

# Social Work Fieldwork

## Guidelines for Students and Supervisors

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# Foreword

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This manual and set of guidelines has been produced through the PROSOWO project with generous financial support from the Austrian Development Cooperation under the auspices of the Austrian Partnership Programme in Higher Education for Research and Development (APPEAR). The PROSOWO (Promotion of Professional Social Work in East Africa) project was undertaken by the Department of Social Work and Social Administration, Makerere University in partnership with four other higher education institutions in East Africa and Austria namely; University of Nairobi (Kenya), Institute of Social Work (Tanzania), University of Rwanda, and Carinthia University of Applied Sciences (Austria). The publication of this manual is one of the many steps towards strengthening professional social work education in Uganda.

We hope the manual will improve the understanding of fieldwork (internship placements) among teaching staff, students and agency supervisors.

We welcome feedback on this manual as we work towards improving it. We also appreciate the contribution of members of staff, in particular Dr. Janestic Twikirize and Ms Sharlotte Tusasiirwe for preparing the manual. We are also grateful to Dr. Eric Awich and Dr. Justus Twesigye for their input in the review of this manual. We are equally indebted to Professor Helmut Spitzer (Carinthia University of Applied Sciences,

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**Eddy J. Walakira, PhD**  
Head of Department  
June 2014

# Chapter One

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## Introduction

### 1.1 **Why this Manual?**

This manual provides guidelines for the Bachelor of Social Work and Social Administration (BSWSA) students and their academic and agency supervisors. The manual is also intended for use by students and supervisors of the forthcoming Master of Social Work (MSW) programme. Fieldwork placement is meant to help a student acquire practical knowledge, skills, professional behaviour and attitudes while working on real life problems and situations handled within and outside of the organisation. During fieldwork placement a student learns by doing and proactively observing how experienced professionals handle problems brought to them, how they collect data, carry out problem assessment, decide on courses of action, implement, monitor, evaluate and terminate helping activities. Eventually, the student is expected to try out some activities under the supervision of the agency supervisor. This manual provides information on the fieldwork placement programme and spells out the knowledge, skills and attitudes, which social work students are expected to acquire.

## 1.2 **Vision, Mission and Goal of the Department of Social Work and Social Administration**

Since 1969, the department of SWSA at Makerere University is the leading higher education training institution for social work education in Uganda.

### **Vision**

The vision of the department is to be a leading knowledge generation and transmission unit for social development solutions in Africa - an institution of excellence with a capacity of producing social service planners and service delivery personnel for a wide range of social development programmes.

### **Mission**

The mission of the department is to train a critical mass of competent social workers that can be deployed across a range of practice areas to promote social change and transformation towards sustainable social development; and also to serve as a training and technical advisory service unit for actors in government and non-governmental agencies involved in social development work.

To achieve its mission, the Department offers two undergraduate programmes, namely Bachelor of Social Work and Social Administration (BSWSA), and Bachelor of Social Sciences (BA SS) which is offered jointly with other departments in the School of Social Sciences.

### **Goal**

The goal of the BSWSA programme is to produce social work practitioners who are both development oriented



and thoroughly grounded in theories and skills of social work practice, relevant to local and international standards.

The objective of the BSWSA curriculum is to enable participating students to acquire two broad categories of professional competencies that the emerging practice situation calls for. These competencies consist of the knowledge and skills required for practice at the micro, mezzo and macro levels of society, both in service delivery settings as well as in the industrial sector.

The BSWSA is a three-year academic programme of professional education in social work. The curriculum lays emphasis on both theoretical and practical components. The theoretical component presents relevant theories and issue-based perspectives about the nature of human needs and problems in the country, and the social work intervention strategies and social programmes that have been designed in response, together with critiques of these theories and programmes in order to identify and suggest more relevant and applicable alternatives. The practical component consists of carefully supervised fieldwork placements in human service organisations. These placements serve as contexts for students to integrate theory and practice as part of their learning experience. Fieldwork, therefore, is a core paper in Social Work, compulsory for all 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students. A student will not graduate with a Bachelor of Social Work unless they have successfully completed supervised fieldwork of not less than **900** hours.

At the master's level, the department offers a two-year master's degree in Social Sector Planning and

Management (MA SSPM). The Department will soon launch a Master of Social Work (MSW) programme to enable interested students and social work practitioners to specialise in community practice, clinical social work, child and family-oriented social work, and human service administration among others. These guidelines for fieldwork may therefore be adapted for use for the planned MSW programme.

# Chapter Two

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## Conceptualisation of Fieldwork

### 2.1 **What is fieldwork?**

Fieldwork placement is a critical method and phase of social work instruction, which provides the student with the opportunity of integrating classroom knowledge with experiential learning in a relevant social work setting. While acquiring the experience, a student is supervised by professional staff members of the agencies and supervisors from the academic institution.

Social work is a practice-based professional discipline anchored on a unified curriculum consisting of both theory and fieldwork components. Consequently, as Hall (1990) asserts, a generally accepted view is that field instruction and education is of equal importance as theoretical academic instruction. Other concepts used to refer to fieldwork include field practicum, field placement, field instruction, fieldwork placement, internship, and field practice education. All these denote one feature in common, that is the concept of linking theory to practice. Field practice education is a natural necessity in the BSW programme.

During fieldwork, students have the opportunity to link and test the acquired theory with the professional aspects of the workplace (Tsui, 2005). Fieldwork

placements represent a laboratory where theories taught at the university are tested and practiced under the supervision of a qualified practitioner, for the student to acquire skills.

## 2.2 **The importance of fieldwork**

The following are some of the general objectives of fieldwork

- To strengthen the link between social work theory and practice.
- To foster collaboration between the Department of Social Work and Social Administration and human service agencies.
- To crystallise the international recognition of the programme(s) and enhance confidence of students enrolling on accredited programmes in the university.

Some of the benefits associated with fieldwork as a method of instruction in social work training include the following:

### a) **Opportunity to translate theory into practice**

Fieldwork is intended to help a student to translate theoretical content covered in the classroom to real life situations as part of a student's preparation to become a professional social worker. It is through opportunities to practice that students assimilate the social work principles, values and ethics of the profession. It takes more than academic fitness, but also evidence-based knowledge, field- tested skills and a wealth of hands-on-experience to become a fully backed social worker (Dhemba, 2012).

b) **Alignment and appropriateness**

Fieldwork is an opportunity for aligning theoretical knowledge and learning with the needs of society and the marketplace. Through fieldwork students have opportunities to translate the acquired theory into practice which affords them a chance to realise what works and what may not work in different social work settings. Fieldwork also provides students with the opportunity to take responsibility for addressing people's problems. Theory informs practice and practice informs theory and so through fieldwork, new knowledge is developed while testing the already acquired knowledge. Therefore, if executed effectively, fieldwork becomes an important tool in developing a social work curriculum that is appropriate and responsive to topical social development issues.

c) **Socialisation /'signature pedagogy'**

Fieldwork is an instrument of socialisation since it prepares the student for future roles as a social work practitioner. It also contributes to the development of a professional identity, using critical self-reflection in their practice at an early stage. "In social work, field education is the signature pedagogy, the central form of instruction and learning in which a profession socialises its students" (CSWE EPAS, 2008, p.8). The general purpose of fieldwork is therefore, to acquaint students with actual social work situations in preparation for professional social work practice.

d) **Skill building**

Fieldwork also enables students to acquire skills for responding appropriately to the needs of clients and society in general. Examples of such skills include engagement and rapport building, assessment, intervention and termination that are central to the problem solving process.

2.3 **Volunteer, staff, employee, and intern: different or similar?**

It is important to understand the distinction between a volunteer, an employee or staff and an intern. Mistaken use of these terms as synonyms may lead to confusion of roles and learning outcomes during field placement. A student on field placement is neither a volunteer nor a staff or employee of the organisation.

A volunteer is a person who gives their services without any express or implied promise of remuneration or financial benefits. This is a person with a high sense of commitment, great sense of compassion and with community spirit to give self to others. Volunteers can be assigned any task because they are seen as just 'helping out'. Such volunteer assignments generally may not require close supervision.

Staff or employees means individuals employed by an organisation and therefore are remunerated for the work that they do. Employees are different from volunteers and interns because a lot is expected from them in terms of productivity and knowledge about the job. Sometimes they are given little choice in tasks and responsibilities to perform.

An intern is a student undergoing supervised practical training and we emphasise in this manual that social work students going for field practicum are interns and not volunteers or staff of the organisation. Although interns and volunteers might at times be given similar tasks, students have the additional responsibility of learning why a particular task was assigned and done, why it was done the way it was, and how that task relates to the larger picture of a planned intervention (Royse, Dhooper, and Lewis Rompf, 1993).

A volunteer and an intern can be said to be 'potential' staff of an organisation depending on the opportunities that could be in the organisation. Through social networking that happens during the volunteering and internship period, a number of individuals have been able to obtain jobs. However, suffice to note that the position and expectations of an intern should always be emphasised and clarified by both the student and the placement organisation during fieldwork placement.

## 2.4 **Understanding the different approaches to field placements**

Field placement can be on block, concurrent, individual or group basis. The department of Social Work and Social Administration presently adopts individual block placements.

### 2.4.1 **Block fieldwork placement**

This refers to a continuous full-time engagement of a Social Work student at a fieldwork agency for a period ranging from one month on the minimum, to one year depending on a specific institution.

**For the BSWSA students at Makerere University a single block placement runs for 10 weeks usually at the end of the second semester of each academic year (from June to August).**

Block placements allow students to immerse themselves in the work of the agency and is more conducive to the pursuit of intellectually and professionally stimulating tasks. It gives ample time to the student and allows regular meetings with the field/agency supervisor. The implication of block placement is that there is postponement of application of theory into practice until a certain level of theoretical knowledge is acquired, usually after two semesters of classroom based curriculum.

#### 2.4.2 **Concurrent fieldwork placement**

Concurrent fieldwork placement occurs simultaneously with classroom instruction. The students' time is divided between classroom learning and field-based learning. Students may spend two or three days in a week at the field agency and they may attend classes for the remaining two or three days of the week.

**Important Note:** Concurrent field placements are currently not offered at the department but students can voluntarily take up these placements if they so wish (though it will neither be supervised nor graded).

#### 2.4.3 **Individual fieldwork placement versus group fieldwork placement**

One student may be placed in an agency alone or a group of students may be placed in one agency. Currently, students are expected to secure their own placements



and this usually culminates into many individual placements. Group placements on the other hand are where pre-organised groups of 6 to 10 students are placed in a single agency. Group placements allow students to engage in peer learning and support. Where possible the group placements will be organised with the input of the department and the agency in question.

#### 2.4.4 **Placements at the places of employment**

Some students may be allowed to do fieldwork from their places of employment. However, this must be with express permission from the University fieldwork coordinator. The requirements and expectations should be discussed in advance between the supervisor and the student.

# Chapter Three

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## Student's Learning Objectives

### 3.1 Introduction

Learning objectives during fieldwork should be appropriate to the student's year of study. This is aligned to the course content expected to have been covered by the end of each academic year and the associated exposure to appropriate theories and concepts. Hence, there are slight differences in the expected learning objectives and outcomes for the different years of study. The general learning objectives for the BSWSA students include the following:

- Critically understand and apply social work values and ethics to different social work situations.
- Apply social work and social sciences theories in assessing social problems and develop appropriate interventions to meet needs of different people in different contexts.
- Articulate social work's mission and objectives.
- Appreciate the community and its dynamics as the critical resource and context for social work practice.

### 3.2 Learning objectives for first year students

1. Students should grasp the nature of the social service dispensing agency and the particular social

problem/problems that the agency attempts to address. The following can provide a guide to the learning outcomes:

- Articulate how the agency was established, the vision, the mission, programmes, operations, goals, and objectives of the organisation's social service delivery system.
  - Organisational structure; types of personnel employed, their professional qualifications and job descriptions, authority relationship.
  - Identify the strengths and needs of the client system being served by the agency: problems handled; agency programmes and services; methods of helping; and procedures of admitting applicants to client status.
  - Sources of funding for the organisation.
2. Students should try to apply social work practice skills such as receiving agency clients, rapport building, interviewing clients, observational skills and related skills.
  3. Students should implement some of the activities of a problem solving process. Students should be able to appreciate the multiple roles and responsibilities of the generalist social worker.
  4. Identify the central importance of developing and sustaining professional relationships with client systems of all sizes including individuals, groups, communities or institutions.
  5. Demonstrate a high degree of social work values and ethics and the significance of self-awareness through their practice. Students should discover

their strengths and areas for improvement in helping relationships with clients.

6. Students should record and report the basics of the social work helping process.

### 3.3 **Learning objectives for second and third year students**

#### 1. Agency/organisation

- Students should be able to explain the approaches used by the agency with specific reference to some aspects such as:
  - ◇ the guiding theories; what the agency considers to be the problems to be solved by social workers.
  - ◇ understanding the systems that are responsible for generating problems and solutions.
  - ◇ description of intervention strategies/ techniques used by the agency.
- Be acquainted with the problems of the client system including the social problems and the available networks of resources to deal with them.
- Analyse the problems facing the agency and the possible solutions.

#### 2. Helping and/ or dialogical development relationship

- Demonstrate a capacity to function in the multiple roles of a generalist practitioner including change agent, case manager, systems negotiator, and advocate and to fulfil professional responsibilities in a timely and appropriate manner.

- Show skills in applying generalist practice theories and concepts of engagement, contracting, assessment, planning and intervention with client systems.
  - Show the ability to develop and sustain empathic, disciplined professional relationships with client systems, staff/team members, colleagues and peers.
  - Demonstrate an awareness of the significance of and ability to apply research findings and critical thinking to generalist social work practice.
  - Show active and productive participation in the learning process; skill in reflecting upon, monitoring and evaluating own practice; and commitment to on-going professional development.
  - Show an awareness of ethical issues as they relate to policies and practices of systems and organisations. Ethics is a vital skill for the student since in the course of their placement, they may have access to confidential organisational information which is not for public consumption.
  - Demonstrate sensitivity to and non-judgmental acceptance of clients of different ethnicities, cultures, religions, abilities, genders and sexual orientation.
3. Resource/funding
- Acquire skills in resource mobilisation for service delivery
  - Demonstrate a growing capacity to critically assess organisational funding, function, structure, policies and practices and to consider

the impact of these on the delivery of services to clients.

4. Management and Administration

- Students should acquire the following management skills
  - ◇ Decision making
  - ◇ Formal communication
  - ◇ Resolution of conflicts
  - ◇ Resource management
  - ◇ Self management
  - ◇ People management
- Students should engage in management functions such as planning, organising, leading, communication and controlling. Students need exposure on how management functions are translated into practice.
- Students should also carry out day-to-day administration of programmes or services such as attending meetings, writing letters, assessing both the internal and external environment of the organisation (SWOT analysis) and related tasks.

5. Students acquire skills in human resource management for example in the following areas:

- Acquisition of knowledge and skills in human resource needs assessment, recruitment and selection, designing employment contracts and similar functions.
- Deployment including orientation/socialisation of employees.

- Human resource development (training needs, and the actual training where his/her skills are applicable.
- Establishment of key result areas(KRAs) and key performance indicators (KPI) for employees and departments/sections.
- Job description and job function delineation.
- Setting performance targets for employees and departments/sections.
- Performance appraisal (assessment of performance of individuals) culminating into promotions, demotions, transfers, re-skilling, or dismissal.
- Staff development and retention measurers such as motivation and staff welfare.
- Management of exit plans and processes for employees, for example termination of employment contract, retirement benefits and related issues.

# Chapter Four

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## Fieldwork Organisation and Requirements

### 4.1 **Introduction**

The BSWSA curriculum requires students to successfully complete three block fieldwork placements by the end of their programme namely; Fieldwork placement I, Fieldwork placement II and Fieldwork placement III. These are done during recess term 1, recess term 2, and recess term 3 respectively. A recess term begins at the end of the second semester of each academic year. All three fieldwork placements are a core component of the programme that every student must fulfil and without which a student will not graduate.

### 4.2 **Qualification to do fieldwork**

A student must have completed the first academic year to qualify to do Fieldwork I. Students also need to attend the fieldwork orientation and preparation meetings organised by the department.

### 4.3 **Who secures field placement?**

The current practice at the department of SWSA is that individual students are responsible for securing their own placements. In case of difficulties in securing placements, students are advised to contact the fieldwork coordinator



for assistance in securing appropriate placements but this should be after proven effort by the student. In order to ensure that appropriate placements are secured, there are some guidelines to follow when selecting and applying for placements in various agencies.

#### 4.4 **Guidelines on the selection of a field placement**

Social work is practiced in a variety of settings including public, private, and multidisciplinary or solely social work agencies/organisations. Settings where social work is practiced may include schools, health institutions and facilities, family service agencies, hospices, correctional agencies, community-based development work and others. Uganda has a wide range of NGOs which usually offer placements to social workers; these also provide avenues for practicing fieldwork. Some general features upon which selection of a fieldwork agency should be based include the following:

a) **Relevance to social work/social work orientation**

Social work students need to select organisations that will provide them with the appropriate opportunities to put into practice what they are learning and also be able to acquire new knowledge and practical skills. Students should select organisations where they can get exposure to a wide range of social work roles and responsibilities in their work within the agencies and in the communities.

b) **Agency's commitment to social work values, ethics, and to the clients**

Students need to assess the organisations' commitment to social work values before they finally select the

organisation. In case of doubt, they should consult with the fieldwork coordinator for guidance. This will help provide an appropriate avenue for learning social work and how it is practiced in real life situations in an ethical manner.

c) **Commitment to professional standards of practice**

The agency should not discriminate with respect to tribe, gender, age, disability, ethnicity, religion or sex. The primary concern of the agency should be the welfare of clients, which includes the concept of social and economic justice and relevant social action on behalf of clients.

d) **Willingness to provide qualified personnel and time for supervision of the students**

Field supervisors need to allocate some time to fulfil this additional responsibility of helping and mentoring the students in their field practice education. They need adequate time for this responsibility which may call for some adjusting of the staff roles to what can be accommodated. It is very important that the agency supervisor is willing to supervise the student. And so the student needs to put issues of supervision in consideration as they affect a successful placement. Ideally, the organisation selected should be employing qualified social workers who are able to guide the student in his/her professional development and assess her level of learning.

e) **Willingness to offer learning opportunity**

Agencies should offer students learning opportunities as available, such as staff meetings, in-service

programmes, student group supervision and seminars, interdisciplinary consultation and meetings, community meetings and events.

#### 4.5 **Additional tips on securing a placement**

##### a) **Use of an agency database/ bank**

The department of social work and social administration maintains a database of agencies countrywide which can potentially offer placements. Students can inquire from the fieldwork coordinator for the agency names and contacts. Fieldwork coordinators are also responsible for reconfirming the willingness of these agencies to offer placements on an annual basis.

##### b) **Timely application**

Due to the competitive environment in securing appropriate placements, starting early enough to search for a field placement will save the students the hassle at the last minute, where they may end up getting inappropriate agencies that will offer little or no practical social work learning environment. Students should obtain a letter of introduction from the department of Social Work and any other supporting documents that may be helpful in securing placements.

#### 4.6 **Agency contact hours**

Students are supposed to spend between 50-60 working days (8 -10 weeks) in the field as a requirement for a completed fieldwork. This implies 5 days a week arranged according to how the selected organisation operates. To be able to complete the requisite number of contact hours, students are supposed to select

appropriate organisations that offer opportunities for adequate experiential learning. Students who miss some days during the week need to find ways to compensate for lost time in order to complete the required contact hours.

#### 4.7 **Learning contracts/ Field practicum plans**

A learning contract is an understanding or agreement between the agency and student as to the expectations of the latter's placement. It also acts as a framework for evaluation of performance. Students should draw a learning plan with set goals and objectives that would guide their learning. This should be done in collaboration with the agency supervisor and preferably at the beginning of the field placement during the agency orientation. Such a plan helps in identifying and integrating the student's individual needs into the internship as well as providing a criterion for the evaluation of the student's progress. The plan will also guide the activities that the student should engage in while at the agency.

#### 4.8 **Planning and orientation into the agency**

Effective planning is central to successful fieldwork practice. Planning should cover various aspects such as finances, time and caseload right from the beginning of the placement.

Each student should arrange with the agency supervisor to have an initial orientation meeting with the agency supervisor on reporting to the agency. Ideally the agency supervisor should schedule this meeting. If he/she does not schedule the meeting, the student can request for

it. The meeting is critical to the student's success in the agency. It is meant to introduce the student to the organisation. It also enables the student and supervisor to discuss the goals of the placement, learning activities, supervision arrangements and other aspects of the agency and the placement. Students may want to discuss educational and professional goals, and any specific needs or concerns (such as flexibility of agency hours). It is important to focus on how the placement will meet the student's learning needs. The learning contract between the student and agency supervisor is one other key output of the orientation meeting.

#### 4.9 **Student's personal protection/safety, rights, and ethical issues during fieldwork**

The following points exemplify just a few of the steps that can be taken to safeguard the integrity of the students and the agency as well as ensure their personal safety during fieldwork:

- Where possible, students need to be given identification cards and the students should always move with them when they are representing the agency.
- Students should not make home or community visits without notifying the field instructor of the date, time, location, and purpose of the visit.
- Students are required to notify the agency upon the completion of the workday when in the field.
- In the event of any emergency during a student's field visit, the agency supervisor and the fieldwork coordinator should be notified immediately.

- Student should not be alone at the agency or make home visits after agency hours. If there are any other arrangements, they should be shared with the student upon reporting at the agency. Efforts should be made by the student and the agency to ensure maximum safety of the student as well as the agency staff and property.
- Students should be oriented in the agency building or buildings to see where fire extinguishers are, emergency exits, and where necessary, students should be shown how to use them to ensure safety in case of emergencies.
- Generally, although safety matters are left to the discretion of the student and the agency supervisor, students should not be pressured to remain at the agency when conditions are not reasonably conducive for conducting agency business.
- **Students working with potentially dangerous clients.** Students should be made aware of security operations and how to get help quickly if any problem arises while at work. Safety tips should be shared with the students during orientation at the agency, especially those students that will be placed in social work settings like mental health facilities, prisons, police and remand homes. Tips such as the need to move in pairs or a group, students dressing appropriately, leaving the door open, should be shared with the students as part of their orientation. The security numbers to call or security alarms should be provided to the students.
- In cases of sexual harassment at the placement, the students should note that immediate and timely communication to the fieldwork coordinator or the assistant is of paramount importance. Should such a

problem happen, students should report immediately to the field supervisor so that substitute arrangements are made as early and quickly as possible.

Students are supposed to know their rights and to be assertive. Where the tasks allocated deviate from the overall focus of social work fieldwork objectives, the student should discuss this with their supervisors so that they together can agree on tasks that will be more helpful for learning.

#### 4.10 **Ethical conduct**

Students should know that they not only represent the profession, they also represent their institutions as well as themselves and their families, so they should adhere to the professional code of conduct in the course of their fieldwork and at all times (see National Association of Social Workers of Uganda [NASWU], 2012).

Students are expected to conduct themselves professionally, responsibly and ethically at all times. Students should adhere to the code of conduct of the agency in which they are placed. A professional appearance may be essential because students will actually interact with different categories of people, and get involved in a variety of tasks at their placements. This is especially critical where the day to day work involves interacting with clients from different socio-cultural backgrounds.

Social work core values of: *Human dignity and worth of every individual; Social justice, and professional integrity* must guide all practice during fieldwork as much as much as they do for all social workers.

The duties and responsibilities relating to the aforementioned principles and values have to be observed. Some of these include:

- ◇ Confidentiality
- ◇ Privacy
- ◇ Informed consent
- ◇ Acting in the best interest of the client
- ◇ Protection of human rights of clients and other stakeholders
- ◇ Non-discrimination

Social work students should be aware of and adhere to the professional obligations linked to protection of the rights of those they are serving. In some agencies for example, students would be required to sign commitments for example child protection agreements; confidentiality clauses and similar documents . These must be adhered to.

Any involvement in corruption and misappropriation of resources, abuse and violation of client rights and any other conduct contrary to the professional and agency code of conduct will lead to automatic disqualification of the student.



# Chapter Five

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## Stakeholders in Fieldwork and their Respective Roles

### 5.1 **Introduction**

Since the beginning of social work as a profession, field education has been a collaborative relationship between the university, the community of social work agencies, social work professionals and students. The roles of each stakeholder need to be properly understood from the onset in order to facilitate a meaningful organisation and experience of fieldwork. There are many stakeholders but the direct actors include the fieldwork coordinator, university supervisor, the agency/field supervisor and the student.

### 5.2 **Department of Social Work**

The department of Social Work and Social Administration through the fieldwork coordinator and the academic supervisors has the overall responsibility to ensure that the fieldwork is conducted in a manner that is both professional and practical. The department should among other roles ensure the following:

- Students are placed in appropriate fieldwork settings and /or agencies.

- Specify areas of social work interventions that students must be exposed to and actively involved in during placement.
- Help students develop a learning contract which outlines students' learning goals.
- Provide supervisors and agencies with guidelines to help them supervise students. Where resources allow, meetings with agency supervisors will be arranged from time to time to ensure that agencies understand and appreciate their roles and that they give their best to the students.
- Support students and agency supervisors in working together.

The field work coordinator and the respective academic supervisors play a pivotal role in ensuring the smooth completion of fieldwork. Their key roles are specified below.

#### 5.2.1 **Fieldwork coordinator**

The fieldwork coordinators shall handle administrative issues for the fieldwork placement and attend to issues, which require clarification and guidance. For complicated cases, the Head of SWSA Department will be consulted for guidance and support. Agency supervisors and students can contact the fieldwork coordinator whenever need arises. The coordinator is charged with the responsibility of planning and managing all issues related with field practice education within the SWSA programme. They handle questions, concerns and problems from the students, agency supervisors and academic supervisors.

Since the fieldwork coordinator's position may be held by different personnel from time to time, their contacts including email and telephone numbers will be provided during orientation meetings at the university so that easy communication is maintained for the smooth running of the placement.

The coordinator is also responsible for providing guidelines for supervisory content and for evaluating student performance to the agency and academic supervisors. They are also responsible for maintaining an up-to-date data base of agencies where placements can be secured and where possible, to negotiate contracts with such agencies for long term partnerships with the department in the pursuit of field practice education. He/she also effects impromptu spot visits to placement agencies during placement periods; and determines the appropriateness of the field placement to the needs of the profession and the student's development.

### **5.2.2 Academic supervisor**

Each student is assigned an academic supervisor from the department. It is recommended that students meet their supervisors prior to the commencement of fieldwork and keep in constant touch with them throughout the duration of the placement. The supervisor will arrange one face-to-face supervision visit at the site/agency where the student is placed. This is not a policing/surprise visit but a prearranged meeting for purposes of supervision. The university supervisor checks on the progress of the student as well as providing the agency supervisor with guidelines where necessary to help them supervise the students with ease. He /she consults

the agency supervisor and together they evaluate the student's work. At the end of each placement, the student should submit all the necessary reports to the academic supervisor. The supervisor is responsible for submitting the final assessment results to the fieldwork coordinator for onward consideration by the department.

### 5.3 **Host agency and agency supervisor**

The host agency should:

- Give students appropriate educational, administrative and supportive environments instructions throughout their fieldwork.
- Provide each student with a letter of introduction stating that she or he is placed at the agency on a fieldwork for a specified period.
- Consult with the department on matters such as the type of duties that can be assigned to students.
- Provision of adequate space, support and other resources needed by the students. Notwithstanding the practical realities within some agencies, an agency should be able to provide appropriate physical arrangements for students, such as office and desk space, use of telephone, interviewing rooms, and recording facilities where these are needed.
- Assign a supervisor for each student doing fieldwork in that particular organisation and ensure that the supervisor is available for the duration of each student's placement. It is advisable that the agency supervisor is fully grounded in social work and committed to the values of the social work profession and possesses the technical ability and personal qualities necessary for successful

student supervision. One should have a proper understanding of the knowledge and skills required for professional generalist social work practice and should be thoroughly familiar with the agency's programmes and services. He/she should be a trained social work practitioner.

The agency supervisor should be a member of staff of the organisation where the student is doing his/her fieldwork. He/she is responsible for the overall day-to-day supervision and guidance of the student. In some organisations there are specific staff designated to manage internships while in others supervision of interns is an additional role handled alongside the member of staff's core key result areas. Agencies and students need to appreciate this fact and therefore make use of the time the agency supervisor dedicates to supervision wisely.

The specific roles of the agency supervisor include among others, the following:

- Identifying appropriate opportunities within the agency where a student can be engaged to get exposure to as wide a range of activities as possible. This should be done within the framework of the agency's normal work schedules and activities.
- He/she orients the student to the activities of the organisation. The student's status in the agency should be made clear at all times (namely undergraduate social work intern). In the first week of orientation, the agency supervisor is expected to inform the colleagues in the organisation about the student(s) and why they are there, and for how long they will be there. This will help in easy identification and could be an advantage to the

student as regards receiving help and guidance from the staff.

- He/she deploys the student and assigns him/her duties that will help enrich the student's professional development
- The agency supervisor guides the student in acquisition of professional behaviour and attitude
- He/she provides day-to-day supervision to the student
- He/she guides the student to be creative and innovative and to utilise all their capacities during their internship
- The agency supervisor monitors, evaluates, assesses and grades the student's performance as guided by the assessment form provided from the university.

#### 5.4 **Social work students**

Students play a vital role in ensuring that the fieldwork exercise is successful. Below are some of their roles and expectations.

- Right from the start, students need to actively participate in securing placements that are appropriate for social work education. Students should follow the guidelines and procedures provided in this manual in selecting the agencies.
- After securing the placement, the student has the responsibility to report to the university fieldwork coordinator about the placement as well as submit a copy of the acceptance letter duly signed by the responsible person in the agency.
- In case the student wishes to change to a different agency from the one they had originally been placed into, the student should first get the approval in

writing from the fieldwork coordinator before they proceed to a different organisation. This will help in harmonising the supervision of the student. Any change in the placement should be done within at least 2 weeks after the beginning of the internship programme. Students who do not communicate such changes in time risk not being supervised and will be required to submit reports and other requirements reflecting the original placements in the coordinator's records.

- He/she is supposed to report to the agency/organisation of placement and makes sure that the field placement is fully completed.
- He/she is expected, under the guidance and assignment by the agency supervisor, to execute the tasks allocated by the agency supervisor.
- The student is expected to participate in the activities of the organisation for example workshops, meetings and other occasions when invited.
- The student is expected to keep records of all activities they are engaged in, in a diary/journal indicating lessons learnt and challenges faced. Copies/samples of such journals can be obtained from the fieldwork coordinator. This diary should be presented to the supervisor as part of the supervision visit when required.
- The student has to make sure that he/she is available for supervision by both the agency supervisor and academic supervisor.
- The student is expected to periodically brief the agency supervisor on their progress and seek advice when necessary in time for any amendments, corrections and other changes.

- The student is expected to terminate their helping relationships with clients in a professional way. They are supposed to make a detailed report on the cases they were working on, how far they had gone, what was left to do and similar information, thus handing over the responsibility to the agency supervisor who will take the appropriate action.
- Students are expected to write and submit a report to the university (fieldwork coordinator or academic supervisor) at the end of the placement period.



# Chapter Six

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## Supervision, Evaluation, Assessment and Grading

### 6.1 **Supervision**

Supervision refers to those planned, regular periods of time that the student and supervisor spend together discussing the student's work in the placement and reviewing the learning progress (Ford and Jones, 1987). The primary task for the supervisor is to maximise opportunities for the students to learn for themselves, within the context of the particular agency setting. The individuals who provide the protection, guidance and control are called supervisors. Essentially, there are agency supervisors who are based within the organisation and interact with the student regularly; and academic supervisors who will be appointed by the university department and have the overall responsibility of supervising and reporting on the student's learning and progress. Agency supervisors are preferably and invariably social workers who are themselves allowed to undertake the responsibility because they are qualified by training, expertise, preparation, and endorsement by the agency management.

### 6.1.1 **Agency supervisors**

All students must have agency supervisors to guide them during their placement. The agency supervisors oversee the learning tasks of the students, assist the students with any concerns or dilemmas, evaluate the students, and provide guidance. In accepting to become a supervisor or the student supervisor, the social worker makes a transition from a practitioner to a teacher.

Ideally it is expected that students will receive at least one hour a week of one-on-one supervision from their agency supervisor. The supervision meeting is a time for the student to review his/her work, obtain constructive feedback, and identify areas that require additional support or attention. The student should assume increasing responsibility for the focus and content of the supervision meetings. This would include drafting an agenda, providing notes or discussion points prior to the meeting and taking an active role in the meeting. The agency supervisor should also use the supervisory meetings to raise concerns about the student's performance.

#### a) **Qualities of a good supervisor**

First, the supervisors need to ask themselves whether they are actually ready to supervise. This is an additional responsibility and certainly the supervisor should be ready to embrace this new responsibility. They need to be sufficiently secure in their knowledge and social work practice and feel that they have enough to offer to the students. Supervisors also need some good understanding of the theory which supports intervention methods so

that experience and knowledge can be brought together in an understandable way for the student.

**Below are some of the desirable qualities of an agency supervisor**

- A similar orientation to practise as a student
- They should be experienced practitioners
- Have the ability to communicate clearly
- Have the ability to boost confidence and give acknowledgement for competence
- Be open to a different point of view coming from the student
- Have the ability to maximise the student's learning
- Have a willingness to be an active participant and the capacity to enjoy supervision
- Have a willingness to make appraisal of the student an open one, providing a different point of view with evidence to support it where necessary. The supervisor needs to be open, accepting, supporting and able to create an environment where the teaching-learning relationship can be established and developed. One should be able to create a favourable learning climate for the student.
- Ability to help students with personal feelings of a more stressful kind, which may be aroused through the process of involvement into work
- Have the ability to give criticisms but in a constructive way. The supervisor should be able to correct the student in a constructive way and yet avoid reinforcement of any poor practice.

The agency supervisor ensures that the standard of the work provided to the clients is maintained as well as

ensuring that a student learns something in relation to their learning goals. He/she is responsible to the agency as well as to the student.

Traditionally, social work supervision was seen as exerting pressure to conform to the agency norms, however, the supervisor needs to allow the student to challenge the policies of the agency and the supervisor's approach to practice. An honest sharing of knowledge, information, attitudes will enable students learn in a non-threatening way.

b) **Criteria for allocation of work to the students**

Some field supervisors may have issues regarding how much and what kind of work they should give to the students who come for placement. Below are some of the points that may guide the agency supervisor in easing this process.

- Student's interest; the student's own expressed area of interest as well as the areas that the student feels confident to explore and those they feel less confident.
- The student's capacity; the work offered to the student at any time should be within the student's capacity with some balance between quality and quantity.
- Supervisor's capacity; to study the work given so as to provide sound evaluation of the student should also be an issue to consider.
- Previous knowledge; the extent of the student's previous knowledge of the agency's work or particular aspects of it.

- The representativeness of the work to the agency's work which the student can undertake to justify their placement.

It would be helpful to the student to know that there is a planned, regular time when the supervisor will be available to them, this will help the student plan their work and may indirectly act as a deadline within which to complete tasks.

c) **Focus of supervision**

- The capacity to formulate goals, plan strategies of action and initiate and carry them out
- The capacity to form and maintain relationships necessary to enable the particular task to be carried out to completion
- The student's capacity to understand the nature of the problem, the knowledge requirements of particular cases/problems, as well as the student's ability to handle problems presented at the different stages of the work, for example, in case work problems might arise in forming relationships, assessment, implementation, termination and evaluation.
- Indications that the student is expressing professional values and ethics in the work or is aware of threats to them from other people

d) **Giving feedback to students**

This is a very important part as regards the learning of students. Care must be taken on how feedback is given if a supervisor is to facilitate the student's learning from fieldwork. Without feedback, students have no way of thoroughly evaluating their work, since self evaluation is insufficient.

Feedback refers to the process of relaying to the person; observations, impressions, feelings or other evaluative information about that person's behaviour for their own use and learning (Ford and Jones, 1987). Effective feedback should be helpful to the person receiving it. It must be given in such a way that the receiver understands clearly what is being communicated, and is able to accept the communication.

**Important issues to consider when giving feedback include:**

- It should be given as promptly as possible.
- It should be given in simple language that is understood by the person receiving it.
- It should be concise; that is it must not contain more detail than was present in the work on which this feedback is being given.
- It should be given in a helpful and non-threatening way and should avoid judgements.
- It should focus on the individual strengths as well as weaknesses.

**6.1.2 Academic supervision**

The academic supervisor will visit the agency at least once to assist the students put their practical experience into a theoretical perspective. They can hold a discussion with the student, and also with the agency supervisor. The fieldwork coordinator at the department needs to orient academic supervisors on what they are expected of and what to look for from the students at their placements. While students are subjected to a continuous process of informal learning through for example participating in office discussions, observing colleagues' attitudes,

and learning by doing, supervision sessions provide the formal context for teaching and learning.

a) **Methods of academic supervision**

A mandatory field visit to each student placement agency will be the primary method of supervision. Nonetheless, during the whole placement period, a variety of other methods may be used for supervision purposes. Some of these will be employed by both the agency and academic supervisor as may be appropriate. Examples include the following:

***Using work records***

In this method, supervision is made based on written accounts by the student submitted before the supervision session. One way of ensuring proper records is to keep a journal. This journal specifies basic guidelines on what should be recorded. The student should try to explain or analyse why they did particular things in their work as reflected in their records.

This method allows students to think for themselves and to declare their own learning positions first. The supervisor obtains the student's view of the performance before it is clouded by later discussions.

***Sitting in a student's interview with a client***

It is possible and allowed with prior arrangement for the supervisor (either the agency or academic supervisor) to sit in the same room as the student in a non- or semi-participative way or can watch a student's intervention from a distance. Here the supervisor gets direct access to the student's ability to apply knowledge, skills and techniques of practice in a particular situation.

This method can be related to the one which is mostly used by teachers to assess the students doing teaching practice. A teacher/supervisor sits behind in the classroom as the student teacher gives his/her lesson. The student is later evaluated basing on how they have taught in that lesson as well as looking at the records and lesson plans. The risk could be that it may give a distorted view because of the presence of a supervisor. It can also be threatening to the student.

### ***Use of video tape or audio recording***

The student video-tapes or voice records an interview or piece of the intervention they are engaged in. He/she makes this available to the supervisor who then gives feedback and supervisory remarks basing on this particular recording. The emphasis is on the interaction between the student and the client and their skill in the approach used. It is a useful tool for self learning for any student. The tape can be stored and referred to later in leisure time, played and used as a source of reference. However, such recordings need to be handled with care and issues of ethics like obtaining consent may need to be put in consideration.

Students should observe professional confidentiality such as disguising any identifying data in agency material used for example videotapes, audiotapes, cameras, or other agency material. These should not be used unless express permission is given by the agency for such use.

### ***Group supervision***

Commonly, supervision tends to be a one to one activity that is between a student and a supervisor. Apart from



that, group supervision also exists. Group supervision is a regular pattern of a focused discussion, shared between a fieldwork supervisor and two or more students. Different models of group supervision exist. For example, it could be a group of students and a supervisor; a group of students supervised individually by their field supervisors; or a meeting as a group with field supervisors. Where the student has been co-working on a project or problem/case, group supervision may involve the two workers.

The group supervision method can be used in settings where a number of students are placed simultaneously. Students can receive individual supervision in addition to group supervision.

This method allows sharing of field experiences and for students to learn from one another. Some students may, however, feel that their personal needs are not met because of the needs of others.

### ***Co-working***

The student and the supervisor can intentionally work together on a problem or project as a method of enhancing the student's learning. The supervisor provides direct support and guidance to the student as the case or project goes on.

### ***Role-playing and modelling***

In role-playing, participants try to portray a situation as if it were real, using their knowledge and experience to convey how they think the person they are role playing would behave, think or feel. Modelling goes on indirectly all the time in a placement, students sharing a room with

a colleague will learn and copy their telephone response for example. Modelling may, however, be used for rehearsal (practice how a certain interview might go), for demonstration where the supervisor helps the student through different role plays and modelling on how to handle the situation.

## 6.2 **Evaluation, assessment and grading**

Assessment is an integral component of competence-based education. To evaluate the extent to which the competences have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of programme competences.

Fieldwork is graded at 100%. This grade is based on a comprehensive end-of-fieldwork placement evaluation by the agency supervisor, student and academic supervisor. This includes completed evaluation forms by the agency supervisor and the academic supervisor. It also includes verbal feedback from the agency supervisor and fieldwork placement report from the student, which must be submitted to the academic supervisor.

The agency supervisor is supposed to grade the student out of 40%, the academic supervisor awards 20% while the fieldwork report submitted in by the student is marked out of 40% totalling to 100%. Usually the set objectives of the student and of the fieldwork in general guide the evaluation and assessment to see how far these were met by the student. **(See Appendix II and III for assessment forms that the academic supervisor and**

**agency supervisor are required to fill.)** The student is also required to evaluate their fieldwork using a standard assessment form (Appendix I). In addition to the departmental assessment forms, the College of Humanities and Social Sciences requires a general evaluation of the students. This assessment is not specific to social work but is nonetheless mandatory (Appendix IV).

## Chapter Seven

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# Types of Records to be Compiled and Submitted by Students

### 7.1 **Introduction**

Students are required to record what they do on a daily basis and produce one report at the end of the 10 week-placement. A daily journal should be attached to the main report (see template in appendix VI).

### 7.2 **Daily journal/Log book**

The student is required to keep a record of the tasks and activities pursued every day in a journal. The journal should be signed by the agency supervisor and the academic supervisor when he/she goes to supervise the student. The daily journal describes the nature of work assigned and performed each day, with details of how it was performed. The student should also note the support received from the agency supervisor, and the challenges faced. This journal should be used during supervision sessions with the agency supervisor. The students should also present this to the academic supervisor when he/she comes to visit and he/she should sign to acknowledge that he has checked the activities being undertaken by the student. Such a journal helps to keep records of what is transpiring in the fieldwork, assessing

how much work was undertaken by the student. Such data will also help in the writing of the final analytical report that is required by the university.

### 7.3 **Final report**

The student should also compile an analytical report based on selected cases (1-2 only), problems or projects performed/completed, describing concisely what they did in: fact finding, problem assessment, formulation of intervention objectives, and choice of course of action, implementation of course of action, evaluation and termination. The student should show the challenges faced throughout this helping process and how they were resolved. The report could highlight but not be limited to background information which could be information about the agency/organisation; the field activities undertaken indicating achievements, skills employed, theories and perspectives of social work guiding the practice and related issues. Lessons learnt and the challenges faced by the student, conclusion and recommendations to the university and to the agency should also be highlighted. Appendices are then attached which should include the diary of cases and everyday activities.

The Analytical Report should include the contents of the student's learning contract. **Please note that the report should be a maximum of 10 pages, single-spaced, Times New Roman font size 12.** The report is not a description of the organisation per se, but the student's practical experience and relevance to social work, with one or two case journal describing how the student has applied the

social work body of knowledge (theory) on those cases.  
**See Appendix V for suggested structure.**

This report should be submitted to the university supervisor within a specified period of time usually in the **first two weeks of the semester after recess term**. It should be signed by the agency supervisor.

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# Appendix I: Student's Evaluation of His/Her Fieldwork Practice

(To be filled by the student)

## **Bachelor of Social Work and Social Administration**

### **Field Attachment**

Academic Year .....  
Student's Name ..... Date.....  
Placement Agency .....  
Agency Supervisor ..... Academic Supervisor  
.....

This evaluation is designed to help the Department of Social Work and Social Administration give serious and thoughtful consideration to the student's impressions of the fieldwork practice experience. Student viewpoints and comments are helpful as the department considers the means of improving the fieldwork placement programme.

This evaluation form must be completed by every student and returned to the fieldwork coordinator during the first week of the following semester. All finalists must ensure that they return this form without fail.



A. **Orientation and Planning**

1. Describe your orientation experience in the agency.
2. In what ways did the agency address your specific learning objectives?
3. Were there specific objectives of the orientation?
4. How long did the orientation last?
5. In general, how helpful was the introductory knowledge about the setting?
6. What could have been done to make the orientation more helpful?
7. What was your experience in developing a learning contract? (**Attach photocopy of learning contract**)

B. **Placement Setting**

1. What space was available for interviewing, group sessions, planning, and paper work?
2. Were you provided with a desk and office supplies? What materials were provided?
3. How many individual cases did you work on? ..... Describe type/range of cases and opportunities for social work practice.
5. With how many groups did you work? ..... Describe your role.
6. In what community activities did you participate on behalf of the agency? Describe.

### C. Supervision by the Agency Supervisor

Please complete the following checklist regarding your supervision experience. Rank each variable by using the numbers 1,2,3,4; where, (1—Rarely; 2—Sometimes, 3—Usually; 4—Always).					
	Description	1	2	3	4
1	Regular, weekly individual supervision				
2	Regular group supervision available( <i>If you were placed with other SWSA students in same agency</i> )				
3	Field supervisor available when needed				
4	Other staff member available in absence of supervisor				
5	The field supervisor was generally supportive				
6	The field supervisor established rapport easily				
7	The field supervisor treated me with respect				
8	The supervisor helped to ease relationships with agency personnel with whom I worked				
9	The supervisor was candid in discussing my strengths and weaknesses				
10	The supervisor reacted constructively to observations on my mistakes				
11	The supervisor was willing to listen to my ideas and could handle points of disagreement				
12	The supervisor maintained an educational focus about the quality of my performance				

Please complete the following checklist regarding your supervision experience. Rank each variable by using the numbers 1,2,3,4; where, (1—Rarely; 2—Sometimes, 3—Usually; 4—Always).				
13	The supervisor was aware of theoretical content from classes and able to help me to apply them			
14	The supervisor was able to help me integrate theory and practice			
15	The supervisor was familiar with a variety of intervention modalities			
16	The supervisor showed awareness of current trends in social work practice			
17	The supervisor was effective as a mentor			

**D. Knowledge and Awareness**

1. What public issues and/or social problems have you identified and become concerned about from your work in this agency? Describe the issues as they relate to your knowledge of social work and the learning objectives in the guidelines?
2. What have you learned about your strengths and weaknesses in working with clients in the agency?
3. How has the fieldwork placement helped you in integrating theory and practice?

# Appendix II: Student Evaluation

(To be filled by the Agency Supervisor)

## **Bachelor of Social Work and Social Administration**

### **Field Attachment Programme**

Academic Year .....

Student's name .....

Name and address of Agency of Placement .....

Agency Supervisor .....

1. List the assignments which the student has been given thus far: .....
2. Comment briefly on the student's capacity to integrate into your agency system; his/her work habits; relationships with agency staff and other students; capacity for independence; and capacity to work with clients?  
.....
3. Comment on the student's capacity to apply social work knowledge in a skilful manner and in keeping with the work ethics.  
.....  
.....
4. Discuss any concerns you may have about this student's investment in this learning experience.  
.....

5. **Out of 100%** how do you rate the student’s overall performance including adherence to organisational procedures, consultations, and applications of social work theories and approaches in the world of work?  
 ..... % **(state actual mark)**

**Guidance on grading and mark given in 5 above**

80-100%	Excellent performance across all aspects of learning and application of theories and social work approaches
70-79%	Very good performance
60-69%	Student met all requirements but had some limitations in skills and theories and methods applications
50-59%	Student has met the requirements and passes fieldwork but had limitations in adapting at the workplace and demonstrating serious commitment to the training activity
<50%	Student does not pass. Has not met the requirements and expectations of fieldwork training

Final Comments on why the student has attained the marks given .....

7. Are there any specific recommendations you could make to the Department of Social Work and Social Administration regarding this student’s performance in the field so the student’s Academic supervisor could be of assistance to him/her? .....
- .....

.....  
 Signature of Supervisor

# Appendix III: Student Evaluation

(To be filled by the Academic supervisor)

## **Bachelor of Social Work and Social Administration**

### **Fieldwork Programme**

Academic Year .....  
Student's Name ..... Agency .....  
Student registration Number .....  
Academic Supervisor .....  
Name and address of Placement Agency .....

To be filled by the Academic Supervisor when interacting with the student's supervisor, discussion with the student, and reviewing the student's journal entries)

1. List the activities which the student has been involved in thus far:  
.....  
.....
2. Comment briefly on the student's interpersonal relationships with agency staff and other students;  
.....  
.....

3. What is your assessment of the student's capacity for independence in organisational initiatives (e.g. is she/he innovative?)  
.....  
.....
4. Comment on the student's capacity to work with clients and ability to apply basic social work skills?  
.....  
.....
3. Comment on the student's capacity to apply social work knowledge in a skilful manner and in keeping with the work ethics at the agency (including consulting)  
.....  
.....
4. What is your comment on the student's ability to integrate theory and practice in the agency interventions?  
.....  
.....
5. Mention any concerns you may have about this student's investment in this learning experience.  
.....  
.....
6. Are there any specific recommendations you could make to the Department of Social Work and Social Administration regarding this student's performance in the field?
7. Out of 100% how do you rate the student's overall performance including adherence to organisational procedures, consultations, and applications of social

work theories and approaches in the world of work?  
..... % (State actual mark)

**Guidance on grading**

80-100%	Excellent performance across all aspects of learning and application of theories and social work approaches
70-79%	Very good performance
60-69%	Student met all requirements but had some limitations in skills and theories and methods applications
50-59%	Student has met the requirements and passes fieldwork but had limitations in adapting at the workplace and demonstrating serious commitment to the training activity
<50%	Student does not pass. Has not met the requirements and expectations of fieldwork training

8. Final Comments: Indicate and justify why the student has attained the marks given and comment on whether the student passed or failed fieldwork.

.....  
.....

.....  
Academic Supervisor Signature

.....  
Date



# Appendix IV: College of Humanities and Social Science (CHUSS) Academic Supervisor General Assessment Form for Internship

## **Academic Supervisor Assessment Form for Internship**

You are kindly requested to fill this form as an assessment of the student's performance on the internship. The purpose of this assessment is to help students on internship to further develop their jobs performance. You are provided with the criteria to follow below upon which to base your assessment of the student and award him/her the appropriate grade.

Employer's Name			
Address	Location		
	P.O. Box		
	Email		
	Telephone		
	Fax		
Official Stamp			
Student's Detail	Name		
	Reg. No.		
	Training period	From: .....	To: .....
Assessment			

No.	Criteria		Actual Mark
1	Attends regularly	30	
2	Completes assignment on time	5	
3	Has initiative and creativity	10	
4	Adapts to working conditions	5	
5	Has Ability to get along with others at work	5	
6	Has ability to communicate with superiors/confidence	10	
7	Has ability to apply theory in practice	15	
8	Has ability to judge or take decisions	10	
9	Knowledge/skills contribution to the organization	10	
	Total Marks	100	

# Appendix V: Proposed Structure of the Field Attachment Report

(Adapted from the College of Humanities Format)

**Cover page:** Department, name and registration number of student, year of study, field attachment agency and period (e.g. from—to ---); name and signature of student, name and signature of agency supervisor, date.

## **Preliminary pages**

- i) Declaration of authenticity and originality of the report
- ii) Acknowledgements (optional)
- iii) Abstract – One page summary of key issues presented in the report
- iv) Table of contents
- v) List of figures
- vi) List of tables
- vii) List of abbreviations and acronyms used in the report

## **The Main Report**

This should be arranged in chapters including the following

### **Chapter 1. Introduction**

- A brief description of your fieldwork report including the highlights of the contents you have presented
- Background to field work, including your learning objectives
- Description and background of the organisation , its focus of interventions, target population, geographical coverage, vision, mission and goal, the structure of the

organisation including the reporting relationships and any other relevant information

## Chapter 2: Students' Experiences

- Major duties and responsibilities, activities engaged in (This should be informed by your daily or weekly journal)
- **Case study** (this should give a detailed description of any single assignment you accomplished for example a client you counselled; a community mobilization exercise, data collection and any other relevant activity. It should give a detailed nature of the presenting and actual problem, the establishment of the professional relationship if relevant, intervention strategies, and termination or referral of the case/activity). **The purpose of the case is to demonstrate show how the student has applied the social work body of knowledge (theory) on those cases;** for example the social work professional helping process and the knowledge (including any theories) and skills applied.
- New knowledge and skills acquired
- Challenges and problematic areas and how they were addressed
- Any other relevant information relating to your learning objectives

## Chapter 3: Evaluation of Fieldwork

- Level of accomplishment of learning objectives, including any gaps
- Relatedness of taught programme to field work experience or practice
- General benefits realized from fieldwork
- Adequacy of agency and academic supervision including orientation before and after reporting for fieldwork,

timing of supervision, communication and feedback among others.

#### **Chapter 4: Conclusions and Recommendations**

- **Conclusions:** should be based on your major learning experiences and should emphasize the important points in the report including strengths and weaknesses.
- **Recommendations:** This should include suggestions to strengthen fieldwork by the University as well as specific recommendations to the placement agency for better service delivery. Other suggestions can be directed to future students on how to maximize the benefits from fieldwork. Each set of recommendations should be clearly labelled with regard to the target e.g. Recommendations to the university/department.

#### **References**

List all cited sources of information using an academically acceptable style such as the American Psychological Association (APA) referencing style.

#### **Appendices**

Any other additional material deemed relevant for understanding and enriching your report such as charts, photographs, letters should be appended and labelled accordingly.

# Appendix VI: Student's Weekly Log book (Daily Journal) Template

Name and Address of placement agency

.....

Date arrived at placement agency:

.....

Date of commencement of field attachment:

.....

Name of field (agency) supervisor:

.....

Designation: ..... Contact Tel: .....

Week / Date	Activities done and purpose	Knowledge and skills acquired	Relatedness to course	Work challenges met and how they were managed	Comment and signature of agency supervisor

Academic Supervisor ..... Comments .....