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The role of the field work consultant in social work education

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supervisor must teach the student "behavioural theory, casework process, agency philosophy and policy, and the student's part in the relationship established with the client."[80]

Schubert's classification, referred to above contained nine topics - Doing, Seeing, Entering, Thinking, Relating, Doing Together, Ending, Becoming and Learning, - to which two others were added later, namely, Evaluation and Personal Consultation.[81] Another categorisation was developed by Sales and Navarre and was published in 1970. This involved seven categories:

(1) Handling of individual cases (2) practice skills (3) theoretical content (4) Students' strengths and weaknesses affecting practice (5) student participation in and utilization of field instruction conferences (6) community resources and (7) administrative issues. Like Schubert and the present writer, Sales and Navarre state that it is not certain that their categories "represent an exhaustive or mutually exclusive system for coding supervision content."[82]

It should be noted that the present categorisation of the content of supervisory sessions does not adequately reflect the intangible quality of the relationship between supervisor and student. This, in addition to content, is an important consideration in assessing the efficacy of supervision. As Berl points out, there are elements in the interaction between student and supervisor which "foster or impede learning"[83] while in Max Bruck's words: "In general, a student's performance depends to an extent on how well he and the field instructor 'hit-it-off'".[84] George Gardner in the preface to Annette Garrett's book "Learning through supervision" describes this aspect of supervision in the following words:

> The supervisory process... is an extremely difficult teaching method... in the first place, because of the unique relationship that is set up between a supervisor and a student that involves the deepest - and at times - most contradictory feelings that may be expressed in the most subtle fashion and in turn may result for both in an initial and lasting inspiration or its opposite, an initial and lasting sense of frustration and inadequacy. The Scylla of objectivity and instructional frigidity lies not far from the Charybdis of instructional psychotherapeuses. The educational aspects of the process can be wrecked on either shoal. [85]

In the investigation of supervisory content in the present study, what was the motivation behind the inclusion of each topic and what was the detailed content subsumed under each heading?

Objective Action taken in the case -
What has been done and what must be done next

This refers to discussion about the management of the cases handled by the student from an objective point of view. The agency has a responsibility to ensure that its clients receive an adequate service and the supervisor will therefore want to discuss with the student how she has actually handled the case - in Young's words, "the conduct of the case, and steps to be taken."[86] Discussion of this topic therefore fulfils mainly the teaching and administrative goals of supervision, though the student will also undoubtedly feel helped if she can clarify plans for future action. Particularly at the beginning of the placement when an excess of self-consciousness can immobilise a student, the focus should be on the work; does it meet the needs of the case? What should the next steps involve? As Hester states:

> If... it is seen that there are lacks in objective material concerning the client and his situation, the worker is helped to identify what he needs to know and how he can obtain it... The supervisor encourages him to think through the treatment plan appropriate to the case and the methods of putting this into action. [87]

The latter point is important. The student should always be helped to clarify what she hopes to achieve with the client both in the short term and the long term. To quote Priscilla Young:

> What does have to be borne in mind is the ease with which a sense of direction can be lost in casework, particularly with the client or family, whose life consists of a series of crises. The threat of eviction, pressing debts, the need for immediate arrangements for admission to hospital, or for the care of children, shortage of money or clothes, and a dozen other urgent needs to be met, can cause a student to lose sight of the ultimate objective of his casework. [88]

That part of the supervisory discussion which is devoted to objective action should therefore consist not only of consideration of the immediate steps to be taken and how to take them, but should also involve periodically a review of aims. It is also important, according to Garrett, to help the student gain a proper balance between objective and subjective aspects of a case. The supervisor must be alert to the student who "may concentrate her attention so heavily on objective factors that she fails to give any of herself to the case or fails to be aware of the necessity and significance of her own participation."[89] Discussion of objective action in supervisory sessions should ideally therefore not preponderate over discussion of subjective factors or over the integration of theory and practice, both of which are vital to the student's professional development.

Subjective aspects of the case i.e. dynamics of the interview; the student's feelings and reactions; the student's role in the interview; process of interaction between student and client

This important category is designed to incorporate a number of related topics.

The heart of all true social work is the relationship existing between social worker and client. It is this writer's view that activities such as making arrangements for people, investigating social situations or doing things with or for people, cannot be considered social work unless they take place within the context of a professional relationship which is established and maintained by the practitioner. As Hollis has stated, "basic to all casework treatment is the relationship between worker and client"[90] and the same applies in all other methods of social work. It is essential therefore that a large proportion of supervisory teaching be devoted to helping the student develop knowledge about and skill in the use of relationship in social work practice.

One of the chief means for the mediation of the relationship in casework is the interview. Hollis states that three aspects of relationship which are of particular significance are as follows: "it is a means of communication between the two people involved..., it is a set of attitudes, and a set of responses expressed in behaviour."[91] Those three aspects find their expression in the interview and therefore an important objective of field instruction is to develop the student's skill in the use of interviewing methods. As Rosemary Reynolds put it:

> The chief method of helping the student in the area of treatment ... is by developing his skill in interviewing. The student and the supervisor follow each case closely through recorded material and verbal discussion. [92]

Sensitivity to the feelings of the client is essential to good interviewing, and in order to develop this sensitivity the student must develop awareness of her own feelings. Unless she can develop this self-awareness, her own emotions and difficulties

in relationships can interfere with her ability to perceive the client's needs and to respond appropriately to them. Max Bruck defined self-awareness as "the student's conscious recognition of his own motivations, feelings and behaviour"[93] and Berengarten stated categorically that "this learning objective (self-awareness) is considered essential for all social workers whether in treatment or in non-treatment working relationships."[94]

A most important part of the supervisor's task therefore is to help the student with her feelings about her work. This is the helping function of supervision. Towle describes this eloquently in her article "The Place of Help in Supervision." As she states:

> There is a need for the learner to receive help, a need engendered by the nature of professional learning and perhaps peculiarly by the nature of social work... The social work student begins practice before he has knowledge essential for competent performance. Even when he has knowledge, practice begins before he has assimilated it. The need for help, therefore, is created by the discrepancy between demands and capacity to perform. Furthermore, it is created by the discrepancy between demands and personality development implicit in performance capacity. When the integrative task exceeds integrative capacity, the learner often erects defences against anxiety which impede rather than support learning. Hence there arises the need for individualized help to safeguard the potential for emotional-intellectual integration essential for the mastery of knowledge.[95]

The complex content and requirements of the helping process in social work place unusually heavy demands on the learner. In the course of field practice, a host of emotions and conflicts are aroused in the student. These include emotions such as pity, revulsion, embarrassment, sadness, anger, evoked by the human situations which the student encounters, and conflicts around such issues as involvement and objectivity, authority

and self-determination, to name but a few. Supervision designed to further professional development must deal with these features of the student's reactions.

The help given is not the same as casework or psychotherapeutic help. The emphasis remains on an intellectual approach. Towle describes it this way:

> Although the feelings provoked are of primary importance in determining what the person learns and whether or not he is able to learn, feelings are given a secondary place, in the sense that our concern is with the student's responses to educational content and to the demands of practice. 96

In summary then, it can be said that the discussion in supervision of subjective factors as defined above emphasizes experiential learning, learning which involves both mind and emotions in the use of knowledge and in the use of self. This equips the student to know herself and to discipline herself and thereby to use herself most constructively in the professional relationship which is central to the rendering of social work service. As Bernece K. Simon has stated:

> It is clear that for this professional self-learning to take place the student must experience himself in the professional relationship and must have instruction and help to develop this "consciousness of self" and discipline in the professional relationship. 97

Integration of theory and practice i.e. relationship between theoretical concepts and events in the interview or case, and/or recommendations of reading matter relevant to case

If field instruction is to be truly educational, the supervisor must ensure that the student learns to relate specific incidents in or aspects of the cases she is handling to underlying theoretical principles. This topic should therefore occupy a significant part of the content of supervisory discussion.

Samuel Finestone has described this type of supervisory activity as conceptual teaching. He defines this broadly as "the art of stimulating generalized and generalizable learning" and states that it is referred to as an art because "it requires imaginative selectivity, creativity, and skill on the part of the field instructor." Finestone goes on to say:

> Conceptual learning is the crystallization of experience; the teacher's art is the practice of assisting the student to achieve this crystallization.... The field instructor, selecting and preparing for assignment of a case to a student, asks himself not only What does the case need? but What can the student learn from this case? What concepts, propositions and principles are involved; How are these related to those that the student is learning from class and reading? 98*

The supervisor may even have to do some direct teaching of new material which the student might need to enable her to deal with a particular case. As Priscilla Young points out, academic courses however carefully planned, never succeed in meeting all the needs of all students at the right time for each.[99] Besides, there is a certain amount of information specific to the needs of a particular agency and the University cannot always ensure that all students possess this knowledge when they require it. The supervisor must be prepared to do some direct teaching.

This can also be useful in keeping a balance in supervision between discussion which is heavily laden with emotional content and that which is more intellectually focused, although the latter can and should include theoretical consideration of emotions, such as aggression, depression or the like. In supervision too, the supervisor must be aware of the difference between the student's using theory as a prop and a defence and the full integration of theory into practice. Supervisory process aimed at this type of integration involves what Charlotte Towle has called "teaching

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* These same views were used to illustrate the bases for case selection for students. See p. 194 of the present study.

not only the what and the how but also the why of professional thinking and doing." In her words:

> Professional education has aims beyond imparting rule-of-thumb procedure, the stereotypes of technical competence. It aims, instead, to develop the learner's capacity to think anew, so that eventually he may modify, or depart from, the thinking and doing of his mentors. For this he must be habituated to appraise his activity. A continuous focus on the whys of practice is one means to this end. [100]

This type of supervisory teaching also involves enabling the student to develop a scientific attitude to social work. Samuel Finestone in the United States and Peter Leonard in Britain have described this aspect of practice in two useful articles. A scientific attitude involves a positive orientation towards scientific enquiry, a disciplined approach and an ability to engage in critical appraisal of data. An appreciation of the nature of scientific explanation also assists students when they are presented with conflicting theories. According to Leonard, this understanding enables the student to accept the inevitability of conflicting theory in the social sciences and to realise that "ability to cope with uncertainty and even welcome it as a spur to discovery is the mark of the mature professional."[101]

The supervisor is in a strategic position to help students bring together sociological and psychological concepts into diagnosis and treatment, and thereby to develop a truly psycho-social approach to human problems. The integration of theory and practice should therefore be a frequently-occurring topic in supervisory discussions.

Policy and Administration of Agency i.e. procedure relating to translation of policy into service

There can be no social work service in an agency setting, whether casework, group work or community organization, without

an administrative process which facilitates that service, and it is one of the supervisor's functions in a field instruction placement to see that the student comes to appreciate this. John Kidneigh's definition of social work administration though formulated in 1952, retains its usefulness today. He stated:

> Social work administration can be defined as the process of transforming social policy into social services.... It is ... a two-way process: (a) a process of transforming policy into concrete social services, and (b) the use of experience in recommending modification of policy. [102]

The social agency is a complex structure often made up of many organizational units and staffed by persons discharging various functions. As Berl has said: "Supervisory practice should be related to the agency's total operation and to forces and events that shape its programme and the helping methods."[103]

During formal supervisory sessions the supervisor must help the student to comprehend, integrate and apply knowledge about administration which she may have obtained in field instruction experiences such as attendance at Board meetings or meetings of other decision-making groups within the organization and to appreciate issues of policy and administrative procedures which are raised by particular cases in her caseload. According to Jean Snelling "the student has to learn to work within a policy and with a group of people whose relationships one with another may be intricate. He has to learn the art of job management."[104] The supervisor must also therefore help the student to cultivate good working relationships with colleagues inside and outside of the agency as the effective implementation of agency policy depends partly on this aspect of professional behaviour.

During discussion of this topic too, the supervisor can also help the student deal with her criticisms of agency policy

and its implementation. He must prevent her from projecting on to the agency faults which lie in her own work while at the same time helping her to review realistically how policies and procedures could be improved both within the agency and in the community at large.

Early in the placement the supervisor must facilitate the student's grasp of the administrative structure and functioning of the agency and as the placement continues he must continue "to weave the strands of increasing administrative knowledge"[105] into his teaching of other aspects of practice. The supervisor must continually assess whether the student is making proper use of channels of communication within the agency, and of administrative procedures. He may also use administrative teaching dynamically as part of supervisory sessions, as Bertha Reynolds and Elizabeth Zetzel each pointed out. Discussion of administrative issues can be used to relieve emotional tension and to provide the student with a framework of security and certainty within which she can herself master some of her anxieties.[106]

Office Procedures, such as keeping of records, content and style of letters, reports

This topic is related to administration but is more specific and was included because the preliminary study in 1967 indicated that in supervision this was discussed as a separate issue.

Early in the placement the supervisor must teach the student how to read a case record. As Perlman writes:

> He will need to explain the mechanics of how the record is organized so that the student may find his way between narrative and related documents. He should explain the relevance of front sheet information and any other formally organized information that may be present.[107]

He must also teach the student the procedures involved in registering a new case and in recording statistics required by the agency, such as for example, the number of office interviews or home visits. As Anderson et al point out, the teaching responsibility in this regard is not only to impart what the procedures are but also "to give students an appreciation of the use made of such material, and of its overall administrative and research importance."[108] Sidney Berkowitz's view is that supervisors should allow students to question "the utility of reports and forms, the helpfulness of clerical procedures and devices and the efficacy of inter-agency agreements and intra-agency policies." The supervisor should give the student clear information about these matters and should convey an attitude which views such policies and procedures as "devices for carrying out the goals and purposes of the agency"[109] but if the student can make realistic, constructive suggestions for innovations she should be encouraged to do so. Samuel Finestone emphasises that "if the field instructor, alert to educational opportunities, explains the format and purpose of (statistical) reports, shows how they fit into the total agency report, and how they provide administrative guidance and facilitate agency interpretation, the student has been given valuable exercise in quantitative thinking as well as some insights into the administrative process."[110]

The content of supervisory discussions devoted to this topic can also be used in relation to the student's overall attitude to the work. Lucille Austin[111] and Dorothy Pettes[112] each refer to manipulative students who are inefficient in carrying out office procedures and who resist assuming these responsibilities. Such behaviour may reflect difficulties on the part of the student, and the supervisor should grasp its significance and deal with it on this level in supervision.

To what extent did these topics feature in the supervision of the student population in the present study? The students' and supervisors' annual questionnaires both contained questions* on this subject, but differed slightly in that the supervisors' questionnaire allowed only a Yes/No response, whereas the students could differentiate between whether each topic was discussed frequently or infrequently, or not at all.

The results are presented in the following table:

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* Students' Annual Questionnaire Question 16
  Supervisors' Annual Questionnaire Question 12.

TABLE 32: TOPICS DISCUSSED IN SUPERVISION AS REPORTED BY STUDENTS AND SUPERVISORS

TOPICS DISCUSSED IN SUPERVISION	NUMBER OF RESPONSES								TOTAL 1968 and 1969							
	1968				1969				STUDENTS					SUPERVISORS		
	STUDENTS		SUPERVISORS		STUDENTS		SUPERVISORS		YES				NO	YES	NO	
	YES		No.	%	YES		No	%	Often		Seldom					
	Often	Seldom			Often	Seldom			No.	%	No.	%	No. %	No %	No.	%
1. Objective Action	8	3			10	1			18	81,82	4	18,18				
	Sub-total 11		0	11 0	Sub-total 11		0	11 0	22 Sub-total			100,00	0 0	22 100,00	0	0
2. Subjective Aspects	5	6			5	5			10	45,45	11	50				
	Sub-total 11		0	11 0	Sub-total 10		1	11 0	21 Sub-total			95,45	1 4,55	22 100,00	0	0
3. Integration of Theory & Practice	4	4			2	7			6	27,27	11	50				
	Sub-total 8		3	11 0	Sub-total 9		2	10 1	17 Sub-total			77,27	5 22,75	21 95,45	1	4,55
4. Policy and Administration	3	6			1	3			4	18,18	9	40,91				
	Sub-total 9		2	10 1	Sub-total 4		7	11 0	13 Sub-total			59,09	9 40,91	21 95,45	1	4,55
5. Office Procedures	5	6			0	4			5	22,73	10	45,45				
	Sub-total 11		0	11 0	Sub-total 4		7	11 0	15 Sub-total			68,18	7 31,82	22 100,00	0	0
6. Other	6		5	3 8	4		7	4 7	10			45,45	12 54,55	7 31,82	15	68,18

SOURCE: Students' and Supervisors' Annual Questionnaire

When the two affirmative answers from students are combined and compared to the supervisors' affirmative answers, the two sets of responses reveal only minor differences except for the 1969 responses in categories four and five, namely, "policy and administration" and "office procedures." Use of the binomial test produces a p value of ,059 which closely approxi ates a statistically significant difference between the responses. While the supervisors reported that these two topics were discussed during supervision the students responses reflected a different perception of what had occurred.

Over the two year period, all 22 supervisors reported that topics one, two and five had been discussed during supervision, that is objective action, subjective aspects of the case and office procedures. As far as topics three and four were concerned, only one supervisor reported that each topic had not been discussed. The two supervisors concerned featured in the two separate years of the study project, one in 1968 and one in 1969. The remaining 21 supervisory responses in each year indicated that these two topics, namely "integration of theory and practice", and "policy and administration" had been discussed during supervision.

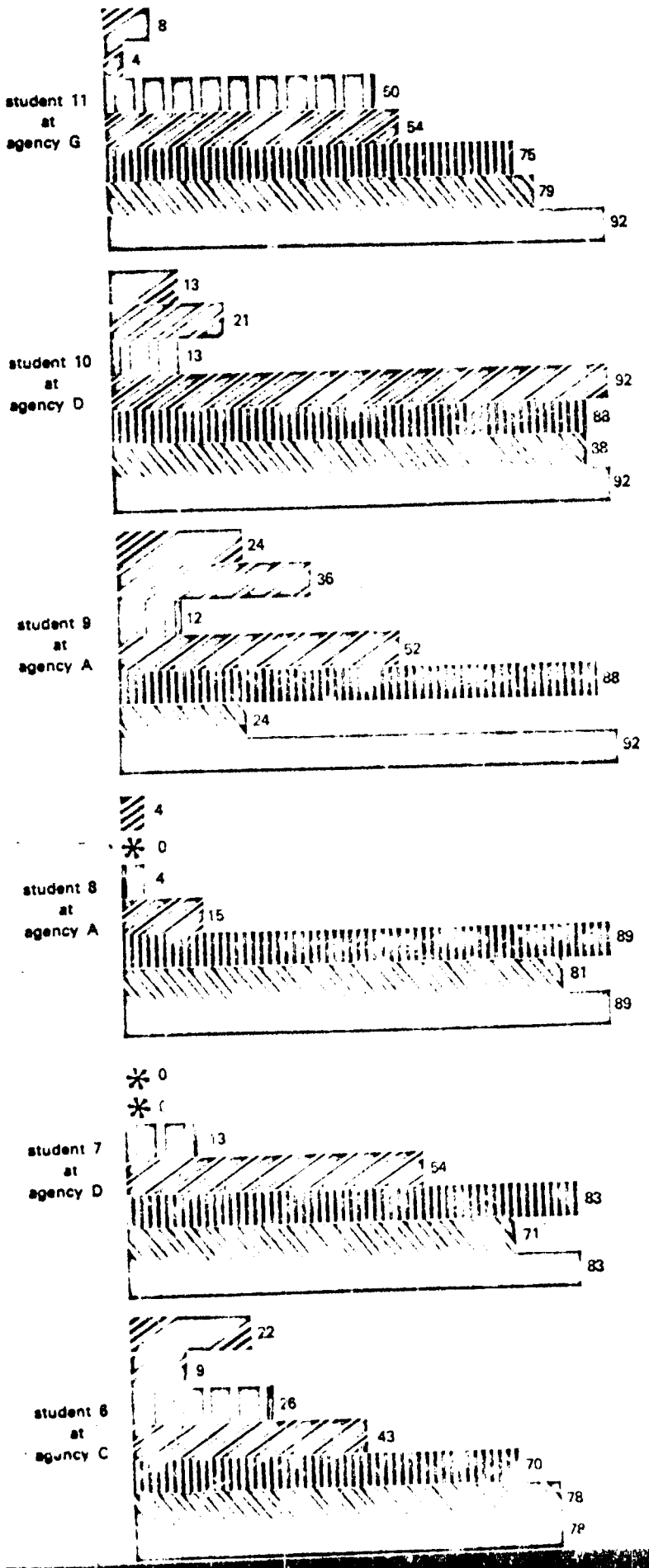
When an examination is made of the student responses indicating that a topic was discussed frequently, the picture changes somewhat. In the case of objective action, the student responses drop by 18,18%. In other words, while 100% of students (and 100% of supervisors) reported that this topic was discussed, 81,82% of students stated that it was discussed frequently. The responses relating to subjective aspects of the case and the integration of theory and practice each drop by 50% of the total number of students. 95,45% of students reported that subjective aspects had been discussed during

supervision, but only 45,45% reported that this topic had been discussed frequently. 77,27% of students reported that the integration of theory and practice had been discussed during supervision, but only 27,27% reported that it had been covered frequently. In the case of policy and administration, responses dropped from 59,09% to 18,18%, and in the case of office procedures the difference was 45,45% that is (68,18 - 22,73)%.

According to these figures, topic one, that is objective action was discussed frequently in the majority of placements (81,82%). This is followed by subjective aspects in far fewer placements, namely 45,45% This is followed by the integration of theory and practice, discussed frequently in 27,27% of placements, and office procedures, in 22,73% of placements. Policy and administration was discussed frequently in the lowest percentage of placements, namely, 18,18% according to student responses on the subject.

When an analysis is made of the "other" topics discussed in supervision, the one occurring most frequently is one which may be termed "general issues related to social work and social welfare." These included discussions about the social worker's role in various settings, about the field of social welfare and the resources available, and other matters of interest in contemporary social work and psychiatry.

The weekly questionnaire also requested students to record what topics were discussed each week during their supervision. Their responses are recorded in the following figure:


student 11 at agency G
8
4
50
54
75
79
92
student 10 at agency D
13
21
13
92
88
38
92
student 9 at agency A
24
36
12
52
88
24
92
4
0
student 8 at agency A
4
15
89
81
89
0
0
student 7 at agency D
13
54
83
71
83
student 6 at agency C
22
9
26
43
70
78
78

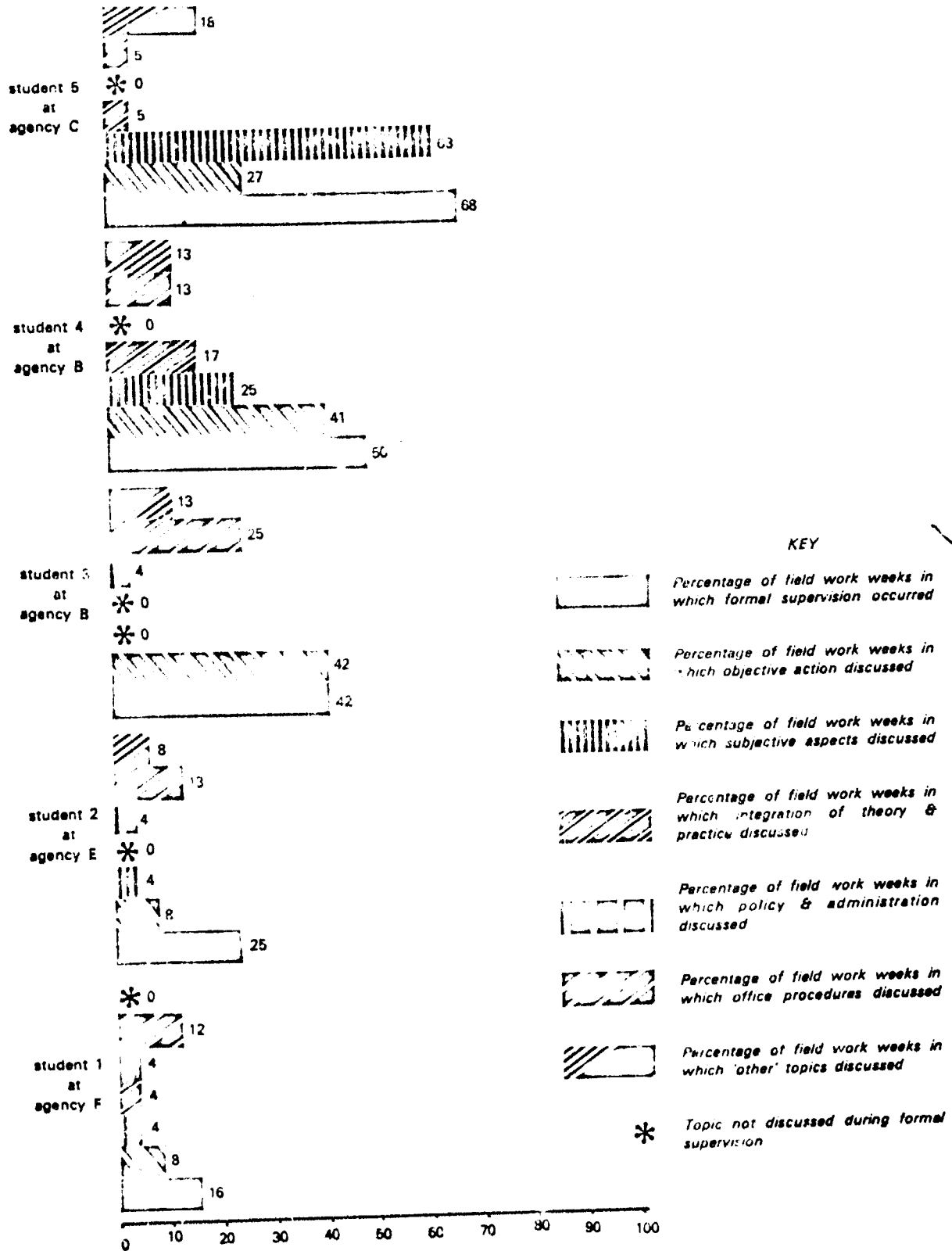


Figure 10 – GROUPED BAR CHART: Incidence of formal supervision in general and incidence of six topics discussed within supervisory sessions in eleven student placements, 1969

If one examines the charts in respect of the first 4 students working in the three agencies where formal supervision was provided in 50% or less of the field work weeks, it is clear that objective action and office procedures were the two topics discussed most frequently. There is a much greater discrepancy between weeks with formal supervision and weeks in which subjective aspects, integration of theory and practice, and policy and administration were discussed. The latter was not discussed at all in one of these placements (see student 4) nor in one other student's placement at another agency (Student 5 at agency). The integration of theory and practice was not discussed in two of these four placements, each being at a different agency (Students 2 and 3 placed respectively at agencies E and B).

When one examines the seven placements in five agencies where formal supervision was provided in over 65% of field work weeks, the bars for "subjective aspects" lie much closer to the bars depicting the weeks with formal supervision, than in the case of the other four placements. The "objective action" bar lies close to it, but is shorter in four cases. The bars for "integration of theory and practice" are far shorter than those for"subjective aspects". In other words, this topic was discussed much less frequently than the other two topics mentioned first, except in one placement where it exceeds those and reaches the same point as the formal supervision bar. In other words, in that one placement (Student 10's placement) it was discussed in every formal supervision session that was held.

In the case of these seven placements the figure reveals that "policy and administration", "office procedures" and "other" topics were discussed less frequently than the first three topics mentioned above.

The picture for the group as a whole is depicted in the following histogram, where the mean percentage for all students is graphically presented in respect of each topic.

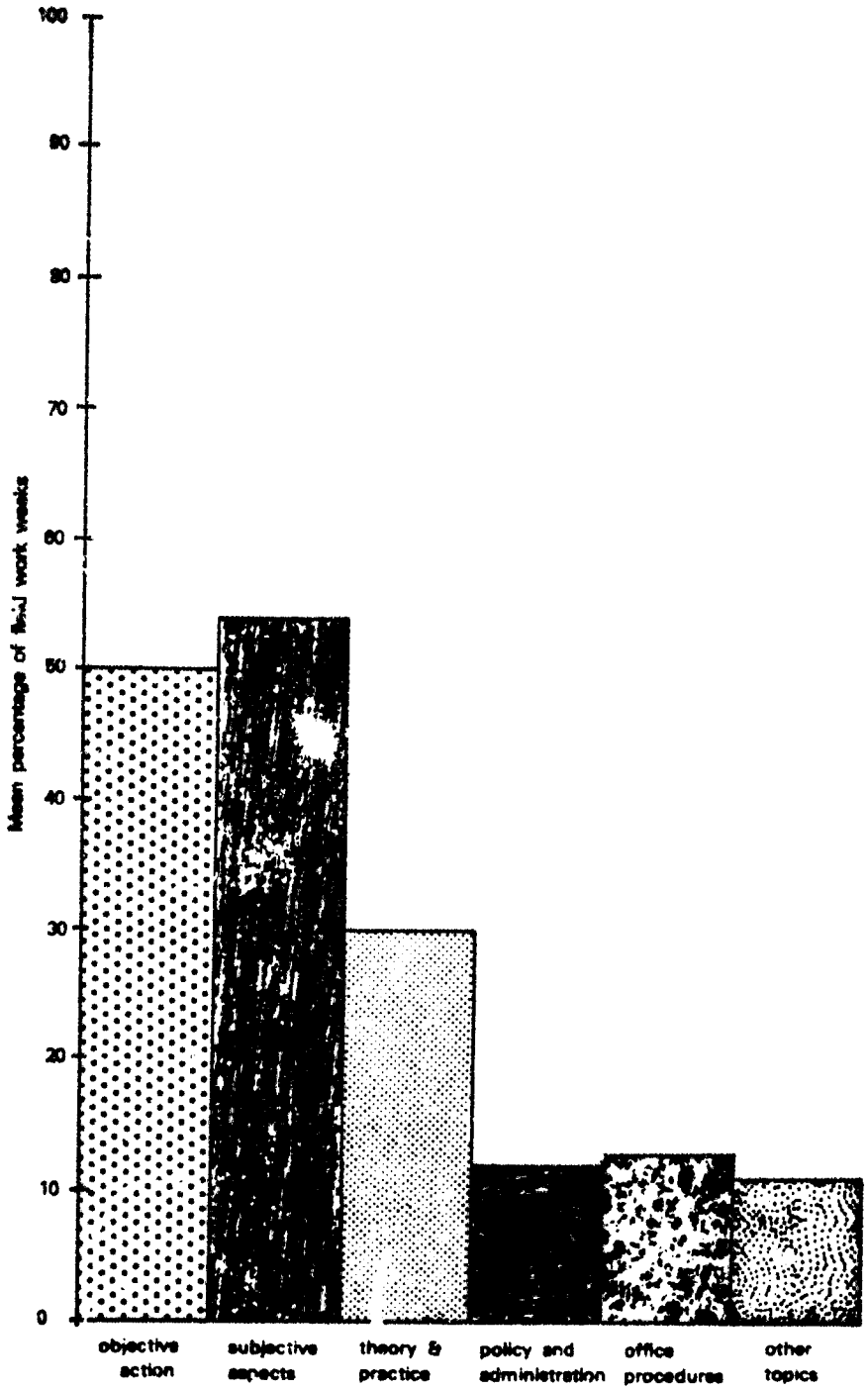


Figure 11 – HISTOGRAM: topics discussed in formal supervision of Social Work IV class as a whole, 1969

This histogram confirms the interpretations made from the bar charts. Both "objective action" and "subjective aspects" were discussed most frequently, with "subjective aspects" leading by 4%. However, these topics were discussed in only 50% and 54% of the total number of weeks worked, respectively. The mean number of weeks in which "integration of theory and practice" was discussed was 30%. This is extremely low in view of the fact that in the Field Work Guide to Agencies the first aim of field instruction is described as "to enable the student to relate theory and practice."

"Policy and Administration" and "Office Procedures" were discussed in only 12% and 13% of weeks, on average.

It should be noted that the above is by no means a content analysis since the length of time spent on a topic is not considered. What was measured was only frequency of discussion, and not duration.

NOTES TO CHAPTER 8

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4. Virginia Robinson, Supervision in Social Casework, p.53.

5. Virginia Robinson, The Dynamics of Supervision under Functional Controls, p.30.

6. Charlotte Towle. "The Place of Help in Supervision." Eileen Younghusband (comp.), ibid., p.133.

7. Charlotte Towle, ibid.

8. University of the Witwatersrand, Department of Sociology and Social Work. Supervision in Social Work, pp.59-77, 95-111.

9. South Africa. Department of Social Welfare and Pensions. The Responsibilities, Skills and Personal Attributes of the Supervisor.

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12. Dorothy Pettes, Supervision in Social Work: A Method of Student Training and Staff Development, p.84.

13. Ruth Shannon. "Developing a Framework for Field Instruction in a Public Assistance Agency." F.S.A.A., Trends in Field Work Instruction, p.32.

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16. Pettes, op. cit., p.32.

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22. Ibid., p.15.

23. Pettes, op. cit., p.80.

24. Bessie Kent, Social Work Supervision in Practice, p.18.

25. Sales and Navarre, op. cit., p.12.

26. Timms, op. cit., p.79.

27. Sales and Navarre, loc. cit.

28. Rosemary Reynolds. "The Relationship of Field Placement to Classroom Teaching from the Standpoint of the Supervisor." F.S.A.A., Techniques of Student and Staff Supervision, p.55.

29. Priscilla Young, The Student and Supervision in Social Work Education, p.39.

30. Pettes, op. cit., p.85

31. Ibid.

32. Annette Muller, Opleiding vir Maatskaplike Werk met spesiale verwysing na Suid-Afrika, p.146.

33. I.J.J. van Rooyen.„Praktykopleiding en Indiensopleiding van Professionele Personeel" South Africa, Department of Social Welfare and Pensions, National Conference on Welfare Planning, p.6. (duplicated)

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35. Pettes, op. cit., p.71.

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37. Annette Muller, Ibid.,

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52 Dwyer and Urbanowski, op. cit., pp.70-71.

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54. Young, op. cit., p.67.

55. Kent, op. cit., p.128.

56. Young, op. cit., p.77.

57. Dwyer and Urbanowski, op. cit., p.68.

58. Young, op. cit., p.79.

59. Kent, op. cit., p.30.

60. Anderson et al. Part II, op. cit., pp.73-74.

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CHAPTER 9

IMPLICATIONS OF THE RESEARCH RESULTS IN TERMS OF THE FIELD WORK CONSULTANT'S ROLE

The supervisor, the student and the field work consultant together constitute the field work triad, one sub-system in the model of the field work system represented in Figure 3, Chapter 2, as sub-system [A,X,L] where A represents the Field Work Consultant, X the Supervisor and L the student. In terms of the theory outlined in Chapter 2, the role of any element in a social system or sub-system will be determined by the interaction of the other elements.

This clearly applies to the role of the FWC. The research described in the previous three chapters was aimed at securing feedback from students and supervisors as to how the sub-system was operating. It was concerned with providing details of the relationship X,L , the relationship between supervisor and student, so that the FWC could assess to what extent the sub-system was performing its primary function of supplying growth-producing experiences to the students of the School of Social Work, and meeting the needs of the participants. On the basis of this assessment, important aspects of the FWC's role can be determined.

What do the empirical data reported signify for the role of the FWC? The ideals have been described, and the reality investigated. What are the implications for the role of the FWC of the relationship between them?

9.1 The FWC's Role in Relation to Supervisors

9.1.1 Number of Supervisors per Student

Although in the present study there were only three students who were placed with multiple supervisors, the three concerned were placed at three separate agencies, which represented 30 percent of the agencies used as field instruction centres over the two year period.

One of the students involved in this situation commented as follows on the awkwardness involved when one specific social worker is not assigned to the supervisory role in such a way that all concerned are clear that he in fact has been made responsible for the tasks involved.

> In the beginning I presumed my Supervisor was Mr. A. (the Case Supervisor of the Agency). But I had difficulties with him all the time - he was aloof and I had difficulty approaching him. We didn't get together very often so I turned to Mr. B. (a social worker at the field level). We had a close relationship and I felt I could discuss my feelings with him. Then I learned that he was supposed to be my supervisor all the time! He is more approachable and helpful but has only been in the field for a year and doesn't have the knowledge of the Case Supervisor, who has a master's degree in social work; so both Mr. B. and I turn to the Case Supervisor when difficult decisions have to be made. There was a lack of clarity as to who was the 'actual' Supervisor.

This type of situation is not conducive to the establishment of a firm relationship between supervisor and student which can serve as a vehicle for teaching and learning. It should be noted that the placement described above occurred in 1968 at which time the School had not explicitly formulated for itself what it required of field instruction centres nor communicated its objectives to the agencies involved in its field work programme.

Such a formulation was made early in 1969, and in March of that year the "Guide to Field Instruction Centres : Field Instruction in Social Work for Senior Students" was compiled and circulated by the School.* This naturally referred to the role of the Supervisor; clauses 11, 15 and 38 read as follows:

> 11. The term "Supervisor" is used to designate the particular member of staff assigned by the agency/organisation to assume the day to day responsibility for the student's learning experience in the agency.
>
> 15. The responsibility for the day to day supervision of students rests with the supervisor in the field instruction centre. However, the responsibility for the student's <u>total</u> learning experience during the period of placement rests with the organisation as a whole.
>
> 38. The supervisor undertakes the responsibility for the day to day supervision of the student in the field instruction centre.

In spite of these provisions however, one agency in 1969 allocated the student multiple supervisors, a social worker at the field level, his supervisor and the Case Secretary of the Agency. It seems therefore, that the FWC must ensure that every agency operating as a field instruction centre understands clearly the mechanics of the appointment of one clearly-defined supervisor. There must be clarity on the lines of authority and responsibility within the supervisory situation in the field instruction centre. If a supervisor is newly-appointed and/or experiencing difficulties in the role, the FWC must be available as a consultant herself and must make it clear to the supervisor and other agency staff members that the supervisor can and should use them as consultants but that he is the only one available for direct supervision of the student.

Such details need to be worked out in advance of the student's placement in consultations between the FWC, the agency

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* See Appendix 4

executive and the supervisor. The following situation described by a student in 1968 must be avoided:

> I'm virtually getting no supervision at all. On my first day at the agency, the Case Supervisor, virtually in my presence, called Mr. X into his office and asked him to supervise me. Mr. X nearly fainted. He obviously didn't know what was expected of him in the supervisor's role.

This demonstrates too the FWC's responsibility in respect of the training and preparation of supervisors.

The results of the research in the present study revealed that in addition to the three students with multiple supervisors throughout the year, nine students had alternate supervisors who functioned in that capacity when the original supervisor either went on holiday, or left the agency shortly before the student's placement came to an end. A conclusion to be drawn from these data is that the FWC needs to emphasise for the supervisor and the agency that they are undertaking a commitment when they agree to accept a student for field instruction. The student's placement lasts only approximately seven months, from March to September, and the supervisor must understand ab initio that he must commit himself to be available for the student for the full period of that placement. The agency in turn should appreciate that it is undesirable to transfer a social worker acting as a student supervisor to another branch, for example, before the termination of the placement. Such a transfer should be postponed until the educational obligations undertaken have been fulfilled.

It is well-known that staff turnover in social work agencies is high. McKendrick has reported on the occupational mobility and occupational wastage of a group of female white social workers in South Africa. He found that the mean length of job of his respondents was 15 months and the average total service in the

profession was 34 months.[1] This is undoubtedly a problem when student supervision is considered. The present study revealed that only three social workers acted as supervisors in both years of the study. The FWC needs to point out to agencies and supervisors the benefits of building up a pool of experienced qualified supervisors who could act in that capacity over a period of years. The family and occupational status of social workers should be taken into account in the selection of supervisors. It is preferable, if at all possible, to select social workers to act as supervisors if there is a strong possibility that they will be able to continue in the supervisory role for two or more years. In spite of the fact that students' preferences for particular settings may change from year to year, the presence of a good supervisor in an agency is always an inducement to a student to select a particular placement and is a factor which the FWC can and should emphasise in her pre-placement work with students.

The importance of appointing one clearly-defined supervisor for each placement has been stressed. However, the results of the supplementary project in 1969 revealed that in 10 out of the 11 placements a certain number of formal supervisory sessions were missed (See Figure 5 page 242)for reasons such as the supervisor's illness or other unavoidable reasons. It is inevitable that such contingencies will arise and yet it is educationally undesirable for a student to go from one week of her placement to the next without formal supervision. One student commented as follows on the difficulties experienced by a student when her supervisor is absent: "My supervisor and I had a good relationship which enabled me to discuss subjective feelings. When he was away, I felt quite lost and could have benefitted from support from someone else."

It would seem therefore that while there should be an assigned supervisor who is committed to remain in the agency for

the duration of the placement, it might be advisable for the FWC to suggest that another social worker be officially designated as a deputy supervisor. If the appointed supervisor is ill, has to attend a conference, or is away from the agency temporarily for an unavoidable reason then the student will not miss her formal supervisory conference, as she will have one with the deputy, even though of necessity the conference with a deputy-supervisor may have a different focus or be more limited in scope than a formal session with the on-going supervisor.

9.1.2 Location of Supervisor in Agency Hierarchy

What of the location of the supervisor in the agency hierarchy? The ideal is for the supervisor to be in a mid-management position in the agency and this was the case with 35 per cent of the supervisors in the present study. However, in this regard, the keynote of the FWC's approach should be flexibility. The exigencies of the local situation must be taken into account. It may not always be possible to have a social worker at the mid-management level acting as student supervisor. In a small agency, the executive director may be the most suitable or the only person available to act as the supervisor. In an under-staffed agency where supervisory staff have a heavy load of staff supervision, a social worker at the field level might, with adequate preparation and support from the FWC, provide the student with a more constructive learning experience. In every individual case, the FWC needs to explore the issue frankly yet tactfully with the agency concerned.

What is significant about the results of the present study however is the fact that only three of the fourteen supervisors involved in field instruction programme during the two years under review, were relieved of some part of their workload to enable them to devote sufficient time to field instruction.

11 out of the 14 (78,57%) were expected to supervise students in addition to carrying their usual workload. This is an undesirable situation, and prevailed in spite of the fact that Item 25c of the 1969 Guide to Field Instruction Centres stated that: "The supervisor's normal duties and workload may require some adjustment in order to allow time for ... supervisory sessions."*

The effect of work pressure on a supervisor's ability to perform adequately in his role was described by one student as follows: "Throughout my placement my supervisor was very aware that supervision was inadequate, and he was very unhappy about this. However, due to the pressure of his own work he was not really free to do much about it." Another student commented: "The supervisor had to carry his normal caseload which left him little time for adequate satisfactory supervision." The FWC therefore needs to negotiate with the agencies on this issue. Practical realities may sometimes present complications. As one supervisor wrote:

> Because of abnormal work-situation (shortage and continued turnover of staff) during the student's placement, not enough supervision was possible. Discussion was often interrupted and rushed.

Under such circumstances perhaps another social worker with a slightly lesser load should be appointed supervisor in place of the social worker carrying the brunt of the abnormal working conditions. Under normal conditions, the FWC should interpret to the agency the need for the supervisor to have his workload sufficiently reduced to enable him to give regular time to teaching.

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* See Appendix 4

9.1.3 Qualifications and Experience of Supervisors

As far as the qualifications and experience of the supervisors in the present study are concerned, the reality situation was close to the ideal. Twelve of the fourteen supervisors had professional qualifications in social work. Two of these had post-graduate qualifications while another two were studying for higher degrees while they were supervising. This obviously is a desirable quality in a supervisor which the FWC should be aware of in negotiations with agencies over the selection of supervisors.

The fact that two supervisors were not professionally qualified in social work requires comment. While it is desirable that a student supervisor should be a registered social worker, the FWC should not be absolutely rigid in this connection. In exceptional circumstances a supervisor without professional qualifications in social work per se may have much to offer a student. The FWC should individualise in such instances and attempt to build safeguards into the situation, and not automatically refuse to consider a potential supervisor only on the grounds of the lack of social work qualifications. The two students in the present study who were supervised by non-social workers both reported positively on their placements. The one wrote:

> I found the placement very beneficial. During supervision I gained a great deal of insight and understanding with regard to my relationship with my clients. I found my supervisor very understanding and helpful.

The other student rated her supervision as "very good. A wonderful experience, both from the learning and the personal point of view." Hers is an interesting case, as she had two supervisors, a psychologist assisted by a social worker. In this instance, this was a successful arrangement, as the student

benefitted from the inter-disciplinary contact. The conclusion to be drawn for the FWC is that every placement should be judged on its own merits. The guidelines are important, but they are only guidelines, not inflexible directives. The FWC must use her professional judgement, expertise and imagination in deciding whether or not a particular placement with the supervisor available can provide a student with a beneficial learning experience.

As far as experience is concerned, the supervisor group in the present study all met the criterion of a minimum of two years experience. This criterion was included in the Guide to Field Instruction Centres with the additional important proviso that the supervisor should have been a member of staff at the Agency for a minimum period of six months.*

9.1.4 Number of Students per Supervisor

Clause 23 of the Guide makes the following point:

> If possible it is desirable for the field instruction centre to accommodate at least two students simultaneously.... This is advantageous from the educational point of view.**

However, the results revealed that in many placements this was not the case. In 1968, five agencies accommodated one student each, and in 1969, three had only one student each. Eight out of the 22 students (36,36%) therefore were in single-student placements in seven agencies, one of whom took a single student in each of the two project-years. If the incidence of formal supervision is taken as an important criterion of the quality of a placement,

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* See Clause 36, Appendix 4

**See Appendix 4

it is interesting to note that the two agencies who scored lowest on th' parameter in the supplementary project in 1969 (providing formal supervision in 16% and 25% of field work weeks respectively) were both agencies accommodating only one student each. While the 3rd one-student agency in 1969 provided formal supervision in 92% of weeks, this was an unusual case where the supervisor was the only social worker in a residential institution. The other two instances were community agencies of a reasonably large size.

One student commented as follows on the disadvantages of a one-student placement:

> It can be helpful to have more than one student at the same agency, otherwise there is a feeling of isolation. The student can lose perspective on issues in the agency if there isn't another student with whom one can discuss these.

The FWC should therefore encourage agencies to take more than one student at a time for field instruction. Once again, as always, practical considerations must be taken into account, such as the size of the agency in terms of staff and space. However, it is an arrangement to be pursued. In the writer's experience multiple placements with multiple supervisors seem to work well as student rivalry for the supervisor's attention is eliminated. However, the student unit pattern should also be explored. Brown and Gloyne described how student units were financed in Britain from sources external to the University and the Agency, either from public funds or Trust Funds.[2] FWC's in consultation with agencies should explore sources of financing in South Africa such as foundations. The quality of welfare services in a community is closely related to the availability of high-quality professional staff and social work education may well receive a proportion of donor funds if the Schools, in combination with Agencies, present their case imaginatively.

9.2 Selected Features of Field Instruction Placements: The Role of the FWC

9.2.1 The way in which the Student's Status in the Agency is presented to clients

The results of the research revealed clearly that there was a discrepancy between the way in which supervisors viewed this aspect of field instruction and the way in which students perceived it.

A 1968 student commented: "There could have been more initial explanation of student role and procedure with clients." This type of remark from students as well as other information from them alerted the writer to the importance of this issue. Consequently the following clause was inserted into the 1969 Guide:

> The field instruction centre shall formulate a policy with regard to how the student should introduce herself to clients. This policy decision shall be communicated to the student and to all other members of staff, both professional and clerical."*

However, the results revealed that even in 1969 the discrepancy in perception continued. The FWC must therefore interpret to supervisors the importance of clear policy in this regard. She can, in consultations, ascertain from the supervisor what the agency's attitude to this matter is, help the supervisor formulate a definite policy on the matter and ensure that this is communicated to the student and other members of staff.

9.2.2 The Selection of Cases for the Student

When a comparison is made between the criteria for the selection of students' cases cited in the social work literature

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* Clause 24, Appendix 4

and the bases on which the supervisors in the present study selected cases for students, it is apparent that these coincide for the group as a whole.

> Item 39 of the 1969 Guide states as follows:
>
> The supervisor shall be responsible for the selection of cases for the student. The main criterion for selection of assignments for the students should be their educational value in accordance with the student's current stage of learning. Assignments should also be selected with the aim of acquainting the student with the various services offered by the agency. *

These provisions seem to have been implemented by the group of supervisors as a whole. However, one student in 1969 wrote as follows:

> I do feel that I could have been given more interesting and challenging cases. Most of my cases involved supervision of the clients and at times I did not think I was helping my clients at all, and often did not know exactly what my functions in connection with them were.

The conclusion to be drawn is that the FWC needs to consult with the supervisor and student in every placement to ensure that the selection of cases assigned meets the students learning needs.

9.2.3 Number of Cases in the Student's Caseload

If 12 cases is regarded as the maximum number desirable in a student's caseload, it appears that in the present study the majority of students had workloads in excess of this total. It would seem that on the whole the students investigated therefore, dealt with too many cases to permit the detailed "slow motion" learning of social work process which is a vital objective of field instruction. Too many students had

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* See Appendix 4

too many short-term cases. In one agency though this was the case, the students learnt to analyse the intake process in depth and therefore learnt much about psychodynamics. In this case it is the exception which proves the rule, and in general the FWC should encourage the agencies to limit the student's case load to a total of about twelve cases, some short-term and others on-going over a major part of the placement.

9.2.4 Students' Attendance at Administrative Meetings and Visits of Observation

The mean number of responses from supervisors and students indicating that students had attended meetings of the Agency Board or other committees associated with the administration of the service was 12. This indicates that students attended such meetings in only 54,55 per cent of the 22 placements. When this result is viewed in combination with the finding that the topic "policy and administration" featured infrequently during supervision discussions, it would seem to indicate that the FWC must emphasise the administrative objective of field instruction in consultations with supervisors. The FWC did include the point that students should attend meetings of the Board and/or administrative committees in clause 55 of the 1969 Guide* but the results indicate that this needs further interpretation and elaboration with agency personnel.

Item 56 of the Guide states that "the student should be given the opportunity to pay visits of observation to other agencies and institutions in the community whose work is relevant to the services offered by the field instruction centres."* The results of the present study revealed a similar perception by students and supervisors of the extent to which this requirement

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* See Appendix 4

was implemented. Their mean response was 16 or 72,73 percent which indicates that visits of observation featured in more placements than did attendance at Committee meetings. However, in vi- f the importance of this aspect of field instruction in communicating a community organisation approach to the student, the FWC should try to ensure that all field instruction centres provide students with this type of opportunity. As one student commented:

> If the student were taken on visits and exposed to the views of workers at the other agencies with which the field instruction centre has contact, this would give the student greater opportunity to assess the services and methods of the other agency more objectively. This would facilitate co-operation and co-ordination.

9.2.5 Students' Responsibility for Writing Letters and Telephoning

The results of the present study demonstrate that in 1968 and 1969 virtually all field instruction centres made provision for students to have these experiences. Reference to this aspect of field instruction was made in Item 59 of the 1969* Guide and it remains for the FWC to ensure that these procedures continue to be followed in all agencies providing field instruction to students.

9.3 The Role of the FWC in relation to the Supervision Process

9.3.1 Formal and Informal Supervision

When one views supervision as a whole taking both formal and informal supervision into account in terms of its duration, the finding in Section 8:3:1 (page 228) was that less time was

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* See Appendix 4

devoted to the process in the present study than should be the case according to overseas studies. The FWC therefore needs to emphasise the importance of the supervisory process in general to a greater extent.

A number of other results indicated clearly that for the group as a whole informal supervision seemed to exceed formal supervision in importance and conversely formal supervision, which should be the heart of the entire field instruction experience, received relatively insufficient emphasis.

The 1969 Guide contained one clause stressing the importance of formal supervision (Item 40) but clearly this matter require. further interpretation and emphasis. The following results lead to this conclusion:

Section 8.2, page 221

A significantly higher number of students than supervisors perceived that informal supervision was the predominant patt rn in 1968 and 1969.

In the supplementary project in 1969, info supervision occurred in more weeks than did formal supervision.

Section 8.3.2 revealed that informal supervision exceeded one hour in 45,63 percent of weeks.

Table 27 (page 240)indicated that the formal supervision occurred in an average of 66 percent of weeks for the group as a whole, the range being from 16 percent and 92 percent of field work weeks.

The supplementary project in 1969 indicated that formal supervision lasted the optimal period of 1 - 2 hours in only 25,94 percent of field work weeks (see Table 25, page 237)

The over-riding conclusion to be drawn from the data is that formal supervision received insufficient emphasis in the field instruction programme during 1968 and 1969 and the FWC therefore needs to help the agencies increase the attention given to this matter and change its form in several respects.

The following histogram summarises and depicts graphically the mean percentage of weeks for the 11 students participating in the Supplementary Project in 1969 in which various parameters of formal supervision applied. If one assumes, on the basis of the theory cited, that these parameters should have applied in 100 percent of the weeks students worked in field instruction centres with the purpose of receiving field instruction, then the shaded portion of the figure provides a quantitative representation of the extent to which the FWC needs to negotiate with agencies with respect to maximising these dimensions of field instruction:

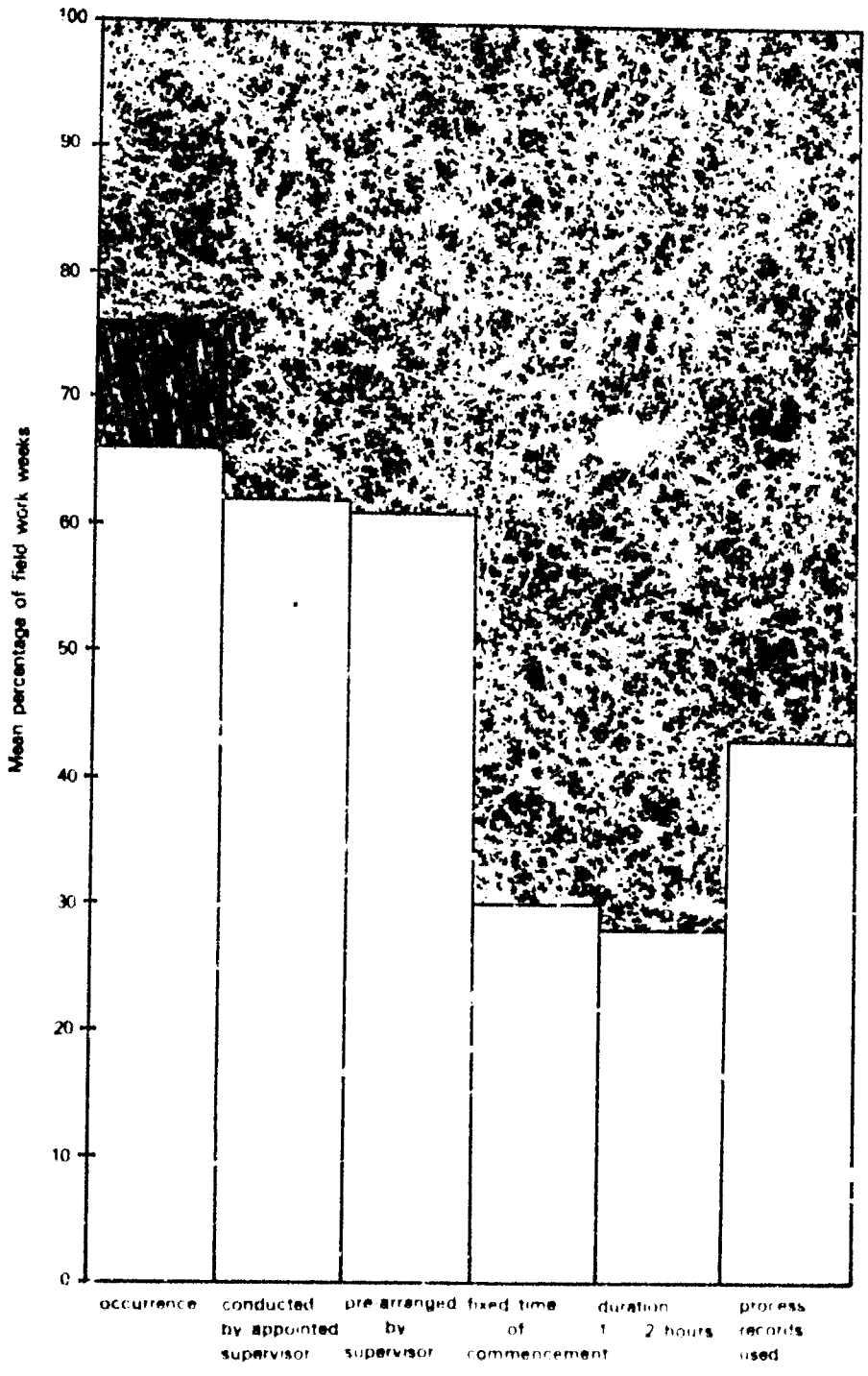


Figure 12 — parameters of formal supervision. Social Work IV class, 1968

Figures 6, 7, 8, 9 which depict the extent to which these parameters applied in the placements of individual students at different agencies, indicate the variations which existed between different field instruction centres and different supervisors. The empirical data obtained therefore confirm the second hypothesis formulated at the beginning of the project and found on p.15 Chapter 1 viz. "Field instruction centres would differ with regard to the pattern of field instruction they provided and in particular with regard to the amount and type of supervision offered." Consequently the FWC must individualise each field instruction centre and each supervisor. The nature and degree of her intervention in relation to the agencies participating in the field instruction programme will vary according to the circumstances in each agency.

The results of this study together with those of Sales and Navarre[3] in Michigan, indicate that informal supervision undoubtedly plays an important role in students' field instruction. It should therefore be more explicitly defined by the FWC. For example, the 1969 Guide made no reference to informal supervision. In consultations with supervisors, the FWC should explore the role of informal supervision in the placement. To what extent is it vital for supervisors to be available for "emergency" guidance, and to what extent could improved advance planning forestall some instances of unscheduled contact between supervisor and student?

9.3.2 Evaluation Discussions

As far as evaluation is concerned, all the supervisors in the present study reported that an evaluation discussion had occurred, while only 17 out of the 22 students agreed with this view. This was not statistically significant but worthy of notice. Students and supervisors need to be conscious of the importance of on-going assessment throughout the placement as well as at its

termination. It is important therefore for the FWC to provide both supervisor and student with guidelines to those aspects of the student's performance which should be evaluated. One example of such an evaluation outline is that drawn up by the field work consultant at Wits. in 1968, a copy of which is provided overleaf. Such an outline for the qualitative assessment of the students' field work performance is a useful guide to evaluation discussions in supervision whether or not quantitative assessment occurs at the end of the placement. In consultations with supervisors, the FWC should help supervisors to build up the confidence to evaluate the student's performance and express criticisms on the issues named in the guide. This is often a difficult task for social workers who see themselves essentially as members of a "helping and healing profession"[4] and may be afraid of the "damage" they may cause through judging and criticising. The FWC must help them to see these matters in perspective and to differentiate between their roles as supervisors and case workers.

UNIVERSITY OF THE WITWATERSRAND - SCHOOL OF SOCIAL WORK

FOURTH YEAR STUDENTS' CONCURRENT FIELD INSTRUCTION IN SOCIAL WORK

EVALUATION REPORT - IN DUPLICATE

I. Identifying Data:

Name of Student:

Agency:

Name of Supervisor:

Date of termination of placement:

II. Learning Opportunities Provided:

(a) In which methods of social work did the student receive Field Instruction? (Please specify: Casework, Group Work, Community Organisation, Administration, Social Work Research).

(b) Nature of Students' Workload i.e. individual cases described according to problem and casework service; number and description of groups handled; individuals and groups within the community.

(c) Social Work Administration: Meetings attended i.e. Board and Committee meetings, case conferences, staff meetings, inter-disciplinary and inter-agency contacts etc.

(d) Social Work Research: The nature of any research projects in which students participated.

III Assessment of Students' Performance:

(a) General: Comments on students' punctuality, dress, reliability, ability to take responsibility.

(b) Social Casework: Qualities of warmth, empathy, sensitivity, imagination, capacity to form, sustain and terminate professional relationships with clients; interviewing ability on home visits and in office interviews; ability to obtain information; planning; understanding of human behaviour in terms of psychological and socio-cultural factors; knowledge and use of community resources; ability to work in a multi-disciplinary team and to interpret the social worker's role in this setting.

(c) Social Group Work: Programme Planning; Special skills, capacity to form, sustain and terminate relationships with the group as a whole and individuals within it; ability to assess behaviour and needs; leadership abilities and use of group leaders.

(d) Community Organisation: Ability to identify and interpret community needs; demonstrated ability to compile and present facts in a manner conducive to decision making by groups; contribution to process of decision making; capacity to relate to members of other professions and citizen volunteers, individually and in groups; ability to function professionally in conflict situations requiring problem-solving skills; public speaking ability; ability to communicate and negotiate with public bodies, local and national.

(e) Recording: Students' ability to record appropriately and accurately; use of language; reliability in keeping records.

(f) Social Work Administration: Knowledge of Agency's structure, functioning and financing; grasp of agency's policies and procedures; ability to work within agency structure and function; relationships with other members of staff; ability to follow office procedures e.g. filing, keeping routine records, use of telephone etc.

(g) Use of Supervision and other Learning Opportunities:

Nature of supervision provided; students' relationship with Supervisor; degree of independence or dependence; ability to use his own initiative for learning; students' understanding of supervisor's own work pressures; students' contribution at staff meetings; ability to relate theory and practice.

(h) Social Work Research: Quality of performance in any Agency research projects; research consciousness; handling of student's own research project for dissertation.

(i) Assessment of Student's Professional Development: Any special difficulties or positive qualities; ability to have insight into his own behaviour; emotional adjustment to role as social worker; progress in overcoming early difficulties; quality of development into a professional social worker; identification with the profession, the professional association of social workers etc.; any additional points.

IV. General Comments: General comment on the programme of field instruction; any suggestions about academic courses for social work students.

9.3.3 Group Supervision

The results relating to the use of group supervision give a clear indication that this type of supervision was used to a minimal degree in the period under review. The FWC therefore needs to communicate to supervisors the advantages of this type of supervision and to assist them in considering appropriate ways in which it could be introduced into the field work curriculum.

9.3.4 Content of Supervisory Discussions

As far as the content of supervisory discussions is concerned, figures 10 and 11* indicate that much work needs to be done by the FWC with supervisors in this connection. Again there are agency variations, some supervisors concentrating on important topics such as "subjective aspects" more than others. In general however, the results indicate that most supervisors need help and guidance in relation to the topics which they must cover in supervision with students. Clauses 41 and 42 in the 1969 Guide** relate to these matters but additional clarification is necessary.

The empirical data provided by the study confirm one of the hypotheses formulated in Chapter 1 viz. that discussion on the integration of theory and practice would occur infrequently. The responses to the annual questionnaires revealed that this topic was discussed frequently in only 27,27% of placements, while the supplementary project revealed that it was discussed on average in only 30% of weeks worked by the 11 students as a whole.

The other hypothesis viz. that discussions related to objective action in cases would occur more frequently than discussions of subjective factors, was confirmed by responses to the annual

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* See pages 288 and 291

** See Appendix 4

questionnaire administered over the two year period of the study. Students in 1968 and 1969 reported that "objective action" was discussed frequently in 81,82 percent of placements, while "subjective aspects" was discussed frequently in only 45,45 percent of placements. However, the data from the supplementary project do not confirm the hypothesis. The mean number of weeks in which "objective action" was discussed in 1969 and 50 percent of the total number of field work weeks, while the figure for "subjective aspects" was 54 percent. Possibly the emphasis placed by the School on field instruction during 1969, by means of this research project, supervisors' seminars and other measures accounted for this difference. On the other hand, both scores remain low. A topic of the importance of "subjective aspects" should be discussed in a far greater percentage of field work weeks than 54 percent, and the FWC must interpret this to supervisors and make herself available for consultation in order to assist supervisors to deal with this aspect of social work practice.

The same applies to the topics "integration of theory and practice" another vital aspect of field instruction and supervision, and "policy and administration", which was discussed frequently in only 18,18 percent of placements over the two-year period 1968-1969, and which featured in formal supervision in an average of 12 percent of the field work weeks in which the 11 students in 1969 received field instruction in community agencies.

9.4 Conclusion

Two thoughts are presented to conclude this section.

Firstly, as Brown and Gloyne pointed out in relation to their survey of the Field Training of Social Workers in Britain in 1966, the conditions of field instruction are in a state of

constant change and "facts were necessarily out-of-date almost before they could be committed to paper."[5] This applies in the present study too where the empirical data refers to the period 1968-1969, which at the time of writing (1973) is three years in the past. Nevertheless, as Brown and Gloyne state:

> 'Stills' from strips of film are sometimes a good example of their quality. Changes often reflect the permanence of problems and principles. A study of the recent past may throw some light on the shape of things to come, if only by raising provocative questions."[6]
> It is hoped that the same applies to the present study.

Secondly, it must always be remembered that field instruction centres are independent institutions in the community established with the primary purpose of rendering service to clients. They enter into a contractual arrangement with the University on a more or less formal basis to provide field instruction to students. The fact that student education is a secondary objective and that service to clients is primary is sometimes regarded as an obstacle to effective field instruction as an educational process. This is one of the reasons advanced in the United States for establishing teaching centres in which students learn aspects of practice in settings removed from the direct service-giving situation. However, the present writer considers that one of the most valuable lessons about professional practice which the student can learn is that service to the client, whether it be an individual, a group, an organisation or a community, is a paramount consideration and that self-discipline is required of the practitioner. She must learn that to some extent she must control her own needs and desires in the interests of the client. This can only be learnt in the agency situation. Of course the student's learning needs are important and must be met. This was the motivation for this study. However, it would seem to be a retrogressive step if these were met at the expense

of eliminating the rendering of direct service to clients by the student.

Furthermore, it is only in the service-giving situation that the student can learn with authenticity the dynamics of interaction between practitioner and client in the real life situation where a person with a problem comes for help to an agency established by the community to perform a specific function.

Therefore, partnership with agencies is desirable on philosophical grounds and not only on grounds of expediency such as lack of sufficient funds to enable the University to establish its own teaching centre.

Consequently, it is essential to cultivate good relationships with agencies. Schools of Social Work must avoid the image of an expert authority dictating to agencies how they must provide field instruction. This would create resentment and engender hostility which is inimical to the interests of the student and the school within the agency and is therefore self-defeating. The School can and must provide leadership in relation to field instruction but not dictatorship. The FWC must be what her title implies, and agencies must be involved in curriculum planning for field instruction.

To conclude in the words of Samuel Finestone:

> The criteria for professional field instruction are very difficult to achieve and, in a sense, are always striven for and never fully achieved. The co-ordinated efforts of all educators in class and field are needed to link research and theory, theory and practice, practice and curriculum.[7]

NOTES TO CHAPTER 9

1. B.W. McKendrick, The Employment, Occupational Wastage, occupational mobility and work satisfactions of Social Workers : A study of the European female social work graduates of the Universities of Natal and the Witwatersrand 1955 to 1965. as reported in 'Maatskaplikewerk - Navorsing'. Social Work - Maatskaplike Werk, 8: 211, 1972.

2. S. Clement Brown and E.R. Gloyne, The Field Training of Social Workers, p.87.

3. Esther Sales and Elizabeth Navorre, Individual and Group Supervision in Field Instruction: A Research Report, p.12.

4. Swithun Bowers "Social Work as a Helping and Healing Profession." Social Work (New York), 2: 57-62, 1957.

5. Brown and Gloyne, op. cit., p.19.

6. Ibid., pp.19-20.

7. Samuel Finestone. "Selected Features of Professional Field Instruction." Journal of Education for Social Work, 3 No. 2: 26, 1967.

PART IV

The Role of the Field Work Consultant in relation to the Field Work System.

If all the participants in the field instruction of social work students are viewed as interacting elements in a social system as was suggested in Chapter 2, it follows that the role of the FWC is affected by each of these elements, and in turn the behaviour of the FWC can influence the behaviour of the other elements. In what ways should the FWC operate in relation to each of the elements of the field work system (see Chapter 2 Diagram 3) in order to facilitate the implementation of the specific features of the field instruction program described in the previous chapters? In other words, what is the role-set of the FWC in the field work system, where role-set is defined in Robert Merton's sense as "that complement of role-relationships in which persons are involved by virtue of occupying a particular social status."*

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* Robert K. Merton. "The Role-Set: Problems in Sociological Theory" The British Journal of Sociology, June. 1957, p. 110, as quoted in Howard Irving. "A Social Science Approach to a Problem in Field Instruction: The Analysis of a Three-Part Role-Set" Journal of Education for Social Work, 5 no.1: 50, 1969.

CHAPTER 10

THE ROLE OF THE FIELD WORK CONSULTANT IN THE FIELD WORK SYSTEM: SOME ORIENTATING CONCEPTS

10.1 Role Concepts

Yvonne Fraley's role model which she formulated in 1969 "to facilitate the identification, analysis, and comparison of the non-client relationships in which social workers engage"[1] is a useful conceptual framework to bear in mind when analysing the various role relationships required of the FWC. Fraley's model is based on symbolic interaction theory and is composed of six variables:

i. The position of the actor that is, the position of the FWC (in this case) at the time of the interaction under consideration. The FWC will occupy different positions in relation to different elements in the social system. In relation to the student she is to some extent in authority; in relation to the Head of the University Department, she is subject to his authority; in relation to the agency supervisor, she is a colleague. Each position evokes different expectations, attitudes and behaviour from the actor and from others in relation to him or her. The University sub-system itself has certain characteristics which distinguishes it from other complex organisations and which complicates role definition within it. As Joseph Soffen points out in the publication "The Social Work Educator," the relationship between staff and line is reversed in the University. Quoting Blau, he states that "administrative authority and professional staff relationships are more difficult to show in a hierarchical arrangement than in most other bureaucracies."[2] These complicating factors can affect the FWC's role in relation to the elements of the University sub-system.

ii. The goal of the actor: Clarification of the goal to be achieved by a particular action assists in the definition of appropriate role behaviour. Fraley points out that in casework or group work the goal in client relationships is usually personality reconstruction or relief of current stress. As the practitioner moves into non-client relationships the goals shift. In the case of the FWC, one possible goal is to improve the quality of field instruction offered to students; another could be to change policies relating to field instruction, or to change administrative processes or structures within the School which affect the field instruction programme. As Renee Berg has pointed out "every activity in a school must ... relate itself to the school's central purpose: education of students for the profession"[3] but within this major purpose there are differing goals implicit in differing activities. Berg differentiates for example between the activities of "teaching' and "educating". By teaching she means all activities which involve her directly with students, while she assigns to the category of educator, the multifarious activities essential to supporting this central activity.

iii. The other: According to Fraley "the other" person with whom the social worker interacts may be a single person, a group, or a collectivity.[4] The FWC could interact with an individual student or supervisor, the staff group within an agency, or at a meeting, with the aggregate of executives and supervisors from all agencies acting as field instruction centres. Just as the social worker who is conceptualised as the actor occupies a position in a social system, so do the other persons with whom he interacts. Their positions affect their attitudes, expectations and behaviour just as the actor's position affects him or her. Likewise, the position of "the other" affects the actor's expectations, attitudes and behaviour. The FWC will behave differently to some extent towards an Agency Executive, her Professor or towards a student.

iv. Goals of "the other": In her article entitled "Intake and some Role Considerations" Helen Perlman emphasises the importance of worker and client achieving some congruity of goals if the worker is to engage the client successfully in the helping process.[5] Likewise in any encounter between a social worker and an "other" which is aimed at some productive outcome, the social worker must ascertain the goals of the "other" both manifest and latent, explicit and hidden. The FWC must become acquainted with the goals of agency executives and supervisors in taking students for field instruction. Do they appreciate their educational commitment, do they perceive the student as an extra worker to run errands or help out with assorted tasks, or do they perhaps regard the student as a nuisance who must be accommodated perhaps because of a tradition of acting as a field instruction centre to a particular University? Agency and University Department or School of Social Work must exchange views on the goals of field instruction and attempt to reach some degree of congruence. As Bess Dana wrote: "Although the two partners in the educational process carry different role responsibilities, the conditions of partnership require agreement as to ultimate goals." However, in the same publication, a staff member of the Council on Social Work Education commented that although schools and agencies were striving in many ways towards the same goals, they often did not convey their mutuality of interests to one another.[6] An important aspect of the FWC's role would therefore be to clarify the goals of "the other" and to attempt to match these to the goals of the School. As Fraley states,"routinely identifying the goals of the other may help to identify those situations in which goal modification on the part of 'actor' and/or 'other' is essential for goal achievement and those situations in which a mutual accord is impossible, and so is success."[7]

v. Forms of Communication: Fraley emphasises that communication is an integral part of symbolic interaction theory and in fact interaction between human beings becomes most constructive when there is a free flow of clear and unambiguous communication between interacting parties. The deleterious effects of "double-bind" communications have been fully described in both psychiatric and social work literature. In the experience of the writer, a free flow of sensitive communication between the elements in the field work system facilitates that type of interaction which promotes field instruction of a beneficial nature. Fraley suggests the following classification of communications, all of which could be used by the FWC to facilitate interaction between the elements of the field work system in such a way as to keep the system evenly balanced and productive:

a. Verbal communication (face-to-face or telephone conversations, such as in interviews with students or supervisors, visits to agencies, addresses to staff meetings at School or Agency)

b. Written communication (drafted by the actor and given to "the other", for example, field work guides to agencies and students drafted by the FWC, reports to school staff and university administration on the statistical and other features of the field instruction programme).

c. Use of the body to communicate (for example, posture, gesture, facial expression operative in interviews and meetings).

d. Non-verbal media (e.g. photographs, tours). The FWC could consider for example taking supervisors and agency executives on a tour of the University campus to increase their identification with the educational task of equipping students for professional practice.

e. Distribution or presentation of communication material prepared by others (e.g. pamphlets, films, tapes, teaching records). The FWC can make use of such materials in supervisors seminars, for example.

The importance of communication in promoting School-Agency relations was emphasised by Katherine Kendall in an article published in 1967. She stated there that "effective commitment to educational goals cannot occur without continuing communication between schools and agencies, and here the burden of responsibility falls primarily on the schools,"[8]; she added that at that time national and local agencies in the United States considered that true partnership in the educational venture of field instruction required more frequent and broader communication than existed at the time. This factor should at all times be an important consideration in the activities of the FWC.

vi Methods of Influence: Fraley outlined some possible methods of influence under three rubrics derived from social work techniques in casework, community work and supervision. These are problem-solving, teaching and helping. According to Fraley, problem-solving techniques are readily adaptable to non-client relationships while the applicability of the teaching and helping relationship techniques is uncertain. It would seem however, that in the FWC's relationships with different elements of the field work system all would apply. Teaching and helping activities are relevant to the FWC's role in relation to students and supervisors, while other methods of influence cited by Fraley would also apply, for example, conveying expectations by making a specific request.

The writer supports Fraley's view that this model "can be used as a framework for studying the role (regularities or patterns of behaviour) of less well understood positions"[9] in the social work profession, and therefore considers that the model has great

utility in explicating ıe role of the field work consultant within a School of Social Work.

10.2 Social Work Principles

Another important orientating factor in considering the role of the FWC in the field work system is that the role is that of a professional social worker and must therefore be subject to the basic principles which are (or should be) at the foundation of the professional behaviour of all social workers. These may be categorised in various ways but a cautionary note must be sounded before proceeding to describe some of these ways. To state that the FWC must behave in accordance with the principles of social work is not to imply that she must apply clinical social work to the participants in the field instruction programme, in the sense of undertaking therapeutic activities such as those germane to social casework or social group work. Rather, these principles must be incorporated in behaviour which is relevant to the educational purpose of field instruction as part of ıe total curriculum of the department or School of Social Work within the University.

One categorisation of principles which has been developed mainly in the casework literature[10] involves the following list:

i. Respect for the dignity and worth of every individual human being. This is fundamental to social work practice and applies no less to the role of the FWC who must maintain this attitude towards students and supervisors under all circumstances. Occasions may arise when a student may be careless or incompetent or where perhaps a supervisor will fail to measure up to requirements. The FWC must strive to maintain an attitude of respect and courtesy even under such circumstances.

ii and iii The same would apply to the principles of acceptance and the non-condemnatory attitude detailed in the casework literature. Behaviour may be unacceptable but the FWC should always attempt to understand the motivations which underlie such behaviour, and though she may have to exercise sanctions perhaps such as in an extreme case removing a student from a field instruction centre, this should be done within an atmosphere of tact and diplomacy as far as possible.

iv Self-determination or self-responsibility within the framework of authority, as opposed to authoritarianism, similarly applies to the field instruction situation as it does in the casework situation. In an article entitled "Reflections on a Teacher" Charlotte Towle wrote as follows in 1956:

> One of the earmarks of the great teacher is that he lends himself to others for their use through teaching in ways that free the learner. He is not all things to all men, but he has had different values for different men, and his greatness lies in having fostered the individuality of the learner. ii

The field instruction programme of any school has a certain structure and certain requirements which should be clearly formulated and communicated to all participants who must abide by these. However, within this framework, participants should be encouraged to express themselves freely in their own particular way. The School and the FWC formulate guidelines not immutable rules, and in the writer's opinion, flexibility in the interpretation and application of regulations is a vital part of the FWC's approach. It should always be remembered that the rules have been made by the members of staff of the School for the benefit of students and others, and the FWC should therefore interpret these in this way and not feel herself rigidly bound by past decisions which may be to the overall detriment of a particular student, supervisor or agency in a particular situation.

v. Much of what has been stated already, incorporates

another principle, namely, that of individualisation, which is an important in the sphere of social work education as it is in clinical social work. Students, supervisors, colleagues, must all be regarded as individuals with their own unique personalities and means of self-expression, which the FWC should not ignore. The needs of individual students and supervisors must be taken into account in the conduct of the field instruction programme.

vi. Another important principle is that of confidentiality which again is as relevant to the relationships of the FWC with "others" in the field work system as it is in other spheres of social work practice. In relation to casework its interpretation is often complicated, and this applies to the educational situation as well, but it remains valid as a principle. Within the field work system it has to be balanced against the desirability of a free flow of communication, as both are important considerations, and here the professional judgement of the FWC would have to operate.

If these principles are to be implemented in the behaviour of the FWC particularly towards students and supervisors, she requires self-awareness and must constantly strive to develop insight into her own feelings and reactions, particularly in situations presenting difficulties. She needs the ability to face up to her emotions and the impact her behaviour makes on "the others" with whom she interacts in the field instruction situation. If necessary she should consult with her colleagues within the School in this connection.

The behaviour of the FWC should also be characterised by the genuineness, warmth and concern for others which is basic to social work practice and which is required if a growth-producing climate is to be created.[12] The skills of interviewing, involving a grasp of inter-personal dynamics, and the ability to

observe and listen, to comment or question when necessary or to remain silent - all these apply to the role of the FWC too. On the subject of listening, Pettes states that "the casework skill of listening with both understanding and thought is essential in supervision"[13] and this applies too to the activities of the FWC who should, in interaction with students, supervisors, executives and others, listen to what is being said, seek to clarify facts and listen with "the third ear" to grasp underlying meanings in communications. Such skills are relevant to the FWC's role with organisations such as the agency as a whole, or the University administration. In a lecture entitled "Creating a Climate for Change in Organisations" delivered at the Golden Jubilee Seminars of the School of Social Work, University of the Witwatersrand in 1972, Dr. G.V. Grant of the same University's School of Business Administration, stated that the new role of change-agent in large business organisations, which was created to promote organisational development in the contemporary period of rapid societal change, required the skills of sensitive observation and listening, and a deep understanding of an organisation and the people who constitute it. He needs too skills in confrontation, an attitude of acceptance to people, and the personal capacity to provide emotional support and reassurance to those people who are being exposed to change.[14] These comments are relevant also to the FWC's role in bringing about changes in social welfare organisations which will be conducive to improved field instruction for social work students.

Another categorisation of social work principles relevant to the role of the FWC is that of Ruth Smalley. In her book "Theory for Social Work Practice" published in 1967, Smalley enunciated five principles which in her view are generic for social work practice, applicable to the primary methods of social work as well as to social work administration and research, education and supervision.

i. The first principle embodies Smalley's concept of diagnosis, which is a diagnosis related to the use of the service offered, formulated with the participation of the clientele served, and shared with that clientele for its own use, and which is subject to continuous modification as the phenomenon served changes. Smalley herself points out that a teacher in a school of social work must diagnose or evaluate a class as a whole as it moves through the academic year in respect of its mastery and use of particular curriculum content and adds:

> He must evaluate, also, the learning problems and promise of individual students. The adviser has a very special responsibility for arriving at and acting on an educational diagnosis of each of her advisees. [15]

The literature on supervision contains many references to the importance of educational diagnosis[16] and the FWC also clearly has a role to play in diagnosing the learning needs of the student. Smalley's concept with its democratic connotations makes it applicable too to other elements in the field work system. The FWC in consultation with supervisors, agency executives and academic staff should "diagnose" the needs of agencies and supervisors in relation to the field instruction programme. What do they need to know? Where do they need support? Where are modifications necessary?

Smalley's statement that diagnosis must be related to the service given, emphasises that in the educational situation diagnosis must be related to learning and teaching considerations. This is a most important point. When personality factors are assessed it is not for their own sake but only in so far as these are relevant to the teaching and learning situation.

As Charlotte Towle wrote in "The Learner in Education for the Professions:"

> To one who would understand the part played by anxiety in learning ... it is to be noted that educational diagnosis focuses largely on the individual in the current educational experience. The educator does not attempt to know the basic causes of the anxiety. He does attempt to know the precipitants in the educctional situation.17 (writer's emphasis)

ii. Smulley's second principle relates to the "conscious, knowing use of time phases" by the social worker and was referred to in Chapter 7 of the present study. Because the relationship of the FWC with students and supervisors is rigidly structured by the features of the academic year, this principle is also relevant to the FWC's role. Smalley wrote:

> Nowhere are the potentials in using beginnings more keenly felt than in a school of social work. Here the rhythm of the school year highlights the hope and fear which attend beginnings - the reaching forward, the fearing, fleeing from, or fighting, so characteristic in varying patterns in all beginnings.18

The FWC in a school of social work has much to do in recognising and utilising those beginnings in which she has a responsible role to play, for example, the beginning of a field instruction placement and its significance for student, supervisor, agency executive, board and university staff and administration. She must learn to understand the processes operative in the middle phase, and act accordingly, and the very great importance of termination where student responses for example can range from relief to regret, anxiety about the future or a quiet satisfaction that they have successfully undergone a meaningful and maturing learning experience, and keen anticipation of using their professional skills in practice.

iii. The third principle concerns the use of agency function to give focus, content and direction to social work processes. In the case of a School of Social Work, the function of the "agency"

is clearly an educational one, to provide educational experiences which will promote the intellectual, emotional and conative growth of the student so that at the end of a given time period she will possess the knowledge, self-awareness and skill to enable her to embark on the professional practice of social work. Conscious use of this principle will ensure that the FWC's activities will have purpose and direction and will not involve inappropriate tasks.

iv. Principle iv relates to the conscious, knowing use of structure as it evolves from function. Structure is defined in terms of time, place, policy and procedures and according to Smalley introduces "form" which furthers the effectiveness of all social work processes. The FWC must devise an appropriate structure for beginning her contact with students at the commencement of the academic year, for example addressing them as a group on aspects of their field instruction and consultation sessions with her, and she should assist agencies and supervisors to devise and utilise a productive system of introducing and initiating students to the field instruction centre at the beginning of their placements. Termination procedures should also be defined, for example, a meeting of all supervisors and agency executives from field instruction centres at the end of the year, perhaps followed by a luncheon provided by the University. Place is also an important consideration. Smalley points out that it is not only administratively necessary for classes in a school of social work to meet in the same room regularly but "it is psychologically and educationally helpful as well."[19] The same would apply to the location of the FWC's individual consultations with students. The FWC must help the agency to see the necessity of providing the student with a suitable place where she can sit and work, and she herself must determine whether it is more advantageous to consult with agency personnel at the School or at the agency under differing circumstances.

Policy regarding the field instruction programme itself serves as structure and gives form to the undertaking, thereby preventing disorganisation and confusion. The development of specific procedures for implementing policy is related to this, and the research described in the previous section was concerned with this aspect of structuring. Smalley endorses the point made earlier in this chapter, that form or structures should not be used rigidly. In her words,

> Skill in the development and use of form or structure requires that it be employed in quite another way, with full comprehension of its necessity, with wisdom in its employment, and with constant testing and modification in the interest of its effectiveness for making a service available in a helpful way. Too much form can stifle creativity ... but too little form or absence of form can be wasteful of effort, lead to purposelessness, disorganisation, confusion, amorphousness, or outright chaos.[20]

v. The final principle states that "all social work processes, to be effective as processes in social work, require the use of relationship to engage the other in making and acting on choices or decisions as the core of working toward the accomplishment of a purpose identified as own purpose, within the purpose of the service being offered."[21] In applying this principle to social work education, Smalley states as follows about the teacher in a school of social work:

> Central in his own process skill as teacher in class or in field [illegible]s capacity for engagement of the student in learning, for furthering the student's capacity to act on his own interest and will-to-become, for his own sake, rather than purely or primarily to satisfy the school's requirements. Teaching method is characterised by skill in engaging as well as in imparting. And the adviser in a school of social work directs his whole energies to freeing the individual student to take hold positively of his own will to learn and to become a professional social worker, through working with him on what is standing in the way of what he needs to know or experience for a fuller engagement of himself in learning.[22]

It i· in this area of engaging in a relationship that role performance or behaviour must be aken into account, that is the individual's interpretation of role requirements in terms of his own unique personality. This factor is an important one to consider in analysing the relationships within the field work triad: supervisor crd student, student and field work consultant, field work consultant and supervisor. No prescription of policies and procedures can present the full picture. Every relationship within the field work system will be coloured by the impact of the individual personalities involved and the interaction between them. This point illustrates again the necessity of the FWC to develop self-awareness in relation to her functioning in her profe,sional role, and to encourage students and perhaps to a lesser extent, supervisors, to do likewise.

The relct.:nship between role performance and self-expression has been considered in what the present writer considers to be a significant paper entitled "Authenticity in Teacher-Student Communication" delivered by Emanuel Tropp at the 1969 Annual Programme Meeting of the Council on Social Work Education in the United States. Tropp states that in the modern world of large, impersonal organisational structures social work students are seeking freshness, intimacy, genuineness, and vitality in wl ich they find their world so woefully deficient, and that there was therefore a need for authenticity in relationships between social work educators and students. This does not imply an abandonment of role considerations but the performance of role in "a uniquely individual manner, which brings out the maximally appropriate self, thereby creatively enhancing the role." In other words, Tropp formulated a simple axiom, thus: "One acts oneself to the fullest possible extent that being oneself is not incontradiction with the performance of one's function."

Tropp also makes the important point that the distinctive role of social work educator, while involving social work principles, should also be firmly rooted in educational principles. He must avoid an excessively close identification with the therapeutic aspects of a social worker's role and must incorporate features of the teacher role such as the following: being "an informed and motivated illuminator ... an active person who gives of himself, leads, inspires, demonstrates, stimulates" and is able to confront the power aspects of his role in relation to students. He needs to have a great desire to teach, to help others to understand. This "is transmitted vividly to the students as a feeling of conviction ... (which) is contagious and has enormous human impact."[23]

10.3 Educational Principles

The role of the field work consultant as a social work educator is therefore a blend of aspects of the role of social worker and the role of teacher or educator and the FWC should familiarise herself with principles from the field of education as specifically applicable to the field of social work education. As early as 1942, Bertha Capen Reynolds gave attention to this question and in her book "Learning and Teaching in the Practice of Social Work" she developed the concept that the role of the teacher in social work education involved five major functions, which have been summarised by Mary Louise Somers as follows:

> i. diagnosing what is happening to the learner (formulating an educational diagnosis);
>
> ii. giving the learner sufficient security in the learning situation so that he can risk trying the new;
>
> iii. presenting the subject for mastery by the learner;
>
> iv. releasing the energies of the learner so he can move from preoccupation with self to ability to study the situation as it is;

> iv. freeing one's own energies as a teacher from pre-occupation with subject matter, after mastering the content to be taught, in order to focus on the learner in relation to the content to be mastered.[24]

The publication of the Hollis and Taylor report on "Social Work Education in the United States" in 1951 stimulated constributions by Ralph Tyler, Charlotte Towle and Grace Coyle on the role-dimensions of teachers in social work education. These papers were delivered at the Annual Meeting of the American Association of Schools of Social Work in 1952, and have been reprinted in the CSWE publication "A Source Book of Readings on Teaching in Social Work." Two years later, in 1954, Charlotte Towle published her work entitled "The Learner in Education for the Professions" which more than any other volume, has "defined the role of the teacher in social work education and made conscious and explicit use of theories of learning and teaching in the process."[25] Towle placed central emphasis on the responsibility of the teacher for setting in motion "a learning process which will endure"[26] throughout the professional lifetime of the practitioner. Towle stressed the importance of arranging learning experiences in such a way as to achieve continuity, sequence and integration for cumulative effect, and she added that if social work educators wish to foster creativity in learning, the integrative capacity of the student must be more than equal to the integrative task or demand, leaving a margin of energy available within the learner to develop his competence and his commitment to continue studying. Towle vividly depicted social work education as"a process which aims to integrate the emotions and the intellect for professional use."[27]

Towle's book remains a classic on the subject, but has been supplemented in the late 1960's by many other contributions.

Many of these have been presented in four useful collections, one from Britain and three from the United States:

i. Eileen Younghusband's compilation entitled "Education for Social Work" 1968.

ii. "Faculty Development in Professional Education" by Joseph Soffen, 1967.

iii. "The Social Work Educator" edited by Joseph Soffen, 1969.

iv. "Teaching and Learning in Social Work Education" compiled by Marguerite Pohek, 1970.

A perusal of the ideas presented in these publications can be of benefit to any field work consultant in the performance of her role. A central point to bear in mind is that in the University setting the teacher is transacting with adult learners and that education, in the words of Ralph Tyler, prominent American educationalist, is "a process for changing the behaviour of students in desired directions" where "behaviour" is used in the broad sense to include thinking, feeling and acting.[28]

In conclusion, two quotations from A.N. Whitehead, late Fellow of Trinity College, Cambridge and Professor of Philosophy at Harvard University, are presented. They are derived from Whitehead's famous book "The aims of education and other essays."

> What education has to impart is an intimate sense for the power of ideas, for the beauty of ideas, and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it.

> The justification for a University is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning. The University imparts information, but it imparts it imaginatively. ... This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a bare fact: it is invested with all its possibilities. It is no longer a burden on the memory: it is energising as the poet of our dreams, and as the architect of our purposes. Imagination ... enables men to construct an intellectual vision of a new world, and it preserves the zest of life by the suggestion of satisfying purposes.[29]

In the writer's view such a philosophical conception of education can enhance the functioning of the field work consultant as a social work educator in relationship to students and colleagues within the University and within social welfare organisations in the community.

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