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**Social Work Training in Africa
A Fieldwork Manual**

Nigel Hall

**Programme for the Launch
of the first textbook produced by the School of Social Work**

5-6pm, 22nd June 1990

M/C Brigid Willmore (Editor)

Opening Remarks
and Welcome

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Official Launch

Dawson Sanyangore (Director, Department of Social
Welfare)

Brief Remarks

Nigel Hall (Lecturer, School of Social Work
Former Editorial Board member, JSDA)

"The development of this Fieldwork Manual by Nigel Hall therefore represents an important breakthrough, not only in providing a comprehensive guide to field instruction but also in facilitating the search for appropriate forms of fieldwork. [...] It is hoped that Schools of Social Work in developing countries in general, and in Africa in particular, will find this Fieldwork Manual useful."

Edwin Kaseke, Foreword

Note on the Author

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Nigel Hall is married and has two daughters, aged four and eight.

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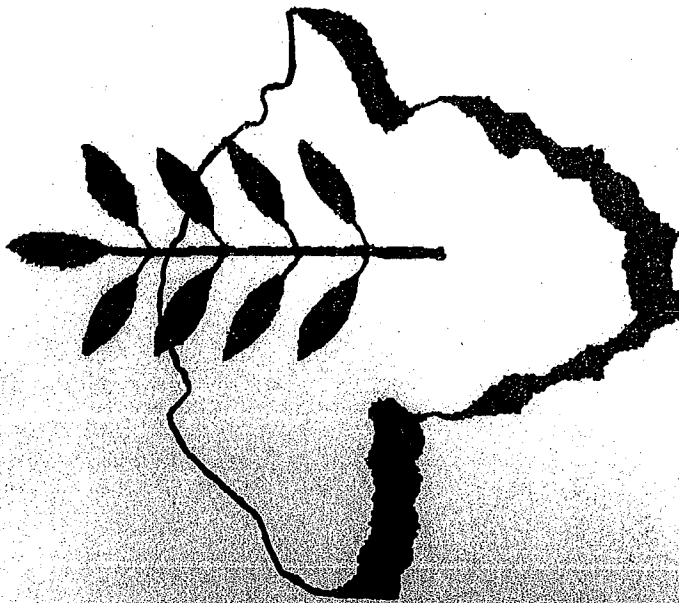
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Social Work Training in Africa A Fieldwork Manual

Nigel Hall



Journal of Social Development in Africa

Preface

Social work is generally regarded as a professional activity, in which practitioners are expected to tackle 'social problems' in a competent and informed manner. This requires that practitioners are trained, and that Schools of Social Work exist to provide training that is both appropriate and relevant to the demands of their societies. In the context of the Third World, the enormity of the problems and the need for a developmentally oriented social work practice creates additional demands on social workers.

Professional social work practice in Africa is a relatively recent phenomenon and necessarily many of the values and concepts underlying social work have been adopted, sometimes in an uncritical way, from Western countries. In developing an African social work practice, social work education and training, and in particular the use of fieldwork as a training experience for students, provides an important way to move forward. The lack of relevance of much social work theory to Africa means that there is a greater need to focus on actual experience and practice. The eventual goal is to develop a social work that both reflects, and contributes to, local social work knowledge.

This Manual attempts to collate some of the experience and insights gained in several African countries with regard to social work student fieldwork placements, with the hope that this will contribute in a small way towards this goal. The Manual is intended for the use of all those involved in the practical implementation of social work field placements - ie Fieldwork Directors, School tutors, agency supervisors and students. It is also intended to be of assistance to Schools of Social Work and Social Development Training Institutes in Africa which have, or wish to begin, fieldwork programmes, or which are simply interested in reviewing existing programmes.

The text is divided into two parts. The first is concerned with several issues relating to social work practice in Africa and the use of fieldwork as a learning experience in this context. The second part examines some of the practicalities of administering and coordinating field placements and the process of supervision. Inevitably there is a degree of repetition between the chapters, but this is intentional for ease of reference.

The appendices contain the addresses of various African Training Institutes and examples of field placement settings in Zimbabwe. Material has been included in this Manual from Anglophone and Lusophone African countries, but unfortunately no responses were received, in time to be incorporated, from the Francophone countries. This omission is regretted, and is indicative of the lack of communication (at least in this field) between the two major language zones of the continent.

*Nigel Hall
Harare, April 1990*

SOCIAL WORK TRAINING IN AFRICA A FIELDWORK MANUAL

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Part 1

Social Work, Training and Fieldwork Practice in Africa: Issues

Chapter One

Social Work Practice in Africa:

An Overview

1.1 Introduction

Many African countries, previously the subject of colonialism, were left by the departing metropolitan powers in situations of gross inequality and general poverty. The colonial regimes had paid scant attention to the needs of the majority of the population, who consequently suffered ill-health, malnutrition, and exploitation. Industrialisation and urbanisation also contributed to the breakdown of the extended family, which had provided support to its members. This created a need to strengthen traditional systems of care, or to create workable alternatives. To some extent missionary and charitable organisations tried to provide this relief, but later governments initiated statutory schemes designed to assist the most destitute, often in terms of the provision of limited social assistance benefits.

When independence came to most African countries, the needs of development provided a new impetus and challenge to those involved in welfare activities. This led many academics to emphasise broad social development goals for the social work profession in Africa, rather than the more limited, traditional welfare provision. In practice, however, a continual emphasis on the relief of distress and provision of charitable assistance meant that social workers continued to play marginal and peripheral roles in development. This has persisted even in the post-independence era. A critique of this situation is provided in this chapter.

Schools of Social Work in Africa have tended to replicate western models of social work, emphasising the three major methods

"The student was exposed to some of the challenges in social work practice in a Third World setting such as the conflict between theory and practice, resource handicaps, frustration at work places and multi-dimensional social problems. Admittedly, there were discouraging moments when one would be tempted to believe social work practice as irrelevant and useless in resolving problems of underdevelopment in African rural areas. Despite these problems, the student learnt from the placement that professional growth is a gradual process that is born out of challenges, experience and commitment."

(Comment from supervisor concerning DSW3 student on placement with SCF (USA), 1987)

of social work - ie casework, groupwork and community work. As with many social work training courses in western countries, a major emphasis was placed on casework, a bias which appears to persist today. However, responding to the needs of development, courses have come to include such subjects as social policy and administration, socioeconomic development, community health and research. Most courses also have a practical component, ie fieldwork, as an important part of the training. As the emphasis of academic courses has shifted from a remedial to a developmental orientation, so has the need to find fieldwork placements in areas related to development, particularly in the rural areas. Ideally practice should feed back into theory, modifying the 'imported' social work theory and creating more relevant practice. Relating practice to theory is a desired goal within any profession and social work educators in the African context will need to consider this seriously. It cannot be assumed that the two are complementary.

1.2 The western bias of social work

Social work as a profession was developed and nurtured in the western world - in particular the United States and Britain - and then exported as another commodity, during the 1950s and 1960s, to developing nations. This period was also a time of worldwide expansion for the social work profession, a time when many western social workers felt confident that social work had a universal application and, with a little 'adjustment', could be applied anywhere.

This assertion of universal applicability has come to be seriously questioned in the literature today. Midgley (1983), for example, is well known for his critique of the 'export' of social work theory to developing nations, which he sees as a form of 'professional imperialism'. He points out that western social work reflects the prevailing cultural values of individualism, humanitarianism, liberalism and capitalism, indicated in part by the dominance of psycho-analytic casework as the major tool of intervention. By the

1970s social workers in both developed and developing countries were being criticised, from within the profession and outside it, for their concern with problems of individual pathology and their neglect of wider social issues.

Midgley criticises, in particular, social work's excessive reliance on American theories of social casework which do not adequately prepare students to deal with the tasks required of them by Ministries of Social Welfare or any other employers. Midgley (1983:154) writes:

"These principles cannot be applied usefully because of the nature and urgency of the problems social workers deal with. Instead they deal, as best as they can, with the crises of urban destitution and maladjustment and devote their time to responding to requests for urgent material assistance, securing residential places and dealing with judicial child committal, probation and maintenance cases."

These remedial tasks do characterise some of the major activities of social workers in many parts of the world, including Africa. However, while remedial activities absorb a disproportionate amount of time, social workers are increasingly called upon to direct their attention to the development needs of their respective countries. This changing emphasis in social work, from a remedial and reactive position to a developmental and proactive one, means that the profession will need a new orientation if it wishes to make a meaningful contribution to Third World realities.

A major part of Western social work intervention is designed to treat the emotional and personal maladjustments of individuals. The pressing problems of mass poverty and multiple deprivation faced by developing countries demand more appropriate forms of intervention and more realistic solutions. Midgley endorses this view, noting that even if social workers are involved in remedial activities, these activities should not be the profession's only or even

primary concern, and that *appropriate* social work must be concerned with meeting basic human needs (although these may be variously defined). From this realisation, Hampson and Willmore (1986:7) comment:

"The question now facing social work education is how social workers can be trained as social development workers - social development workers who can recognise the problems of mass poverty and underdevelopment, and contribute to the solutions of these problems."

Apart from the lack of relevance of the profession to the urgent needs faced by the masses of the Third World, there is the problem of cultural diversity and the lack of attention paid by Western theorists to factors such as the role of the extended family and attitudes towards authority. The diversity of cultural values means that some traditional social work values (for example, self-determination and confidentiality) need to be reconceptualised. The cross-cultural universality of social work values is probably a myth, although there may be certain values which can transcend cultural barriers. There is a need to search for a way to *indigenise* social work, so that it can be more relevant in the Third World, and particularly to the African context.

1.3 Localising social work

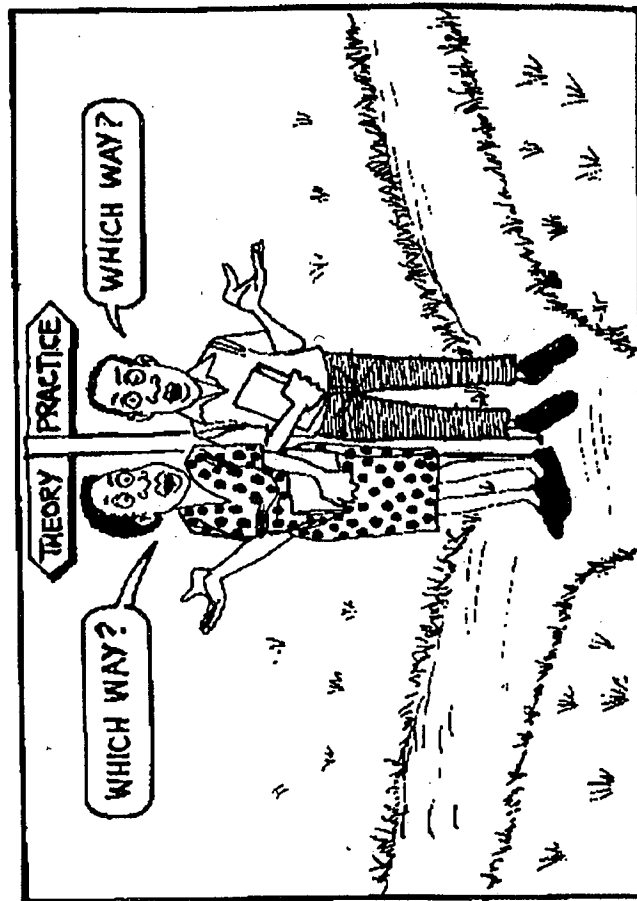
The search for relevance in the social work profession implies that theory should relate directly to the context in which it is applied, ie to practice. In recent years social work educators have stressed the need to develop a relevant and localised social work theory, both in developed and developing countries. The concepts of 'indigenisation' and 'authentisation' are important considerations in this discussion. Essentially they refer to the same concept, although different authors have used them with differing emphasis.

The concept of 'indigenising' social work, where social work is shaped to suit the socioeconomic and cultural realities of developing

countries, has gained some popularity among social work academics and practitioners. 'Indigenisation' has been referred to as "adapting imported ideas to fit local needs" (Shawky, 1972:3). An alternative definition comes from Midgley (1983:170):

"Indigenisation means appropriateness, which means professional social work roles must be appropriate to the needs of the different countries."

Midgley has noted that social work has failed to adapt itself to the needs of developing countries and to become involved in developmental activities (for example, family planning, rural development and social policy). However, he suggests that social workers must still maintain a distinct professional identity, which is characterised by direct intervention through face-to-face contact with people, a commitment to the amelioration of social problems and a focus on the needs of individuals and their families, groups and communities.



While many social workers would agree with Midgley, the close identification of social work with social development in developing countries means that social workers may find themselves engaged in activities in which they are not in direct contact with the people they serve. While social workers may be involved as frontline workers in issues of housing, resettlement, agriculture, income generating projects and cooperatives, it is also important and appropriate for them to be involved in administrative or managerial positions in organisations. In this way policy can be affected and changes dealing with the root causes of problems may become possible.

The concept of an indigenous social work seems to meet some of the criticisms levelled against imposed western models of social work. However, others have offered the criticism that this only means some modifications to existing models of social work, to suit different cultural contexts. Essentially the Western models would persist, albeit with some adaptation. This difference of opinion illustrates the difficulty in working out the appropriate roles for social workers in the context of developing countries. A locally relevant social work in the African context must concern itself with the fundamental development needs of the population as a whole, rather than restrict itself to the traditionally ascribed roles of the profession (for example counselling and therapy). A similar debate concerning appropriate roles for social workers is also taking place in the First World, where it focuses on a generic versus specialist approach, or a community versus therapeutic approach.

In contrast to the concept of 'indigenisation', the concept 'authenticisation' has been used. This has been defined as (Ragab, 1982:21):

"The identification of genuine and authentic roots in the local system, which would be used for guiding its (ie the community's) future development in a mature, relevant and original fashion."

This process has also been described as the creation or building of a "domestic model of social work", in the light of the social

cultural, political and economic characteristics of a particular country (Walton and El Nasr, 1988: 136). While this approach does not exclude the use of theory or experience gained elsewhere, it does stress the necessity for such theory and practice to relate to local conditions. The concept of authenticisation also requires that each country generate its own theory and practice based on its own experience. Walton et al also suggest a synthesis of these two concepts, with the rate of 'indigenisation' decreasing as 'authenticisation' increases.

The reality of living in an increasingly integrated world system means that people can learn from the experience of others. However, there is need to be more critical of the elements of social work that are useful, and more selective about theories that are adopted. Conversely each country should also develop its own theories that may in turn be used elsewhere.

1.4 Promoting a social development orientation

If social workers are able to respond in a pragmatic and workable way to the problems faced in Africa, the focus and concerns of social work will need to change. This should be towards the orientation of 'social development'. As noted in previous sections, social work must learn to deal with the major social problems experienced in developing countries, problems such as mass poverty, unemployment, poor housing, malnutrition, illiteracy and high population growth rates. These problems are all exacerbated by the erosion of traditional family support systems, rapid urbanisation and widespread poverty.

Although resources are limited, there is an urgent need for infrastructural development and support for projects in both rural and urban areas. While lack of infrastructure in rural areas is a serious problem, there are still many community strengths and positive support systems - for example, mutual aid groups such as burial societies - which need to be encouraged and strengthened whenever possible. A focus on these community systems will help to build an indigenous and authentic social work response.

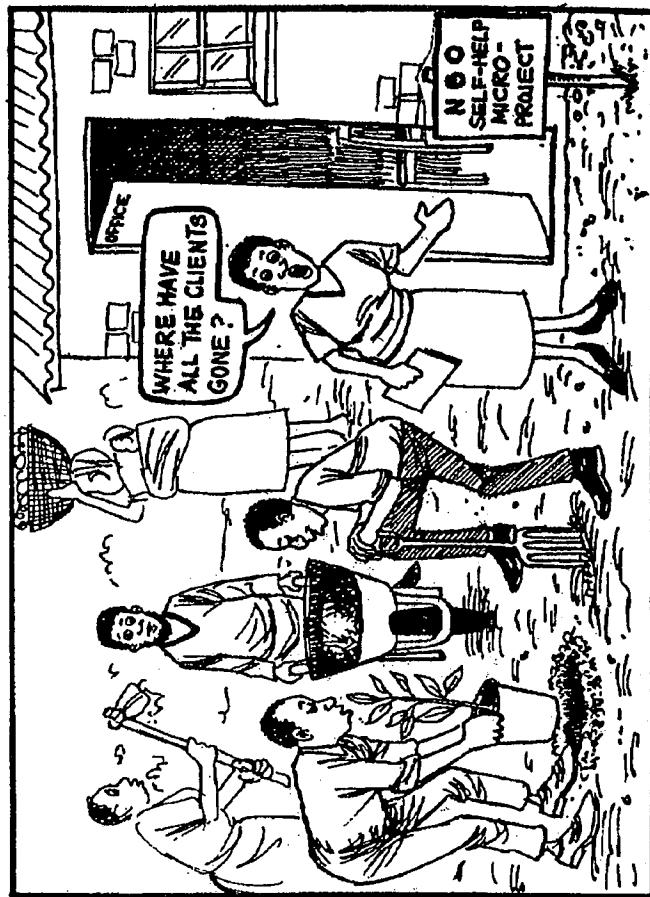
"I have gained a lot of knowledge through interacting with the people and the community as a whole. The placement led me to discover that the rural folk are not passive receptors, nor are they ignorant of what their needs are. When they resist a programme, society should not label them as ignorant beings. Rather there must be an investigation as to why there is resistance. In the end society might discover that the whole approach adopted in reaching the masses is faulty and needs alteration."
(DSW3 student on placement with Redd Barna, 1987)

This means that social workers need to be aware that the people themselves should be involved in defining their own needs. Rural people usually have an intimate understanding of their situation and will discuss at length issues of concern to them. As de Graaf (1986) indicates, social development points towards the capability of people to control, utilise and increase their resources. Only if people have access to and control over existing resources will they be able to shape their lives according to their needs. De Graaf (1986:15) notes:

"A community which does not control its infrastructural arrangements can be the victim of external factors. A village that does not control the services of government personnel that are supposed to serve them will be dependent and cannot adjust its own situation to its needs."

A social development strategy that is able to enhance these capacities rests conceptually on two pivots. The first is the involvement, participation and direction provided by the community itself at a 'grass roots' level. The second is the collaboration and commitment of various agencies - both governmental and non-governmental - in bringing about the necessary changes (see Hall, 1987:69). A social development orientation in social work means that social work as a profession can begin to address issues of structural inequality and social disadvantage. The approach is developmental as its activities are oriented towards the maximum participation of people in the developmental process, ie it is concerned with both self reliance and empowerment.

"The placement helped me a great deal in my personal development in that I have now a great understanding of the rural people and I have also learnt to respect many of their ways. For instance during my placement many people were busy in their fields so when I paid my visits, even when I had written them, I was not offended not to find them present. Their absence does not mean that they don't want to see you but that they have much to do. They have their own values, like their crops and fields and one has to understand that even though they are in the micro project it takes second place to their crops."
(DSW2 student on placement with CADEC, 1986)



An interesting perspective is offered by Ankrah (1987). She urges African social workers to make a break with the (historical) residual model of social work and suggests a dynamic, holistic social work model that takes into full consideration the continent's underdevelopment. This is a model to be recommended in the African context. There are five key dimensions to this model:

1. a *macrodeterministic dimension* - where the needs of Africa's masses determine social work's priorities and methods of approach.
2. a *social design dimension* - where social workers would be involved, for example, in designing mobilisation strategies to deal with acute social problems through village councils or womens groups.
3. a *change orientation* - which concerns planning, initiating, implementing and sustaining positive change at various levels.
4. a *futuristic orientation* - to anticipate what human needs are likely to be and what conditions will ensure that these are met.
5. a *political will dimension* - where social workers will consciously forge political linkages, seeking to gain support from the political leadership to endorse urgently needed social change.

Africa needs a paradigm for social work practice that prepares the way for a committed, broad-based, change-oriented profession able to deal with some of the severe social problems faced in Africa. To do this, and to develop more indigenous and authentic models of practice, several issues will need to be considered (see the box opposite [p15] for more detail). These include:

1. moving towards developmental social work
2. building professional associations of social work
3. encouraging research and identifying areas of special need
4. adapting social work to suit local culture and values.

Schools of Social Work may have a role to play in developing these practice models and in promoting needed changes. For example where multiple problems (lack of transport, lack of accommodation,

Building Indigenous Social Work in Africa

1. *Moving Towards Developmental Social Work*

Social work educators and practitioners in Africa will need to be more involved in areas of social development if they are to tackle the vast areas of social need within their countries. Remedial social work will still have a place, as there are many vital areas of work which still need the attention of social workers (for example working with children in institutions and payment of social assistance benefits). However, the *priority* for social work in Africa needs to be at a developmental level if some of the most urgent needs of 'client' groups are to be addressed.

2. *Building Professional Associations of Social Work*

It is important that social workers engage in constructive dialogue with their colleagues, those in other disciplines and the general public on issues of social concern. Professional associations of social work may be a useful way to achieve this objective, although they can experience difficulties in organisation and motivation. One major advantage to building professional associations is the opportunity for networking, both at pan-African and international levels. It is to be hoped that these associations will also be able to work more effectively for social workers and their clients as they emerge from the present constant concern with their own organisational problems.

3. *Encouraging Research and Identifying Areas of Special Need*

Social workers need to engage in data collection and research in order to identify particular areas of social concern. It is also important that the information already produced in the form of student dissertations and fieldwork reports is made more available and accessible to interested researchers and practitioners. This will assist in building up local information on social work practice, and identifying areas of special need in each country.

4. *Adapting Social Work to Suit Local Culture and Values*

Social workers should critically examine whether the generally accepted values, concepts and practices of social work are relevant in the African context. The conscious adaptation of existing material and the generation of new approaches is to be encouraged. In order to do this effectively, workshops, seminars, in-service training and revision of existing curricula are necessary.

(NH 1989)

unemployment, poverty, etc) threaten to undermine traditional support systems, a community may not know where to turn for assistance. Third World Schools of Social Work are not able to provide direct assistance, but they have a valid research role, investigating some of these problems, and in recommending courses of action to policy-makers. In addition, students from the Schools undertake fieldwork placements in which they work directly with client groups. In this context students need to make the best use of limited resources and find ways to help people within their own environment. In particular, this may include assisting communities to become more self-sufficient by providing skills in cooperative self-help, seeking funding and negotiating increased provision of resources from various agencies. Social work students may also be involved with issues of planning and policy-making, sometimes at senior levels within agencies.

1.5 Developing an African social work

Following the recognition by African social work academics and practitioners of the need for an African social work education body, the Association of Social Work Education in Africa (ASWEA) was formed in March 1971 in Addis Ababa. This Association has collaborated with other organisations in arranging various conferences and workshops to consider the role of social work and social development in Africa, particularly in regard to training and research.

In viewing social development within the African context, the Conference of African Ministers of Social Affairs (1977) noted that (ASWEA, 1982):

"African social work must proceed from remedial social action - foreign by nature and approach - to a more dynamic and more widespread preventive and rehabilitative action, which identifies itself with African culture in particular and with the socioeconomic policies of Africa in general."

In order to effect this change and encourage the development of "sound social welfare curricula", the Ministers' Conference proposed the establishment of an African Centre for Applied Research and Training in Social Development (ACARTSOD), formally inaugurated in October 1980. In 1983 ACARTSOD compiled a **Directory of Social Development Institutions in Africa** to assist in identifying relevant developmental training courses and their curricula.

ASWEA, in its turn, has held several conferences related to the topic of indigenisation, and the Association launched their **Journal for Social Work Education in Africa** in 1974. It has only been published on an intermittent and irregular basis, but does provide some useful African material. Professional documents and seminar proceedings have also been published as reference materials for use by social development departments and training institutions. Of particular use is the **Survey of Curricula of Social Development Training Institutions in Africa** (ASWEA, 1982).

However, the overall contribution of ASWEA and ACARTSOD has been disappointing. Some useful publications have been produced, but the contributions are limited and do not offer clear guidelines for the development of an authentic African social work practice. There is a need for African scholars and practitioners to network and exchange their experiences if social work curricula and practice are to become more relevant.

1.6 Relevance of social work training - the example of Zimbabwe

The social development orientation of social work, combined with relevant research, and adapted to suit local cultural values, should provide the momentum for the growth of a stronger profession. In order to help chart this course, social work education and training will need to be modified to adapt to the changing realities of

developing nations. An example of some practical steps taken towards 'indigenisation' within a particular African social work training institution, is the School of Social Work in Harare, Zimbabwe, is presented here.

The School of Social Work Prospectus (1990) emphasises the need for a social development focus in social work training, to encourage social workers to address the severe social problems that result from poverty, ill-health, lack of housing and the like. Although the principle of 'indigenisation' is not specifically mentioned, the Prospectus focuses on the need to make the curriculum relevant to the needs of Zimbabwe and the wider Southern African region which the School serves.

There are four major ways in which the School of Social Work is making a contribution towards the development of an indigenous perspective in social work training:

1. The inauguration, in 1986, of the **Journal of Social Development in Africa**. Although primarily an academic journal, it encourages practical research and also hosts occasional workshops on social development issues. It is helping to build up a body of relevant and appropriate resource material through the regular publication of the Journal and other associated publications.
2. Fieldwork placements are arranged in a variety of agencies, many of which are actively engaged in areas of social development. Out of 622 placements made between January 1984 and September 1988, 312 (50%) placements were developmental (rather than remedial) in nature. These included work with NGO's, co-operatives, development training centres, municipalities and refugees.

However, many of the placements are still predominantly in urban or peri-urban areas. Some students are reluctant to take on placements in rural areas, where conditions can be very demanding. While the fact that half of all placements are

developmental in nature is encouraging, there is still need to find further placements which suit this orientation. The extent to which the School is making use of these experiences, by adapting the academic curriculum to further indigenise the training of social workers, is an area that needs further attention. Student dissertations also provide material that is both relevant and useful in Zimbabwean practice. While only 11 of 27 (41%) dissertations were linked to socioeconomic development during the 1975-1979 period, a change in emphasis occurred after Independence. Between 1980 and 1984, 24 of 35 (69%) dissertations produced had a developmental orientation (Rogers, 1985). However, there are now an increasing number of dissertations in the area of industrial sociology and personnel administration, possibly because of the changing employment patterns of graduates, many of whom are attracted by higher salaries in the private sector.

4. Research carried out by the School and members of staff cover a wide range of interest areas. These include the refugee situation, AIDS, social security provision, the informal sector, the needs of the elderly and rehabilitation of the disabled, among others. The School has also recently established a Director of Research post to coordinate these activities.

"Social work is a helping discipline, ie to help people to help themselves. The groupwork approach together with the integrated approach to social work seems to be the most appropriate for rural areas. People live and work in groups in constant interaction with various other groups in the community. Rural areas have numerous needs and problems which need intervention not by one agency alone, but by coordinated efforts from both statutory and non-statutory departments."

(DSW3 student on placement with LWF, 1987)

While there is a growing awareness of the value of developing local material, undertaking local research and moving towards a development orientation, there is clearly still much to be done. In a recent study (Willmore, 1985) on the choice of method favoured by social workers, former students of the School of Social Work indicated that there continues to be a bias towards the casework method (90% of the sample indicated that the predominant method of social work that they used was casework). While this may partly relate to agency constraints, the social workers surveyed generally indicated that they felt more competent in the casework method than in groupwork or community work. In order to improve skills in the other methods, the study recommended that more emphasis be placed on the acquisition of groupwork and community work skills within an integrated 'ecosystems' model.

Skill development, aimed at enabling students to engage more meaningfully in areas of social development, is a major task for training. However, the production of local material and an increasing concern for the relevance of both theory and practice indicates a desire to create a more useful Zimbabwean social work. Fieldwork placements have attempted to meet some of the challenges presented in this search for relevance, but there is still a long way to go.

Main Points

- ☐ Social work in the Third World has inherited a western bias which is both culturally inappropriate and remedial in its emphasis.
- ☐ Individual casework is still a dominant method in social work, even in Third World and African settings.
- ☐ Problems of mass poverty and multiple deprivation demand appropriate forms of social work intervention.
- ☐ To be effective in Africa, social work requires a social development orientation, with self-reliance and empowerment as primary goals.
- ☐ More appropriate social work practice needs to be based on indigenous and authentic models, firmly rooted in each country's own experience.
- ☐ Practical fieldwork in social work training, and a reflection on this fieldwork, is one method of developing a relevant practice.
- ☐ Local publications, use of dissertations and research also contribute to a more appropriate orientation.

Chapter Two

Fieldwork as a Learning Experience in Social Work

"Notable in this exposure is my professional growth and development. There are three important areas in which I have experienced this:

- an increasing self-confidence in attending to social problems
- development and communication skills in addressing people and gaining their confidence
- the ability to listen and probe for more information and to read non-verbal messages.

I have also cultivated some analytic skills and I have found the experience to be quite interesting, enriching and worthy of pursuit."
(DSW2 student on placement at GFTC, 1987)

2.1 Introduction

Social work is a profession which aims to help individuals, groups and communities come to an understanding of the problems they face and then to deal with these effectively. It is a varied activity, conducted by both qualified and unqualified workers who are expected to have a generic (ie wide) grasp of the issues involved as well as skills in interaction, communication and negotiation. In the context of training, social work students are expected to undertake courses which will provide them with the knowledge, skills and abilities required in their work. This training usually has both academic and practical components. It is the practical component which is the focus of this chapter.

Fieldwork can be defined as (Hamilton and Else, 1983, quoted in Kaseke, 1986:54):

"a consciously planned set of experiences occurring in a practice setting, designed to move students from their initial levels of understanding, skills and attitude, to levels associated with autonomous social work practice."

This definition assumes that the provision of a set of practice-related experiences will enable students to deepen and develop their understanding of what social work involves. While a major part of the training is concerned with the acquisition of academic and theoretical knowledge, it is only through actual experience in the world of 'practice' that the relevance or otherwise of the theory can be realised. Students, as trainee social workers, need to experience the reality of the practical work situation in order to develop and

sharpen their social work skills. Student fieldwork placements are seen by most Schools of Social Work as an integral part of the overall professional training of social work students. In many ways the fieldwork experience is the most important single factor in social work education, and without it professional training would lose its significance. The fieldwork practicum provides the opportunity for students to be placed in social work and social development agencies. In these agencies they learn to help individual clients and community groups under the supervision and guidance of agency supervisors, who are usually qualified social workers.

In selecting agencies suitable for fieldwork, the School will be limited by the variety of placements available, taking into account the quality and nature of social work practice and its state of development. Types of placements will also need to reflect the various levels of students - for example, third year students will require a more demanding situation than first years.

In some countries social work practice is primarily an urban and remedial activity, while in others it is oriented more towards social development in both urban and rural areas. A social development orientation, as discussed in the previous chapter, should be seen as the major thrust of social work in the African context. Social work education, therefore, will need to take into account broad development goals geared to the concerns, problems and aspirations of the majority of the people. The crucial role that fieldwork can play is to expose students to the situations faced by people in their society, and so increase their awareness of social issues. This may also result in increased agency awareness, and contribute in a small way to an improvement in agency service delivery.

Although one of the objectives of fieldwork is to expose students to the situation faced by the majority of the people in any given society, who in Africa will tend to reside in rural areas, urban bias can hinder this objective. Other obstacles to fieldwork practice in Africa, which negatively affect the scope of placements, include a shortage of suitable staff, limited availability of field placements, and a lack of time and resources to develop fieldwork further.

"The lesson I learnt from the people I was working with was that no person is totally ignorant, nor is there any one person with all the answers. Peasant farmers are not fatalistic and resistant to change as many people think. They are able to manage their affairs, they know what they want but lack the manpower, skills and resources to develop their areas. Whenever working with other people, respect their opinion and you will win their respect."
(DSW3 student on placement at GFTC, 1986)

Schools of Social Work around the world appreciate the insights and learning experience provided by the fieldwork practicum. However, in the context of the Third World, and in our case Africa, the need to learn from experience, and test the usefulness or otherwise of social work theory, is particularly great. For a variety of reasons, including the situation of dependency, and perhaps a lack of awareness of the value of local material, educators in the Third World have failed to generate locally relevant theory. Western theory is available, but it lacks local applicability and relevance.

The need to develop such theory is plainly evident, but it is impossible to divorce relevant theory from practice. In this chapter, an example of an attempt to 'build' this theory through fieldwork practice is provided from the University of Zambia (see section 2.6). The situation of fieldwork training in several other African countries is also explored, with examples from Mozambique, Tanzania, Zambia and Zimbabwe used in the text.

2.2 Social work training and use of fieldwork in Africa

Social work and social development training is undertaken at a variety of institutions throughout Africa. Most of these institutions offer fieldwork as a basic part of the curriculum and as an integral part of training. In the course of the preparation of this manual, 47 social work and social development training institutions offering fieldwork as part of their training were identified (see Appendix One).

Approximately one third of the coursework at the majority of these Schools of Social Work in Africa is devoted to fieldwork (ASWEA, 1982:25).

These schools are located in the Anglophone, Francophone and Lusophone zones of the continent. Anglophone African countries tend to require approximately four years of secondary education (or nine years of schooling), or a certain number of GCE 'O' levels (or even 'A' levels) in order to gain admission. Training tends to follow a generic path, with students gaining a knowledge of the three main 'methods' of social work (casework, groupwork and community work), with a likely emphasis on casework. The award will be the Diploma in Social Work, although Certificate and Degree level qualifications are also offered. Attempts have been made to widen the scope of social work education, to include socioeconomic and developmental perspectives, with varying success. Social work practice is still often case-based and oriented towards the relief of distress in the context of government Departments of Social Welfare, and developmental in the context of non-government organisations. Community development initiatives have been pioneered by other Ministries, but generally Social Welfare Ministries, or Departments, have lagged behind in this field. Fieldwork practice reflects the variety of the generic approach, although there is a tendency for placements to remain an urban and remedial activity.

Administrative requirements and courses at social development training institutions in Francophone countries tend to differ from those of Anglophone countries, mainly because of their differing colonial backgrounds. The most common admission requirement for Francophone social work schools is 10 years of schooling, with the award being the Diplôme d'Aid Sociale or the Diplôme d'Etat d'Assistant Social (ASWEA 1982:19). Training at the diploma level in the Francophone countries emphasises the preventive role of social welfare, particularly in relation to health activities. In most of

these countries social welfare workers are expected to play an active role in maternal and child health programmes and the prevention of communicable disease. Fieldwork is considered an important part of training and placements reflect the orientation as mentioned. However, the close identification of social work with health services does indicate that the profession has not received sufficient recognition to enable it to function in its own right.

The Lusophone countries have a similar social work orientation to the Francophones. The focus is particularly on the health sector. Training courses are at a rudimentary level, although there are attempts to build up social work training programmes. A Training School did exist in Luanda, Angola, but was closed down in 1977, two years after Independence. At present, attempts are being made to reopen the School and it is hoped that it will become operational in 1990. However, the Institute of Health Sciences in Maputo, Mozambique, does have a well established social work training course (see box overleaf, pp 28-30).

2.3 Types of placements

2.3.1 Block, concurrent and in-service placements

Fieldwork placements are usually of the *block*, *concurrent* or *in-service* type. The *block* period of fieldwork placement is generally the most common with training institutes in Africa. It is used when students are undertaking full or part-time training courses (where the student would seek a period of leave from the workplace in order to undertake the placement). The advantage of the block placement is that students are able to spend a continuous period of time at the agency, and so gain an understanding of the day-to-day workload and pressures. The disadvantage is that students are separated for weeks or months from the School, and the practical section becomes completely separate from the theory section in their training.

The *concurrent* placement is the situation where students spend some days each week at the School, with the remainder at their

Social Work Agents Course, Institute of Health Sciences, Maputo, Mozambique

The Institute of Health Sciences in Maputo, Mozambique, offers a Social Welfare Agents course alongside other professional courses for health workers and administrators. The aim of the course is to train social welfare staff to work in hospitals, with children, and the elderly and handicapped, for the government or other organisations and institutions, eg the Prison Service, the Mozambique Red Cross, the Armed Forces Welfare Services and local companies.

This is the only course of its kind in the country and each Province is allocated a number of places depending on its needs. The two year course is divided into five parts and the fieldwork placements run concurrently with the academic part of the course until a final block placement at the end.

The first phase of four months involves study visits for the students to get to know the various organisations which are involved in social work activities. These observation visits are for one and a half days per week to begin with and students are directly supervised by a social welfare worker. During this period students receive additional general education to bring them up to the required standard expected at the Institute.

The next three phases are of five months each - the second concentrates on work with individuals, the third on groupwork and the fourth on community work. The fifth phase involves a full-time placement of three months, followed by a seminar run by the students themselves to analyse and evaluate their work.

Difficulties have been encountered in finding enough adequate placements for group and community work, as there are not enough staff with adequate training and experience to supervise students in these areas. In addition, organisations and government departments undertaking this kind of work in a systematic way do not exist.

Throughout the course the students have weekly or fortnightly meetings run by the placement coordinator. During these group supervision sessions, the students present their cases, in rotation, sometimes in the form of a role play, and discuss their work. The coordinator also visits all the placements on a monthly basis.

As most supervisors have little or no experience, regular training sessions at the beginning, middle and end of the course are arranged for them. In addition regular meetings of the course organisers and the supervisors take place, to look at the work done, discuss any difficulties and share experiences. At the end of the course there is a workshop, organised and run by the students themselves to exchange experiences they have had during the course. All the reports, guidelines and other written material from the placements are studied and a final version prepared which can be used on the next course.

General Objectives for the Training:

At the end of the training the students should be able to:

- realise all the tasks defined for the agents of social action
- utilise adequately the processes and techniques involved in social work
- adjust to the professional setting and be able to work in different situations
- work in groups
- evaluate the quality and efficiency of their own work, indicating the difficulties, errors, problems encountered and proposing solutions for them.

Specific Objectives for the Training:

In order to attain the objectives the students will have to fulfil the following tasks:

1. Elaborate a programme of work, defining goals from the training offered, the activities to be undertaken and the means of control and evaluation of the programme. The programme must meet the requirements of the service and demands of the training.
2. Help individuals and families with social problems, develop an ability to diagnose situations, and help clients to find adequate solutions based on the methodology and techniques learned during the course. This includes interviewing techniques, collection of information, psychosocial help, empathetic orientation, contact with other persons, including home visits and the utilisation of community resources.
3. Organise group work activities, both to help families facing a social problem and to coordinate work with other people, organisations and colleagues. This includes techniques of meetings: organising large scale meetings, meetings with small groups, drama plays and discussions.

4. Compile reports and send them to relevant persons and organisations.
5. Establish an adequate relationship with other services and organisations, in order to assist in alleviating the problems that are presented at work.

Developmental Goals of the Training:

- To support the student in the fulfilment of the defined programme, assess and make the necessary corrections with a view to achieving the proposed objectives.
- To support the student in carrying out the correct techniques and assess his aptitude and attitudes.

Fieldwork training should:

- Stimulate the spirit of initiative and creativity.
- Promote confidence amongst students by introducing them to the structures and facilities that may assist them in carrying out their tasks.
- Promote self-assessment, as well as constructive evaluation, among students.
- Increase the responsibility given to students.
- Stimulate the positive aspects of the students' professional behaviour and correct the negative aspects.
- Assess student attitudes, in particular:
 - Fulfilment of professional ethics
 - Establishment of a good relationship with colleagues and workers
 - Establishment of a professional relationship with clients
 - Discipline and integrity.

Source: Farinha, Institute of Health Sciences, Maputo, Mozambique. Taken from the "Programme for the Final Training" and "Tasks for the Training Supervisors during the 3rd Semester" (16/1/88).

fieldwork agency. The advantage to concurrent placements is that the learning experience is more integrated as students can readily discuss their placements while at School, and bring theory back to the workplace. The disadvantage is the possibility that the fieldwork experience becomes more fragmented and students are unable to do justice to either theory or practice because of the overlapping expectations of workplace and School.

Where the social work training is undertaken as part of *in-service* training, fieldwork experience may have to be obtained 'on the job'. In this situation students are not placed in 'new' agencies, but are expected to incorporate their academic training into the context of their existing jobs. This has the advantage that students can bring direct benefit to their employers, while increasing their promotional prospects in their present jobs. The disadvantage is the lack of variety in their fieldwork experience and the problem of being supervised (as a student) by their employer, which inevitably creates role conflict. An example of this type of training is found in Kaduna Polytechnic's Department of Social Services (Nigeria). Kaduna operates an in-service training course where students are sent back to their various employers, who arrange the fieldwork placements for them. The agency assesses their own student/employee and completes fieldwork reports for the Polytechnic.

2.3.2 Placements for first year students

Although block placements may be used more than the concurrent and in-service varieties, they may not be the most appropriate for certain student year groups. At a fieldwork supervisors' seminar (Bulawayo, Zimbabwe, August 1987), several supervisors expressed concern over the use of block placements for first year students, particularly when the placements are far away from the School, for example in rural areas. These students were thought to lack an in-depth understanding of working in social welfare agencies and consequently required considerable support. First year placements were seen generally to be useful to students for the purposes of

observation and familiarisation within the field of social work. It was suggested that the performance of these students could not be evaluated in the same way as second or third year Diploma students. The supervisors recommended more use of concurrent placements in the first year, so that students could share their experiences with each other and with the lecturers at the School. It was also proposed that first year students have a different evaluation form to that of second or third year students who require a more detailed evaluation. If concurrent placements are not possible, it is advisable that familiarisation visits to field agencies be made in the period prior to the first placement. At the School of Social Work in Zimbabwe, students go on observation visits to fieldwork agencies once a week during the first term and this exposure helps them to select an agency for their first fieldwork experience.

2.3.3 Placements for final year students

Final year students are likely to require placements where they are able to exercise a high degree of initiative and where they will be expected to take on responsibilities commensurate with their academic level. At the School of Social Work in Zimbabwe, degree students are expected to negotiate and arrange their own placements (in liaison with the Director of Fieldwork). For example Masters in Social Work students are expected to take on responsibilities at a senior level within the organisations within which they are placed. However, although students at these levels should be able to operate more independently, and demonstrate a reasonable degree of maturity, they will still require regular support and supervision from both the agency and the School.

2.3.4 Outreach field placements

Bogo and Herington (1986) reflect on experience gained through their attachment to the Canada/Sri Lanka Social Work Education Linkage Project, where consultation on curriculum planning for academic and field programmes took place. The authors note (1986:76):

"The task of developing programme objectives for a professional programme can best be approached by identifying the following: What will graduates be expected to do? Where will they be located? What will be the context of their practice? What functions will they carry out and what roles will they perform? What skills will they need?"

In Sri Lanka a social development practice model was considered appropriate and the academic courses and field learning were structured to promote this. The content of fieldwork emphasised skills required in social development practice situations such as community planning at the local and national levels, advocacy, policy analysis, programme evaluation and administration. In Sri Lanka the School of Social Work tried to match field placements with curricular objectives by finding placements in non-governmental settings and by developing student units within unstructured community settings. Supervision was provided by locating recent social work graduates practising in traditional agencies, who provided supervision to students in outreach programmes, without compensation.

"The placement helped me in understanding social work in several ways. The most important fact is that I was exposed to several settings in which social work can be practised. The placement also helped me in that I had a chance to get into practice, especially with regard to subjects like Community Work, Integrated Social Work Methods, Social Work Research Methods and Socioeconomic Development. I was also confronted with a challenge in discussing things like bookkeeping, leadership and how to run cooperatives with groups."

(DSW3 student, on placement at GFTC, 1987)

A similar experience of the 'total immersion' of students in unstructured community settings has been tried by the University of Zambia. During a block period of sixteen weeks, students lived in an undeveloped rural area and worked with various NGOs. The students

lived at primary schools located in the district and worked directly at village and community levels. With no intervening agency to establish criteria, students were able to attempt as much or as little as seemed appropriate to their learning needs, although remaining responsible to the community as their client. Activities undertaken were usually of a tangible practical nature - including building projects (wells and latrines), resource-finding and community planning. This type of block placement was seen to allow for the development of student creativity, encouraging a holistic approach to problems that was not bound up with the arbitrary functional definitions common to most agencies. Brooks (1983:27) notes:

"But perhaps most significant this type of placement allows for development from and with the grassroots. As such it leads to a new focus and perhaps even a new definition of social work as a community process."

The block placement was later followed up by a period of concurrent fieldwork in an agency setting, when the students were deemed ready to take on the normal agency workload. Once their confidence in their own creativity had been established, they were better able to deal with the agency situation with its regulations and restrictive atmosphere.

2.4 Urban bias and fieldwork placements

The School of Social Work, Zimbabwe, attempted to counter the bias to urban placements in the period following Independence in 1980. Diploma students were required to make an undertaking that at least one of their placements would be in the rural areas. However, due to the practical difficulties (accommodation, transport, etc), the majority of placements are still in urban areas (approximately 67% in the period 1984-1988). This situation has been the subject of recent research by a third year Diploma student at the School, who investigated the attitudes of students towards rural fieldwork placements (Matondo, 1989). About 80% of the fieldwork reports

from rural fieldwork placements complained about inadequate accommodation in the rural areas, poor sanitary conditions, lack of transport facilities, inadequate communications and lack of electricity and entertainment facilities. Following interviews and the administration of a questionnaire to 53 students (representing half of the first and third year Diploma classes), the researcher concluded that the majority of students had a negative attitude towards rural fieldwork placements. For example, 76% of respondents indicated that either the one rural placement should not be compulsory, or incentives should be provided for students to work in these areas. In addition, the study noted that students had a similar negative attitude to the idea of working in rural areas after graduation - for example, only 14% indicated that they actually wanted to go and work in the rural areas once qualified. The student researcher concluded with this observation (Matondo, 1989:7):

"The negative attitude reflected by student social workers is alarming. One begins to wonder what kind of social workers we will have in Zimbabwe.....There should be more emphasis on rural fieldwork placements during the course."



A similar concern is voiced by Njau (1986:93) in discussing the social work training programme at the University of Nairobi. She noted that in the three years of training and 40 weeks of fieldwork practice offered by the programme (nearly double the period required by the School of Social Work, Zimbabwe), the students have an option to work in the rural areas for only 8 weeks of their second year block placement, *if they choose to do it*. The remainder of their placement period is spent around Nairobi. The result has been an over-emphasis on the traditional casework agencies and a lack of opportunity to develop skills in community organisation and other methods that would be provided by rural placements.

As Kaseke (1986:61) has pointed out, the urban bias in both social work training and the provision of social services has failed to take cognisance of the population distribution pattern, and the spread of poverty and underdevelopment in Africa. Many of the problems which social workers find themselves dealing with, such as juvenile delinquency, mental illness or destitution, are likely to be the 'off-shoots' of these structural problems. Kaseke urges social workers to address themselves to the problems of deprivation, powerlessness and social injustice.

In order to strengthen the development orientation in social work, students should be required to spend at least one of their placements in an agency that is involved in social development. However, various problems persist, effectively restricting the deployment of students in a wide variety of field placements.

2.5 Obstacles to fieldwork practice in Africa

Safari (1986:78) has identified four major obstacles to the practice of fieldwork in Africa:

1. the shortage of suitable staff in agencies
2. the competition for a limited number of fieldwork places
3. the lack of time to assess agencies which take students
4. the lack of proper accommodation for students and supervisors.

Added to these problems are the severe financial constraints under which fieldwork programmes have to operate. They limit the possibilities for training institute staff to visit students on placement. This, in turn, may negatively affect the opportunities for rural placement and reinforce the tendency to place students in urban areas. Where rural placements are encouraged, the vast distances which may need to be covered, sometimes in hazardous circumstances, by School staff supervising fieldwork, is a further constraint. Some of these problems will be considered in more detail in later chapters.

The lack of suitable agencies in which to train students for social work is a serious difficulty in the African context. The core of traditional, established agencies are usually urban and remedial in emphasis - for example, charitable organisations, voluntary and welfare-based NGOs, Departments of Social Welfare and Municipal or local authority agencies. While these placements may lack innovation, and may be geared to social control rather than social development or social growth goals, they can provide useful placement experiences, particularly for first year students who may lack the confidence to work in less structured placements. Usually the social work role is well defined and straightforward, while bureaucratic expectations are clearly outlined and specified. Due to the frequent use of such agencies for fieldwork placements, students may have knowledgeable and experienced supervisors, find clear procedures and administrative guidelines. This will help them to gain an understanding of the social work role, although in a rather limited sense.

In a situation where a School is attempting to expand the range of placements and develop the scope of social work training to include a social development orientation, there may be considerable difficulty in locating suitable placements and in finding suitable agency supervisors for the students.

Ideally supervisors should be qualified in social work. However, this may be unrealistic in social development fieldwork placements,

where practitioners may be trained in different disciplines, for example as extension advisors, agriculturalists, co-operative trainers, etc. Students will benefit from working with such personnel, but they must be experienced in their particular field and a clear understanding must exist about the nature of the workload and the particular tasks expected of students.

"Needless to say we worked with the community and some community work principles were also put into practice. We had to hold several meetings with the local leaders informing them of our presence in the area. At the end of the survey we had made contact and worked with a very wide cross-section of local community leaders, among whom were businessmen, councillors, VIDCO's, WADCO's, headmasters, teachers, community development workers, nurses and personnel from other non-government organisations."
(BSW student on placement with SCF[USA], 1988)

Even in the more traditional social work placements, finding suitable supervisors can be a major problem. Sometimes there is only one qualified social worker in an agency - for example, the superintendent of a children's home, or the coordinator of a local development agency. The heavy administrative load on such persons may mean that there is little time to devote to student supervision.

These are some of the many problems facing fieldwork training in the African context. It is only because of the commitment, interest and involvement of all concerned in the training process, that students are able to obtain relevant useful fieldwork experience.

2.6 Fieldwork and relevant practice theory

A vital aspect of fieldwork training is the fact that placements are practical work situations where students have an opportunity to apply social work theory in solving concrete social problems. Students are frequently asked whether they have made a link between theory and practice, and indicators of this are often used in the assessment of

their performance. This is probably an unfair question as often there has been little or no attempt on the part of educators to relate the western literature to African conditions. To expect students to do all this themselves in the short space of a one or two month placement would be a daunting, if not impossible, task for them. However, while placing students on fieldwork may not necessarily introduce an awareness of local concepts or theories, at the very least this allows students to perceive the requirements of the various agencies and institutions, and brings them into touch with practice.

However, there still remains the need to link the world of practice with that of taught theory, in order to generate a meaningful *praxis* (see box overleaf, pp40-41). This is the particular difficulty faced by African countries. In many cases there is a discrepancy between social work theory and the world of practice. Students must either discard the irrelevant theory, or ignore the relevance of their own experience. The failure to record and critique hard-earned practice, depending instead on the already formed social work ideology and paradigms from developed countries, is a serious one.

The lack of a strong theoretical base to social work in Africa suggests the greater relevance of fieldwork as a training methodology. Hopkins and Brooks (1987) report the success achieved in Zambia in placing fieldwork components before academic instruction: in essence, practice before theory. This related to the Evaluative Research Course, which was preceded by a twelve week field placement in the context of the Bachelor of Social Work degree. The organisers report six positive responses on the part of students (1987:333):

1. A sense of self-confidence based on actual experience and interest generated through the fieldwork: "In essence they entered the classroom willing and able to talk about evaluation from a practical perspective". The use of 'real live' examples were always available to explain abstract issues.
2. Personal involvement raised interest levels.
3. Insight was exhibited more often (the Zambian 'Ohoo' response - "that cherished moment in teaching when theory and practice come together").

Fieldwork at the National Social Welfare Training Institute, Tanzania

The National Social Welfare Training Institute (NSWTI) based in Dar-es-Salaam, Tanzania, attaches great importance to developing indigenous teaching materials and adapting the curriculum to suit African realities. Fieldwork is correspondingly oriented to such areas of national and community concern as the Child Survival and Development Programme (under the auspices of UNICEF) and the recently launched Tanzanian Health, Water and Sanitation Programme. Although the traditional fieldwork agencies are used by the Institute, there is an attempt to move away from the traditional, remedial (casework) approaches towards a more developmental orientation.

Preparations for placement begin several months before the commencement of fieldwork. Students are provided with a list of prospective agencies from which to determine their preferences for placement. In choosing they are guided by a Fieldwork Committee which is made up of three tutors. The choice is not dependent only on the students' area of professional interest, but also on their needs and previous experience. This Committee is solely responsible for the administration of fieldwork matters.

Supervision is undertaken by both field staff (ie competent social workers already employed by the respective agencies, usually former graduates of the Institute) and tutors from the Institute, particularly in the case of concurrent fieldwork. Field consultation, undertaken by the Institute tutors, involves visiting agencies and holding discussions with students and field supervisors. The objective is to strengthen the supervision process by clarifying issues, dealing with uncertainties, etc.

In every alternate year the Institute organises a Field Supervisors Workshop. Participants to the Workshop include actual as well as potential supervisors and tutors. Various papers focusing on different aspects of supervision are presented and discussed. Supervisors share their experiences and seek a common understanding of their obligations and expectations. Following each Workshop the Field Guidelines are revised by the Fieldwork Committee and subsequently distributed to all supervisors.

Evaluation is a continuous process during fieldwork, using the tools of supervision - ie Initial Impressions Report, process records and records of service. Finally the Field Evaluation Report as well as the remarks and comments of the supervisor and tutor are taken into account in grading the students' fieldwork performance. Students are involved in their own evaluation. This system operates reasonably well, although more collaboration in terms of increased coordination, planning together and continuous evaluation of fieldwork is required.

Source: Mallya (1989).

(See box at end of Chapter 5 [pp123-125] on fieldwork supervision guidelines of the National Social Welfare Training Institute, Dar-es-Salaam, Tanzania.)

Fieldwork at the University of Zambia (Dept of Social Development Studies)

Fieldwork in the BSW Programme at the School of Humanities and Social Science, Department of Social Development Studies, is arranged as follows:

Fieldwork occurs during the vacation periods between second and third year and between third and fourth year. It is organised and supervised directly by the lecturers from the Department of Social Development. Use is made of agency personnel as 'administrative supervisors' who are responsible for the day to day activities of the students - assigning them work, supervising their efforts and assessing their contribution to the agency. The lecturers are labelled 'academic supervisors' and are responsible for the learning aspect of the student's experience. Grading is the responsibility of the academic supervisor. Grades are usually a composite of field reports, supervisory meetings, field visits and evaluation outlines. The specifics of these are left to the discretion of the supervisor.

The choice of placement is primarily directed by the nature of the experience required. For example: Fieldwork I is a rural placement where a general development experience is sought usually in a freelance or non-agency setting, while Fieldwork II is an urban experience where an experience in administration and evaluative research is sought usually in a social agency. After that, the choice is individual to the particular lecturer involved within the considerable constraints of budget and transport.

The cost of fieldwork is borne by the sponsor of the student which is usually the government.

Source: Brooks (1989).

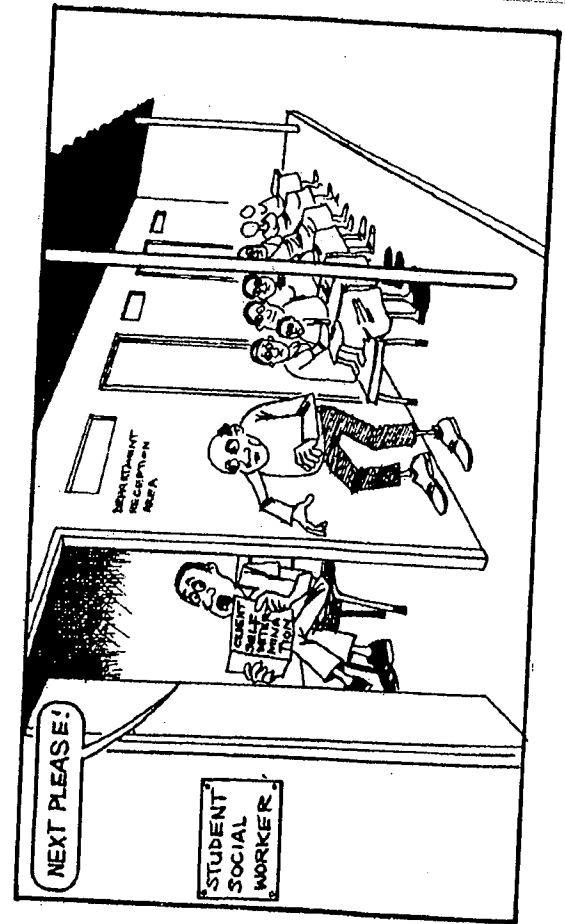
rigour of evaluative research by operationalising what would otherwise be abstract notions.

5. The salience and strategic ability of the students to utilise their data presentations and reports.
6. A critical approach to their work.

In conclusion the authors note (1987:341):

"The 'practice-to-theory' approach to evaluative research appears sound in terms of the research educational outputs needed in developing countries as they attempt to do more with less."

In other words it seems sensible to make greater use of practice where there is in fact a paucity of 'theory'. In this way, field practice provides a concrete experience for students, helping them to comprehend the nature, scope and tasks of social work. However, fieldwork may not be receiving the emphasis it deserves in training in some African countries. Many Schools of Social Work in developed countries (UK, USA etc) may require approximately half of the training period to be spent on fieldwork, compared to the average one third period of training spent on fieldwork at African Schools (see example from Zimbabwe overleaf, p44). This lack of emphasis on the importance of fieldwork in training may also result in a lack of recognition of qualifications for African graduates seeking employment in developed countries.



Using fieldwork constructively means more than simply matching student to placement. Fieldwork needs to be seen in the overall context of which it is a part. For example, where the need to generate relevant practice theory is of importance, a variety of tasks need to be considered. These include the following:

- developing a list of fieldwork agencies, their programmes and policies, for reference purposes
- referencing and making available to students, teaching staff and researchers, previous fieldwork reports generated by students
- encouraging original research on relevant issues
- facilitating the publication of local fieldwork material
- training both School and agency staff in the purpose and procedure of fieldwork placement.

None of these tasks are easy, but all are essential if social work practitioners and educators are to move towards the goal of developing locally relevant practice theory in social work.

"Notable in this exposure is my professional growth and development. There are three important areas in which I have experienced this:

- an increasing self-confidence in attending to social problems
- development and communication skills in addressing people and gaining their confidence
- the ability to listen and probe for more information and to read non-verbal messages.

I have also cultivated some analytic skills and I have found the experience to be quite interesting, enriching and worthy of pursuit." (DSW2 student on placement at GFTC, 1987)

Fieldwork at the School of Social Work, Zimbabwe

The fieldwork training offered by the Zimbabwe School of Social Work is structured according to the particular course or programme the student is involved in. These are divided as follows:

Certificate in Social Work (one year).....	6 weeks
Diploma in Social Work (first year).....	4 weeks
Diploma in Social Work (second year).....	8 weeks
Diploma in Social Work (third year).....	10 weeks
Bachelor of Social Work (General - one year).....	8 weeks
Bachelor of Social Work (Honours - two years).....	16 weeks
Master of Social Work (one year F/T, two years P/T).....	8 weeks

All placements are block placements and students are required (on courses of more than one year duration) to experience a variety of fieldwork situations. Students are expected to negotiate their own placements at degree level, in liaison with the Director of Fieldwork. The Bachelor of Social Work (Honours) and Masters level fieldwork placements are expected to be within the student's chosen field of specialisation (social policy and administration, research or social work education in the Masters degree). With respect to the first option, students are expected to find placements at senior levels within the organisations they select, where they will be involved in matters relating to policy and planning.

The practice, until recently, has been to allow the Certificate and Diploma students two choices of placement. Normally the Director of Fieldwork attempts to match student preferences to the available agencies, but this will also depend on available resources and, in particular, transport, for tutors to visit students. In cases where more than one student wishes to go to a certain agency, or students have not had sufficient variety of placements, the discretion for placements lies with the Director of Fieldwork. The policy of allowing students a choice has not been solely for altruistic reasons. The practical difficulties with accommodation has meant that the School has had to depend on students finding placements where they can also find accommodation, and this has usually meant that they return to their 'home town' for placement.

Where accommodation has been available, for example at the refugee camps, or occasionally at some of the mines or plantation estates, students are usually keen to take up the placements. Accommodation has been available in Harare and Bulawayo, the two major cities in Zimbabwe, and usually students do not have this problem when selecting placements in these cities. Inevitably this means that a greater proportion of students will seek placements in urban or peri-urban areas.

Main Points

- ❑ Fieldwork is offered by most Schools of Social Work and Social Development Training Institutes in Africa, although its emphasis will differ from country to country, depending on the state of development of the profession.
- ❑ Field placements may be of the *block*, *concurrent* or *in-service* type. The particular type will relate to academic practicalities and personal preferences, but should also be suited to the learning needs of students.
- ❑ Students at different academic levels will require field placements commensurate with these levels.
- ❑ In Africa, social work fieldwork should be oriented to the needs of the majority residing in the rural areas. However, urban bias continues to prevent this ideal from being realised.
- ❑ Shortage of staff, lack of fieldwork placements, vast distances, lack of qualified supervisors and lack of resources, may restrict deployment of students in suitable agencies.
- ❑ Fieldwork has increased relevance as a training methodology in Africa, as there is need to develop a locally relevant practice theory.

"I enjoyed every minute I spent with my supervisor because I had a lot to learn from her. The type of supervision she gave me is that which is required of a third year student, ie much of the work was done by us and she acted mainly as a resource person. In that way you can actually tell whether you have gained much from the three years or not. My supervisor's knowledge helped broaden my scope in social work. I have nothing but appreciation for the quality of supervision I had."

(DSW3 student on placement at GFTC, 1986)

"My main weakness as a social worker is that I sometimes find it practically impossible to distinguish empathy from sympathy, especially when dealing with greatly depressed clients. Also when persons who are older than me seek for assistance or advice from me, I find it hard to have confidence in myself so that I can give such clients meaningful and effective help."

(Certificate student on placement with Redd Barna, 1985)

Part 2

Arranging Fieldwork

Placements:

Practical Considerations

Chapter Three Administration and Coordination of Fieldwork Programmes

3.1 Introduction

The administration and successful coordination of fieldwork placements absorbs a great deal of the time of the Fieldwork Director and agency personnel. Arranging fieldwork placements for large numbers of social work students can be a daunting task. There are many points to consider, including:

- the availability and suitability of agencies
- the initial arrangements, between School and agency, prior to the placement
- discussions with students prior to placement with regard to the purpose of fieldwork and the expectations of both School and agency
- establishing student preferences regarding agencies
- considering the learning needs of students
- arranging accommodation for the students while on placement
- making financial arrangements for the period of fieldwork
- negotiating tasks for the student to undertake during the placement
- assessment and evaluation of the student's performance
- matching up School tutors to students
- arranging transport for School tutors to visit students.

Schools of Social Work should pay more attention to these administrative and logistic arrangements for students, since poor arrangements create complications and interfere with learning. The

"After my placement in the Remand Home I think I now understand delinquents better than I used to as I always had the opinion that they were crazy children who had run out of control for no good reason. Now I understand their plight - that in most cases they go through terrible ordeals that turn them into hardened criminals. In cases where a child is brought up by an abusing parent, she can grow up being very bitter about people."
(DSW student on placement at a Remand Home for delinquent offenders near Bulawayo, Zimbabwe, 1985)

"My placement in a personnel office helped me to see that family and other problems cannot be divorced from the work environment. There is great need for counselling if workers are to achieve maximum productivity. If one accepts them, a friendly atmosphere is created where employees are free to discuss their feelings and problems. This is very important, and as the saying goes, "communication is the life blood of all organisations". A harmonious working relationship is thus created enhancing worker satisfaction and productivity."
(DSW3 student, Harare manufacturing company, 1987)

task of the Fieldwork Director is to create suitable structures, both from within the School and at the agency, to provide a supportive and facilitative environment for student learning to take place. Well coordinated fieldwork placements require considerable effort in planning, administration and organisation, to ensure that suitable arrangements are made for students. This chapter examines these requirements and considers the following topics:

- selecting suitable agencies for the purpose of fieldwork
- establishing good communication and liaison between the School, agency and students
- arranging suitable supervision for students, from both the School and the agency.

3.2 Selecting suitable agencies

A major task for the Fieldwork Director is to select agencies which will provide useful learning experiences for social work students. Selecting suitable agencies involves the following factors:

- the appropriateness and relevance of the agencies to the field of social work
- the learning needs of the students
- the preferences of students for particular agencies
- the overall financial constraints.

Some criteria for the selection of agencies and agency supervisors can be seen in the box opposite (p 51).

3.2.1 Appropriateness and relevance

In many African countries there is a 'pool' of established agencies which regularly take students on fieldwork. Often these are the urban-based remedial agencies, which are seen as the traditional training ground for social work and to which students are likely to have been sent for many years. While such agencies are likely to perform a useful service, regularly taking large numbers of students for training, they may not be providing the most appropriate training in the context of developing countries. Other agencies involved in

Criteria for Selection of Fieldwork Agencies

1. Direct involvement in the provision of social services, or enhancing the capacity of people to mobilise their own resources.
2. An interest in and commitment to social work education.
3. A situation where students can gain useful practical experience in casework, groupwork, community work or social development.
4. The existence of competent and experienced staff who can provide effective supervision to students on placement.
5. Willingness to give students on fieldwork responsibilities and learning experiences appropriate to their academic level.
6. Adequate resources to enable students to fulfil their placement objectives.

Criteria for Selection of Agency Supervisors

1. An interest in social work education and training and a willingness to provide suitable learning experiences for the student.
2. Experience in working with individuals, groups or communities in social work or social development practice situations.
3. A commitment to broad professional social work values and ethics in working with individuals, groups and communities.
4. Ability to work cooperatively with school tutors and agency staff to provide a meaningful field experience for the student.
5. Awareness and acceptance of the School of Social Work's educational objectives.

(NH, 1990)

social development activities, particularly in the rural areas - for example with regard to encouraging self help initiatives, cooperative ventures, or income-generating projects - may provide suitable settings for field placements. It is likely that some of these agencies will be in new development-oriented settings. For example, placements may be arranged with agencies serving the health, agricultural or industrial sectors, where social workers may not be directly employed. Some of these situations may prove very useful as learning experiences for the students, while a social work orientation (brought in by students) may be useful to the organisations concerned. If the training institute wishes to reorient its placements in the direction of social development, the Fieldwork Director will need to investigate agencies that may never have been used before. At the School of Social Work in Zimbabwe, for example, some of the more recent placements have included cooperatives, parastatals and non-government organisations.



3.2.2 The learning needs of students

Students may want to go to particular agencies for a variety of reasons, and there is no guarantee that they will necessarily make the 'correct' choice with regard to their learning needs. This should be discussed with students in the context of their previous fieldwork, or work experience, in order to identify areas of work that they are familiar with and gaps in their knowledge.

Although the Fieldwork Director will probably be the person who makes the final decision concerning the placement, it is advisable for other members of staff to be involved in discussions about the selection of agencies for particular students. For example, lecturers teaching the same year group could consider the selection of particular agencies by the students and discuss the suitability of these according to their own knowledge of the students. This would have the advantage of bringing in other perspectives on students' needs and potentials, as well as integrating fieldwork into the normal academic life of the School. For example, at the National Social Welfare Training Institute in Tanzania, a Fieldwork Committee will make the decision as to which placement is appropriate for particular students, in terms of their learning needs and personal preferences. It is also useful to include a section in the fieldwork evaluation forms for agency supervisors to make recommendations about future placements for students they have recently supervised, as this will assist the Director of Fieldwork to select suitable agencies (see example of evaluation report forms of School of Social Work, Zimbabwe, and Department of Social Development Studies, University of Zambia, in boxes overleaf, pp54-55).

3.2.3 The preferences of students

The preferences that students have concerning fieldwork placements also need to be taken into account. For example, the practice at the School of Social Work in Zimbabwe is to offer students two choices of placement and try to match them with one of these. This preference also needs to relate to practical considerations such as available

Fieldwork Evaluation Report

(Form designed for use by School of Social Work in Zimbabwe)

A. Identifying Data:

Name of student.....
 Course.....
 Placement.....
 Name of Supervisor.....
 Date of Placement: From..... To.....

B. Learning Experience Provided (Give details):

C. Students' Performance:

1. Effectiveness of student in undertaking the work of the agency (casework, groupwork, community work, social development, etc)
2. Relationship with work colleagues and with clients of the agency
3. Organisation and presentation of written material (including recording)
4. Ability of student in dealing with administration and office routine
5. Use of supervision and other learning experiences (comment on student's level of self-awareness)
6. Ability of student to mobilise resources (from client, agency or community) in order to bring about needed change
7. Demonstration by student of social work principles, values and ethics

D. Overall Assessment:

1. Professional development during placement:
2. Areas where the student needs to improve:
3. Any other comments:

E. Student's Performance:

1. Inadequate (fail)
2. Weak
3. Adequate
4. Good
5. Very Good
6. Excellent

Name of Supervisor.....
 Position held.....
 Signed..... Date.....
 Student (signed) Date

Field Practicum Evaluation

(Form designed for use by Department of Social Development Studies, University of Zambia)

Student:
 Year:
 Term:

Supervisor:

1. *Assignment and Learning Objectives*
2. *Learning Pattern of Student*
(openness, approach, pace, strength, weaknesses)
3. *Skill in Professional Relationships*
Demonstrates empathy, genuineness, concreteness, respect
Ability to engage, sustain, terminate a relationship
(differential use re clients, colleagues)
4. *Assessment Skill*
(Analysis, goal setting, planning and contracting)
Perception
Collects relevant information
Synthesises appropriately
Re-assesses
5. *Intervention*
Encourages client participation
Use of resources
Communication (verbal and written)
6. *Application of Knowledge to Practice*
Appropriate knowledge application
Conceptualisation of practice
Formulation of research questions
7. *Management*
Prioritising
Fulfills responsibilities
Recording
Accountability

Summary
 Highlights
 Predictive statement for next term

Source: Brooks, University of Zambia.

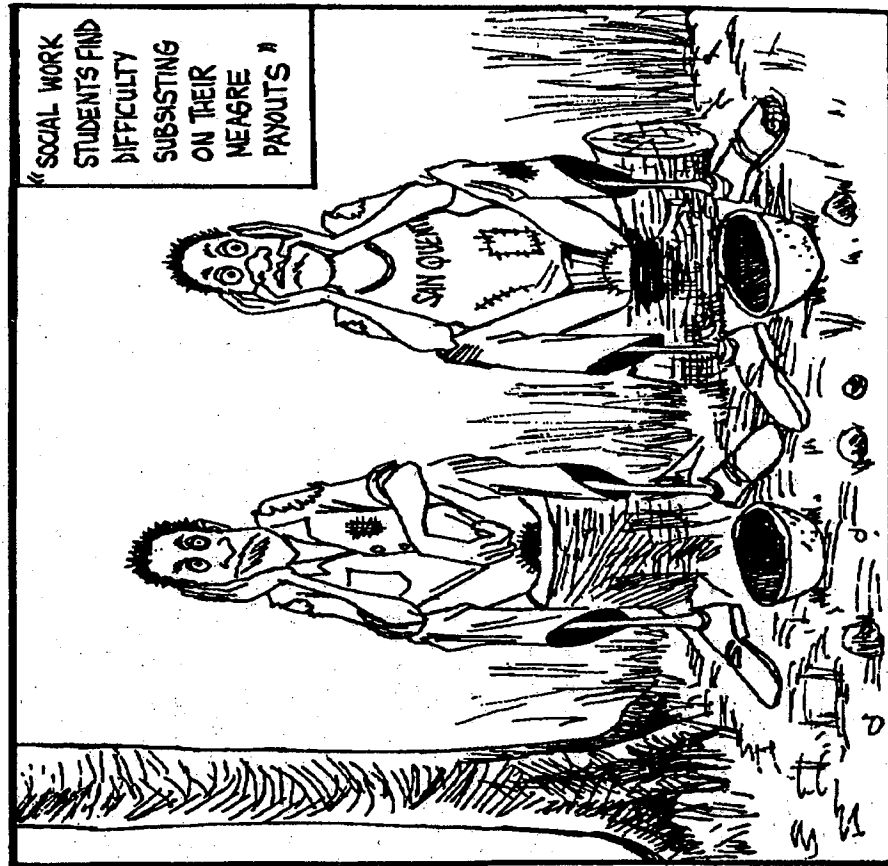
finance, transport to enable tutors to visit students, etc. Students need to experience a wide variety of practice settings during their period of training, as this gives them breadth of experience and provides an opportunity to appreciate the variety and scope of social work. Some students try to avoid this variety by opting for familiar placements. This may be due to feelings of insecurity, or an over-identification with one type of placement setting. For example, one student, who had recently completed an initial period of fieldwork at one of the refugee camps on the Zimbabwe/Mozambique border, was seen as 'over-identifying' with the refugees, providing a maternal and caring but dependency-creating relationship with them. When she wanted to return to this setting for a second placement, it was arranged instead that she be placed at a children's home. This more confined residential setting led to a rapid confrontation with the superintendent and helped her to see how inappropriate some of her attitudes in fact were.

The Fieldwork Director will need to discuss the forthcoming period of placement with the year group going on fieldwork. This can be done by spending one or two sessions with the class explaining the arrangements regarding fieldwork, the requirements, expectations, etc. After this discussion, the Director may wish to see students individually to consider their personal preferences and which agencies would be most suitable for them. With first year students the Director may need to provide detailed information regarding the type of agencies used by the School, the nature of the work carried out at those agencies and the likely tasks that students would be expected to perform. An example of this is provided in Appendix Two. If observation visits to agencies have been organised previously, this should make this task much easier.

3.2.4 The overall financial constraints

The School should ensure that students have sufficient funds to enable them to travel to the agency and subsist during the period of fieldwork. A common problem with many African Schools of Social

Work is that students are not provided with sufficient funds (ie their payout) to enable them to subsist during fieldwork. This may relate to a lack of resources available for student training generally, but also may be due to lack of awareness of the costs to the student of undertaking fieldwork. Consequently students' needs during fieldwork should be carefully assessed with a view to ensuring that the fieldwork grant is sufficient for their requirements. Agency supervisors sometimes complain of students who are nearly starving during the placement period, a situation which obviously will not contribute positively to the successful outcome of the training.



Timing of the payout is another factor that may either aggravate or reduce this problem. For example, at the School of Social Work in Zimbabwe the practice at one time was to give the fieldwork payment to students at the end of the year, shortly before Christmas, as they needed to commence fieldwork early in February the following year. The temptation to make use of this money during the festive season was often too great for students, who then had little to support themselves on once they started the placements. Payments therefore need to be made as close to the date of commencement of fieldwork as possible, although practical considerations will have to be taken into account regarding timing of the payout.

The question of agency payments to students may also need to be considered. Some agencies support students financially during their placements, or at least provide some additional payments where unusual or heavy expenditure is incurred in the course of the placement, for example excessive costs for transport, having to pay for accommodation at hotels in small towns, etc. In one case in Zimbabwe, three Social Work Certificate students were subsidised by a local non-government organisation to undertake a survey of all those who had undergone leadership and management training courses at a local training college. The number and diverse backgrounds of those being surveyed meant that the entire placement was spent travelling on rural buses or other transport. Fortunately for the students they were compensated by the NGO for the costs they incurred.

Lack of financial resources is a serious problem faced by students in Africa, particularly those students expected to take on the unusual and complicated responsibilities often expected of social workers. While most training institutions would have a problem with students being paid regular salaries during their fieldwork, it is unlikely that they would object to reasonable compensation being paid for expenses incurred in the fulfilment of their duties.

Financial constraints also affect the variety and nature of available placements. In several African countries the practice is only to place students in urban areas, usually in close vicinity to the School. This situation has resulted from the need to reduce the

expenditure incurred (in transport and subsistence) when School tutors visit students on placement. For example, placements organised through the University of Nairobi are all within the city of Nairobi. Makerere University is limited in the main to fieldwork settings within Kampala, although they are hoping to diversify these to other areas of the country in the near future, while the University of Zambia tends to place students within the major cities of Lusaka and Kitwe. The School of Social Work in Zimbabwe has also been forced recently to limit placements with each course group eligible for fieldwork to certain selected provinces, although different parts of the country may be selected each year.

Resource constraints consequently seriously curtail the ability of many Schools to place students in rural areas and in social development practice placements.

3.3 Establishing good communication and liaison

If placements are to be successful, there needs to be a full sharing of information and an open dialogue between both School and agency. This dialogue will need to cover the following areas:

- planning placement programmes
- making an early decision on the placement
- agreeing tasks for students to undertake
- providing regular feedback.

3.3.1 Planning placement programmes

It would be good practice for the School to plan a year's placement programme well in advance and share this with agencies at the beginning of each year. This would allow agencies to plan well ahead for periods of fieldwork, identify possible supervisors, areas of work for students to engage in, etc.

Agencies should also be encouraged to share information on their activities and programmes with the School and advise them of possible times for placements. This type of forward planning will help to avoid the rushed, unplanned and unclear propelling of students into placements, a common feature with student fieldwork.

3.3.2 Making an early decision on the placement

Bureaucratic and administrative concerns often impede agencies from responding quickly to requests from the Fieldwork Director for student placements. In smaller agencies, particularly NGOs, requests for placements can usually be dealt with relatively speedily as the decision will be taken by the Director concerned. Government agencies can be frustrating to deal with in this regard, as the request for placements must be sent to the Director of the Department concerned and then filter down to the Provincial Officer, District Officer and then to the proposed agency supervisor. The Fieldwork Director may only be informed of the decision to accept students immediately prior to the commencement of fieldwork, and may even then be unclear as to which officers will be supervising the students. This situation can also be exacerbated where an agency expects all contacts to be made through a senior officer or administrative director and does not encourage direct contact with the (junior level) supervisors. In order to make this process easier for the training institute, the following is recommended:

- agencies should endeavour to respond quickly to requests for placements, as delays undermine the preparation time necessary for fieldwork to be successful.
- agencies should be urged to assign supervisors as soon as possible after the decision to accept students is made, and to furnish the Fieldwork Director with the names and contact addresses of these persons.
- agencies should permit the School to correspond directly with supervisors once they have been identified. If direct communication is not possible, then indirect communication should take place, for example copies of any correspondence between the School and the agency being sent to the supervisor concerned.

3.3.3 Agreed tasks for students

Agency supervisors need to be given guidelines from the School regarding the objectives of the placement and the tasks to be given to students. For example, at a fieldwork workshop held in Zimbabwe (Bulawayo, February 1987), agency supervisors expressed the need for such a guide, stressing that their concern was to provide students with appropriate learning experiences, commensurate with the level of academic training they had received. This is an important consideration and indicates the need to provide an equivalent level of training for both academic and field work. It also suggests that there is a need for more dialogue between Schools and agencies, so that each becomes aware of the work of the other. The agencies should be familiar with the academic curriculum at each year level, the Schools with developments taking place in the field. This can be achieved by regular seminars, workshops, visits to agencies by staff and students, and guest lectures by agency staff at the Schools.

It is necessary that students be introduced to an agency setting in a way that enables them to appreciate the overall nature and work of that agency. Often students are given certain tasks to perform within the confines of a single department or office. They are not exposed to other departments or sections of the agency, and as a result do not appreciate the variety of demands and pressures on that agency. Students should be encouraged to involve themselves in other sections of the agency provided this is practicable. The aim of the placement should be to provide the student with an orientation to the whole agency.

"I had a very good supervisor. He never piled all the work on me. He was more interested in me absorbing what I was learning than just getting the work done. The atmosphere was conducive to learning. My supervisor was very willing to teach me. He asked me to read his own files on the Centre and briefed me on how to work in institutions." (DSW2 student on placement at a children's home in Zimbabwe, 1986)

3.3.4 Providing regular feedback

Supervising agencies need to be given feedback on the placement after it is completed. At the very least, the agency should be sent a letter by the Fieldwork Director, thanking them for providing the placement and acknowledging receipt of the evaluation form (assuming this has been received!). If the Director has not received this form, a letter of thanks will also serve to remind the agency of its obligations. Further and more detailed feedback can be provided by means of training seminars or workshops, sponsored by the School and held at regular intervals. This would also have the advantage of improving lines of communication between training institutes and agencies.

3.4 Arranging suitable supervision

The Fieldwork Director should ensure as far as possible that agency supervisors are reasonably well-equipped to undertake the task of supervision. Preferably, supervisors should be qualified social workers who have had previous experience of student supervision. Where this is not the case, for example where the supervisor is taking on a student for the first time, it is important that they have access to senior members of staff who can assist with advice. Many social development placements are outside the sphere of traditional social work and it is unlikely in these contexts that supervisors will have a social work background. However, as long as they are experienced workers in their own right, and have an understanding of the values and broad goals of social work, it is likely that they can offer suitable and effective supervision.

Agency supervisors appreciate regular contact with the School and the Fieldwork Director, and most will experience a need to discuss difficulties and share experiences. As previously mentioned, regular seminars or workshops, organised to allow supervisors an opportunity for discussion, as well as offering a direct training input, can be very worthwhile. Even an informal group meeting weekly or fortnightly to share any problems that might arise can be very helpful to all concerned.

School supervisors also need to visit students while on placement. This may be arranged through self-selection on the basis of personal preference (ie tutors selecting which students they wish to visit on placement), or the Fieldwork Director could allocate students to tutors on the basis of expertise in the placement area - for example, refugees. Either way it is important that tutors are linked to the students they will visit on placement, either prior to or soon after the placement commences, and all concerned are informed regarding who is to visit who.

"The timing of the school supervisor was good in that he visited me well after I had settled in the agency. He showed interest and concern in my work and he was very encouraging. His emphasis lay with my welfare, progress, problems, strengths and weaknesses. The supervisor spent time with me both at work and after working hours. Discussions between us were fruitful as there were no interaction barriers."

(DSW3 student on placement with SCF(USA), 1987)

3.5 Fieldwork reports and their use

It is advisable for the final fieldwork reports of students to be discussed with the agency supervisor before submission to the School. This allows both the supervisor and the student the opportunity to discuss the student's observations on the placement in a critical way, clarify any misunderstandings, and ascertain whether the report accurately reflects the structure and operations of the agency. Students should be prepared to discuss their reports with supervisors, as expressing their views in a frank and open way is all part of the learning experience. Agency supervisors, on their part, should make an effort to ensure that students do not feel threatened by this exercise, but regard it as part of the normal placement expectations. An outline of the format which may be used to structure students' fieldwork reports is contained in the box overleaf (pp64-65).

Outline for Student's Fieldwork Report

(Certificate and Diploma in Social Work)

(Form designed for use by School of Social Work in Zimbabwe)

1. Identifying Particulars:
 - (a) Name of student
 - (b) Course and year
 - (c) Name of agency
 - (d) Name of agency supervisor
 - (e) Name of school supervisor
 - (f) Dates of fieldwork placement
2. Description of agency:
 - (a) Historical background
 - (b) Administrative structure
 - (c) Purpose and function
 - (d) Client group(s) served by agency
3. Assignments:
 - (a) List the assignments arranged between you and your supervisor
 - (b) Indicate the intended goals of your placement
4. Achievements:
 - (a) Discuss the extent to which you have achieved your stated goals
 - (b) Indicate the factors contributing to (or hindering) the attainment of these goals
5. Demonstrate whether the placement has helped you:
 - (a) in your own professional development
 - (b) in your understanding of the people you were working with (ie clients/community)
 - (c) in relating to your work colleagues
 - (d) in your understanding of social work
 - (e) in your skill in recording

6. Strengths and weaknesses:
 - (a) Identify your own professional strengths (ie areas in which you consider you are competent)
 - (b) Identify any weaknesses which need improvement
7. Supervision:
 - (a) Comment on the method and quality of your agency supervision
 - (b) Comment on the method and quality of your School supervision
8. Problems:
 - (a) Indicate any problems you may have encountered in the course of your placement
 - (b) Give suggestions for any improvements
9. Case Study:

Attach to the report a detailed record of group/community meetings, or one or two individual interviews selected to show the quality of your work and the strengths and weaknesses that you have identified. The record should also indicate how you are using your theoretical knowledge in your work.
10. Weekly Summary:

A brief weekly summary of your work should also be kept and handed in with the fieldwork report. This should not be just a catalogue of events, but an account of what you did try and a description of what you *learned* on a weekly basis.

Note:

For the sake of confidentiality your record and report should not contain the real names of any clients.

Director of Fieldwork

Where possible the agency may assist students in the preparation of their reports through the provision of typing or other facilities. It is also useful for the agency to retain copies of the reports for their own records, as this will not only assist with future placements (ie knowing the areas of work previously engaged in by students), but also contribute to the data base, research reports, etc held by the agency.

The value of student reports and assignments should not be underestimated as all concerned (student, agency and School) will benefit from the development of local material.

Students gain from the exercise of reflecting on their practice in terms of writing up the report. A further benefit is that other students will have resource material on the placement and the agency to refer to prior to their own future placements.

The agency will benefit from having direct written feedback on their projects and programmes. This will assist the agency in evaluating viability and facilitating a general reflection of their programmes.



The School will benefit from the fieldwork reports as they provide an insight into the performance of students while in the field. In addition fieldwork reports provide ongoing updated information on the work of the agencies with which the School is in contact. This local material on social work and social development issues is important for the development of a realistic practice theory, suited to African conditions. Although social work academics are often exhorted to develop indigenous and relevant information, in practice this does not happen readily. Information could record practice experience, data about local needs, social problems, etc, in order to assist in building 'domestic models' for social work, derived from the country itself (see Walton and El Nasr, 1988:141). This valuable data source has been neglected, possibly because the reports may not be of high quality or, as assignments, are marked and quickly forgotten. They may be bundled up and stacked inaccessibly in the dark corners of cupboards, away from the view of both staff and students.

The experience gained at the School of Social Work in Zimbabwe can serve to illustrate one way in which this material can be made accessible. Although the School has operated since 1964 no fieldwork reports were available for research use, or even casual observation, in any systematic way, until the system was reorganised by the author in 1988. Prior to this, hundreds of fieldwork reports had been generated by students, working in a large variety of agencies throughout the country, and each year these were simply deposited in the archives. This situation was reversed when the decision was made to use the reports. A student was employed to catalogue reports and file them in boxes by agency name. The reports were then classified on a computer data base using the following categories:

1. Name of agency
2. Name of student
3. Course and year

4. Subject of report (one word, for example 'refugee')
5. Geographical location of placement
6. Name of agency supervisor.

The advantage to classifying reports in this way is that a vast source of locally generated material is now immediately available and accessible, both to students who want information on placement possibilities, and to staff and others who want to do research.

Some disquiet has been expressed about this increased accessibility as it may be possible for students to gain access to other student reports, copy material and submit this as their own work. Despite this potential problem, the advantages of making the reports more accessible far outweigh the disadvantages. The need to access information in the resource depleted situation of developing countries should take priority over the need to restrict such information. Nevertheless, certain security precautions have been taken at the School to safeguard the fieldwork reports.

Main Points

- ☐ Selection of suitable fieldwork agencies must take into account the relevance of the agencies to the goals of social development, the learning needs of students and their preferences.
- ☐ Financial constraints may seriously undermine fieldwork programmes and restrict placements to more accessible urban areas. However, developing rural placements is an important consideration for most Schools.
- ☐ Good communication and liaison between Schools and agencies is essential if fieldwork is to be successful. This will include the sharing of information about their respective activities and programmes, planning ahead for periods of placement, providing appropriate learning experiences for students, and encouraging regular feedback.
- ☐ Regular seminars, workshops, visits of lecturers to agencies and guest lectures by agency staff at Schools will help to develop a mutually beneficial relationship between Schools and agencies.
- ☐ Agency supervisors and School tutors should be well prepared for placements and understand the purpose of fieldwork. Arrangements for this supervision should be undertaken well in advance of the fieldwork placement.
- ☐ Student fieldwork reports and assignments are a ready source of information which will be useful in developing locally relevant, indigenous resource material. This will be of use to students, agencies and Schools of Social Work.

Advantage of student placements - an agency perspective

"The following are the advantages to the placement of students in agencies as we in the agency see this:

1. It is our experience that the placement of each student benefits the agency in that the fresh theoretical outlook and approach to the profession of social work brought by the student is an enriching experience for the agency. The placement tends to reinvigorate the staid concepts and approaches to the profession that agency workers have.
2. Particularly towards the final period of placement, it has also been noted that the placement of students in an agency may improve the service delivery given the inadequate manpower of the agency. This has direct benefits to the agency and its effectiveness in the community.
3. It is our observation that placement in an agency, perhaps the student's first experience of the working world, has a therapeutic effect on the student himself. This involvement awards him a better self respect, stable identity and self-esteem. It is our conviction that this results in better school performance and an enhanced ability for the student to relate to fellow students and authorities.
4. On the whole our experience as agency supervisors is that the students placed under supervision are generally eager to learn and have the correct orientation in adhering to agency expectations. But a more critical and less conformist mentality could help both the student and agency."

CJ Kasere, previously Provincial Social Welfare Officer, Manicaland, Zimbabwe (part of address to Fieldwork Workshop, Mutare, March 1988)

Chapter Four Preparation for Fieldwork

4.1 Introduction

Schools of Social Work, agencies and students are part of a three-way partnership which is geared to the transmission and development of professional skills. Although a variety of problems will be confronted in the attempt to provide suitable learning experiences for students in placement, there is usually a strong motivation on all sides to continue and improve on existing arrangements. As Schools move towards developing a more relevant and authentic education that is concerned with the actual problems confronting front-line workers in the various welfare and development agencies, so correspondingly the experiences and views of agency supervisors assume greater importance. Social work is still very much a profession in the making in Africa, but many social workers are keen to establish an appropriate and committed practice, suited to the needs and demands of developing countries. As such there is a need to develop firmer links between theory and practice, and between schools, agencies and students.

Schools of Social Work often have to deal with large numbers of students requiring placements on a more or less continuous basis throughout each year. From the various courses at the School in Zimbabwe the number of students may exceed 150 in any one year. This requires a great deal of administrative work, and the practical organisation involved absorbs much of the Director of Fieldwork's time. In addition many of these placements are in newer, development-oriented rural agencies, which require a disproportionate investment of time and energy in establishing placements.

The pressure on the Fieldwork Director effectively means that much of the groundwork needed to prepare for placements may not occur. Instead, students may be propelled into placements with insufficient thought given to either their needs or the agency requirements. As far as it is feasible, the Fieldwork Director should endeavour to place students in agencies appropriate to their learning needs and their own preferences, and negotiate with these agencies to establish suitable learning experiences for the students. Other difficulties may also be encountered when preparing for placements. For example, official replies may not be forthcoming, or arrive very late, necessitating additional correspondence.

The need for good preparation prior to the commencement of a fieldwork placement is stressed in this chapter. All concerned need to anticipate the likely demands of fieldwork and make the necessary arrangements well in advance. Preparatory meetings to consider the purpose of the placement, and the prior exchange of information, will help to clarify the expectations of all concerned. Use of a student placement 'contract' or agreement, intended to facilitate a consensus over objectives for the placement and tasks for the student to undertake, is recommended.

There a number of actors in the fieldwork learning process who must all be involved in order to conclude a successful fieldwork placement. These actors include:

- the agency
- the agency supervisor
- the student
- the School of Social Work
- the Director of Fieldwork
- the School supervisor (tutor).

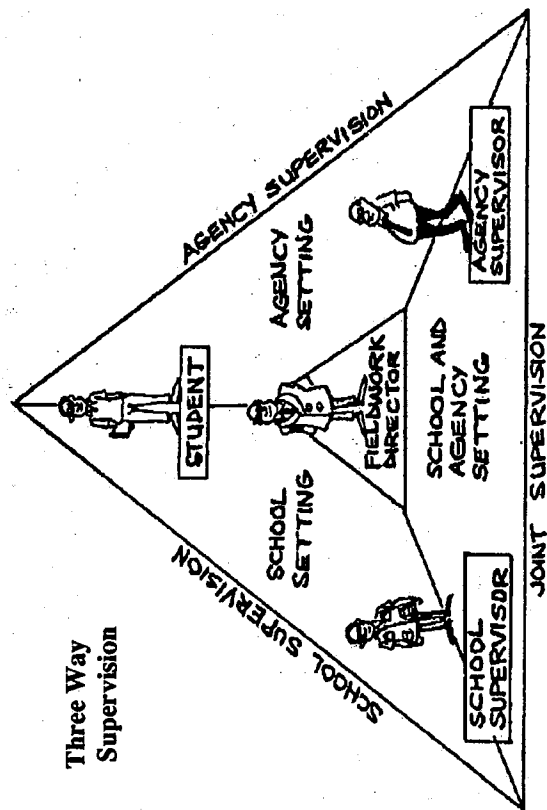
Details concerning the respective roles of these actors are noted in the box opposite (p73).

Actors in the Fieldwork Learning Process

Agency	Agency Supervisor	School of Social Work	Director of Fieldwork	School Supervisor (Tutor)
Offers SSW details of programmes and how students could fit in. Assigns supervisors. Accepts students. Maintains contact with SSW. Offers feedback on ways of improving fieldwork learning process.	Expresses a desire to be supervisor. Attends SSW supervisor seminars. Agrees contract for placement with student. Provides regular supervision. Completes fieldwork evaluation form on student. Discusses evaluation report with student at end of placement. Notifies Director of Fieldwork of any major problems concerning placement. Provides feedback on improving fieldwork experience.	Sets out requirements and dates for fieldwork placement. Provides seminars from time to time. Incorporates feedback from agencies on SSW programmes and courses. Provides prospectus and details of courses to agencies if requested.	Recruits agencies for potential placements. Assesses student needs in fieldwork. Liaises with agency and agency supervisors and provides background information on the students. Provides other relevant forms and information to agencies. Provides supervisors with objectives of field instruction. May help in solving problems of student at agency. Reviews students' and supervisors' evaluations of placement when planning future placements. Arranges occasional fieldwork seminars for agency supervisors.	Assigned by Director of Fieldwork to student/agency. Contacts agency supervisor/student at agency to arrange visit(s). Meets with student at agency to review progress. Meets with supervisor to discuss student performance. Keeps Fieldwork Director informed of student performance. Completes fieldwork evaluation form on student. May make recommendations about whether a given agency or supervisor should continue to be used by SSW.
<i>Student</i> Expresses preference for type of placement and location of the agency. Prepares for fieldwork by contacting agency beforehand (if possible). Completes placement requirements. Writes up fieldwork report to present to Director of Fieldwork. Discusses fieldwork report with agency supervisor at end of placement. Presents fieldwork report within deadline. Presents fieldwork seminar (sometimes jointly with other students) who have had similar experiences.		<i>Evaluation</i> Fieldwork Director collates SSW and agency supervisor's marks to produce a mark out of 40. Collates staff grading of seminar presentation and averages a mark out of 20. Based on student report assigns a mark out of 40 to complete the student grading process for fieldwork		

Adapted from original form devised by Fr J Hampson, previous Principal, School of Social Work, Harare, Zimbabwe.

Three Way Supervision



4.2 The role of Schools of Social Work

Schools should take concrete steps to prepare students for placements in two ways:

1. They should ensure that students are equipped with relevant social work theory which will assist them on the placement. For example, students working with disabled clients, or juveniles at a Remand Home would benefit from having some knowledge of disability or delinquency. While it is not practical to expect students to be fully conversant with social work theory, Schools should ensure that the academic curriculum covers the major social work areas which students are likely to be exposed to on fieldwork.
2. Information about the structure and policy objectives of the proposed fieldwork agency should be provided to students to help orient them on arrival. They should also be encouraged to read other students' fieldwork reports and any other general literature on the purpose and function of the agency.

The School of Social Work will normally make the arrangements for students to go on fieldwork. Usually one staff member, acting as Fieldwork Director, will have the overall responsibility for ensuring that appropriate placements are made. In making these arrangements, it is important that the requirements and expectations of agencies are appreciated, and that students are placed in situations appropriate to their learning needs.

The Fieldwork Director should see each student well before the placement is due to commence (perhaps three to four months in advance) to consider their fieldwork preferences. This discussion should aim to clarify the student's objectives and goals with regard to the placement (or at least to help them start to consider them), while the Director will also inform students about the general purpose of fieldwork from the School's point of view.

Once the initial arrangements for the placement are made, the Director needs to liaise with the agency and find out the name of the student's expected supervisor. This is useful, apart from the student's need to know who to 'report' to on the first day, as it should ensure that a supervisor is appointed in good time. It is also suggested that all parties clarify their arrangements, including the nomination of selected supervisors, well in advance of the placement. The Director may decide to make arrangements for students to visit agencies and meet with their supervisors before starting placements. Obviously this will be easier for urban-based placements, but even with rural-based development agencies, some contact in the capital city with a representative of the agency is usually possible prior to placement.

"The main problem we encountered was the absence of good accommodation due to poor pre-arrangement. We students had to struggle to secure it when we were already there in Masvingo. This consumed much of our time during the first week of our placement. This problem is very trivial and can be overcome with little effort by simply making adequate arrangements prior to the beginning of fieldwork."

(DSW1 student on placement with Redd Barna, 1986)

These early introductions will have the advantage of permitting both sides to clarify expectations and ease the entry of students into the agency once fieldwork commences.

The Fieldwork Director should give the student information about the proposed placement, including:

- the agency's address and telephone number, and the name of the agency supervisor or contact person
- information on how to find the agency, particularly if the agency is located in a rural area, or in an unfamiliar town
- the date and time of arrival at the agency.

An example of a suggested information sheet for students is provided in the box below.

Information Sheet for Students

(Form designed for use by School of Social Work in Zimbabwe)

To:

From: Director of Fieldwork
Course:

Dates of Placement:

Please note that arrangements have been made for you to do your fieldwork placement with:

You should report to:

Your fieldwork supervisor (from the agency) will be:

Your school supervisor will be

Note:

The necessary forms have been sent to your fieldwork agency.

These include:

- Fieldwork Placement Agreement form
- Fieldwork Evaluation Report form
- Background Details on Student form.

Wishing you every success in the placement.

Director of Fieldwork

There may be a shortage of suitable agency staff to undertake fieldwork supervision, and a lack of awareness in some cases of the requirements of supervision. Wherever possible the School should seek to minimise this problem by holding training seminars for agency staff and by providing appropriate information and guidance to supervisors.

4.3 The role of the agency

Agencies which accept students for training fall into several categories, including:

- government agencies (mainly Ministries of Social Welfare)
- non-government organisations (NGOs) (with a primary concern for development or welfare)
- municipalities and local authorities (welfare concerns)
- private companies (welfare and personnel concerns)
- parastatals (development, welfare and personnel concerns)
- church bodies (development and welfare concerns).

(The brackets indicate the main concerns of each agency - ie a welfare orientation towards its own employees or the public, a development orientation towards the community, or a concern with personnel matters).

These agencies are based in both urban and rural settings, and vary in size from very small informal organisations to large corporate bodies. They differ in many ways, but the common factor they share is a willingness to accept students for their period of fieldwork training.

Agencies benefit from taking students on fieldwork, but students also impose an additional burden of responsibility on them, as they require supervision from a member of staff, which can be very time-consuming. However, having a student on fieldwork can also be a rewarding experience. The benefits to the agency include having keen (usually) and interested additional 'workers' who may be able to provide a service or some contribution to the agency and its clients

at little or no additional financial cost. Although the benefit to the agency may sometimes be seen to be less than the cost (in time and resources) of taking on students, there are other values attached to the fieldwork experience which are difficult to quantify. For example, students may provide a new insight into dealing with problems, especially when they are engaged in an evaluation of the agency's services to clients or the community.

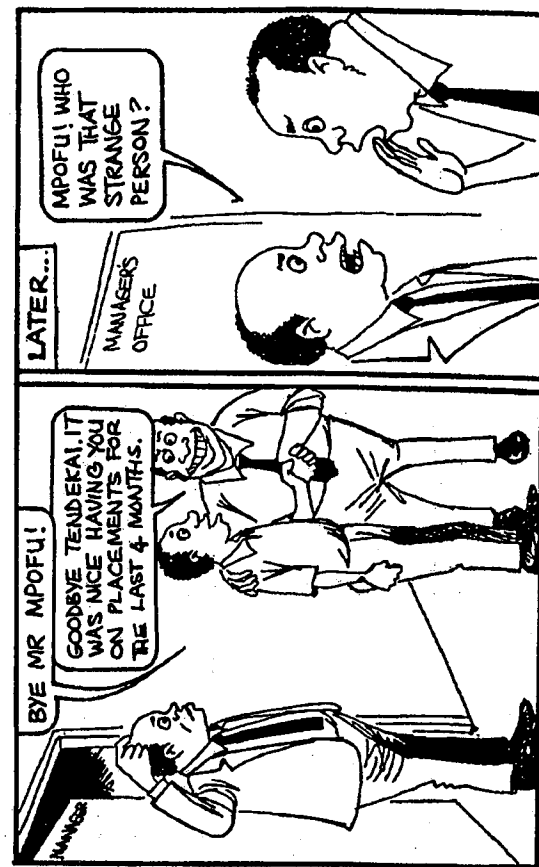
Many agencies (particularly NGOs) in developing countries involve students in research activities. They are often used to administer questionnaires or conduct surveys of various kinds to evaluate or develop projects and programmes for the agency. Students can gain useful experience from this, although they can also be exploited by agencies which are interested in reducing the costs of such surveys. Sometimes students are used by agencies as 'extra-hands', filling in for staff on leave or as unpaid and convenient additional workers to help relieve the pressure of large workloads. While it is true that students can and should provide direct assistance to the agency, it is important that their status as students is recognised, that they are given valid learning experiences in the placement, and that time is allowed for the evaluation of these experiences. Although students do need to experience some of the pressure and typical workload of the agency, subjecting them to the equivalent caseload of a permanent member of staff is not justifiable on professional or educational grounds.

Fieldwork learning is a structured situation, which should be carefully planned by agency supervisors. It is advisable for them to prepare schedules in advance of the period of fieldwork. A carefully structured timetable for the placement, which takes into account the learning needs of the student in relation to tasks and objectives for the placement, will help. Two examples of these schedules are provided in the boxes at the end of this chapter, pp 94-98).

Students sometimes complain that there is a lack of preparation by the agency for the period of fieldwork. This includes a failure to identify agency supervisors, and lack of appropriate induction into the agency or introductions to members of staff. The agency must

make the necessary arrangements in advance for the arrival of students (see box overleaf, p80). Agencies need to consider carefully whether they are able to offer suitably arranged field placements for students before they take on this commitment. A lack of physical resources (including office space, available personnel and transport facilities) may reduce the opportunities available to students and leave them feeling frustrated at their inability to assist clients.

As Mupedziswa (1988:4) has noted, a major attribute for the effective discharge of responsibility on the part of the agency supervisor is that of commitment. Commitment can be demonstrated in various forms, not least of which is through the amount of time and attention given to preparation for a student's initial arrival at the agency. Adequate prior preparation is vital. For the fieldwork placement to start on a sound footing, the agency supervisor, the School tutor and the student must all make the necessary preparations for the placement. In some instances, people assigned to supervise students in agencies are too busy with their own routine work to be able to offer meaningful help to the student, or they are simply not interested in student supervision. This latter point is a particular cause of concern for fieldwork in the future.



Tasks for Training (Agency) Supervisors

1. Get to know the training centre location.
2. Organise the conditions for the training programme:
 - a) inform the centre
 - b) present and discuss the training programme with the workers with whom the students will establish contact
 - c) identify the supervisors concerned, the method of assessment, and the norms which students will be expected to follow.
3. Discuss the objectives of the training programme with students, what is expected from them, and how they will be assessed.
4. Make an assessment of the fieldwork in the middle of the placement.
5. Advise the students and the training centre of any changes that may improve the training programme.

--Aims of Training

- To support and assist students in fulfilling the defined programme, suggesting corrections as necessary, in order to achieve the identified objectives.
- To support students in carrying out correct social work techniques and assess their aptitude (for the profession).

Source: Farinha, Ministerio Saude, Social Welfare Agents Course, Institute of Health Sciences, Maputo, Mozambique.

Planning for the placement should include the staff at the agency, not only the proposed agency supervisor. The agency as a body needs to discuss taking on students for fieldwork, as it is likely that many members of staff will be involved in dealing with them. In the absence of such discussions, once the decision is taken it should be communicated to staff at the agency and the date of arrival and duration of the placement made known.

The need to advertise the presence of students in the agency is illustrated by Mathe (1987:2) who notes that:

"It is not uncommon in many agencies for staff to simply 'bump into' a stranger (the student) without prior notification. Certainly, such a situation is embarrassing, to say the least. The receptionist deserves to be alerted to the name of the student and the date of arrival, in order to promptly receive him and help him through to the supervisor. Likewise, telephonists need to be informed in order not to 'disown' him when people phone."

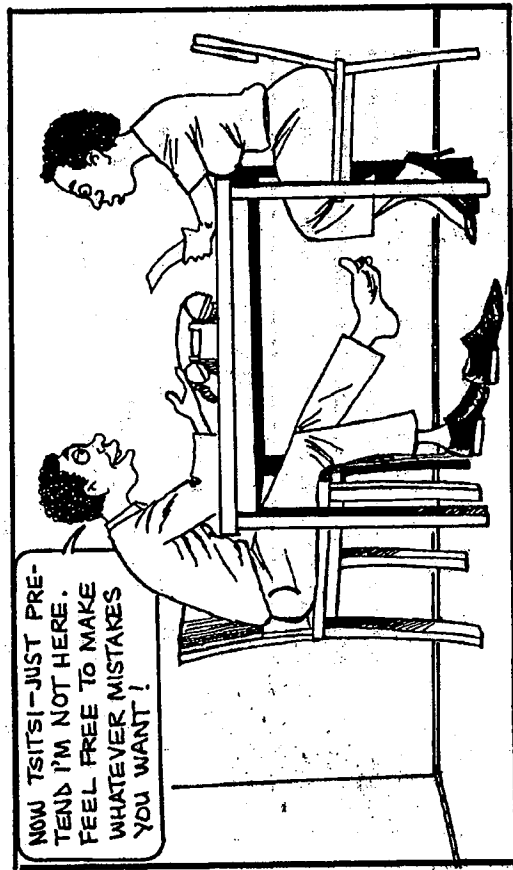
While these arrangements are important and make students feel valued, the converse is true when no effort is made, as they will then feel undervalued and neglected.

"I found my supervisor to be welcoming, an information giver and a facilitator. He always introduced me to the police officers at each of the stations we worked. This enabled me to create rapport with staff at each station. My supervisor never forgot my presence. He was always ready to help me despite his ever busy work schedule. He made me feel part of the team. This encouraged me to put effort in the work I did."
(DSW3 student on placement with Zimbabwe Republic Police, 1988)

The question of office space for students needs to be considered. Allowing students to have their own office is preferable, as students may wish to maintain some distance from their supervisors. This helps them to develop a measure of confidence by being able to operate alone. However, many agencies have a problem providing

separate offices for students. Where this is not possible it may be advisable for students to share with other members of staff rather than their own supervisor, to gain a wider experience of the work of the agency, and also to learn to operate independently. The programme in any case should include opportunities for the student and supervisor to meet regularly to discuss the progress of the placement.

Occasionally female students may experience unwanted advances from a male agency supervisor. At fieldwork workshops conducted by the School of Social Work in Zimbabwe some students complained that this occasionally occurs. Obviously the opportunities for sexual harassment are greater where both supervisor and student are in very close contact - providing a further reason for some (physical) distance between the two!



Where agencies agree to offer student placements, they should facilitate this process by encouraging staff to take on students and offering them the necessary time and facilities to enable them to adequately supervise those students. Agency supervisors will be responsible to their own agency for seeing that the clients or community groups with whom the students work receive a reasonable standard

of service. They are also responsible to the School for evaluating the students' work. While this responsibility is important, and should not be neglected, the primary function of the supervisor is educational and instructive (see Chapter Five). The aim is to help social work students acquire the necessary professional skills that will enable them to practice competently as social workers.

Students are expected to integrate theory with practice in their placements and to be assisted to do this by means of discussion and evaluation in supervision. Students should therefore have some grounding in the curriculum and should be encouraged to link practice in the field to their theoretical understanding. This can be discussed in sessions with the supervisor. The supervisor's task is not to identify the connections between theory and practice for students, but to help them discover these for themselves, and therefore learn from their own experience.

4.4 The role of the student

Students are expected to undergo placements as part of their fieldwork training and will have to fulfil this requirement as part of their overall coursework. While there is a compulsory element to this, many students realise the value of such placements and often look forward to this practical experience. They find themselves in a situation where a great deal of learning and experimentation can take place in a controlled work environment (provided they are not overloaded with work, and are given sufficient attention from their supervisors).

However, students will also experience some disadvantages. One problem is finding themselves in a situation where their success is dependent to a great extent on the attitudes of supervisors (both School and agency) who have their own views on their performance. Many students experience a feeling of powerlessness when their future seems to hinge on the whims of those who can either pass or fail them. Such fears may or may not have substance, but they are real to many students. Another problem occurs when students are placed

in an agency which is unprepared for them, or where there may be insufficient work and inadequate learning experiences for them.

Where there is good cooperative planning between the School and the fieldwork agency, the student has a better opportunity to learn from both the theoretical teaching and practical experience. The objective of a professional placement consists, at least partly, of actualising and questioning the relevance of theory. It will also provide the opportunity for students to learn the skills of professional social workers. As Young (1967: 5) explains:

"Skills cannot be acquired by observation only, or even by sharing in the work of someone who has mastered them: the beginner must learn by doing, and only by competent performance can he prove that he has acquired skill."

Students should demonstrate some interest in the agency and be sufficiently motivated to seek information about its structure or functions prior to placement. They will need to prepare themselves adequately prior to starting the placement. It is their responsibility to equip themselves, as much as they can, with knowledge about the agency, as well as the field they are going into.

Occasionally students will display a lack of discipline and commitment to their work. It is important that regular contact with agencies is maintained by the School so that the School tutor, or Fieldwork Director, can intervene before the situation deteriorates further. Where a serious incident has occurred, the School should demonstrate its concern by being prepared to convene a disciplinary committee if necessary. Any assumption that fieldwork cannot be failed needs to be corrected as it leads to complacency in students. Fieldwork should be given the importance it deserves by the training institution and fieldwork agency.

It is advisable for students to visit field placements and meet with their supervisors before the placement begins. This allows both parties the opportunity to reflect on the objectives of the forthcoming placement, identify and discuss appropriate tasks for the students to

take on, etc. At one of the fieldwork workshops held in Zimbabwe (Mutare, March 1988), agency supervisors suggested that the School arrange for a preparatory meeting prior to placement, involving the student and the supervisors from both the School and agency. This was positively endorsed by all concerned, although it was recognised that where placements are situated far from the School financial constraints will limit these visits.

Where these meetings are not possible, it was suggested that the Fieldwork Director contact agencies early to avoid a situation where agency supervisors only get a few days notice of the arrival of students. This problem also relates to the fact that agencies tend to wait until the last minute before confirming their intention to take students. Arrangements for the placement must be made sufficiently well in advance to allow agency supervisors to plan their schedule to include students. Senior staff at the agency will also need to expedite matters, both in terms of informing the School of their intention to take students, and making arrangements with their own supervisors well before the due date. Cooperative planning between Schools and agencies is clearly essential if placements are to be well planned and organised.

4.5 Information needs

There are four types of information needed at this preparatory stage:

1. The School about agencies, if the School is to advise students about agencies and their activities.
2. Agencies about the School, for example details of programmes, timetables and the purpose of fieldwork.
3. Agencies about the students' personal background.
4. Students about agency placements.

4.5.1 The School about agencies

The School needs to receive information from agencies prepared to take students on placements. Information on their organisation,

objectives, and workload, as well as how the agency considers that students could be usefully employed while on fieldwork and the tasks that they would be expected to undertake. This information is extremely helpful at the preparation stage as students will have access to these outlines when choosing agencies for their placements. This will also have the advantage of informing students about the structure, organisation and purpose of agencies prior to their arrival.

4.5.2 Agencies about the School

Some agencies will already have long established relationships with the School and may take students on on a regular basis. Others will be approached for the first time with requests to take students on, or may even initiate contact with the School themselves. With new agencies, the Director should provide some basic information on the School, such as a Prospectus, or at least an outline of the courses offered. It would also be helpful if a fact sheet could be prepared outlining the purpose, nature and expectations of fieldwork, which could be sent to these agencies.

Agencies should also be given information by the School about the expectations of students at different academic levels. Agencies may be able to take students on at Certificate, Diploma or Degree levels. The objectives of the fieldwork placement and the complexity of tasks to be given to students will obviously differ depending on their academic level.

4.5.3 Agencies about students

In arranging placements, the Fieldwork Director will need to approach suitable agencies and negotiate the placement of students with them. Once agencies have agreed to accept students, the Director should provide background information and personal details on the students to be placed. The agency needs to have basic details concerning the age, sex, maturity and previous experience of the student (see an example of a form in the box opposite, p87).

The Fieldwork Director should review the information sheet with students before sending it out, to ensure that students are aware of the information being conveyed to the agency. In a discussion on

Background Information on Student

(Form designed for use by the School of Social Work in Zimbabwe)

Name: Mr/Miss/Mrs/Ms/Other

Age:

Home address:

Telephone:

Address during fieldwork (if known):

Educational qualifications:

Previous occupation/employment:

Previous fieldwork experience:

Nationality:

Languages spoken:

Religion:

Driving licence: Yes/No

Class:

Any health problems or physical disabilities which could affect student's placement:

Family responsibilities:

Type of fieldwork experience wanted and name of agency:

Any other comments:

this topic at a supervisors' workshop (Harare, February, 1988), the supervisors present strongly recommended that this information sheet be supplemented by the Director. Some felt that the Director should submit a confidential appraisal of the student directly to the agency supervisor. This particularly related to information on students that could negatively affect placements, for example, drinking problems, illness, accommodation problems, language problems, etc.

In discussing this later, students felt equally strongly that providing such personal information to the agency was likely to prejudice the agency against them. This is a difficult issue and one

unlikely to be easily resolved. Fieldwork Directors will need to make their own decisions on the information to be disclosed, based on their assessment of the situation. A balance has to be drawn between protecting the student's right to confidentiality and privacy and the agency's 'need to know'. Essentially this distinction should be made on the grounds of whether the information is necessary for the successful conduct of the placement - for example, advanced pregnancy, or a student's condition of diabetes may affect the placement and this should be taken into consideration by the agency when planning the student's agenda.

"There was the case of a student who had a history of mental illness not disclosed to us. He was a stranger in the city and lived a lonely existence in the School's leased house with no social contacts after work. Before we knew it he suffered a relapse and his programme was disrupted. Had we been forewarned we would have introduced him into the social life of the city before abandoning him to his 'freedom' after work."
(Agency supervisor's comment to Fieldwork Supervisor's Seminar, Bulawayo, August 1987)

4.5.4 Students about agency placements

The Fieldwork Director should compile and make available to students some brief information on available fieldwork agencies. This information could include a short description of the type of work carried out by the agencies, and perhaps some details of their structure and organisation. This will give students an initial idea of the nature and purpose of various agencies and will help them come to a decision about where they wish to be placed. They will also be better prepared when starting the placement, as they will have some background knowledge of the agency.

4.6 Use of a student placement contract

The placement programme will need to be established, preferably in advance, and made known to the members of staff. This programme

should take into account that the student will need a period of induction and familiarisation with the agency and its procedures, and that any assignment should be realistic, relating both to the length of the placement and to the likelihood of the student completing them in the time available.

The use of a student placement contract is recommended as this has the advantage of assisting all parties to conceptualise, in an explicit way, their ideas and expectations concerning the placement. Students are likely to start their period of fieldwork with only a very hazy idea of what they wish to achieve and, in a similar way, agency supervisors may be uncertain about the general aims of the placement. It is also possible for both parties to have completely different views on the objectives and tasks of fieldwork, and this is sometimes only realised as the placement is drawing to a close. A fieldwork contract, agreed at the beginning of a placement, is useful in ensuring broad agreement over the general goals for the placement. The format of a fieldwork learning contract is outlined overleaf (p90).

Clayton (1978) points out that the use of a contract is a way of optimising the professional development of students, which also gives them an insight into the experience of using a contract, and helping them to develop an awareness of the relevance or otherwise of using contracts in client-worker relationships. He suggests a format in which all three parties (student, agency supervisor and tutor) agree to the principle of a 'shared learning' situation.

The main principles underlying the student placement contract are the following (Clayton, 1978:7):

1. There are certain goals and objectives which are to be achieved in the placement, and negotiations and joint agreements should focus on these.
2. The expectations of all the contract participants are clarified.
3. Roles, tasks and reciprocal obligations involving areas of responsibility and work to be done are identified and allocated, and contract participants accept mutual accountability for their activities.

Learning Contract Format

What student is to learn (objectives)?	How student is to learn (methods, resources strategies)?	Target for completion	How do we know that student has learnt it (evidence)	How does student demonstrate to agency that he has learnt it?
A. Conceptual Objectives				
To gain an understanding of the term 'development' and how the goal of development influences the practice of social and community work.	Reading relevant literature Discussions with placement staff and others Asking questions	Throughout the placement	Ability to develop a relevant study methodology & recommendations Awareness and understanding of issues Ability to discuss with other agency staff, etc	Ability to develop relevant project Discussion and contributions during meeting and supervision sessions Written reports Case study
To become aware of the values and principles which influence agency's role in community.	Reading agency terms of reference etc Observe projects Discussion with agency clientele	By end of orientation period	Ability to identify values and principles upheld by agency Ability of student to critically discuss agency's role	Discussions with supervisor Written reports Specific projects/ case reports
B. Technical Objectives				
To develop a research project which is relevant and useful to the needs of the community	Use of resource material, texts, previous evaluations/research Maximising accountability to community	Depending on the length of placement but in general by the end of week 3 of placement	Community response School supervisor's comments	Weekly reports Research results Supervisor's sessions Observation by supervisor Workshop action plan Supervision sessions
To be able to design, plan and conduct workshops with community groups which encourage full participation and self learning.	Use of resource material Discussion with student and others involved in training programmes Encouraging student self evaluation and experience in field Input from community	Before workshop is held	Workshops occur where people participate and results in plan of action designed by participants Workshop evaluation	
Source: Nyamutowera, Catholic Development Commission (CADEC), Harare, Zimbabwe.				

4. Boundaries are determined within which the participants to the contract are able to operate.

The School of Social Work in Zimbabwe has experimented with the use of a contract (termed a 'Fieldwork Placement Agreement') and has generally found it to be useful. However, it has been reduced to a very simplified form, intended for completion by both agency supervisor and student at their first meeting together. The form also indicates that the agreement is flexible and can be altered with the agreement of both parties at any time during the placement. It appears to be popular with both supervisors and students who see it as a useful way to focus attention on the objectives and tasks for the placement (see box overleaf, p92).

An effective supervisory contract specifies:

- the time, place, frequency, and duration, of the supervisory sessions
- the rights and responsibilities for setting the agenda (ie who does this)
- a clear definition of the process of decision making and implementation, and
- a built in mechanism for periodic review and revision of the contract.

Cohen (1987) discusses the question of whether the client should be informed when workers are under supervision, noting that students are sometimes instructed not to reveal their student status. The classic objection to informing the client that they are being interviewed by a student social worker is that some clients will then demand to see the supervisor. A related problem is that clients may not respect any advice given to them by a student, assuming that the 'superior' will know better. Cohen acknowledges this difficulty, but concludes that the client has a right to know about supervision. Many contemporary treatment models require that the worker informs the client in advance of all aspects of the helping process. He concludes (1987:195):

"The supervisor's ethical responsibilities include helping the worker deal with the client's rights openly, honestly, and professionally. This in no way need constitute a threat to the worker's security. Social workers have long since learned that increased respect for clients' rights leads to increased respect for social workers."

Fieldwork Placement Agreement

(Form designed for use by School of Social Work in Zimbabwe)

Name of student.....
 Course and year.....
 Agency.....
 Name of Agency Supervisor.....
 Name of School Supervisor.....
 Dates of Placement.....

Agency supervisor's objectives for this placement:

Student's objectives for this placement:

Agreed tasks for student to undertake during this placement:

Signed: Student..... Agency Supervisor.....

Date:..... Date:.....

Note: This agreement should be seen as a *guide* to assist both agency supervisor and student to clarify goals at the onset of the placement (and to discuss with school supervisor when visiting). Naturally the objectives and tasks listed here may be altered or modified during the placement, if this is considered appropriate by both agency supervisor and student. This can also be used for evaluation purposes at the end of the placement.

Director of Fieldwork, School of Social Work

Main Points

- ☐ Good preparation is essential before periods of fieldwork placement. Schools should ensure that students have some understanding of theory relevant to their placements, and that adequate arrangements for fieldwork are made with agencies well in advance of the period of placement.
- ☐ Agencies should be able to offer appropriate learning experiences to students, provide effective supervision, and ensure that reasonable facilities are available for the use of students.
- ☐ Adequate preparation by the agency will include welcoming the student into the agency and arranging an appropriate induction.
- ☐ Students should prepare themselves in advance for the placement by visiting the agency or reading previous fieldwork reports.
- ☐ There needs to be an adequate exchange of information between Schools and agencies concerning details of academic courses, agency projects and programmes, and mutual expectations. Students should be given information by the School on the work carried out by various agencies.
- ☐ A student placement contract or agreement is a useful way to encourage a mutual understanding and agreement on objectives and tasks for the placement.

Schedule of Student Fieldwork Placement

Diploma in Social Work (Third Year): Placement with National Railways of Zimbabwe, Bulawayo, Zimbabwe

The following is an example of a schedule prepared in advance by an agency supervisor for a third year Diploma in Social Work student at the School of Social Work in Zimbabwe. The agency supervisor works for the National Railways of Zimbabwe and is employed in the post of Senior Employee Counsellor (Southern Region) under the Personnel Officer (Welfare). The Department where the student is to be placed is the Counselling and Welfare Unit and the period of placement is 10 weeks.

The schedule is of interest as it is clear that the supervisor has gone to some lengths to ensure that the placement is well organised and that the student clearly understands the expectations of the agency. Efforts have been made to induct her into the agency by introducing her to staff at various levels. As several people will be involved in her evaluation, it is obviously important that their respective roles are mutually understood. The placement allows for periodic reviews of the student's work and some time to complete and discuss the final report at the end.

Third Year Diploma Fieldwork Programme:

Initial Period: 7 September - 18 September

- 7/9 • Student reports to Senior Employee Counsellor (Southern Region) [SEC(S)]
- Introduced to staff at Area Welfare Section offices
- Discuss student's personal welfare, eg accommodation
- Introduce to Senior Personnel Officer (Southern Region)
- Introduce to Personnel Officer (Welfare) and SEC(S) (Headquarters)
- Explain to and discuss programme with student and make any necessary adjustment
- Explain conditions of working at Counselling and Welfare Unit and the programme for the period 9 - 18 September
- Discuss with the student function and role of Welfare Section on the National Railways of Zimbabwe - use organisation chart, etc
- Discuss with the student what she hopes to achieve during this placement and what the National Railways of Zimbabwe hopes to gain from her

- 8/9 • Hand student to Employee Counsellor and show her office from which to operate
- Employee Counsellor to arrange for student to spend sometime with Welfare Worker and to be shown office administration, incoming/outgoing mail processes, etc
- 9/9 • Student attached to Lady Welfare Worker to observe and analyse women's clubs, netball, and cooperatives in Bulawayo (Westgate, Greenhill, Heany Junction)
- 14/9 • Employee Counsellor takes the student to observe and analyse welfare groups in Bulawayo.
- 17/9 • Joint visit to Shangani with Lady Welfare Worker and Employee Counsellor to observe football, women's clubs, netball, etc. A meeting of one of the clubs arranged
- 18/9 • Student compiles a comprehensive report on her two weeks experience and discusses report with SEC(S)
- Copy of report to Personnel Officer (Welfare)

Middle Period: 21 September to 16 October

- 21/9 • SEC(S) arranges accommodation at Hwange
- SEC(S) arranges a concessionary return ticket to Hwange
- Student leaves Bulawayo for Hwange on 20 September
- Student reports to Employee Counsellor, Hwange
- Introduced to Welfare Workers
- Introduced to Personnel Assistant, Hwange
- Discuss student's personal welfare, eg accommodation, cooking arrangements, etc
- Student handed to Male Welfare Worker
- Student undertakes welfare work with men and youths in Hwange, including a visit to Victoria Falls
- Student handed to Lady Welfare Worker, to observe women's and youth clubs in Hwange and Lukosi
- Student to observe and analyse the activities of the Hwange Recreational Club, and the sub committees viz Sibongabaki Creche, football, etc.
- 5/10 • Line tour with Employee Counsellor to observe and analyse welfare work with women and youths at Dete, Gwaai and Sawmills
- 12/10 • Student to review material collected so far, follow up points requiring clarification and compile a report for the North Section
- Discuss report with Employee Counsellor by 14/10

- 15/10 • Student reports back to SEC(S) to discuss reports and review progress of fieldwork
- 16/10 • With SEC(S) to prepare for visit to South East Section (Rutenga)

Final Period: 19 October to 13 November

- SEC(S) arranges accommodation at Rutenga
- SEC(S) arranges a concessionary return ticket to Rutenga
- Student leaves for Rutenga on 18/10
- 19/10 • Student reports to welfare worker at Rutenga
- Introduced to Lady Welfare Worker and to the Personnel Assistant and the station master, Rutenga
- Male Welfare Worker to deal with student personal welfare in order to help her to settle down
- 20/10 • Student is supervised alternatively by both Lady Welfare Worker and Male Welfare Worker to observe and analyse all welfare activities at Rutenga, in particular recreation club, women's clubs, football club, Traditional Beer Committee, creche, etc.
- Line tour with Male Welfare Worker to Ngezi and Bannock to observe and analyse recreation/ community centre, football, women's clubs, netball, creche, etc
- 2/11 • Line tour with Lady Welfare Worker to Triangle
- 13/11 • Review material and write up report by 6/11
- Student reports to Senior Employee Counsellor
- Student completes writing report
- Discuss report with Senior Employee Counsellor
- Discuss report with Personnel Officer (Welfare)
- Report typed
- Personnel Officer (Welfare) and Senior Employee Counsellor (Southern) appraise student.

Source: Ruhuwaya, Senior Employee Counsellor (Southern Region), National Railways of Zimbabwe, Bulawayo, Zimbabwe

Schedule of Student Fieldwork Placement
Bachelor in Social Work: Placement with Catholic Development Commission (CADEC), Harare, Zimbabwe

The following is an example of a schedule prepared in advance by an agency supervisor for a Bachelor of Social Work student on a fieldwork placement organised by the School of Social Work in Zimbabwe. The student is undertaking her social work training with the Phillip Institute in Australia. The agency supervisor is the Coordinator for the Archdiocese of Harare with the Catholic Development Commission (CADEC), a local Zimbabwean NGO. The placement is over a ten week period and is specifically concerned with an evaluation of the Catholic Women's Clubs organised through CADEC.

The schedule is of interest as it has been divided into two major assignments - a short term assignment where the student is to gain familiarity with the administrative and organisational structure of the agency, and a long term assignment which includes the evaluation.

Bachelor in Social Work Fieldwork Programme (11/9 - 27/11)

Short Term Assignment

To enable the student to gain more working experience she will be exposed to the administrative and organisational structure of the agency. Although she will not be expected to spend most of her time doing office work, the exposure exercise will include the following tasks:

- Dealing with routine enquiries
- Interviewing clients requiring agency services
- Writing reports on programme visits, letters and notices at the direction of supervisor
- Attending agency meetings.

Long Term Assignment

This part is divided into two:

- (a) Exposure to agency community
 The student will be expected to gain more community work experience by working with different community people. She will be introduced to the agency programmes, particularly community projects, where she will assist in periodic assessments/evaluations, thus giving her an opportunity to effectively demonstrate social work principles, values and ethics. The majority of the community project participants are women, thus her specific project can also be carried out whilst working with community groups whenever possible.
- (b) Specific project of possible integration of Catholic Women's Clubs into CADEC programmes

The student will be given a specific project to make a study on the possibility of the integration of Catholic Women's

Clubs into CADEC programmes. The evaluation will be a formative study. Background information on the two structures will be given to the student. She will make a study of the two structures and then draw up her project study/research proposal. This will be discussed with the agency and School supervisor. The other stages of the project will be discussed after the proposal has been made. The following method of reporting could be used:

1. Introduction
 - nature of problem
 - purpose, scope of study
 - background of problem
 - limitations
2. Material and Methods
 - definitions and instrument
 - description of methods
3. Presentation of Findings
 - results of use of methods
 - statistical analysis of results
4. Discussion of Findings
 - conclusions to be drawn from findings
 - explanations of limitations
 - comparison with findings of other studies
5. Summary
 - Conclusions
 - Recommendations

The student will be expected to make a report on each project group. Weekly reports are also required by both the agency and the School supervisor to assess her progress. These reports will be discussed with the student and agency staff. Through these reports and discussions we expect the student to:

- organise and present her written material
 - develop a sound relationship with agency staff and clients
 - maximise use of supervision and related literature
 - contribute to the various programmes and objectives.
- An overall report on the student's assignment will be expected at the end of the fieldwork placement for both the agency and School, written in accordance with the School report guidelines. The School of Social Work supervisor will visit the student at least twice during the period of placement. It is hoped that the dates for the visits will be arranged well in time to avoid clash with our CADEC programme and indeed the student's own programme.

Source: Nyamutowera, Co-ordinator, Catholic Development Commission (CADEC), Harare Archdiocese, Harare, Zimbabwe

Chapter Five

The Practice of Student Fieldwork Supervision

5.1 Introduction

Agency supervisors are expected to guide students in their professional development and to help them in learning to practice the art of social work. A useful definition of supervision is the following (Pettes, 1979:3):

"Supervision is a process by which one social work practitioner enables another social work practitioner who is accountable to him to practice to the best of his ability."

This definition underlines the fact that supervision occurs within a hierarchical situation when one social worker enables another to perform more effectively. However, although one worker may be accountable to another, this does not in itself imply that a supervisory situation exists, as the senior of the two workers may feel no responsibility to offer guidance and advice to the other.

Supervision, therefore, implies a two-way relationship: the acceptance of accountability and a responsible attitude on the part of the student, and helpful guidance or direct instruction from the supervisor (to enable students to develop essential professional attitudes and skills).

Kadushin (1976) notes that, historically, supervision has achieved a special importance in social work when contrasted with most other professions. There are several reasons for this. Social work tends to offer services to clients through agencies which need to develop bureaucratic structures to operate efficiently. Bureaucracies require the supervision of workers in order to coordinate and integrate work. In addition, the social work situation requires explicit

accountability procedures regarding the service activity of workers in relationship with the community. The damaging effects of poor practice are not as self-evident and observable as with other professions (for example doctors and dentists) and hence protection of the client requires a procedure for periodic review of worker activity. Another reason concerns the professional tasks of social work which are often uncertain and unpredictable. As Kadushin observes (1976:27):

"Where objectives are unclear, where there is a great uncertainty as to how to proceed, where the effects of interventions are unpredictable and the risk of failure high, workers may need, and want, the availability of an administrative representative with whom they can share responsibility for decision-making, from whom they can receive direction, and to whom they can look for support."

This chapter examines the supervisory relationship and its relevance to fieldwork learning. This relationship should be clearly structured and organised so that both parties understand their respective roles. In addition, visits by the School tutor have a significant role in terms of providing the opportunity for mid-term assessment of the placement. Ongoing assessment of the student can be facilitated by an analysis and discussion of the regular recording of the student's work. Evaluation is of crucial importance in a placement, and this should be a continuing activity, openly discussed by the supervisor with the student.

5.2 The supervisory relationship

Kadushin (1968:24) points out that the supervisory tutorial can be seen as a threat to the student's independence and autonomy. Learning requires a frank admission of dependence on the teacher and involves giving up a measure of autonomy in accepting direction from others. The situation demands an admission of ignorance, at least in some areas. In sharing this ignorance with a person in a position of power, one risks the possibility of criticism, of shame and perhaps rejection (see box opposite, p101). Performance may fall short of the

The student's use of fieldwork - a message

"Get out there! Work as hard as you can! Learn as much as you can!" - might be good advice. But let us look at some of the problems students have in following such advice in their fieldwork placements.

Openness and honesty are hard to achieve when they mean confessing a failure to someone who has the power to fail you. But without openness you really cannot grow in professional competence. Everyone is expected to have failures at the beginning of a placement. And so you are advised to start with an open relationship with your supervisor and it will be easier to continue this throughout your placement, than if you have to start halfway through. Actually, recognition on your part of your weaknesses is more praiseworthy in your professional development than successful action that you cannot explain.

Successful youth work demands both doing and thinking. As you work away on your assignments make sure you take time out to think about what you are doing. Relate it back to what you studied in the classroom. Get out your notes from your various courses and see just how you can apply them to the situation in which you are working.

Do not be afraid to evaluate your own progress both in terms of carrying out agency programmes and in terms of your own learning. Even if your supervisor does not do this regularly you do it. Assess how far you have gone in completing the tasks you have been assigned and then adjust your activities so that you can achieve your goals. Similarly, check regularly on your progress in skill development. Seek help when you recognise a block. Consciously work on areas of recognised weakness. Not only will you achieve more and learn more but you will find your supervisor's evaluations much less threatening because you have already applied the same standards to yourself.

Enjoy your fieldwork! Change the world! But make sure you learn!

Source: Brooks (forthcoming) "The Fieldwork Requirement in the Training of Youth Development Workers", University of Zambia.

supervisor's expectations, intensifying a sense of inadequacy and incurring the possibility of supervisory disapproval. The supervisor also faces a threat to his or her own sense of adequacy and may have to prove professional competence to the student.

Kadushin notes that the supervisor-supervisee relationship is evocative of the parent-child relationship. The power differential in this relationship can be exploited by both supervisor and student to their own advantage. Hawthorne (1975) mentions several 'games' that supervisors play which illustrate this possibility. One is termed "Remember Who's Boss!", when the supervisor defines his or her role as one of absolute power and permits no contradiction, disagreement or negotiation with subordinates. Another she terms "Father (or Mother) Knows Best". In this game the supervisor assumes the role of a wise and guiding parent and the supervisee the role of helpless, dependent child.

The supervisee's acquiescence in these games may be due to having little alternative in dealing with an authoritarian supervisor, or he or she may derive a 'payoff' - the benefits of the passive and dependent role. The student is relieved of responsibility and absolved from making plans and decisions, escaping all risks.

In order to avoid such games, Hawthorne suggests that supervisors should examine their own feelings and needs concerning their professional role. They must decide what they want to give as supervisors and what they want to get, and whether these are appropriate and congruent. They must be sensitive to the responses of their supervisees and relate in a direct way to them. In a similar way supervisors should consider whether continuing their present (manipulative) behaviour will really be of any benefit to them.

5.3 Fieldwork learning and supervision

Fieldwork learning is an extension of classroom learning and of equal importance in the training of social workers. Using the classroom analogy, supervision is essentially a tutorial relationship in which a

one-to-one relationship is cultivated as the method or tool by which learning takes place. Fieldwork learning cannot take place in a vacuum. It is essential that suitably qualified supervisors are available to guide and advise students, assisting them to acquire professional knowledge, values and skills through appropriate and well-organised field placements (see box on NSWTI, Tanzania, at the end of the chapter, p123-125). While supervisors are the senior partners in this relationship, there needs to be a genuine sharing and discussion of work undertaken by students - in respect of both parties. Dependency and overly submissive attitudes on the part of students should be avoided wherever possible, as this is likely to hinder their professional growth. Safari (1986:76) outlines some of the problems encountered:

"At this stage the students' lack of experience generates insecurity and a lack of self-confidence. It is possible for some students to begin social work without any acute anxiety. No one, however, can boast of not having felt nervous about his first contact with the client. This point is indeed very much to the point, for while it is all too easy to reduce a student's self-confidence, it is not easy to restore it once it has been shaken."

"Behind my successes was a bold, knowledgeable and understanding person. Successes scored during the fieldwork placement can mostly be attributed to the quality of my supervision. My roles were clearly defined, parameters of my functions outlined and any help I needed was extended to me at the time of need. My supervisor was always available for help. She created a totally free atmosphere, a medium through which I could relate practice, test theory, modify and develop any social work concepts and skills. From the beginning of the placement I undertook my fieldwork objectives, alongside the assignments she had given me at my own pace and time, but with her individualised guidance and unreserved comments."
(Certificate student on placement with SCF(USA), 1987)

Hence a sensitivity to the needs of students, and a positive interest and regard from supervisors is likely to yield results in the development of constructive relationships with students.

When supervising students it is important to ensure that they are as fully involved in the process of supervision as possible. For example Weekes (1989) notes that in practising administrative and educational supervision it is necessary to involve the worker in as much decision-making as possible and to make the discretionary limits within which the worker is to operate as clear as possible. He notes (1989:196):

"Such involvement will contribute towards making the educational experience more positively motivating than threatening."

In addition Weekes recommends more use of supportive techniques for supervisors and suggests the provision of regularly scheduled, formal group consultation methods (for supervisors). It is useful for supervisors to be able to share experiences in this way, particularly in social work supervision which can be intensely personal and subjective. The opportunity to meet in group consultation sessions can be a rewarding and supportive experience for those concerned.



In the process of fieldwork learning, it is important that students are able to learn from their mistakes and to take advantage of their supervisors' own experience in dealing with client problems. In this regard we can identify four points which have relevance to the teaching/learning component in supervision:

1. Students should be placed in appropriate situations where learning can actually take place.
2. Suitable encouragement should be given to avoid 'fear of failure', and to contribute towards a reassuring and friendly relationship between supervisors and students.
3. Supervisors should act as resource persons, opening up possibilities for students and acting as facilitators in assisting them with their work.
4. Students should be encouraged to analyse and explain their own perceptions of particular social work problems to their supervisors and to justify their actions.

5.4 The structure of supervision sessions in the agency

5.4.1 Regular sessions

Supervision sessions should be structured in a way that permits both agency supervisors and students the opportunity to raise questions and openly discuss issues and problems. Regular supervision sessions (or at least frequent contact) are desirable, not only to meet the needs of organisational accountability and the learning needs of students, but to foster a spirit of trust and sharing between both parties. However, contact which is too close may block the necessary growth of initiative and the independence of students. Ideally there should be an agreed time per week for supervision. It is important that both parties understand this. This arrangement is useful as students will appreciate the opportunity to meet formally with supervisors, prepare for the sessions, and discuss the work they have undertaken. The arrangements for this supervision need to be clarified before the

commencement of the placement, perhaps in terms of a fieldwork 'contract' agreed by both parties (see example of Fieldwork Placement Agreement form in Chapter 4, p92).

5.4.2 Planning for the sessions

The supervisor must arrange a regular time for student supervision at the very beginning of the placement and prepare for it. There should be a plan for both the frequency of sessions and when they should take place. Although the number of sessions may vary, the usual practice is to arrange supervisory sessions once a week or fortnight, depending on the complexity of the work the students undertake and their competence. An hour to an hour and a half is the usual time set for a supervision session.

One approach in planning these sessions is for the supervisor to ask the students to submit material (for example, case studies or process recordings) or topics they would like to discuss some days ahead of the session. Alternatively the supervisor may wish to read the students' case records. This allows students the opportunity to be involved in the planning and take some responsibility for their learning. This also makes it possible for the supervisor to think about the questions or read the cases to be discussed, or consult with a colleague about them. The supervisor may also wish to look up a reference from social work literature, or think about some theory which may assist in analysing the problem at hand.

5.4.3 Developing a structured relationship

Supervisors need to appreciate the type of students they are dealing with when working out these details. Some students may be very inexperienced, lack confidence, or be unduly shy. They will need direction, advice and guidance from supervisors in order to function effectively. Others may be more experienced, mature and confident in their own abilities and may respond to a more permissive, egalitarian relationship with their supervisors. Although the particular type of relationship may vary, it is useful for supervisors to develop a

structured relationship with students. The supervisory sessions are important for it is in this context that an integration of learning takes place, where, through discussion with the supervisor, students learn to reflect on their professional practice.

"The methods and quality of the agency's supervision was good. I was given the opportunity and freedom to put into practice all the knowledge I intended to use, and to make any recommendations I felt necessary. Once every week after submitting my weekly report, the supervisor sat down with me to discuss my report. To those recommendations he could respond to immediately he did so. For example when I pointed out that there was an urgent need for him to address the refugees, he gave me a go-ahead to organise the day for such a meeting. And to those recommendations he disagreed, he pointed out and furnished the reasons." (DSW2 student on placement with SCF[UK], 1988)

5.4.4 Topics for discussion

Supervision sessions are most useful where all participants have agreed on an agenda, topics for discussion, and so on. This can be achieved if both parties prepare, in advance, items for consideration at their next meeting. Supervisors have a particular responsibility to explain the purpose of supervision, and advise students on the nature and tasks expected of them. Supervisors should spell out their expectations regarding the use of supervision to students, as well as details concerning when supervisory sessions will be held, what preparation is expected of students, what reports should be made, and what tasks completed. A clear structure, and expectations understood and agreed upon by both parties, are vital if supervision is to be successful.

A session could start by referring to the topics to be discussed, including items the student wants to cover and themes which the supervisor considers are important. Supervisors should keep some notes about these discussions, so that they can be reminded later

about the topics which have received most attention and areas which have been neglected. These notes help the supervisor to recognise patterns of learning and any blocks in learning that may appear, and these observations can be shared with the student. This will make for continuity in the learning process and will be helpful in the final evaluation of the student's performance.

The most active person in a supervisory session should be the student. There should be a constant interchange, but the students should be trying to answer their own questions. The supervisor gives information which helps with finding answers, and asks questions which stimulate discussion. However, supervisors should be clear as to whether they are giving advice, making suggestions, or instructing the students to undertake certain courses of action.

It is possible that the student may make a request to do something or to have a learning experience which is not possible in the agency. In this case the supervisor needs to be honest about the limitations of the agency and to offer the student alternative options.

The discussion of a student's personal problems is an area where the supervisor has to exercise restraint and care before getting involved. The goal of supervision is not therapy, although the supervisor will need to be aware of personal difficulties experienced by students and how these affect or undermine their work. The supervisor may be able to counsel or assist the student in dealing with these, but if the problems are acute, the student should be referred to someone else, perhaps a colleague, for assistance. This may avoid 'blurring' the problems of the client with those of the student.

5.4.5 Group supervision

Supervision may also be conducted on a group basis. These sessions can be structured, with planned outlines of topics or cases to be discussed, or unstructured, with the students choosing their own topics. Generally such groups meet once a week for one and half hours or so, and are led by one supervisor, although other supervisors may be present. It may be inhibiting if there are too many supervisors

in the group. Group meetings should supplement, not replace individual supervision as another way to integrate theory and practice. By this method students learn from each other as well as from the supervisors.

One way to enrich supervisory sessions is through the use of role play. Role plays will dramatise learning situations for the students and can be very useful. For example, simulating an interview involving a client and a worker, practice of certain techniques in counselling or groupwork, etc. If role play is used as a method of supervision, the play should be analysed for its learning content and students encouraged to empathise with the characters portrayed.

5.4.6 Summary

In summary, the points to consider in the structure and organisation of supervision sessions include:

1. A specified time for sessions on an individual or group basis.
2. An agreed agenda or outline of items for discussion.
3. Regular sessions.
4. A particular place where the meetings are held.
5. Agreed tasks for students to undertake, and report on at the subsequent sessions.
6. Evaluation and critical discussions of the students' work (ie not just factual descriptions of events and administrative accountability, but a consideration of actual learning experiences using various methods, for example role play).

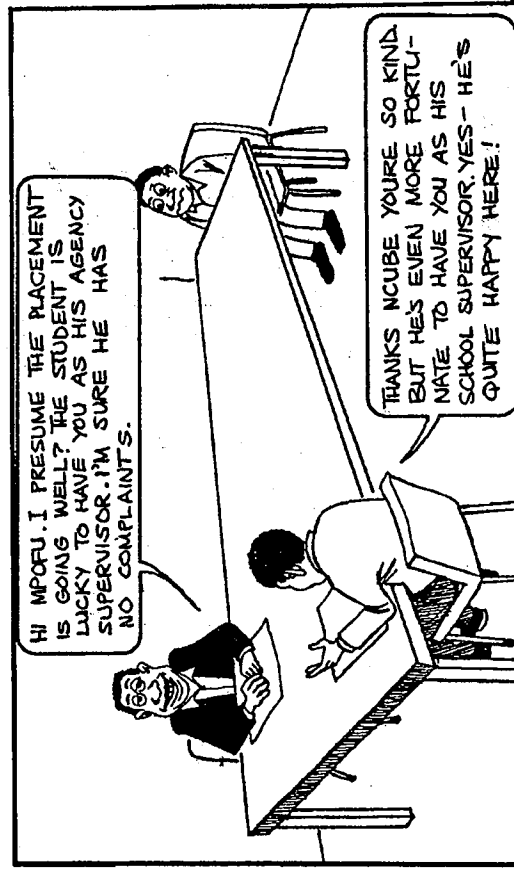
5.5 Visits from tutors

When tutors visit agencies, they should give some prior thought to the method to be used in evaluating the students' performance. Although it may be easier for the tutor to see both agency supervisor and student together, this may not be the most useful way to conduct the session. Where the student and supervisor are in conflict, neither may openly

discuss the difficulties in the presence of the other. In this case, it may be better to see the supervisor and student separately, before all parties meet together. The session would then follow this order:

1. The School tutor meets with the agency supervisor in order to familiarise the former with the agency's work (if unfamiliar) and to discuss the student's performance.
2. The tutor and the student meet to discuss the student's work.
3. All three meet together to discuss any problems and evaluate the student's performance to date.

The focus of the discussions at these sessions should be on the students' performance during the placement and their suitability as professional workers. There should be a frank and open exchange of views if students are to benefit from this appraisal.



Raphael and Rosenblum (1987) stress the impact of 'liaison visits' from the School to the agency. Planning for the visit is likely to have an energising effect on the placement. They observe (1987:158):

"Knowing that a faculty member who represents the School will be coming on a specific date to review progress stimulates the field instructor and student to assess their progress. The heightened energy available at such times should be consciously used to facilitate change for educational purposes."

An appraisal of the student's performance should occur during each visit and this will serve as the basis for the evolving teaching/learning contract. The visit of the School tutor will help direct the agency supervisor's attention to the student's learning needs and will assist the student to review his or her performance to date. For example, it may help both parties to realise that the initial planning for the placement was too ambitious. It might then be agreed that it would be more constructive for the student to concentrate on certain priority tasks rather than trying to cover everything.

The School tutor should encourage the student and agency supervisor to assess their roles and performance. The tutor's knowledge of the curriculum expectations will help to provide a framework for the appraisal of the students' accomplishments in the placement. Raphael and Rosenblum (1987:163) have identified the main areas of student progress in the placement as:

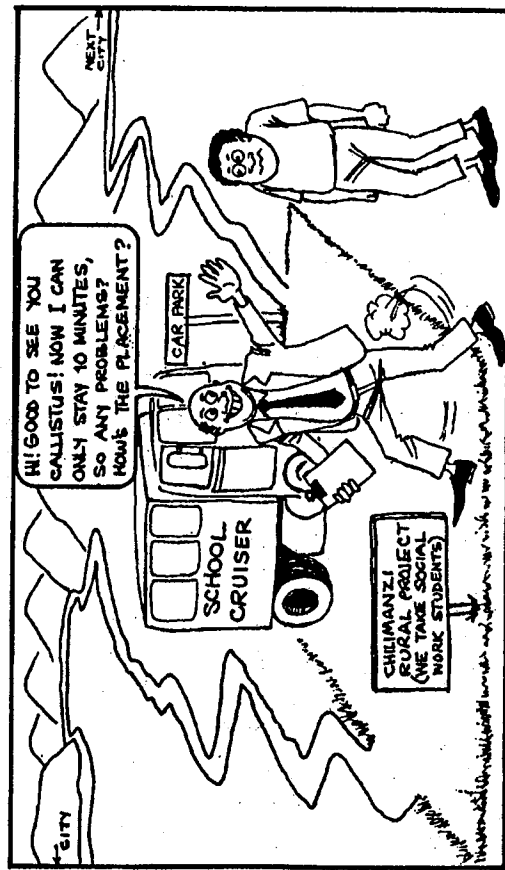
- effective entry into the field setting
- competence in task management
- appropriate use of field instruction for skills building and values clarification
- growing ability to carry over learning from one situation to another
- ability to approach practice systematically
- an emerging professional identity.

Periodic visits from the School tutor to the placement would be ideal, but various constraints make this generally impossible in the African context. Where resources do not permit more than a single visit, this should be mid-way in the period of placement, to allow sufficient time to provide some evaluation of the student's

performance, but with enough time remaining for the student to act on the evaluation and make any necessary improvements. Maximum use will need to be made of the visit by the School tutor if further visits are unlikely. Some of the difficulties faced by the School in maintaining links with agencies are outlined below.

Transport is a problem with most Schools and means that placements may be restricted to urban and periurban areas. It also limits the contacts between the School and students during the placement. In the case of the School of Social Work in Zimbabwe, increasing costs have meant that only one visit is made by the School supervisor during the placement, especially if the placement is some distance from Harare. One way to alleviate this situation may be through the creation of a Rural Fieldwork Centre, based in another region of Zimbabwe. This would have the advantage of allowing staff to stay with students on placement for some period of time and observe their work in more detail. It would also provide for a more continuous fieldwork experience for students, where students could build on the work of previous students. However, this possibility is unlikely to be effected in the foreseeable future, due to resource constraints.

Students sometimes complain that School tutors are always in a hurry and do not provide enough time for effective supervision to take place. This may have to do with logistic arrangements which reduce the time available for supervision, for example if a tutor has to travel extensively to visit students who may be placed in different towns or rural areas. To avoid this problem, tutors need to plan their visits carefully to allow sufficient time with students. There is nothing more demoralising for a student than to be placed in a remote location, such as a refugee camp, awaiting a visit from the School, only to find that the tutor rushes through the visit eager to be away on the road again. Adequate time must be set aside for these visits, and where possible this should include observation 'walkabouts' by the tutor, or direct observation of the student's work, to see at first hand how the student is coping with the placement.



5.6 Recording

While on placement students should be encouraged to record details of their work. Effective recording is vital in most organisations and will assist both students and supervisors in analysing and evaluating the student's work. Recording is usually an account in writing of the interaction that has taken place between workers, clients and agencies. It has many purposes and takes many forms, but contains factual and evaluative material and forward planning.

5.6.1 The Advantages of Recording:

- Provides the opportunity for realistic, disciplined assessment and planning, ie facilitates clear thinking on a problem.
- Provides an administrative check on work standards, types of problems arising, staff needs, etc.
- Preserves continuity of service.
- May be used in special studies and surveys, for example to pinpoint needs and stimulate remedies.
- Provides a historical record of work within the agency for reference purposes.
- Maintains and develops the professional image of the service.

5.6.2 Types of Recording

Verbatim:

This type of recording sets out the interview exactly as it occurred. This avoids the new student selecting and rearranging material before he or she is competent to do so.

Condensed recording:

This type is the concise, practical, permanent records kept by most agencies. It is either narrative (chronological) or topical (organised by topic), or both. It involves a selection of what material is important and why.

Summarised recording:

This type of recording is used in addition to condensed recording as a brief, periodic review and assessment of significant aspects of the work at hand.

Process recording:

This type of recording presents an account of the interactions between social worker and client as they develop in an interview. It is selective in what it presents and is not total recall. It is often used in training students and inexperienced staff, although it may also be useful in other contexts (see box opposite, p115).

In the student's initial phase of training, process recording can be unstructured - providing a wealth of unorganised detail - but the student should be moved on to structuring it as soon as possible. This will facilitate an analysis of the factual information obtained and the student's observations. Analysis of this interaction with a client will

"The supervision I got was good. I was not spoon-fed all the time, but left to do my own work and this gave me confidence because I had the opportunity to use my initiative and to exercise discretion. My supervisor was not just interested in my reports because it was his duty to read them, but to him they were a source of valuable information. This to me was a source of inspiration and made me realise that my records should be accurate and up to date all the time."

(DSW1 student on placement with CADEC, 1987)

Process Recording

As an aid for the student in using process recording, the following outline is helpful for writing up each interview:

- State purpose of each interview.
 - Give observations on the physical and emotional climate at the time, and the client's reaction to his or her surroundings, his or her appearance, attitude, etc.
 - Report on the content of interview/meeting, ie describe the interaction that took place.
- Content should contain:*
- Description of start of interview.
 - Relevant factual information concerning client's and student's responses.
 - Description of client's and student's feelings and responses.
 - How the interview ended and how the client was prepared for the next interview.

General note:

Be selective. Recording will become more focused as you begin to conceptualise and organise your observations. Eventually you will find you are writing less!

Process and other recording should reflect the interaction between agency and client so that it should be possible in most instances to show these records to them. This can help to get the relationship between client and worker on such a firm basis of mutual trust that it can have a very rehabilitative effect.

Confidentiality:

All recorded information between agency and client is confidential, other than in exceptional circumstances, ie for certain legal requirements. In these circumstances the client should be fully informed as to whom the social worker has passed on information.

provide the supervisor with an opportunity to understand the problem at hand and allow an insight into the student's general attitude and approach. Process recording is also equally useful in group and community work. Analysing the record of what happened in a group or community meeting will help both supervisor and student understand the interactions that took place and contribute towards developing future plans. This information can also be shared with the groups concerned, in order to include their views and encourage participation.

5.7 Evaluation of the student

Supervision is primarily a learning experience for students, based on the advice and direct assistance of experienced supervisors, and on the student's own reflection and insight. As a learning experience, students are expected to respond positively to situations they encounter on fieldwork, learn from their mistakes, and generally develop an appreciation of the profession of social work. As Brooks (forthcoming:1) indicates:

"Professions are by definition fields of applied knowledge and thus preparation for them requires the acquisition of knowledge and then the practice of the skills that arise out of the knowledge base already acquired."

To gain further insight into this process, it may be useful to identify exactly what expectations there should be in the training of social workers. In order to consider this in more detail, some of the relevant areas which supervisors may be expected to provide information on, after the period of fieldwork placement, will be examined. Agency supervisors are often unclear as to exactly what they should report on when completing evaluation reports on students. More detailed information on what these reports should cover needs to be provided by the Fieldwork Director so that agency supervisors understand exactly what is required in terms of agency feedback on students' performance. The School should not assume that agency supervisors understand its expectations relating to the completion of

evaluation forms. Information will need to be provided to them outlining the method to be used for assessment. A further problem may exist with the return of fieldwork evaluation forms, as these may be sent late, or not returned at all. This creates problems in evaluating student performance in the placement.

The following categories were identified for agency supervisors to use in reporting to the School of Social Work in Zimbabwe (see Chapter 3, p54). An explanation is provided here to indicate what areas the supervisors need to be concerned with. After providing an account of the learning experience arranged for students, the supervisor is asked to comment on the following specific areas of student performance:

1. *Effectiveness of students in undertaking the work of the agency (casework, groupwork, community work, social development, etc)*

Students should show interest and involvement in their work and should be aware of the nature and purpose of the agency's role in assisting the public. They should be able to relate this in a meaningful way to the clients of the agency. In carrying out their assigned tasks, students should demonstrate reliability, commitment and motivation, and should have an awareness of the possibilities and boundaries of the social work role.

2. *Relationship with work colleagues and with clients of the agency*

Students should not only demonstrate an understanding of the work in hand, but also an awareness of the roles and responsibilities of colleagues in the work situation. They should be able to relate to them in a constructive and friendly manner. Students should try to imagine what it is like to be on the receiving end of their attempts to help and should show that they are able to adopt a range of responses in establishing relationships with clients. Students should be able to give clients enough confidence to work positively with them.

3. *Organisation and presentation of written material (including recording)*

Students should be able to display reasonable skills in their written presentations. For example, reports and recording should demonstrate clarity, and relevance, and be concise and to the point. Students should be aware of the importance and necessity of good recording, both for their own work and for those who will continue after they leave.

4. *Ability of student in dealing with administration and office routine*

Students should be able to fulfil the administrative requirements of the agency in which they are working and should show an ability to manage their workload in a realistic way. Agency procedures should be followed in processing applications and referrals, and students should be able to learn the essential requirements of office routine in their work.

5. *Use of supervision and other learning experiences (comment on student's level of self-awareness)*

Students should be able to make good use of the available supervision and be able to respond in a thoughtful and critical way during supervision sessions. They should also be able to respond in positive and constructive ways to critical remarks about their performance and to learn from their mistakes. Reacting defensively or construing criticism as personal attacks on their integrity are signs of an immature professional attitude. Ideally students should be quick to learn and try out suggested methods of intervention and new knowledge.

6. *Ability of student to mobilise resources (from client, agency or community) in order to bring about needed change*

Students should be able to engage in purposeful work to enable clients to mobilise their own capacities for change and to encourage self-determination wherever possible. If other resources are needed from the agency or community, students should make appropriate efforts to mobilise these on behalf of the client.

7. *Demonstration of use by student of social work principles, values and ethics*

Students should demonstrate a commitment to the profession of social work and consequently should demonstrate an awareness of relevant principles, values and ethics in their work. For example, in appropriate situations, students should show an awareness and respect for such values as confidentiality and self-determination in social work practice.

In writing about evaluation, Young (1967) identifies three areas of performance which need to be assessed: skills, attitudes and the application of theoretical knowledge. She emphasises that the assessment is of the student's competence, and not of the student as a person, unless certain personal characteristics (for example excessive shyness) seriously detract from a student's capacity to operate adequately. It is important to ensure that the assessment of the student's performance is as accurate as possible. Evaluation can easily be a subjective affair, and judgement of performance should be based therefore on 'objective' criteria as far as possible. There are several methods of collecting evidence on student performance, including:

- written process records (ie the student's record of the content of their interaction with clients (individual, group or community))
- audio or video tape recordings of interviews, etc
- co-working on a case or situation (student and supervisor)
- direct observation of the student working with clients
- feedback on the student's performance from colleagues
- feedback from clients
- feedback from other agencies
- feedback from other students.

It is unlikely that a supervisor would evaluate a student using all the above methods, but the more sources used in this evaluation, the more accurate and less subjective it is likely to be.

Information can be gained directly from the supervisor's own interaction with the student, but as noted above, there is value in including the reactions of colleagues and clients. For example, clients who are dealt with in an abrupt and curt manner by the student may seek help from others in the agency, or demand to speak to the student's supervisor. The supervisor will also gain an insight into student performance from the attitude that students have to their work. Factors such as reliability, promptness, accuracy and an interest in the work, will provide some indications of this attitude.

The evaluative role of student supervision in fieldwork is very important. An objective appraisal of a student's functioning in a placement, over a given period of time, in terms of clearly defined objectives, has value for the student, agency and client. While appraisal is sometimes avoided - possibly because supervisors feel dubious about their entitlement to evaluate, or for fear of its negative aspects - evaluation is a continuous process where criteria need to be openly shared, and where the supervisors should also be ready to accept evaluation of their own performance. Evaluation of a student's performance should not be considered secretive, or as implying only negative criticism. It should be openly shared and discussed between the parties concerned. If there is disagreement on certain points this should be recorded in the evaluation report. To ensure that a frank exchange of views has taken place it is recommended that both supervisor and student sign the evaluation form.

As Makanya (1988) points out, evaluation of the student's placement in an agency is a process that is ongoing. She writes (1988:5):

"Where evaluation becomes an ongoing process, and part of the regular supervision sessions, the student's strengths and weaknesses would have become obvious to the parties concerned."

Although agency supervisors may be expected to provide a final evaluation report to the School, this should be the culmination of a

continual process of discussion, criticism, advice, direction and guidance. If this process is to have any validity, and be of use to the student, it should take place from the moment the student begins work with the agency.

In this way, assessment of fieldwork learning follows the main objectives for fieldwork placements. One of these is to help students to learn to *adapt* to a new situation and to develop good working relationships within these new situations. Another objective is to give students useful and meaningful tasks to be performed with a view to testing the student's capacity to work reliably and responsibly as a member of a team. A further objective is to give the student practical learning experiences of the type of work they might undertake once having qualified. The role of the supervisor is to assist students to develop effective responses by helping them think through the implications of their work and encourage them to be receptive to new ideas.

To sum up, evaluation is the culmination of fieldwork learning and part of a continuous process of determining whether or not professional growth, on the part of the student, has taken place. Supervisors are also involved in this process and may have to accept an element of evaluation themselves. At the end of the placement the supervisor should be able to answer the following questions:

- Does the student understand some of the basic concepts, values and goals of social work? Is he or she able to translate these into practice?
- Has the student acquired the basic skills essential for social work practice?
- Has the fieldwork experience resulted in self-awareness and reduction of inhibition and self-doubt?
- Has professional growth taken place?

Main Points

- ☐ Supervision has a special importance in social work because social workers usually work in agency settings where there is a need to review work periodically. They will require direction and support from their colleagues on an ongoing basis.
- ☐ Supervisors should act as resource persons, encouraging and facilitating students on fieldwork to develop their potential social work skills. Overly dependent and submissive attitudes on the part of students should be avoided.
- ☐ A structured relationship, where both supervisor and student have agreed on the format and objectives for the sessions in advance, is advisable. Group supervision sessions may also be used.
- ☐ Visits from school tutors are useful to provide a midway evaluation of the student's performance. Adequate arrangements to see students on placement should be made well in advance, and sufficient time allocated for these visits.
- ☐ Recording is vital in analysing and evaluating the student's work, and will be required in an agency setting. Types of recording include: *verbatim*, *condensed*, *summarised* and *process*. Process recording is of particular use in student learning.
- ☐ Evaluation of a student's performance should be a continuous process where assessment criteria are openly shared between agency supervisor, School tutor and student.

Fieldwork Supervision Guidelines of the National Social Welfare Training Institute (NSWTI), Dar es Salaam, Tanzania

To all fieldwork supervisors and all students in the field:
Taking into consideration the importance of the supervisory process, supervisors on one hand will have to fulfil the following:

1. Prepare the learning programme for the students, even before they report at the agency
2. Arrange a welcoming atmosphere for the students within the agency and inform agency personnel and the administration about the coming of the student, so that they take part in drawing up the plan of action
3. Spend the first two weeks familiarising the students with the agency and introduce them to the policies, regulations and functions of the agency
4. Assist the students by offering them any suitable and useful learning materials
5. Ensure that the first supervisory session clarifies the roles of both the students and the supervisor
6. Show the students what to do, how to do it, and why
7. Provide a professional model which can influence the students' sense of professional identity
8. Guide the students and ensure that they work correctly within the ethics of the profession
9. As an administrator, assist the students to learn to organise their work and select priorities, particularly when pressure builds up
10. Help the students go smoothly through the different stages of learning, using the supervisor-student relationship that is established
11. Hold supervisory sessions on a weekly basis and mark the students' records accordingly.

During the course of their fieldwork, Diploma students are required to write and keep the following records:

(a) Initial impressions report:

This should be written after the first two weeks in the agency. In this report the students will indicate how they perceived the agency, eg what impressions they formed about the agency, its programmes, organisational structure, staff, etc.

The students should also explain their expectations of the agency as far as their professional growth is concerned. The initial impressions report should make the supervisor aware of the students' perceptions and expectations, and these should be discussed during the first supervisory session. This report does not have to be marked or graded by the supervisor. (Certificate students should write it after one week in the agency).

(b) Process records:

The process record is basically a description of how the students have professionally handled a problem situation experienced by a client. A process record therefore reflects the students' ability to make use of social work principles and skills when dealing with practical problem situations. The process record should include:

- some ideas and feelings expressed by the client in the process of using the professional help being given
- plans of action and decisions mutually arrived at during the helping process
- students' own comments on how and why they feel the way they do in the process of offering help.

The Diploma students should write six process records during the block fieldwork period. Each process record should be discussed during the supervisory meetings between the student and the supervisor. The supervisor will then mark and grade each process record. (Certificate students should write four process records).

(c) The records of service should include:

- Reporting the actual help given by the students in stated client problems over a certain period of time
- How the client problem was dealt with, stage by stage, from beginning to the end
- Clarification of the skills and the problems involved in practical work, situation by situation.

The record of service could be based on one problem case which the students have handled over a certain period of time, or could be based on two or more cases for comparative purposes.

Diploma students should write three records of service during the fieldwork period. These will be marked and graded by the supervisor. (Certificate students should write one record of service).

(d) Final evaluation report:

This is primarily a summary of the students' assessment of their fieldwork experience, and includes:

1. Whether and how the students have benefited from the fieldwork placement, professionally
2. A comment on the agency's policies and programmes
3. Difficulties encountered, and how the student dealt with them
4. The kind of clients received, nature of problem(s), etc
5. Recommendations or suggestions about future fieldwork placements in the agency.

The agency may wish to have a copy of the final reports.

Note

At the end of the fieldwork, each Diploma student will hand over to the fieldwork committee:

1. An initial impressions report
2. Six process records, already marked and graded by the supervisor
3. Three records of service, already marked and graded by the supervisor
4. A copy of the final report.

Fieldwork Committee

Source: Mallya, Senior Tutor, NSWTTI

Chapter Six

Tasks to Facilitate the Placement: A Checklist

There are a variety of tasks to consider in the successful deployment of students on fieldwork. The applicability of some of these tasks will depend on the specific circumstances of the country and Schools of Social Work concerned - but using this checklist will assist School tutors, agency supervisors and students to think through the implications of fieldwork placement. Some of these tasks were identified during a series of fieldwork workshops organised by the School of Social Work in Zimbabwe during 1987 and 1988. Others have been contributed by fieldwork supervisors who were invited to contribute to this manual. These points have been discussed previously in the text.

The tasks which facilitate effective placement are listed here as they relate to the responsibilities of various actors in the fieldwork process, viz:

1. the Fieldwork Director
2. the agency
3. the agency supervisor
4. the School tutor
5. the student.

1. The Fieldwork Director should:

- prepare written guidelines in the form of a pamphlet or manual for agency supervisors to know what is expected of them
- plan a year's placement programme in advance, with relevant details of course groups to go on fieldwork and dates for the placements - and share this with the agencies likely to take students on placement

"The weakness I identified during my fieldwork placement was my failure to speak slowly and confidently in front of people. In fact I found myself having problems in standing in front of people. This problem affected my work in the first few weeks of training. I showed nervousness and lack of confidence although I had all the information. However by the end of my placement I found that I had made some improvement."

(Certificate student on placement with Christian Care, 1987)

- provide agencies with information explaining the objectives of fieldwork and indicate what the respective roles of Fieldwork Director, agency supervisor, School tutor and student are in the learning process
- provide agencies with a brief outline of the academic syllabus, detailing the subjects covered by the student during each year of training. This should also include an outline of the general purposes and goals of social work training
- develop a fieldwork curriculum to teach students problem solving skills before their placement commences (eg role plays and discussion of common fieldwork problems would be helpful)
- be familiar with the agencies offering fieldwork training, and investigate others which might be prepared to offer placements, and where appropriate, encourage students to undertake placements in areas of special need, for example, refugee camps
- invite speakers from different agencies to address students on the various situations they are likely to meet during fieldwork
- ensure that fieldwork evaluation forms reflect the different capabilities of each group - for example, first year students may require more orientation and exposure to the work of agencies, and less emphasis on evaluation of their performance at this level
- discuss the forthcoming period of fieldwork with the class group going on fieldwork
- discuss personal preferences for placements with students individually
- discuss the proposed placement with the nominated agency supervisor, and clarify the expectations and objectives of the placement

- once placement is agreed, provide students with information on how to find the agency, who to contact, and when to arrive
- send appropriate student background information and evaluation forms to the agency prior to the commencement of fieldwork
- provide details of students' level of competence in undertaking certain tasks (for example research) to agencies
- ensure that all students are allocated School tutors and provide the latter with information concerning placements
- encourage School tutors to make contact with the agency, by telephone, personal visits, or letter, and ensure that this contact has been made
- ensure, as far as resources permit, that students have adequate finance to maintain themselves during periods of fieldwork. Payouts for this purpose should be made as close as possible to the period of fieldwork
- encourage students to undertake critical self-appraisals and to learn to manage and solve their own problems
- ensure that fieldwork evaluation reports are received after the placement is finished
- provide feedback after the placement to the agency on whether fieldwork has been beneficial
- thank agency supervisors for having taken students on fieldwork
- assume responsibility for evaluating the student, recognising that the major emphasis of the evaluation should be on the report from the fieldwork agency
- arrange regular workshops or seminars for agency supervisors, or potential supervisors, at least once a year
- direct and coordinate the placement process generally.

2. The agency should:

- share information on programmes and projects with the School and advise the Fieldwork Director when placements would be most suitable
- ensure that it is convenient and appropriate for placement to take place before accepting a student
- respond as soon as possible to requests for placements from the School
- encourage staff to take on the responsibilities of supervision as part of its staff development programme
- cooperate with the School in training seminars or workshops organised for supervisors
- assign supervisors to students in advance, and send this information to the Fieldwork Director
- have clear guidelines concerning the utilisation of students during fieldwork
- provide the students with experiences which will meet the learning objectives contained in the fieldwork agreement or contract.

3. The agency supervisor should:

- prepare suitable desk space, writing materials and information on the agency for students
- on arrival, introduce students to other staff in the agency
- orient students to the work of the agency, office routines, etc
- set clear learning objectives and tasks for the student (agreed with them) at the beginning of the placement and continue doing this during the placement
- discuss an initial programme for the placement with students, and if possible, formalise this in terms of a written agreement
- provide a comprehensive learning situation for the student (neither overworking or underworking a student)

- provide regular supervision to students at mutually agreed times
- be easily accessible to students if advice or information is needed (if not personally available, ensure that students know who to contact)
- realise that student fieldwork placements are a two-way process where both parties may learn from each other
- assist students with the preparation of fieldwork reports by allowing time at the end of the placement for the collation of assignments and reports. Assistance with the typing of reports, or providing access to typewriters or computers for this purpose is recommended
- complete the fieldwork evaluation form before the student leaves the placement, and discuss this with the student
- discuss the content of students' fieldwork reports with them, and retain copies of these for the agency files.

4. The School tutor should:

- arrange visits to students on placement, and do this well in advance of the visit, either by telephone or letter. Allow sufficient time to supervise them adequately
- plan visits, where possible, during the middle of the period of fieldwork, to allow time for any suggestions to be effected. If possible, make more than one visit to a student on fieldwork, for example, at the beginning, middle and end of the placement
- be prepared to spend some considerable time with students on placement. Supervision should also be intensive and not superficial
- when visiting students, ensure that students and agency supervisors are seen separately before meeting together, in order to encourage the free expression of opinion to take place.

5. The student should:

- consider the choice of placement carefully, finding out as much as possible about the various agencies before selecting one for fieldwork. One way to achieve this is to read previous fieldwork reports of other students
- be encouraged to seek out their own fieldwork agency and take more responsibility for organising their placement (depending on the academic level of the student)
- if appropriate, make an arrangement to visit the agency, or at least make contact with the agency supervisor, before the start of fieldwork
- consider learning needs from the placement - initially meet with the agency supervisor to agree broad objectives and specific tasks for the placement. Formalise this in terms of a written agreement or contract
- meet regularly with the agency supervisor at mutually agreed times
- undertake agreed tasks in working with the clients of the agency
- prepare any written assignments for the placement, including weekly reports, case studies and a final fieldwork report for the School. Discuss these with the agency supervisor
- contact the Fieldwork Director or School tutor for assistance if difficulties are experienced which the agency cannot help with
- complete the fieldwork report before the end of the fieldwork period, to enable the report to be seen by and discussed with the agency supervisor
- adopt a critical attitude, remembering that the placement is a learning situation and that learning can best take place through questioning and constructive criticism
- demonstrate commitment, motivation, initiative and self-discipline
- undertake to practice within the values and ethics of the social work profession
- take the responsibility of representing both the School and agency seriously and diligently in direct work with clients.

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Appendix One:

Addresses of Social Work and Social Development Training Institutions in Africa Offering Fieldwork as Part of Training

Addresses compiled from:

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- Addresses:*
- Ecole Nationale des Assistants et Aides Sociaux, Institut National Medico-Social, B P 862, Cotonou, Benin
- Department of Social Work, Faculty of Social Studies, University of Botswana, P Bag 0022, Gaborone, Botswana
- Department of Community Development, Botswana Agricultural College, P Bag 006, Gaborone, Botswana
- Ecole Nationale de Service Social, B P 515, Ougadougou, Burkina Faso
- Ecole Nationale d'Educateurs et Assistants Sociaux (ENAAAS), BP 4174, Yaounde, Cameroun
- Institute Nationale de Formation Social, 01- B P 2625, Abidjan, Cote d'Ivoire
- Syndicat Nationale des Travaux Sociales, 09 - B P 691, Abidjan 01, Cote d'Ivoire
- Ecole Jean-Joseph Loukabou 11, B P 2491, Brazzaville, Peoples' Republic of Congo

Social Studies Department, Faculty of Arts and Human Sciences, Assiut University, Menya, Egypt

Higher Institute of Social Work, P O Box 98, Aswan, Egypt

Higher Institute of Social Work, 1 Nafak El Sabtia Street, Cairo, Egypt

Higher Institute of Social Work, El Geish St, Kafr El Sheikh, Egypt

Faculty of Social Work, University of Helwan, 3 Kamal El Din Salah Street, Garden City, Cairo, Egypt

Department of Applied Sociology, Addis Ababa University, P O Box 1176, Addis Ababa, Ethiopia

School of Social Welfare, P O Box 01977, Osu, Accra, Ghana

Social Work and Administration Unit, Department of Sociology, P O Box 65, Legon, Accra, Ghana

Government Training Institute, P O Box 78, Maseno, Kenya

Department of Sociology, University of Nairobi, P O Box 30197, Nairobi, Kenya

Department of Social Work, Al-Fatihah University, P O Box 13499, Tripoli, Libyan Arab Jamahiriya

Institute of Social Work, Ben Ashur Street, Tripoli, Libyan Arab Jamahiriya

Ecole de Service Social, 129 Bis Avenue, Marechal, Joffre, Tananarive, Madagascar

Centre for Social Research, University of Malawi, P O Box 278, Zomba, Malawi

Magomero Community Development Training Centre, P Bag 3, Namadi, Malawi

Centre National de Developpement Communautaire, c/o Ministere de la Sante et des Affaires Sociales, B P 174, Bamako, Mali

School of Administration, University of Mauritius, Reduit, Mauritius

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Appendix Two:

Social Work Field Placement Settings in Zimbabwe

1. Major areas of student fieldwork practice:

- Refugees
- Personnel work (parastatals/private companies)
- Welfare work in mines
- Rural development
 - resettlement
 - water and sanitation projects
 - community need surveys
- Working with cooperatives
- Working with youth
- Community work with urban municipalities
- Working in prison settings
- Child care and preschools
- Juvenile delinquency and probation hostels
- Consumer rights and advocacy
- Counselling and advice-giving
- Skill development and training
- Savings clubs and women's clubs
- Women's issues/rights
- Public assistance and social security
- Rehabilitation of physically/mentally disabled
- Destitution and poverty
- Adult education and literacy training
- Working with elderly
- Drought relief and food-for-work programmes
- Housing issues
- Informal employment/vending
- Primary health care and nutrition
- Health problems, including HIV/AIDS
- Income generation and fund raising
- Research into needs of workers and trade unions.

2. Fieldwork agencies and main 'method' of social work used:

The following list indicates some of the placements in use at present, or recently used, by the School of Social Work in Zimbabwe. These are categorised into type of placement, area of the country where the placements occur, and the nature of the work carried out:

1. Departments of Social Welfare (Government)
 - most areas of the country depending on availability of supervisors, particularly Harare, Bulawayo
 - public assistance (casework).
2. Municipalities (Departments of Housing and Community Services)
 - most urban areas, usually Harare and Bulawayo
 - working with womens' clubs, youth groups, pre-schools (groupwork and community work).
3. Probation Hostels and Training Centres under the Department of Social Welfare
 - Harare, Bulawayo, Kadoma, Gweru
 - working mainly with juvenile offenders (casework and groupwork).
4. Christian Care
 - most areas of the country (urban based, working in both urban and rural areas)
 - working with various groups engaged in development activities (community work).
5. Catholic Development Commission (CADEC)
 - most areas of the country (urban based, working in both urban and rural areas)
 - working with various groups engaged in development activities (community work).
6. Voluntary Organisations in Community Enterprise (VOICE)
 - Harare based
 - coordinates work of non government organisations (research and community work).
7. Citizens Advice Bureau (CAB)
 - Harare based
 - offers advice to the general public (casework).
8. Children's Homes
 - mainly Harare based, but homes are found in other urban areas (eg Bindura, Bulawayo)
 - working with children in care (casework and groupwork).

9. Cooperatives

- various areas of the country, rural-based
- working with the cooperative members (group and community work).

10. Hospital based social work

- usually Harare or Bulawayo
- working with patients and their relatives (casework).

11. Jairos Jiri Centres

- countrywide, but usually Harare or Bulawayo
- working with physically handicapped children and adults (casework and groupwork).

12. Zimcare Trust

- countrywide, but usually Harare or Bulawayo
- working with mentally handicapped children and adults (casework and groupwork).

13. Zimbabwe Project

- rural based, usually in vicinity of Harare or Bulawayo
- working with cooperatives (groupwork and community work).

14. St Giles Rehabilitation Centre

- Harare
- working with physically disabled adults (casework).

15. Silveira House

- Harare
- working with various groups undergoing training courses (groupwork and community work).

16. Organisation for Rural Advancement and Progress (ORAP)

- rural development in Matabeleland, Bulawayo based
- working with community groups and development projects (community work).

17.

National Council for Disabled Persons in Zimbabwe (NCDPZ)

- Bulawayo based, outreach to rural areas in Matabeleland
- working with physically disabled in the community (casework, groupwork, community work).

18. Consumer Councils

- Harare, Bulawayo, Mutare, Masvingo
- responding to queries from the public, some research (casework).

19. Interconsult

- Harare based, but operating mainly in Mashonaland East area
- community surveys re water and sanitation projects (groupwork and community work).

20. Glen Forest Training Centre (GFTC)

- based outside Harare. Operational also in Mwenzezi and other districts
- involvement in community need surveys (groupwork and community work).

21. Norwegian Peoples Aid (NPA)

- based in Harare, but operating in rural areas
- rural development projects (groupwork and community work).

22. Save the Children Fund (UK or USA)

- based in Harare, but operating in rural areas
- working with communities on a range of projects (groupwork and community work).

23. Post and Telecommunications Corporation (PTC)

- Harare
- personnel administration.

24. Zimbabwe Womens Bureau (ZWB)

- Harare based, operational in urban and rural areas
- working with womens' groups (groupwork)

25. King George VI Rehabilitation Centre

- Bulawayo
- working with physically disabled children (casework).

26. Zimbabwe National Army (ZNA)

- Harare based headquarters, but operational throughout the country
- working with officers and their families (casework).

27. Air Zimbabwe
 - Harare
 - personnel administration.
28. National Railways of Zimbabwe (NRZ)
 - Harare or Bulawayo based
 - working with womens clubs, personnel administration (casework and groupwork).
29. School of Social Work
 - based in Harare, research projects throughout country
 - research projects (community work).
30. Companies
 - various private companies: mainly Harare or Bulawayo
 - personnel administration.
31. Mines
 - based throughout the country
 - personnel administration and welfare (casework and groupwork).
32. Dairy Marketing Board (DMB)
 - usually Harare Dairy
 - personnel administration (casework).
33. Refugees
 - based in Manicaland near border with Mozambique
 - working in one of the four main camps with Department of Social Welfare (casework, groupwork and community work).
34. Redd Barna
 - based in Harare, but rural placements
 - working with community groups on various projects (groupwork and community work).
35. Adult Literacy Organisation of Zimbabwe (ALoz)
 - based in Harare, but also rural placements
 - working with adult literacy trainers and groups (groupwork).
36. Zimbabwe Foundation for Education with Production (ZIMFEP)
 - Harare based but ZIMFEP schools throughout country
 - working with cooperative groups (groupwork).
37. Red Cross Society
 - operates from Harare, but operates throughout country (eg Gutu)
 - working with disabled (casework).

Some of these placements are more suitable for certain year/course groups than others, so the discretion regarding options for placements will remain with the Director of Fieldwork.

Students may opt to be placed in situations that are not listed above. Wherever possible the Director of Fieldwork will consider these carefully with regard to the following factors:

- suitability of placement as a learning experience
- availability of suitable supervisory staff at the agency concerned
- practicalities involved in taking up the particular placement.

Students may have two choices regarding placement options. The Director of Fieldwork will endeavour to meet these, although due regard must be given to the wishes of other students and the learning needs of each student concerned. There are three placements during the Diploma course and it is the intention that as wide an experience as possible should be gained for the student.

Director of Fieldwork
School of Social Work

Appendix Three:

Acronyms

ACARTSOD	African Centre for Applied Research and Training in Social Development
ASWEA	Association of Social Work Education in Africa
BSW	Bachelor of Social Work
CADEC	Catholic Development Commission
DSW (1/2/3)	Diploma in Social Work (first/second/third year)
F/T	Full Time
GCE (O/A)	General Certificate in Education (Ordinary/Advanced)
GFTC	Glen Forest Training Centre
LWF	Lutheran World Federation
MSW	Master of Social Work
NGO	Non-Government Organisation
NSWTI	National Social Welfare Training Institute
P/T	Part Time
SCF(UK)	Save the Children Fund (United Kingdom)
SCF(USA)	Save the Children Fund (United States of America)
SEC(S)	Senior Employee Counsellor (Southern Region)
SSW	School of Social Work
UK	United Kingdom
USA	United States of America
VDCOs	Village Development Committees
WADCOs	Ward Development Committees

Appendix Four:

Glossary

Agency (social work)

An organisation involved, usually, in either developing or providing some form of community service. Agencies may be Government (eg Departments of Social Welfare) or Non-Government Organisations (eg Save the Children Fund, [UK]). Agencies may take students for periods of fieldwork and provide a supervisor to monitor their work and assess their performance.

Agency Supervisor

A worker employed by an agency who provides supervision to a social work student placed on fieldwork with the agency.

Agreement (between agency supervisor and student)

An agreed framework for the fieldwork placement where the agency supervisor and student concur with regard to the objectives of, and specific tasks for, the period of fieldwork. This should be in the form of a written statement of intent, which can be modified with mutual agreement during the placement. Where appropriate the Fieldwork Director, or School Tutor, may wish to participate in the drawing up of this agreement. This may also be referred to as a contract.

Anglophone African countries

African countries where one of the official languages is English. Many of these countries were former British colonies.

'Authentisation' (of social work)

A term indicating the creation of local models of social work, firmly rooted in the experience of each country. Although very similar to the concept of 'indigenisation', some writers have used 'authentisation' to stress the need to develop a genuine, unique social work which goes further than simply adapting (imported) ideas to suit local needs.

Block Placement

A continuous period of fieldwork in which the student works fulltime in an agency. The actual length of the placement will differ, but is likely to be for a number of weeks during any one academic year.

Casework

A method of social work where a social worker assists individuals or families on a one to one basis, at their request, to deal with problems or difficulties experienced by them.

Client

A generic term that refers to the individual, group or community that is the recipient of social work intervention. Ideally the client should be an active participant and fully involved in any social work activity that takes place.

Community Work

A method of social work where community groups are assisted to achieve their self-chosen goals by a worker who has some degree of skill, knowledge, or access to resources.

Concurrent Placement

A period of fieldwork placement in which students spend a number of days each week at the School and the remainder in a fieldwork agency, ie they divide their time between academic and fieldwork requirements.

Condensed Recording

This type of recording provides the concise, practical, permanent records kept by most agencies. It involves a selection of material considered important by the agency.

Contract (see Agreement)

Developing Countries

Generally refers to classifications of nation states in terms of their lower levels of social and economic development. There are wide differences, however, over the nature and number of classifications required and which countries should be included in this group.

These countries are more commonly referred to by Neo-Marxist scholars as 'underdeveloped' countries. In this view the industrial countries of Europe and North America are viewed as having enriched themselves over the last thirty years at the expense of the poor nations which have become poorer and more underdeveloped as a result of exploitation.

Evaluation (of student fieldwork practice)

A continuous process of assessment of the student's performance in the placement. Although a final evaluation report may be submitted by the agency supervisor, this should be the culmination of ongoing assessment of the student.

Fieldwork (or Fieldwork Practicum)

A period of practical training for students intended to complement the academic part of the training course, with the intention of increasing their understanding of social work. Fieldwork provides students with actual social work experience in the context of a supervised learning situation.

Fieldwork Director

A person at a School of Social Work, or Social Development Training Institute, with responsibility for arranging and coordinating periods of fieldwork training.

Fieldwork Placement

Fieldwork usually takes place in an agency setting, either for a continuous period of several weeks (termed a 'block' placement), or for a number of days each week alternating with academic work at the School of Social Work (termed a 'concurrent' placement). Agencies are normally selected for use as fieldwork placements using defined criteria, by the Director of Fieldwork.

General Certificate in Education (GCE)

A secondary school certificate awarded by the Associated Examining Board of the United Kingdom. Pupils achieve the Ordinary level qualification at Form 4 level (around eleven years of schooling) or the Advanced level at Form 6 level (around thirteen years of schooling).

'Indigenisation' (of social work)

A term used to indicate the situation where social work practice and theory is adapted to suit the particular demands of each country.

In-Service Training

A situation in which workers are released to undertake a period of training while still employed. They spend a part of each week at a School of Social Work, but return to work at their agencies for the remainder of the week. This is similar to 'concurrent' placement, but students remain with their employing agency.

Francophone African countries

African countries where one of the official languages is French. Many of these countries were former French colonies.

Groupwork

A method of social work in which the interaction between members of a group and a social worker is used in constructive ways to improve the social functioning and personal development of each member.

Lusophone African countries

Former Portuguese colonies in Africa where the official language is Portuguese.

Non-Government Organisations (NGOs)

Voluntary, non-commercial, locally based organisations that service groups and communities in various ways, often involving the funding of projects and programmes. NGOs are either international or local in origin and the majority will have either a development or welfare function (or both).

Outreach Placements

Fieldwork placements arranged in undeveloped rural areas where students live and work in close contact with the local population.

Payout

Financial payments to students to enable them to cover the costs of subsistence and accommodation during periods of fieldwork.

Placement

An agency setting in which students are placed for a period of fieldwork training.

Practice Theory (or praxis)

Refers to social work theory which has been developed through local practice, or practice which is informed by useful theory. Fieldwork learning aims to achieve a meeting of practice and theory, where each has relevance for the other.

Process Recording

This type of recording is used in training students and inexperienced staff, although it may be useful in other contexts. It records the interactions between a social worker and client as they develop in an interview, including the observations and critical comments of the worker and/or client. It is selective in what it presents and is not total recall.

Remedial Social Work

Social work which seeks to provide remedies to social problems once they have occurred. Remedial social work is seen to be reactive, offering temporary relief in the face of social distress, and unable to offer any long-term solutions to problems. Remedial social work may be contrasted with social development.

School of Social Work

An educational establishment set up to train social workers and offering certificates, diplomas or degrees in social work or social development. Training usually has both an academic and fieldwork component. In Africa there is a close parallel between Schools of Social Work and Social Development Training Institutes. For convenience the former term is used throughout the text.

School Supervisor (see Tutor)

School Tutor (see Tutor)

Social Development

Development that takes the needs of people into account. This approach is holistic, encouraging the maximum participation of people, in collaboration with various agencies, in the process of development. A social development orientation in social work means that social work as a profession can begin to address issues of structural inequality and social disadvantage. The approach is preventive and proactive, aiming at long-term change for the benefit of the majority.

Social Development Training Institute (see School of Social Work)

Social Work

An activity carried out by persons, some of whom may be professionally qualified, which aims to assist individuals, groups or communities, either through direct service or through work in areas of social need.

Social Worker

A paid or voluntary worker who engages in social work. Some social workers have

completed professional training and are qualified, but many others have not had this opportunity, although they may be very experienced.

Student (of social work)

A person studying at a School of Social Work for a professional social work qualification. This course may be at certificate, diploma, or degree level.

Summarised Recording

This type of recording is used in addition to condensed recording as a brief, periodic review and assessment of significant aspects of the work at hand.

Supervision

A process whereby an experienced social work practitioner works closely with students, with the aim of encouraging them to develop essential professional attitudes and skills. The primary purpose of supervision is to provide a structured relationship within which learning can take place. Students are also accountable to the supervisor in terms of the administrative requirements of the agency.

Supervision Sessions

Meetings of the agency supervisor and student, organised at regular periods, usually weekly, during the fieldwork period.

Training Institute

An educational establishment involved in the training of students for the field of social work or social development. The term is used occasionally in the text, but for the purpose of this publication is synonymous with School of Social Work.

Tutor

A lecturer at a School of Social Work who is allocated students to supervise while they are on fieldwork placement. The tutor will visit the students at their placement at some time during the period of fieldwork. The tutor will be required to assess the students' performance after the visit, having interviewed the agency supervisor and student. The term 'School supervisor' is used occasionally in the text and refers to the tutor.

Urban Bias (in social work training)

The situation where a majority of placements are undertaken in urban areas. Reasons for this include the accessibility of the agencies, the well-established nature of the placements, resource constraints (particularly travel to rural areas for tutors), and urban preferences of students.

Verbatim Recording

This type of recording documents an interview or other interaction exactly as it occurred. This is useful for new students as they can avoid selecting and rearranging material before they are competent to do so.

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