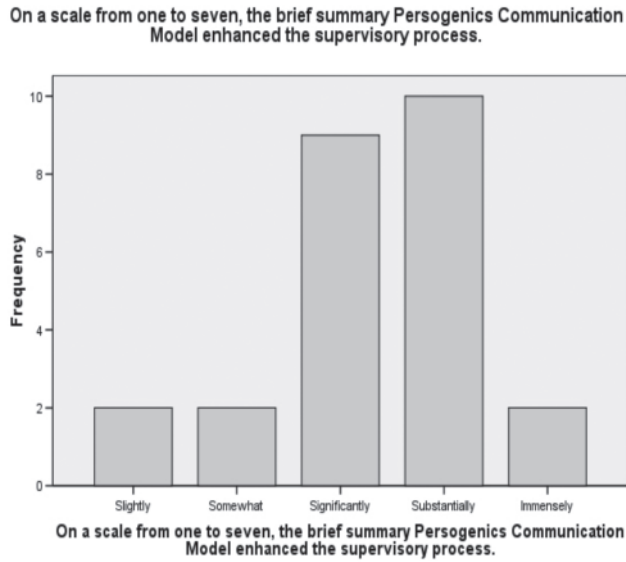
Figure 2b Supervisors Ratings

On a scale from one to seven the brief summary Persogenics Communication Model, enhanced the supervisory process

On a scale from one to seven the brief summary Persogenics Communication Model, enhanced the supervisory process

Figure 3a Students' Ratings

On a scale from one to seven the brief summary Persogenics Communication Model enhanced the student/supervisor interaction.

On a scale from one to seven the brief summary Persogenics Communication Model enhanced the student/supervisor interaction.

Figure 3b Supervisors' Ratings

On a scale from one to seven the brief summary Persogenics Communication Model, enhanced the student/supervisor interaction.

On a scale from one to seven the brief summary Persogenics Communication Model, enhanced the student/supervisor interaction.
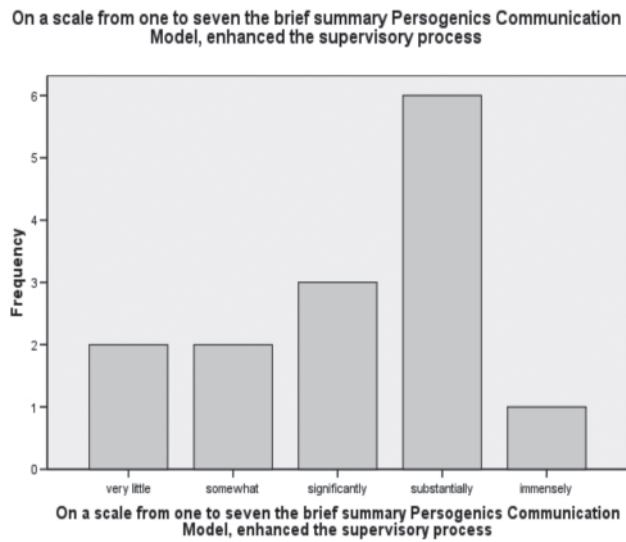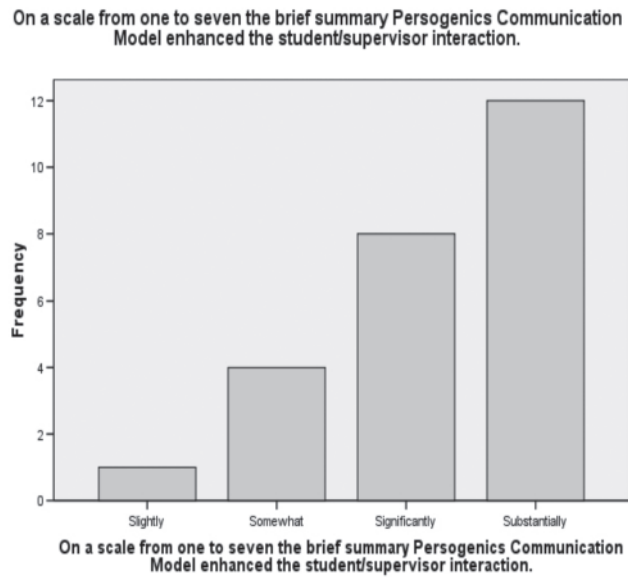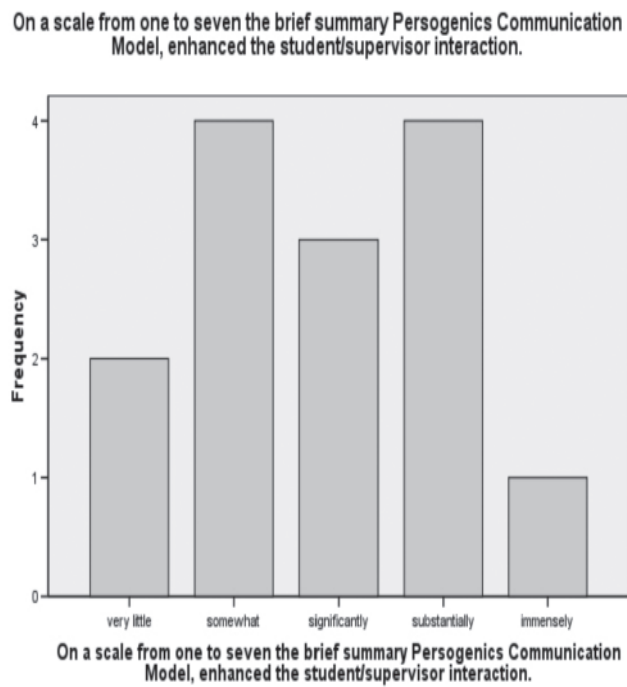
that the model 'significantly' to 'immensely' improved their interactions with their clients while the remaining 28 percent (7/25) reported 'no improvement' to 'very little' improvement. 64 percent (9/14) of supervisors felt the model 'significantly' to 'immensely' improved students' interactions with clients, while the remaining 36 percent (5/14) reported 'slight' to 'somewhat' improvement. Students and supervisors each reported that the students' knowledge of the supervisory relationship summary, along with their individual profile, helped increase their understanding of how they interact with clients and what they can do to temporarily modify their communication style to meet the individual communication needs of their clients. One student reported, 'The model made me more readily accessible to adapt to or to meet the needs of my clients. I used it with a lot of success.' Another student stated, 'I make a more conscious effort to know where my clients are coming from and what their needs are and how they relate specifically to what they need at that moment to help them achieve their goals.' (Figures 4a and 4b)

On the final item, '*enhanced the student/supervisor understanding of one another's expectations and motives',* students reported a median of 6.0 and supervisors reported a median of 5.0 on the seven point scale. 76 percent (19/25) of students felt that the model 'significantly' to 'substantially' enhance their understanding of their supervisor's expectations and motives while the remaining 24 percent (6/25) felt there was 'slight' enhancement. 71 percent (10/14) of supervisors felt that the model 'significantly' to 'immensely' enhanced their understanding of their students' expectations and motives while the remaining 29 percent (4/14) reported 'slight' enhancement. Both the students and supervisors reported to high levels of effectiveness in understanding one another's expectations and motives. Many students reported that, at the beginning of the semester, they were unsure of their supervisors' expectations for them but as they were able to review the communication style summary with their supervisor, the model provided the opportunity to discuss expectations openly. Participants who did not rate the other variables highly tended to rate this item the highest, reporting this was the most helpful, as it facilitated discussion of mutual expectations and provided a springboard to be able to talk about what types of things could and should be accomplished within the relationship. One student reported, 'The model helped me understand how my supervisor works and how I react and interact with him, thus helping us to be more aware of certain situations and how each of us will approach it.' (Figures 5a and 5b)
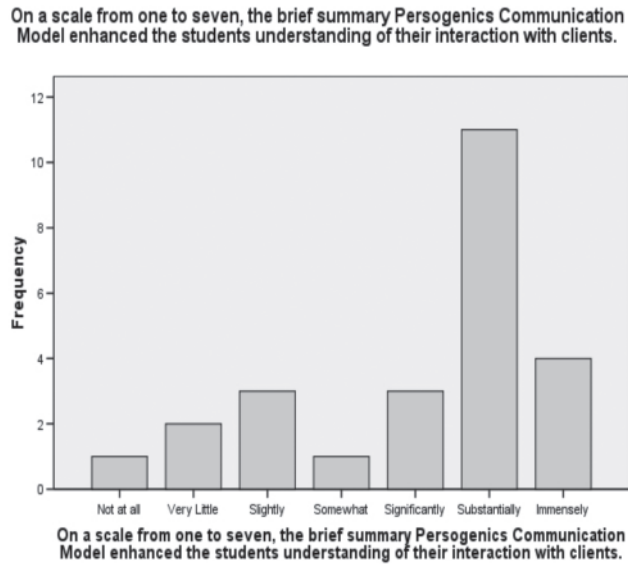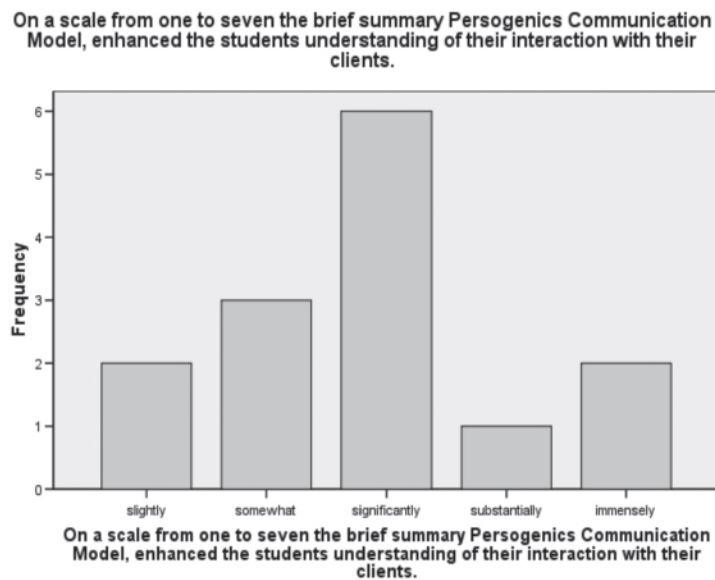
Figure 4a: Students' Ratings

On a scale from one to seven, the brief summary Persogenics Communication Model enhanced the students understanding of their interaction with clients.

On a scale from one to seven, the brief summary Persogenics Communication Model enhanced the students understanding of their interaction with clients.

Figure 4b. Supervisors' Ratings

On a scale from one to seven the brief summary Persogenics Communication Model, enhanced the students understanding of their interaction with their clients.

On a scale from one to seven the brief summary Persogenics Communication Model, enhanced the students understanding of their interaction with their clients.

Figure 5a. Students' Ratings

On a scale from one to seven, the brief summary Persogenics Communication Model enhanced the student/supervisor understanding of one another's expectations and motives.

On a scale from one to seven, the brief summary Persogenics Communication Model enhanced the student/supervisor understanding of one another's expectations and motives.

Figure 5b. Supervisors' Ratings

On a scale from one to seven the brief summary Persogenics Communication Model enhanced the students/supervisor understanding of one another's expectation and motives.

On a scale from one to seven the brief summary Persogenics Communication Model enhanced the students/supervisor understanding of one another's expectation and motives.
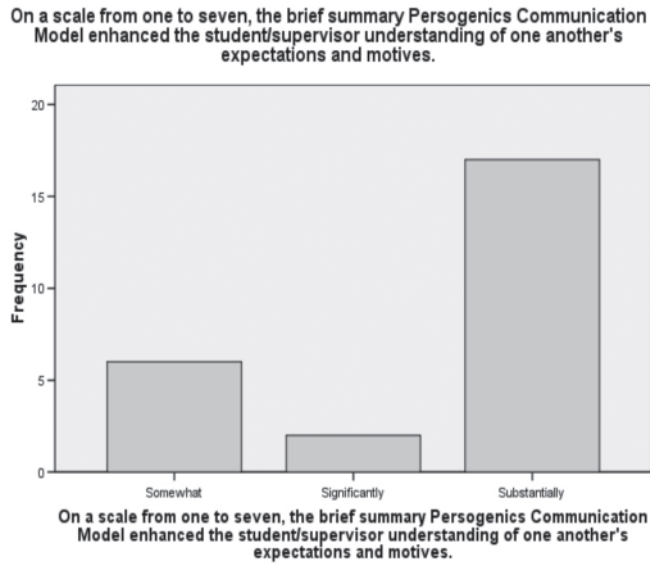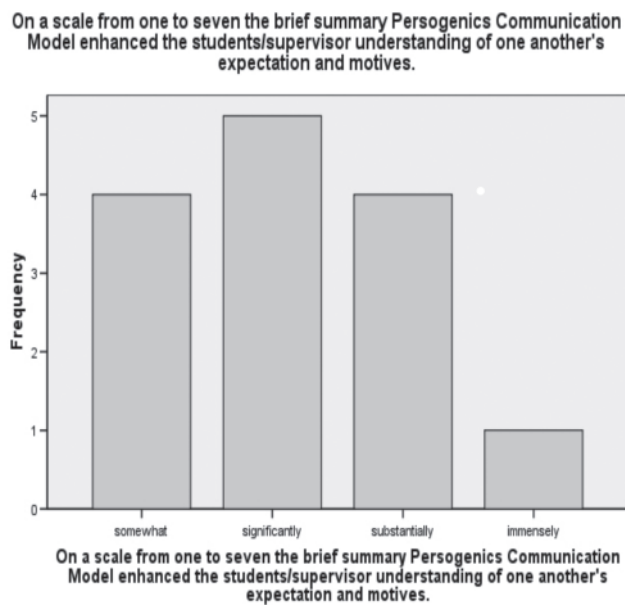
Discussion and Conclusion

In conclusion, both students and supervisors reported they felt as though the implementation of the IFD Persogenics Communication Model helped strengthen and improve the supervisory relationship. They reported higher levels of understanding, improved communication, and self-awareness. These positive findings suggest that this model is a powerful and effective approach to the development of student supervisor relationships within the field internship program.

Among those participants who did not rate the model as highly there was a common desire to receive more training and a common assertion that with more training they would likely have used the model more. Overall, those students and supervisors who had more training in the IFD Persogenics Communication Model tended to rate the perceived effectiveness higher than those who had less training. Many supervisors reported they would like to receive more training in this model because they felt it was effective in helping them better understand and relate to their students. Given the concerns expressed regarding the desires for more training, the respondents reported extremely positive feedback about the potential as well as the current value of this approach to enhancing the supervisory relationship.

Although these findings suggest that the IFD Persogenics Communication Model is an effective tool to implement within the field internship supervisory relationship, more research is needed. Based upon the above findings, as well as the strongly supportive responses of subjects in this feasibility study, there is clearly justification for a more in-depth study using a larger number of supervisor supervisee sets.

The findings have meaningful implications for field practicum directors as they develop training for agency supervisors. The positive and strong endorsements from both supervisors and students should encourage other schools of social work to consider the introduction of this, or similar models, to enhance and speed up the development of positive relationships between students and their field supervisors.

A question often asked about the study presented here , 'Is there anything of value in this model that could be utilized within wider social work relationships'. Twenty years of teaching graduate HBSE courses resulted in the lead author here struggling with five critical questions regarding graduate student preparation for clinical practice. 1. How

well do first semester MSW students actually know and understand themselves? Most verbalize that they do but the class room experience suggested otherwise. 2. How do others view the student's pattern of communication? Do students know how others see them? 4. Are these students in touch with how they relate to others when pressure, stress and tension are present in the relationship? 5. Can social worker students learn to, at least temporarily, modify their won communication pattern in service the social work client worker relationship? If so how?

In 2000 Dr. Pehrson introduced the IDF Persogenics Communication Model into the foundation graduate human behavior in the social environment (HBSE) course at Brigham Young University. For seven years student communication profiles were collected and student were provided an 18 page profile description (computer generated) addressing the above mentioned questions. Student self reports suggest a 90% accuracy of the reports. IFD was taught as a module of the HBSI course (8 hrs). A take home essay was then administered on the concepts presented.

In 2007 all BYU MSW graduates who had taken the IFD module were surveyed across the country asking whether they continue to use the model and what affect the IFD model has had on their personal and professional lives. The results of that study suggest a remarkable given that the module was only eight hours long (four class periods) and was taught in the beginning the first[t] Year of the MSW program. Seventy percent continue using the model in their personal and or professional lives. Data evaluation and review are currently on going. However, initial findings suggest the model is used by previous MSW students extensively both personally and professionally. The answer to the question 'Is there anything of value in this model that could be utilized within wider social work relationships' is a resounding yes.

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