SOW 108
Practicum in Social Welfare

Ibadan Distance Learning Centre Series

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Vice-Chancellor's Message

I congratulate you on being part of the historic evolution of our Centre for External Studies into a Distance Learning Centre. The reinvigorated Centre, is building on a solid tradition of nearly twenty years of service to the Nigerian community in providing higher education to those who had hitherto been unable to benefit from it.

Distance Learning requires an environment in which learners themselves actively participate in constructing their own knowledge. They need to be able to access and interpret existing knowledge and in the process, become autonomous learners.

Consequently, our major goal is to provide full multi media mode of teaching/learning in which you will use not only print but also video, audio and electronic learning materials.

To this end, we have run two intensive workshops to produce a fresh batch of course materials in order to increase substantially the number of texts available to you. The authors made great efforts to include the latest information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly. It is our hope that you will put them to the best use.

Professor Olufemi A. Bamiro, FNSE
Vice-Chancellor

Foreword

The University of Ibadan Distance Learning Programme has a vision of providing lifelong education for Nigerian citizens who for a variety of reasons have opted for the Distance Learning mode. In this way, it aims at democratizing education by ensuring access and equity.

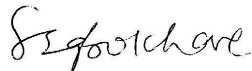The U.I. experience in Distance Learning dates back to 1988 when the Centre for External Studies was established to cater mainly for upgrading the knowledge and skills of NCE teachers to a Bachelors degree in Education. Since then, it has gathered considerable experience in preparing and producing course materials for its programmes. The recent expansion of the programme to cover Agriculture and the need to review the existing materials have necessitated an accelerated process of course materials production. To this end, one major workshop was held in December 2006 which have resulted in a substantial increase in the number of course materials. The writing of the courses by a team of experts and rigorous peer review have ensured the maintenance of the University's high standards. The approach is not only to emphasize cognitive knowledge but also skills and humane values which are at the core of education, even in an ICT age.

The materials have had the input of experienced editors and illustrators who have ensured that they are accurate, current and learner friendly. They are specially written with distance learners in mind, since such people can often feel isolated from the community of learners. Adequate supplementary reading materials as well as other information sources are suggested in the course materials.

The Distance Learning Centre also envisages that regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks will find these books very useful. We are therefore delighted to present these new titles to both our Distance Learning students and the University's regular students. We are confident that the books will be an invaluable resource to them.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Francis O. Egbokhare
Director

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LECTURE ONE

Reports in Social Work

Introduction

Whenever a task or job is accomplished, a report is made. It is either made verbally or non-verbally. And, better still, a written report is made. Where this is not done, it is usually assumed that the task or job has not been carried out.

Reports are important instruments of all institutions: family, group, community, school, organizations (governmental and non-governmental) and others.

Reports are used for various aspects of growth starting from planning to implementation and evaluation. Therefore, the importance of reports in every organization cannot be overemphasized.

Objectives

At the end of this lecture, you should be able to:

1. define reports in social work practice; and
2. list expectations of report in relation to agency policy.

Pre-Test

1. What is report in social work practice?
2. List expectations of reports in relation to social work agency policy.

CONTENT

Definition

Reports in social work practice are evidence of activities carried out by social workers and others involved in the agency function.

Reports are the information communicated to the other levels of the social work services. They are also important management tool to influence future actions. The type of the report could be oral or by telephone or radio in emergency cases such as death, disaster or abandoned babies; and the type of report could be written in normal circumstances.

Report content could be statistical or narrative containing all activities being implemented. Frequency and utilization of reports differ from agency to agency.

Get to the Point

It is after, found convenient to have reporting forms printed and distributed in advance to the social services agency offices and units to standardize information. Different types of reporting formats will be discussed in subsequent chapters of this course.

Copies of reports should be kept by those who make them. Reports then become records. It could be helpful to have reporting forms printed in different colours: one colour to keep at the social service unit, another colour for the supervisor and another for any other interested party, if relevant, perhaps the director of social services department. Social services providers and social work practitioners must be trained to prepare their reports following the instructions as stated by the social services agency.

Reports and Policies

Written policies, procedures, and memoranda are important guidelines in reporting. Reports in social work practice follow these guidelines. It is not acceptable to have a report that is at variance with the agency policies.

Therefore, written policies provide the following to reports:

- **A clear picture of agency objectives**

You can only work within the scope and objectives of the agency.

- **System in delegating authority**

You must understand the hierarchical order in the agency and abide by it.

- **Over-all guidance and definition of individual role or expectation**

Social worker can only go to the extent the agency permits.

- **Stability and system**

You must not rock the boat of the agency. In other words, contribute only positively to the agency.

- **Orientation for new employees/trainees**

It is just normal for all trainee social workers to be given some orientation in field placement at the agency. The rules and regulations of the agency are specifically spelt out at orientation.

- **Aid in field placement by exception**

Field placement in social work is done in category. Postgraduate, undergraduate and sub-graduate students have different levels of involvement.

- **Consistency and continuity**

Every trainee social worker has stipulated periods and duration of field work placement under supervision of qualified personnel. They can only be certified after a consistently continued placement at the agency.

- **Coordination and understanding; teamwork**

You should be part of the team to be adequately involved in agency function without which no acceptable reports can be made.

- **A means of unifying individual talents**

You are expected to exhibit/display your talent through positive use of skills and theories acquired at classroom/lecture setting.

- **A means of welding programmes into a system**

Agency function entails consolidation of programmes for efficiency and effectiveness. The system should remain the agency.

Procedure

A procedure is a series of related tasks that make up the chronological sequence and the established way of performing the work to be

accomplished (Terry, 1960). Procedures are known variously as standard operating procedures, standard practice instructions, and sometimes, systems. Procedures are used in all social services agencies whether or not they are formalized and recognized as such.

Therefore, an agency must pay for procedures whether it has good or bad ones. Reports must follow and be based on procedures set by the agency.

Summary

A sound statement of policy should aim at clarity, flexibility, consistency, and individuality. If well planned and articulated, it should also reflect such intangibles as the favour, warmth, and background of the social services agency. This type of policy of an agency facilitates the production of good reports.

On the other hand, there have been some magnificently worded policies which failed almost completely to accomplish their purpose – usually because the document would stand alone. This becomes meaningless just as a military directive to take a town without troops or logistics. A report produced in this circumstance is also as confusing and of no positive effect.

Therefore, reports in social work practice from social services agencies should remain the evidence of activities carried out by social workers. These reports must contain adequate information of activities at the social service agencies. Written reports are normally preferred.

Post-Test
1. Define reports in social work practice.
2. What are the expectations from reports in relation to social work agency policy?

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LECTURE TWO

Records in Social Work Practice 1

Introduction

Records are kept by social workers to guide the profession. There are different types and levels of records in the practice which the practitioners must be familiar with; and, utilize as necessary and required.

Records are also agency compliant. In other words, records are according to agency function and policy and it varies from one agency to another. Even some records are unit compliant particularly within the same agency.

It is against this background that this lecture will be examining what records are and what are in records.

Objectives

At the end of this lecture, you should be able to:

1. define records in social work practice; and
2. explain the contents of records in social work practice.

Pre-Test

1. What are records in social work practice?
2. List the contents of records in social work practice.

CONTENT

Records are the information kept in the social services unit on the work of the unit, on the social services conditions of the community, on individual clients, as well as information on administrative matters: staff, equipment, funds, supplies, etc.

Usually, records are written information kept in notebooks or in folders; they may also be kept on tapes or be computerized. Records are the administration's memory.

Records are an important tool in controlling and assessing work; they are kept to help the supervisor to:

1. learn what is taking place;
2. make effective decisions; and
3. assess progress towards goals.

Records must have some attributes. Records should be accurate; accessible and useful. Accessible to the right officer(s) in line with the ethical principle guiding accessibility of records in social work practice. This shall be adequately discussed in the subsequent lectures. Therefore, records must be true, available when needed and contain information that social services management uses. Do not record information unless you know it to be true and will use it.

Before asking social workers to make any record, the supervisor should ask himself/herself the following questions:

- Will this information be used?
- Precisely what useful part will it play in decision-making and evaluation?
- Can this information be collected accurately enough to serve its purpose?
- Will the information be accessible?
- Will it be available at the place and time it is to be used?
- Can the records be stored at reasonable cost?
- Does the record have to be made only because it is part of routine instructions?

Accurate records help social work practitioners to follow the activities of a programme continuously according to need.

What is in the Record?

There are seven types of information which are major and must be typically incorporated in agency records:

1. **The date of your interaction with the client**

The date of contact is very important in any social work contact. The date will give a focus to the case. For instance, you are meeting the client on X date whereas the incident occurred of date. Legally, the social worker begins his/her social intervention on X date. Subsequent dates would serve as follow-up to the first X date. The first thing to record in every transaction, intervention or contact is the day's date. This is important.

2. **Basic information about the client**

This is also referred to as identifying information. This is where socio-demographic data are collected. These data include:

- The name of the client
- Address
- Telephone number
- Sex (male/female)
- Occupation
- Next of kin and address
- Marital status (address of spouse)
- Number of children
- Ethnic group/Language spoken
- Religion (and denomination where appropriate i.e. Christianity)

These are very important to social work practice for adequate social work intervention. These data are not collected for the sake of it but to be used appropriately.

3. **Reason for client contact**

Whatever the client considers as an over-whelming problem must be recorded as chief complaint. The client and the social worker agree on this and work towards its resolution or alleviation.

4. **More detailed information about the client's problem and situation**

The social worker works more to arrive at which of the information as given by the client is more relevant.

5. **Aspects of the implementation process**

Efforts are directed at arriving at an appropriate diagnosis and fashioning out steps to take towards adequate intervention. This is an important stage where the competence of the social worker must work. The social worker makes or mars a case at this stage.

6. **Follow-up information**

The social worker makes a follow-up plan with the client for subsequent and continuing intervention.

7. **Comments and questions to discuss with supervisor or another social worker**

This is where a case is reviewed and critically discussed. Process evaluation of the case takes place. What is it that has been done rightly and those done wrongly? The supervisor and/or another social worker offer(s) suggestions on the case.

Summary

Records are the information kept in the units of social services agencies on the conditions of the individuals, groups and communities as far as their social conditions are concerned. Usually, records are written information kept in notebooks or folders or on tapes or computer.

Records serve as administration's memory. Records are an important tool in controlling and assessing work – to learn what is taking place, make effective decisions and assess progress towards goals.

   Records are expected to be accurate, accessible and useful. Records must contain the date of your interaction with the client; basic information about the client which are basically socio-demographic; reason for client contact; more detailed information about the client's problem and situation; aspects of the implementation process; follow-up

information, as well as comments and general review of the case with the supervisor and/or another social worker.

Records must, therefore, be properly made and kept for the progress of social services and agency functions.

Post-Test
1. Define records in social work practice.
2. What are the contents of good records in social work practice?

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LECTURE THREE

Recording In Social Work Practice II

Introduction

Recording is a very serious business in social work practice without which no progress can be made. Recording aids planning, implementation, process evaluation and impact evaluation. Recording also facilitates research in social work.

This lecture critically looks at the principles and ethics guiding recording in social work practice. Also, the importance of recording in social work practice is examined.

Objectives

At the end of this lecture you should be able to:

1. explain the principles guiding recording in social work practice; and
2. list the importance of recording in social work practice.

Pre-Test

1. What are the principles guiding recording in social work practice?
2. List the importance of recording in social work practice.

CONTENT

This is the second lecture on recording and it deals with the principles and ethical consideration in recording as far as social work practice is concerned.

Any recording that does not comply with principles and ethics of practice will not work and may put the agency in problems. It is, therefore, pertinent to fully understand the principles of recording in social work practice.

Recording in Social Work Practice II

Privacy Principles

When recording casework issues some ethical considerations emerge. Kagle (1996) identifies four "privacy principles" that relate to what should be recorded about clients and who should have access to this information. These principles are:

confidentiality;

abridgment;

access; and

anonymity

Confidentiality is the ethical principle that workers should not share information provided by a client or about a client unless the client has given explicit permission to do so. Such information includes the identity of the client, *content of overt verbalizations*, professional opinions about the client, and material from records (Barker, 1999). Questions – Does the client have right to see what you have written? What if you have recorded some negative things about the client? Should your supervisor be allowed to see what you have written about the client? What about the information you share at case conference? How confidential does it remain then? What if a client tells you he is sexually abusing his 9-year old daughter but specifies that you are not to tell anyone else? What happens if you practise in a state where professionals are legally required to report even suspicions of such abuse e.g. Wisconsin, United States of America.

Steps to take in this circumstance:
1. Know what kinds of protections for confidentiality are offered by your agency and other agencies with which your clients are involved. Have policy manual.

2. As the code of ethics instructs, clarify to clients the limits of confidentiality. Explain who else might have access to the information and under what circumstances.

3. Cooperate with staff, administrators, clients and workers at other agencies to develop collaborative plans that maximize confidentiality.

4. Educate professionals and other stakeholders about confidentiality.

5. Carefully monitor the use of high-tech system being used to get information or transmit information.

Abridgment refers to restricting the type of information that is put into the record and the period of time over which the record can be retained. This depends on agency policies and legal restrictions.

However, abridgment serves to enhance the client's privacy. For example, only information pertinent to the services the client is receiving may be recorded. The agency might require that the record be disposed of six months following case termination.

Access refers to the client's right to see what and how information is being recorded.

Does such sharing not enhance client trust and client – worker communication? Access may bring some negative result because some clients and relations may not take what is recorded kindly – not because it is not truthfully recorded. But they are concerned about protecting the privacy.

Anonymity refers to using recorded information about clients but omitting identifying data. An agency can evaluate its effectiveness of service provision by analyzing information gathered anonymously on all its clientele. This happens quite most frequently, in schools where names and addresses can simply be blocked out in the record.

The goal of social work should be to maximize client privacy while meeting the necessary demands of accountability. (Kagle, 1991).

1. Keep files and sources of information physically safe-guarded from unwarranted access.

2. Consider what information should and should not be kept in the record.
3. Information should be released only with prior, informed, written consent of the client or the client's guardian.
4. Make sure that clients' rights are not violated, and report breaches when they occur.

Importance of Recording in Social Work

1. **Identifying the client and the need** – Recording information about your clients provides the basis upon which you continue to work. You identify your clients and their problems. Recording information helps you explore the nature of your clients' strengths, needs and problems.

2. **Documenting services** – Recording your work with a client simply provides proof that such work has been done. It serves as evidence of doing something about the client.

3. **Maintaining case continuity** – Client problems often change their focus over time. For example, an unmarried pregnant teen will need different services before and after her baby is born, often requiring services of other agencies, recording information prevents having to re-invent the wheel. You do not start from the scratch.

4. **Interprofessional communication** – Recording information about client allows for many professionals to share this data.

5. **Sharing information with the client** – Sharing information with the client is helpful. This may clarify for them their strengths, problems, plans or achievements. But, there is a need to understand the laws concerning client confidentiality and agency policies.

6. **Facilitating supervision, consultation and peer review** – Recording gives direction, feedback and help from other professionals. Peer review involves a formal evaluation by a relevant peer group of an individual's general competence or specific actions.

7. **Monitoring the process and impact of service** – It helps you to organize your thinking about how to proceed with the client. Comparing past records with present ones allows you to measure how much progress has been made.

8. **Educating students and other professionals** – Social work records provide an excellent means for educating both students and practitioners already in the field about effective interventions.

9. **Providing data for administrative tasks** – Both large and small social service agencies must keep track of the services they provide and how effective these services are.

10. **Providing data for research** – Recording information about large numbers of clients can contribute to a database that is very useful for research.

Summary

In casework recording, four privacy principles emerge as important working principles with direct link with clients.

These principles are confidentiality, abridgement, access and anonymity. Confidentiality is the ethical principle that social workers should not share information about clients with anybody without the explicit permission of the client.

Abridgement is restricting the type of information that is put into record and the period of time over which the record can be retained. Access is the client's right to see what and how information is being recorded.

Anonymity is using recorded information about clients but omitting identifying data.

Importance of recording in social work practice includes identification of the client and need; documenting services; maintaining case continuity; interprofessional communication and providing data for research among others.

It must be clearly made known to social work practitioners that principles guiding professional recording of cases are part of practice

codes.

Post-Test
1. State the principles guiding recording in social work practice.
2. What are the importance of recording in social work practice?

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LECTURE FOUR

Case Recording

Introduction

Recording may be in general form or specially designed form to show what has taken place between a client and a social worker. A social worker, no matter how articulate, may not be able to retain all what happened between him and the client in memory.

The case must be properly documented. This will prove that the case has been attended to by a social worker. Any case treated by a social worker that has not been recorded is assumed not done. Reports of cases not recorded are not usually regarded as official and acceptable. Therefore, reports of cases being treated by social workers must be properly recorded.

Objectives

At the end of this lecture, you should be able to:

1. define case recording in social work practice; and
2. list the importance of case recording in social work practice.

Pre-Test

1. What is case recording in social work practice?
2. State the importance of case recording in social work practice.

CONTENT

Case recording in social work practice

Recording has always played a significant role in social work practice and in the administration of social services. Social workers keep records about

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their clients and about the purpose, process, and impact of their services. In their records, social workers identify, describe, and assess the client situation; define the purpose and describe the process of service; outline service goals, plans, and activities; and evaluate the progress and outcome of their activities with and on behalf of clients. Records are used to store information, facilitate service delivery, communicate with others inside and outside the agency, inform practice and administrative decisions, capture funding, demonstrate compliance with agency and social policies, educate and supervise practitioners, manage quality assurance, and perform research. Although records have many uses, the primary purpose for recording is accountability. Practitioners discharge an important, legal and ethical responsibility to their agencies, clients, communities, and profession by documenting, explaining, and evaluating their services.

If records are to be accountable in today's complicated services environment, they must provide needed information in a usable form to a wide audience, information from records may be used not only by the practitioner, supervisor, consultant, and other professionals in the agency, but also by the courts, other community agencies, oversight and funding organizations, managed care networks, and accrediting groups, as well as the client and the client's family, attorney and employer. Each of these audiences has a different interest in the service relationship; each may need different information or information in a different form.

As the demand for accountability and the audience for the record have grown, so too has the need to include more detailed information in records. In preparing their records, practitioners are asked to respond to the information needs of future as well as current audiences. Agencies and practitioners are especially sensitive to the possibility of litigation and the use of the record in court. If practitioners are to meet these and other accountability demands, they need guidance and support from their agencies. They need to know what information to include in (and exclude from) their records. They need forms, formats, and guidelines for organizing information so that it is easy to find and retrieve. They need sufficient time and resources to keep their records up-to-date. They need a system that encourages them to update their records without redundancy and to correct errors and inaccuracies.

As the amount of information in the record has increased, the efficiency of record-keeping systems has deteriorated. Practitioners and administrators may spend as much as 25 percent to 50 percent of their

time preparing, retrieving, and using information from records. Although most of the statistics on the amount of time and other resources consumed by record keeping and related tasks are probably inaccurate, it is clear that the increased demand for record keeping has not been met with a commensurate investment in professional staff, clerical support, and computers or other cost-saving equipment. As a result, practitioners are finding it even more difficult to keep up with record keeping and agency records may be out-to-date and of poor quality.

At the same time, wider access to the record and its contents has eroded client privacy. Practitioners and their agencies seek to protect confidentiality through such mechanisms as client access, informed consent for release of information, and proper storage and handling of written and computerized records. Nonetheless, personal information that appears in a record may be disseminated within and between service organizations and may reach those who will not use the information in the client's best interests.

Recording is much more than a practice skill. It involves a series of important professional decisions at all levels of the organization. In making each entry, organizing each record, and developing each recording system, social workers constantly balance the demand for accountability against the competing and equally important goals of efficiency and privacy.

Summary

Case recording in social work practice is used to identify, describe, and assess the client situation; define the purpose and describe the process of service. It is also used to outline service goals, plans and activities and evaluate the progress and outcome of their activities with and on behalf of clients. Therefore, if records are to be accountable in today's complicated service environment, they must provide needed information in a usable form.

The importance of case recording includes the following:

- It serves as memory – the weakest ink is stronger than the strongest memory. A busy social worker cannot remember exact details of each case he/she handles even though he/she may think he/she does (Olowa, 1987).
- The social worker who starts a case may not be available to finish

> it, hence the need for proper record containing case history.
> - Clients may change statements as the case goes on because they may be out to give the social worker a chance to check and countercheck statements.
> - A case may be closed but may need to be re-opened after a period of several years e.g. in cases of child claiming.
> - A case may be referred to court or to another station and one can never know which case will prove complicated.
>
> All these are some of the importance of case recording in social work practice.

Post-Test
1. Define case recording in social work practice.
2. Discuss the importance of case recording in social work practice.

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LECTURE FIVE

Contemporary Approaches in Case Recording

Introduction

Case recording in social work practice has developed over time. There have been new techniques and approaches in line with the ever changing world.

The developed countries are currently utilizing high tech methods while the developing countries such as Nigeria and Ghana are working hard to learn the new methods in case recording.

Objectives

At the end of this lecture, you should be able to:

1. list the contemporary approaches in social work practice; and
2. discuss the modern methods of case recording.

Pre-Test

1. What are the contemporary approaches of case recording in social work practice?
2. Discuss the modern methods of case recording in social work practice.

CONTENT

Contemporary Approaches

The 1960s and 1970s brought major changes to social practice and to the service delivery environment. The definition accountability had shifted. Agencies and practitioners were expected to deliver services that were

demonstrably effective. During this period, three major new approaches to record keeping were introduced into the field: tape recording, problem-oriented recording, and time-series recording. These approaches took their place alongside the narrative recording and process recording, which continued to have a strong influence on the field.

Tape Recording

Audiotaping and videotaping allowed the practitioner, supervisor, and classroom teacher to observe, review, and analyze individual, group, and family sessions with clients. These tapes offered a new perspective on what occurred between the worker and the client. Although such tapes might become part of the record and fulfilled most of the requirements of accountability, they supplemented but in no way replaced the need to keep other records. Rather, like process recording, audiotapes and videotapes were useful in educating students and in supervising family therapy and other process-oriented approaches to practice.

Problem-Oriented Recording

The problem-oriented record was originally developed to improve medical education and encourage interdisciplinary cooperation in health care (Weed, 1969). This approach is based on a straightforward notion of accountability. Problems are identified, services are planned and delivered, problems are resolved. Practitioners from different disciplines were to collaborate in collecting information, listing problems, formulating plans, and evaluating results. In its current use in health and mental health settings, practitioners often work independently but record using the same format.

The problem list and progress notes are crucial to this approach. The problem list acts as a planning and accountability document; practitioners list each problem they initially identify and add new problems as they surface. Treatment is organized around solving each problem, and information in progress notes is linked by number to items on the problem list. Progress notes follow a "SOAP" format: S = subjective information (from patient and family), O = objective information (from tests and observation), A = assessment and P = plans. At termination or discharge, problems are to be resolved or stabilized; for problems outstanding,

alternative plans, such as referrals to community agencies, are to be outlined.

The problem-oriented record offers a stream-lined format for organizing the record. However, it tends to partialize and oversimplify assessment, de-emphasize strengths and resources, focus on biomedical rather than psychosocial concerns, and disregard the complexity of service delivery.

Time-Series Recording

The time-series record is most closely associated with behavioural intervention, single-subject research designs, and the scientist-practitioner paradigm (Bloom & Fischer, 1982). Nonetheless, this approach may be used in records of nonbehavioural practice. Time-series records document repeated measures of the specific behaviours, attitudes, or interactions that are the focus of social work intervention. Their purpose is to provide information about movement toward achieving the goals of service. Although the selection, implementation, and interpretation of such measures are complicated and controversial, their documentation is fairly straightforward (Concoran & Fischer, 1987). Once the goal of service and target of intervention are identified, the practitioner selects one or more measures, defines the time factors involved, and outlines a recording process. The raw data may be collected by the worker, the client, or a third party. For example, a practitioner may document observations of the client's behaviour during individual or group sessions; a client may fill out a questionnaire or keep a record of his or her behaviours, feelings, or reactions; a parent, teacher, or family member may observe a client's behaviour at regular intervals. Once the data are collected, the practitioner transfers the information to a chart or graph. These data can then be analyzed visually or statistically to determine whether there have been changes in target behaviours, attitudes, or interactions and whether there has been movement toward achieving treatment objectives.

Despite a decade of efforts to encourage practitioners to use this approach to practice and documentation, time-series records are being used by relatively few social work practitioners. Even behaviourists trained in the use of single-subject designs and measures do not routinely use this approach to accountability. Their reasons tend to be practical rather than conceptual: such methods may interfere with practice; be too

time-consuming; or be unsuited to the agency, clientele, or target problems (Richey, Blythe, & Berlin, 1987). For practitioners more comfortable with psychosocial, ecological, or family systems concepts, the problems may also be theoretical. This approach to record keeping tends to focus practice and the record on client behaviours rather than on other aspects of the client situation.

Computerization and Standardized Records

Some social services agencies began using computers for business and management functions during the 1960s and 1970s. Following the development of the personal computer in the 1980s, most social services agencies began using computers to support some aspects of record keeping. Automation does not necessarily change the content of the record or the functions of recording. However, it does substantially alter the process of documentation and the use of information. Today, computers are most often found on the desks of clerical workers, business managers, and agency administrators. They use computers to log appointments, perform billing, budgeting, and recording, collect and analyze information about clients, services, and personnel; and prepare reports and other documents. Letters and records can now be routinely printed without errors. Data on client needs, caseloads, service patterns, and productivity can be quickly analyzed and used in management decisions. Archival records can be efficiently stored and retrieved. Information can be retrieved for agency-based and academic research.

Standardized forms are used in most social services agencies to collect specific information about clients, services, and workers. They are an efficient means of ensuring that particular information is systematically documented. Most forms can be completed with short answers or check marks. They simplify and routinize record keeping and permit easy access to information that is necessary for caseload, fiscal, and agency management. However, standardized forms fail to capture the unique nature of the client situation or the special qualities of the service transaction.

Agencies differ in the degree to which they balance the use of forms with the use of narrative reports. Before the widespread use of computers, standardized forms were most often used in public agencies that delivered mandated services and employed fewer professional workers. To some

extent this approach to documentation standardized and controls not just recording but also practice decisions. Today agencies under private auspices in which professional workers deliver services to voluntary clients are using more standardized forms in their records. Automation has affected not just those agencies that have their own computer systems but also agencies that have entered into purchased-service and other financial arrangements with organizations that have automated data collection and analysis.

Even in agencies with sizable computer capacity, practitioners' information needs are often neglected (Kagle, 1991). The data that practitioners supply are used to support management but not practice decisions. The next important step in the development of computerized records is to increase their use in caseload management and practice decision support. Practitioners could benefit from reports that provided them, for example, with a profile of cases they opened and closed during the previous month, a list of cases due for review, and a caseload analysis. Moreover, computers have the potential for simplifying the practitioner's record-keeping tasks. However, in most agencies computers have actually increased the demand for paperwork because practitioners are expected to fill out more forms and provide more information.

In the future, more agencies will have automated their client records so that practitioners can immediately call up current information. Social workers need direct access to these systems. Finally, practitioners need access to personal computers or workstations; to modems that permit them to call up databases with the latest information about client problems and agency resources; and to software that assists them in diagnosis, treatment, and record keeping.

Current Issues and Future Directions

A recent study of social services agencies and departments in 20 states found that record keeping had become a serious problem (Kagle, 1993). In many agencies, the demand for record keeping had far outstripped available resources. Record keeping had become too time-consuming and practitioners had become resistant and resentful of the task. Records were often poorly written and not up-to-date. Practitioners were preparing their records long after the events being documented and sometimes months after cases had been closed. Although some practitioners and

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administrators were worried about the cost of record keeping and the potential encroachments on client's privacy, many were over-documenting their cases in an effort to avoid liability.

The current challenge is to develop record-keeping systems that meet the demand for accountability at reasonable cost and without unnecessarily compromising client's privacy. This means limiting the content of the record to information that is pertinent to the delivery of services: who the client is, what the client needs, what services are delivered, and how these services affect the client and the need. The record should include a description and assessment of the client situation as well as an analysis of the purpose, goals, plans, process, progress, and effect of services. Records should demonstrate a clear link between assessment of the client situation; analysis of available resources and interventions, decisions and actions regarding the purpose, goal, and plan of service; and definable and meaningful outcomes. Practitioners can best protect themselves and their agencies in situations of potential liability by following the standards for competent practice and accountability. This means conducting a careful and thorough assessment of the client situation; responding to identified problems and needs; selecting appropriate and timely interventions; and documenting all pertinent information, decisions, and actions.

As agencies respond to the various demands of accountability, they also need to establish and monitor policies to ensure that they are safeguarding information in records, informing clients of the limits of confidentiality, and providing clients with opportunities for access to their records. Agencies need procedures for professional and support staff that protect written, typed, and computerized records from unwarranted access. They also need an atmosphere in which client's privacy is respected in conversation inside and outside the workplace. At the same time, clients should not be misled into believing that all information they disclose can be held confidential. The NASW Code of Ethics (NASW, 1994) provides excellent guidance for communicating with clients about the extent and limits of confidentiality. As an additional safeguard, clients should be given access to their records. Furthermore, if clients' consent is to be truly sought, clients should be encouraged to review records before authorizing their release to outside individuals or agencies.

The goal of accountability is best met if information in records is relevant, accurate, easy to retrieve, well written, and up-to-date.

Practitioners need realistic guidelines that assist them in selecting information and preparing their record. Guidelines should suggest what information to include and how to organize content. Agencies should also formulate flexible time lines for completing each component of the record, from the opening summary to interim notes to the closing summary. Adding checklists and other forms may save time and help ensure that needed information is documented. Practitioners should not be expected to complete tasks that could be more efficiently performed by clerical staff or a computer.

Clearly, practitioners need institutional support for their record keeping. Agencies may need to redirect resources to ensure that sufficient time, time-saving equipment, and secretarial services are available and used. It may be necessary to change the agency's atmosphere so that record keeping is recognized as a meaningful practice-related responsibility rather than a burdensome task imposed by managers. Indeed, record keeping can support and enhance practice, improving clinical effectiveness. The act of recording can help the worker think through the content and meaning of the case, leading to new insights and directions. The record itself can be a valuable resource, documenting the process of service and its effect on the client situation over time. However, recording can be useful only if it is connected in time and substance with the practice it documents. If record keeping is delayed or the record's contents are not clearly linked to crucial clinical issues, recording becomes remote from practice and the record suffers. Records can further enhance clinical services if they are used as a developmental tool in supervision to demonstrate the practitioner's growth and to identify areas for further learning. In some agencies, records are used only to uncover workers' weaknesses; in many, they have become a lightning rod for conflict between practitioners and managers.

Some problems in record keeping may be traced to inadequacies in education and training for recording. Most social work students are introduced to record keeping for the first time in field work and their experiences vary widely. Some spend considerable time on process recording with insufficient time spent learning to prepare narrative summary reports. Others learn to prepare the records required by their field instructors and field agencies, which may not meet the expectations of other supervisors or agencies. Some practitioners may have learned recording at a time when other theories of accountability dominated. Other

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practitioners may never have developed good writing and recording skills. Supervision, consultation, in-service training, and continuing education may help current practitioners improve their ability to record. Social work education may prepare future practitioners more adequately by directing classroom attention to record-keeping theories and practices and focusing field instruction on contemporary approaches and models.

Accountability is a means of demonstrating and promoting the quality of social work services. Good records can support and enhance good practice. Social work agencies and practitioners are finding it more difficult to meet increased accountability requirements while serving more and more troubled clients. Record keeping has suffered. The goal is to make records more concise and meaningful, to focus their content on service delivery and its effect on clients, and to use new and emerging technologies to simplify the record-keeping task and protect client's privacy.

Summary

The modern approaches in case recording have brought major changes to social work practice and improvement to service delivery. Three modern approaches to record keeping were introduced into the practice namely: tape recording, problem-oriented recording and time-series recording. The new approaches are being used alongside the narrative recording and process recording.

Tape recording allowed the social worker, the supervisor and lecturer to observe, review and analyse individual, group and family sessions with clients. Problem-oriented record identified problems, and services are planned and delivered to resolve the problems. Time-series recording is associated with behavioural intervention and documents repeated measures of the specific behaviours, attitudes or interactions that are the focus of social work intervention.

The most recent system is the computerization and standardized records. Most social services agencies are now using computers to store information thereby serving as case recording.

Practitioners, therefore, must acquire new knowledge, technique and skills in modern case recording to remain relevant and deliver quality service to the clients.

Post-Test

1. What are the modern approaches of case recording in social work practice?
2. Discuss fully the modern methods of case recording in social work practice.

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History of Record Keeping in Social Work Practice

Introduction

Over the past century, records have become more diverse and complex as the demand for accountability and the audience for the record have grown and changed. New recording approaches have been introduced and have taken their place alongside, existing forms.

Within a single agency, practitioners with different backgrounds may use very different theories and approaches to recording. Record keeping as a whole has changed in response to changing practice theories and methods, practitioner roles and responsibilities, agency structures and inter-agency relationships, as well as recording techniques and technologies. Yet agency records are often an eclectic mix forms and formats that originated at different points in history when different assumptions about accountability were current. (NASW, 1994).

Objective

At the end of this lecture, you should be able to list types of recording in social work practice.

Pre-Test

What are the types of recording in early social work practice?

CONTENT

History of Record Keeping in Social Work

Ledgers and Narrative Records

The earliest records were simple ledgers documenting the distribution of resources to people in need (Timms, 1972). These records showed "no act of judgment" (Sheffield, 1920), but like today's "face sheets," stored facts about the client situation, the need, and the resources provided. By the second half of the 19th century, records had expanded to include not just who received what, but also why resources were needed and what impact they had on the client situation. For the first time, practitioners were "making a case", that is, making judgments about clients' needs, resources, and responses. The notion of accountability had broadened beyond documentation to explanation and evaluation. A new form of recording was needed; the narrative report was born.

The publication in 1920 of Sheffield's The Social Case History: Its Construction and Content signalled an important development in the history of social work practice and recording. Sheffield linked the three purposes of recording to those of social casework itself: "(1) the immediate purpose of furthering effective treatment of individual clients, (2) the ultimate purpose of general social betterment, and (3) the incidental purpose of establishing the caseworker herself in critical thinking" (Sheffield, 1920). In her view, the record should move beyond factual information to the "key conceptions which would give the facts significance". The worker should "frame a hypothesis as to what a fact means, and then search for confirmation or disproof in recurrent instances". These "key conceptions," a precursor or today's "assessments," focused on social rather than psychological causes of personal distress. Like Richmond (1925), Sheffield believed that the need for social casework services originated in defects in the social order. For Sheffield, accountability meant describing, evaluating, and improving social conditions as well as delivering effective services and enhancing practitioner's skills.

Process Recording

During this period, records were influenced not just by developments in social casework theory, but also by developments in the social sciences and social research. In 1928, Burgess, a sociologist, suggested that social

workers should make their records more useful for sociological interpretations by including verbatim accounts of what clients said. Verbatim records would reveal "the person as he really is to himself, in his own language" (Burgess, 1928) and would therefore be useful not just in service delivery but also in research. Other sociologists and social workers argued that practitioners would find keeping such records too time-consuming and that practitioners would not be able to recall accurately what the client actually said. Further, some asked whether a caseworker could be both practitioner and researcher, a question that would again be raised in later decades. "Can one be simultaneously scientific and sympathetic? Can one preserve objectivity in a subjective experience?" (Eliot, 1928). This debate went beyond the content of the record to its ultimate purpose: should it be accountability or research? During the 1920s, it became clear that accountability would remain the primary function of the record, with research relegated to a secondary role.

Nonetheless, by the end of the 1920s, the process record, a verbatim account of the social worker's and the client's communications during an interview, was being used in agencies to document some cases. Its purpose was twofold: to monitor service delivery and to gather information for development of practice theory. Today, process recording has been supplanted by other more-efficient approaches to accountability and other more-systematic methods of gathering information for research. However, process records are still widely used in social work education as a means of teaching and learning practice (Wilson, 1980). Students learn about their clients, the service transaction, and themselves by preparing, recalling, documenting, and analyzing their transactions with clients and by responding to supervisory comments on the process record. Preparing for process recording means that the student must concentrate on each interaction in sessions with clients. Recalling and documenting the process of service permits the student to review and re-experience what occurred. Finally, analyzing the process and responding to supervisory comments helps students to develop a deeper understanding of self, the client, and the relationship.

Despite its widespread use, process recording has several limitations. It provides only indirect, incomplete, and distorted information about what actually occurred in the service transaction. It is time-consuming; and it does not prepare students with skills in summary recording.

Diagnostic Recording

Hamilton's Social Case Recording (1936) and Principles of Social Case Recording (1946) were the most influential books in the history and development of social work recording. Hamilton's approach to recording, the diagnostic record, was grounded in psychosocial practice theory. Like Sheffield, Hamilton (1946) believed that the record was "the writer's attempt to express, as practitioner, the meaning of the case". Unlike Sheffield, who believed that the record should focus on common characteristics and social causes, Hamilton believed it should focus on individual characteristics and psychosocial causes.

Hamilton's work cemented the relationship between practice, the practitioner, supervisor, and the record. In her view, recording was not a skill to be learned by following guidelines; rather, the quality of a record grew out of an understanding of clients and was reflected in the practitioner's diagnostic judgment. "in the ultimate sense, only the trained diagnostician can write a good record, for only he can pluck from the unending web of social experience the thread of possible significance" (Hamilton, 1946). To Hamilton, accountability meant documentation of the worker's evolving diagnosis of the client situation. Records were written primarily for use in supervision to develop the practitioner's diagnosis of each client situation and to build the practitioner's diagnostic skill. For subsequent generations of practitioners, recording has meant demonstrating to the supervisor the quality of one's diagnostic thinking.

The open-ended and discussive nature of the diagnostic record made it especially useful in individualizing the client situation and providing information for psychosocial supervision. However, these same qualities made it ill-suited to a wider audience and for other uses. Such records tend to be idiosyncratic, unsystematic, and inefficient. Important information may be absent or difficult to retrieve, whereas sensitive personal information and unconfirmed hypotheses may be all too accessible. As the definition of accountability broadened and agencies became more concerned with efficiency and client privacy, problems with the diagnostic record began to surface. With less time for recording and more uses for the record, agencies sought to establish guidelines and find formats that would assist practitioners in selecting information and organizing the content of the record.

Summary

History of case recording was basically linked to three purposes in early social work practice which were: the immediate purpose of furthering effective treatment of individual clients; the ultimate purpose of general social betterment and the incidental purpose of establishing the caseworker herself in thinking.

The history has three types of case recording as follows: ledgers and narrative records, process recording and diagnostic recording. These systems have become old but are still in use in most developing countries alongside the new system. Nigeria is one of the countries still using the old alongside new order.

Post Test

What are the types of recording in the early social work practice?

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Guidelines for Recording in Social Work Practice

Introduction

Professional social workers are trained and expected to follow guidelines specified for recording in social work practice. Recording follows a standardized format or pattern. Aside its universal usage, it streamlines social workers' activities in recording of cases.

However, each agency adapts the standardized format to be in line with the goal and objectives of such agency. For instance, medical social workers will record cases in conformity with medical rules of the hospital while observing the basic principles of social work practice. Likewise, family case-worker will record cases in line with family welfare agency. Observing principles of social work practice is compulsory for all professionally trained social workers.

Therefore, recording in social work practice must follow specified guidelines which are also within the ethics of the profession.

Objectives

At the end of this lecture, you should be able to:

1. explain guidelines in recording in social work practice; and
2. list importance of recording guidelines in social work practice.

Pre-Test

1. What are guidelines for recording in social work practice?

2. State the importance of the guidelines for recording in social work practice.

CONTENT

Guidelines for recording in social work practice are important for adequacy of documentation. The following are the guidelines for recording in social work practice:

1. **Follow the objectives of the agency:**

The overall objectives and purpose of the agency must be known to every social worker. Objectives of the agency form the foundation of guidelines for recording. Only the objectives of the agency could dictate what is to be recorded.

2. **Identification of key result areas:**

Key result areas should be identified for the agency and for each department and individual within the agency. This practice will help the agency to make quick decision over the record.

3. **Policies, rules and regulations of the agency:**

The policies, rules and regulations of the agency should be known to every social worker especially as they affect recording in practice. Policies, rules and regulations dictate agency's expectation of recording.

4. **Responsibilities of social workers in recording:**

Every social worker's responsibilities in recording must be clearly defined and made known to him. He/she will know what is expected from him/her in recording.

5. **Authority and responsibilities:**

The authority conferred on an employee (social worker) must correspond with his responsibilities. This is the only way to achieve results.

6. **Changes in responsibility/authority:**

Any changes in responsibility/authority should be made known to all concerned. Information in this regard is important to all practising social workers.

7. **Management and control:**

Check that each level of management has an acceptable span of control. Recording is an important aspect of the practice thus necessitating effective and efficient level of management and control acceptable to all stakeholders.

8. **Normal workload:**

Ensure that the workload is evenly shared among the social workers. This will afford the social worker to do a thorough recording.

9. **Line of command:**

The formal line of command should run from the top to the bottom of an agency.

All social workers should be responsible to, and receive direction from only one superior as far as recording in social work practice is concerned.

Summary

Recording is a professional requirement in social work practice. Professional social workers are trained and expected to follow a standardized system of recording.

Also, recording in social work has guidelines which are also in consonance with the policies, rules and regulations of every agency the recording is for.

Recording must follow the objectives of the agency; identify key result areas; and indicate social worker's responsibilities.

Also, the authority conferred on social worker must correspond with his responsibilities and changes thereof must be communicated, and, the formal line of command should run from the top to the bottom of an agency.

Post Test

1.   List guidelines for recording in social work practice.
2.   Why do we have guidelines for recording in social work practice?

Reference

Kanani, S., Maneno, J. & Schluter, P. (1988) Health Service Management. Nairobi, Kenya: African Medical and Research Foundation.

LECTURE EIGHT

Communication Methods for Reporting and Recording in Social Work

Introduction

Collection of information for records requires some communication methods. These methods elicit important information or data from the source, usually the clients. Social workers, therefore, need to master the use of these methods in order to have good information or data for the record.

Good communication methods usually lead to better reports which culminate in records.

Objectives

At the end of this lecture, you should be able to:
1. define communication methods for reporting and recording; and
2. state features of a good record in social work.

Pre-Test
1. What are the communication methods in collecting information for the records in social work practice?
2. List the features of a good record in social work practice.

CONTENT

There are some methods in which we can communicate or receive information or data for the records in social work.

At least nine of the communication methods in social work practice concerning records will be discussed in this lecture.

These communication methods are:

1. Speech
2. Sight
3. Sound
4. Actions
5. Mannerisms
6. Taste
7. Smell
8. Touch
9. Silence

There are more communication methods.

Speech

Speech is an obvious method of communication and usually is the one we think first.

In social work practice, you must talk with the clients to be able to elicit information or data for your record purpose. The first step in practice is talking – talking with the clients.

Sight

Sight is, however, probably the most effective of all the communication methods because the mind thinks in pictures. Some studies have discovered that an average person is able to remember a mental picture of up to 80 per cent of what he has seen, although this becomes progressively less as time goes on. On the other hand, he can usually only fully grasp (and remember) about 20 per cent of what he has heard. What you see and record is more authentic than any other source.

Sound

This is also a method but seldomly used for authentic record. It is only mentioned if such happened in the course of data collection to buttress or

support the sightful information. Some clients make a lot of sound i.e. shouting at an interview or casework process with the social worker. This shows the client's emotion on the issue at hand. Such sound is noted in the record as it may be useful to further investigation.

Actions

It is popularly said that actions speak louder than words, and this is quite true. What the client does, or how he reacts physically is important for the records.

Mannerisms

Mannerisms have quite some connections with sight. Mannerisms cover facial expressions, and other behavioural signals e.g. a smile or not, to show understanding; a puzzled frown or head-scratching may show lack of understanding. Records must accommodate this to be truthful and accurate.

Taste, Smell and Touch

In some special cases in social work practice, taste, smell and touch have some role to play in the records especially in medical social work practice and are so recorded. For example, in cases of bereavement, the social worker may have to touch the bereaved in form of petting. However, caution must be exercised taking culture and gender into consideration.

Silence

Sometimes social a worker uses silence as communication method for records in social work practice. This could show deep understanding of client's words and unwillingness to interrupt him. On the other hand, our silence could show our (social workers') disapproval of what the client said. Our facial expressions may show him what we really think. All these are done towards having a good record.

The features of good records in social work practice

There are some features that record must have before we can consider it good. These are that good record must be

1. clear
2. concise
3. complete
4. convincing
5. capable of being carried out.

1. **Clear record**

Records that must be adequate and acceptable must be CLEAR. The social worker is expected as a professional to think very deeply about whatever information or data that will be used for records before putting it down in a language that is simple and unambiguous. Make the records as clear as possible.

2. **Concise record**

We must keep our records concise. Choose only the important words or phrases for recording. Words to be used for records must be cut out words which should not cause confusion.

3. **Complete record**

What makes a record complete is when it contains all information needed to carry out action required. A record that is complete will not be interpreted wrongly. Any professional social worker will understand a complete record.

4. **Convincing record**

For record to be acceptable it must be convincing enough. Your record must be read by any social worker and be convinced of its authenticity.

5. **Practical record:**

Record must be capable of being carried out. Record must be practical and within capabilities of social workers. Unreasonable and impractical records will lead to frustration and even neglect.

Finally, the features of a good record must be clear, concise, complete, convincing and practical, that is, capable of being carried out.

Summary

Reporting and recording in social work practice require some communication methods to be able to have a good record that will be useful to practice.

These communication methods are speech, sight, sound, actions, mannerisms, taste, smell, touch and silence. Some of these methods are used more in health social work. Social workers must be knowledgeable in the use of these communication methods to elicit data or information needed for the records.

Therefore, a good, acceptable and useful record must be clear, concise, complete, convincing and capable of being carried out. In other words, a record must be practical.

Post Test

1. State the communication methods employed in collection of information for records in social work practice.
2. What are the features of a good record in social work practice?

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Bases for Field Practice

Introduction

There are different concepts of field used by different agencies. Every concept is in line with the objectives of the agency.

Three parties are involved in the use of these field practice concepts: the agency, the supervisor and the students/workers. The agency is the practice area where the workers/students do their placements/fieldwork. The agency dictates what is to be accomplished. The agency demands for the record and keeps records. Supervision of the workers/students is done by qualified staff of the agency (for workers) who are usually senior colleagues. Whereas, students are supervised by both the qualified, experienced workers and the lecturers.

Workers/students are placed to work in different units of the agency. At each unit where students/workers work, an internal supervisor heads such unit.

Objectives

At the end of this lecture, you should be able to:

1. identify concepts of field practice in social work; and
2. state the role of field instructors in social work practice.

Pre-Test

1. Explain the concepts of field practice in social work.
2. What are the roles of field instructors in social work practice?

CONTENT

Conceptual Base of Field Practice

The Department of Social Work, University of Ibadan, Ibadan, views practice class and field practice as mutually supportive and complementary parts of an integrated professional social work education. Field practice is a central component of education for social work and provides learning opportunities related to all parts of the curriculum.

The field agency provides opportunities for students to become part of an existing social programme in the community, to participate in offering a community service, to experience responsible interaction with professional social workers and with professionals from other fields, and to assist the agency in providing quality services.

This professional service benefits the agency in return for the valuable contribution of the field instructor and represents the agency's unique contribution to professional education.

The collaboration between the department and the agency requires continuous contact regarding curriculum information, the student's learning experiences and the student's educational progress. The department's relationship with the field and the maintenance of structures to support student learning are vital underpinnings for the students' educational process. Therefore, a major effort in the department is to develop supportive working relationships with the field through which the vitality and unique values of field practice can enrich, illuminate and complement classroom learning.

The Department of Social Work, University of Ibadan has had long and productive relationship with many health, community, industrial and welfare organizations in Ibadan, Oyo State of Nigeria, and gradually spreading throughout the state and beyond.

These relationships have been built upon mutual investment, trust and respect. The changes in the human service system and the society at large require close collaboration in order to understand the significance of these changes for our curriculum and field experience over time. The field experience relates to and supports all parts of the curriculum as approved by the senate of the University of Ibadan. The field assists in developing educational experiences which provide the broadest possible exposure to organization function (e.g. direct services, case management, planning, research and policy making).

The field setting also offers students an opportunity to learn methods for evaluating their own social work practice. In the process of evaluating the impact of service on clients and systems, students gain the tools for continuing analysis, incorporation of new knowledge and skills, and the development of new knowledge. The students' agency experiences are an integral part of both field and classroom instruction.

The principle of continuity of professional growth, which is essential to sound professional learning, applies to the field experience. The programme is designed so that the scope, depth, and breadth of learning will increase throughout the duration of course i.e. two years for professional Master of Social Work degree. At the end of two years, students are expected to have reached a point of entry into professional practice with the competence to perform a variety of professional services and practice semi-autonomously.

Structure of Field Practice

Field practice concurrent with course work helps students integrate their learning. From the beginning of professional education, the student begins to experience the opportunity and responsibility to apply knowledge in realistic situations. The relationship between acquiring knowledge and applying it in practice can be understood by students when it is concurrent with field practice. Feedback from field to class and vice versa reinforces both learning environments. All students are expected to reflect on their current field practice by sharing written and verbal material in their courses. The goal is to help the student critically examine her/his own work and to make professional use of the critical analysis of peers at seminar presentation.

Social work is a change-oriented profession. Therefore, coordination between the field and University is crucial in maintaining a vibrant and relevant curriculum. Input and feedback from field instructors about practice needs and service delivery are essential components of curriculum development and its revision. The Department of Social Work of the Faculty of Education, University of Ibadan values the collaborative support of field instructors.

Content of field practice

Service to clients is one of the many learning opportunities in field practice, and a central one. In this activity, the student bears responsibility of offering service to clients and organizations, and entering into a basic professional relationship with all that this implies. Although, the student always works within this framework with the support of the agency and with appropriate help from the field instructor, when the student actually is engaged in carrying out a particular activity, the responsibility is the student's.

An educationally sound service load is one that provides a diversity of experience, not only through a variety of situations but, also through opportunity for cooperative relationships with other personnel, for contact with other social resources in the community and for collaboration with other disciplines. For example, a student's primary assignment may be individual counseling, but he or she may staff an agency committee, co-facilitate an educational client group, serve as the agency's representative in a coalition formed around some social problem, and/or be involved in some aspects of the agency's family life education programme. In sum, the student's learning should encompass a broad base of experiences.

Field Instructors

Field practice is viewed as an integral part of the practice course, and therefore, the field instructor shares the teaching responsibility with the practice instructor. Agency based-field instructors hold a master's degree in social work (an ideal situation) with at least two years post-master's experience. Field instructors are expected to be aware of the theoretical underpinnings introduced to the student in the foundation courses. Field instructors and the academic staff of the Department of Social Work, University of Ibadan should, ideally, meet several times per year in a variety of workshops. In such workshops, the academic staff and field instructors address current issues in social work practice and field instruction as well as other pertinent topics.

Furthermore, a seminar is required for all new field instructors in order to orientate them to University of Ibadan educational philosophy and programme and to enhance understanding of the collaborative process on behalf of student learning.

Generally, the seminar for field instructors provides the field instructor with an overview of the learning experienced by most students. Field instructors are encouraged to identify their particular needs, design both their own and their students' learning activities and to gauge the changes in their students' social and professional roles. Such seminar is also expected to assist field instructors in resolving problems in their teaching situations with their students, especially as students move through new experiences where it is essential to enhance students' confidence and help students assume responsibility for their own learning.

Students receive assistance and support from the field instructor, the students' advisor, the practice teacher and their peers in the practice class. Another theme of the seminar is student performance evaluation. Field instructors are helped to view evaluation as a continuous and dynamic process based on students' learning needs and mutually agreed on learning objectives by field instructor and students as a basis for the end-of-semester(s) written evaluation.

Summary

Field practice is a central component of education for social work and provides learning opportunities related to all parts of the curriculum. Also, the field agency provides opportunities for students to become part of an existing social programme in the community, to participate in offering a community service, to experience responsible interaction with professional social workers and with professionals from other fields, and to assist the agency in providing quality services.

The principle of continuity of professional growth, which is essential to sound professional learning, applies to the field experience. Social work is a change - oriented profession. Therefore, coordination between the field and University's Department of Social Work is crucial in maintaining a vibrant and relevant curriculum.

Generally, an educationally sound service load is one that provides a diversity of experience, not only through a variety of situations but through cooperative relationships with other personnel, for contact with other social resources in the community and for collaboration with other disciplines.

Post Test
1. What are the components of field practice in social work?
2. State the roles of field instructors in social work practice.

References

University of Pennsylvania, School of Social Work (2003) Field Placement Manual.

University of Ibadan, Department of Social Work (2000) Practical Field Work: Training Log Book.

LECTURE TEN

Process Recording

Introduction

Process recording is an important aspect of practice. It affords the social worker the opportunity to quickly examine the steps being taken in recording a case. It affords the social worker the opportunity to know if the objectives of practice or intervention are being achieved or not and the issue is promptly addressed.

Objectives

At the end of this lecture, you should be able to:

1. define a Process Recording; and
2. state the importance of process recordings in social work practice.

Pre-Test

1. What is a process recording?
2. State the importance of process recording in social work practice.

CONTENT

This is a specialized lecture on process recording to address the importance of it in social work practice. Social workers must be well knowledgeable in process recordings to be able to function well in the practice.

1. **What is a Process Recording?**

   A process recording is a written record of an interaction with a client.

2. **Why are process recordings required?**

   Process recording is a major learning tool in social work. Social work is unique in its heavy reliance on process recording to teach intervention skills. Because in social work the practitioner's major tool is himself/herself and his/her ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students' work by both agency and school.

3. **What do you learn from them?**
   a. To pay attention.
   b. To be aware of your own experience.
   c. To describe behaviour, affect content and recognize its significance.
   d. To analyze your responses and those of your clients.
   e. To recognize the consequences of an intervention.
   f. To develop the ability to intervene purposefully.

4. **How do you learn from them?**
   a. Writing a process recording allows you to pay attention, to reflect on and analyze your own work.
   b. Reviewing process recordings with your field instructor allows you to identify learning patterns, access your field instructor's factual and clinical knowledge and experience, recognize results of interventions.

5. **What is appropriate to process in a recording?**
   a. A face to face session with an individual client;
   b. A telephone contact with a client;
   c. A brief interaction in a waiting room, hall, community room, etc. with a client;
   d. A group session;
   e. A contact with a family member or a family meeting; and
   f. A contact with a service provider.

6. **Elements of Process Recordings**

All process recordings must contain certain elements. Models are variants with different foci of attention and learning. They should include at least the following:
   a. Identifying pertinent information: The student's name, date of the interview and the client's initials or identifying number (remember: always disguise client name to protect confidentiality). It is helpful to state who was present during the contact and the number of the interview (i.e., "Fourth contact with Mrs. S; Mrs. S and Johnny were present"). On a first contact, it may also be helpful to include name and ages of the client under consideration.
   b. Objectives for the interview: Briefly state whether there are any specific goals to be achieved, the nature of the referral, the nature of the initial or present issues, the student's plans, and the client's agenda.
   c. A word-for-word description of what happened as much as the student can recall.
   d. A description of any action or nonverbal activity that occurred.
   e. The student's feelings and reactions to the client and to the interview as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview is going on. (e.g., "At this point I began to feel uneasy. I was a little frightened and wondered what to do next.")
   f. The student's observations and analytical thoughts regarding what has been happening during an interview. (e.g., "I wondered what would happen if I said such-and-such. I chose not to but I

wondered whether I should have raised it," or "Mrs. S. said she felt happy but this seemed to contradict what she said earlier. I didn't think she looked very happy so I asked her to explain further.")

    g. A summary of the student's impressions. This is a summary of the student's analytical thinking about the entire interview.

    h. Future plans, identification of unfinished business, identification of short and longer-term goals.

    i. Identification of questions for field instruction. This provides the students with the opportunity to build upon their ability to become autonomous workers.

7. **Models of Process Recordings**

    a. There are a variety of models of process recordings, all of which are useful. Each has its own advantages and disadvantages.

    b. In the University of Ibadan Field Education Manual, the model used is the narrative/verbatim model.

    c. Students should use whatever model is suggested by their field instructors.

    d. The model you use may change as your learning needs change. As you progress, your field instructor may suggest audio or video taping as well.

    Any questions about recordings should first be addressed to your field instructor then to your field advisor.

8. **Requirements for Process Recordings**

    a. Students must complete two to three full process recordings per week and keep copies of all process recordings for themselves.

    b. Process recordings must maintain confidentiality. All clients should be identified only by initials or a pseudonym.

    c. Students must submit copies of their process recording weekly to their field instructor.

    d. Process recordings should be discussed in supervision after the field instructor has read them.

    e. Once a month, students must submit one or more process recordings to their field advisor for review of the learning process.

f. Practice courses also frequently have assignments that involve submission of process recordings. See individual courses for expectations.

9. **Practical Concerns**

   a. How do I remember all that stuff? Although your recall will improve as you have more experience, the purpose of process recordings is not perfect recall. All interactions are reconstructed in the reporting process. Your impressions of significant events are most relevant. It can help to write notes of the interaction after the session. If you want to take notes during the session to remember factual information, you must clear it with your agency and field instructor, as different agencies have different policies about this.

   b. How much should I tell? The more information you are willing to provide, the more opportunity you will have to learn. Omitting or changing the process to fit what you think is your field instructor's expectation is not helpful. Everyone makes mistakes in this kind of work, even experienced practitioners, and it is in examining your mistakes that you will generally learn the most.

   c. Should I type or hand write? This again is up to you and your field instructor and field advisor. The legibility of your handwriting is a factor, as is accessibility of a computer.

   d. How do I respect confidentiality? Omit all names but yours from process recordings. Do not leave process recordings in public areas where other clients or agency staff have access to them.

10. Groups, family sessions and committee meetings may also be the subject of a process recording. Record verbal and non-verbal behaviors engaged in by specific members of the group. Guide your observations by the statements and questions included below. Focus on the process that emerged in the meeting rather than on the content of what is said.

    a. DESCRIPTION OF THE SETTING: Context, type of group/meeting.

    b. STRUCTURE: How does the group organize to accomplish its task? What group rules emerged? What leadership behaviors are displayed? How are decisions made? How is information treated?

c. CLIMATE: The psychological/emotional atmosphere of the meeting. How are feelings (as opposed to points-of-view dealt with? What non-verbal behaviour indicates changes in the climate? How do members' voices denote feeling tone?

d. FACILITATION: How do group members influence the development of the group? Does the group process or run itself? What group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are utilized by whom?

e. DYSFUNCITON: What behaviors emerge that hinder the accomplishment of the group's task? For example, what anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns develop that are dysfunctional to the group task?

f. CONVERGENCE: How does the group move from independence to collective judgment? What behaviors promote agreement? What consensus-seeking behaviors are observed? What false consensus behaviors (such as "me too," "I'll go along with that") are displayed?

g. ASSESSMENT OF THE NEXT STEPS: What possible next steps would be recommended? What changes or plans might be feasible?

11. **Logs may be used for more Macro Level assignments:**

a. Brief description of the assignment-a few sentences providing background, origin, and context of the assignment.

b. Task Plan-the assignment purpose and need being addressed, "steps" or primary activities required to complete the assignment listed in the order in which they will occur with the project completion dates. Recourses both from within and outside the agency which must be obtained to complete the project.

c. Obstacles-initial ideas about the problems anticipated.

d. Progress summary-a detailing of activities completed and progress achieved to date.

e. Student assessment of activity-questions raised in the process of attempting to complete tasks, associated apprehensions or uncertainties; retrospective evaluation of practice and observations about how it might have been improved.

f. Agenda-questions, issues for discussion in supervision.

g. Subsequent entries: The following format may be utilized for assignments which are in progress and for which an initial description and task plan have been submitted in a previous entry.

h. Brief assignment description-a few sentences providing background, origin, and context of assignment.

i. Activity Summary-a description of primary project activities completed during the week; and identification of problems or barriers encountered.

j. Revised task plan-modifications in task plan and timetable as a result of problems encountered or experience gained during conduct or work. If there is a major revision, a new plan should be described.

k. Student assessment of activity - (as above).

l. Agenda - (as above).

Summary

Process recording is a written record of an interaction with a client. Process recording is a major learning tool in social work. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. Some elements are appropriate to process in recording and these are: a face to face session with an individual client, telephone contact with a client, group session, contact with family member or a family meeting and contact with a service provider.

Also, there are some elements of process recordings. In other words, all process recordings must contain these elements which are: identification of pertinent information; objectives of the interview; description of any action or nonverbal activity that occurred; observations and analytical thoughts regarding what has been happening during an interview and future plans among others. Process recordings benefit the client, the agency, the worker and the profession. It must therefore be taken seriously.

Post Test

1. Define process recording in social work practice.
2. Explain the importance of process recording in social work practice.

References

Kagle, J. (1991) Social Work Records. Belmont, CA: Wadsworth.

Kagle, J. (1993) Record keeping: Directions for the 1990s. Social Work, 38, 190-196

Sample Process Recording #1
Narrative Model
Interview with Client

Introduction
It is necessary to have practical sessions with students to equip them with professional expectations and how these expectations are met using the narrative model. Hypothetical cases are treated with the students. These cases are prepared, treated and discussed for effective learning and skill acquisition by the students.

Objectives
The main objective of this lecture is to learn and acquire knowledge and skills of narrative approach in process recording. This may also be used to assess the level of students' knowledge about the narrative model in process recording.

Therefore, the next three lectures are devoted to narrative models of process recordings.

Relevant Background Data
Mr. and Mrs. B., both 79, were in a car accident, in which Mr. B was driving. Mr. B. suffered a fractured left leg and Mrs. B had two fractured legs. Mrs. B. also lost her right eye and suffered partial hearing loss in one ear.

They are located in the same room in a rehabilitation center. The student met each client briefly once, prior to this first joint interview. Each

was reported by the nurse to be anxious about recovery, each fearing for himself/herself and for each other.

Worker's Purpose

Clarify services worker (or other hospital personnel) might provide; evaluate areas of strength and difficulty; help clients with adjustment to rehabilitation center, any interpersonal needs or tensions, discharge plan.

Interview with Mr. & Mrs. B

As I entered the room, Mrs. B was half-lying, half-sitting in bed, working on a small pile of correspondence. Mr. B. was sitting in his wheelchair, beside her bed. As I said hello, Mrs. B. looked up, grinned, and said hello, Ms. Jones (please at showing that she remembered my name, I think) and Mr. B. turned his wheelchair so that he could face me. I sat down in the available chair, telling them I had wanted to talk with them to find out how they were doing and if they were worried about anything that perhaps they would like to talk about.

Mr. B. immediately began a fairly long complaint about the boredom of his diet, the low sodium diet he was on, his "wasting away". I asked if he had spoken to the dietitian about this matter, and he said yes, many times. She was being very helpful and doing all she could, but he hated this food, and the restrictions on the diet imposed upon him. I asked if he had spoken with his M.D. over the need for these dietary restrictions? He answered rather vaguely that he had not seen the doctor since shortly after they arrived at the center. How could he ask him if he never saw him? And his daughter, Carol, was too busy to take time out to help her own family. Carol had said that they should come here because they would have the finest doctors available and they had been here seven days and seen a doctor only once.

I commented that Mr. B. sounded very upset with his daughter. He said no, he was not upset, that Carol was too busy even to help "this poor girl" (referring to his wife) get a hearing aid.

At this point Mrs. B., who had been working on her letter at times, listening to her husband at other times, sometimes understanding what was being said, sometimes not from the look on her face, entered the conversation. (It seems the pattern is for Mr. B. to do most of the talking, and to translate as necessary for his wife. If she cannot understand or hear

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what he is saying, he tells her he will tell her about it later, and she nods and seems content. Whether or not this is so I do not know, but during Mr. B's outpouring of feelings, it did not seem advisable to attempt to draw Mrs. B. into the conversation). In any event, Mrs. B. burst in at this point with a comment addressed to me that daughter Carol worked very hard and was very busy. Mr. B. interrupted her saying, "You are defending her again, sticking up for her!" Mrs. B. looked at me, asking me what her husband was saying. I said that it seemed as though Mr. B. was quite angry with their daughter Carol and seemed upset that she was speaking positively about the daughter when he was feeling so angry with her.

Mr. B. said he was *not* angry with her. I said that perhaps "disappointed" more accurately described his feeling. At this, he broke down into tears, saying yes, he was disappointed; it was very hard. Then he began to make excuses for his daughter; she really did work hard and did not have much time.

I said I thought it must be very difficult for them being so far away from their home, their neighbors and friends. Mr. B. said yes, it was very hard. He went on to describe the visits and general helpfulness of his fellow church members, his neighbors, etc., when he and his wife were in the hospital. He spoke of many cards and letters they had received in the hospital. Then he looked at his wife, nodded and told me proudly how she had written a letter to all their friends. Indeed, he said, every Christmas his wife would write a long letter on all their Christmas cards—150 of them. I said that was quite a job. He nodded, smiling at her.

Mrs. B. caught the look and asked me what was going on. I told her that her husband was bragging about her and her letter-writing ability. She said "Is he?" smiling and seeming pleased. Mr. B. returned to talk about New Jersey, their friends, how nice it was. I said that it must be lonely for them out here in Long Island, away from all of those friends. At this, Mr. B. again started to cry, then began to speak of the accident that had hurt them so. He described how carefully he had driven, how careful he always was, how he had never gotten a ticket until just a few months ago. He was still tearful and clearly very upset. I said that it must be very hard and rather scary to be so very careful and still not be able to avoid such an accident. After a quite minute or so, he stopped crying, looked at me and said, "We are alive, we are going to get better, we are going to get out of here and go home".

Then he returned to his daughter, muttering that she wanted to send them to a nursing home. She did not even have room for her own parents. I told Mr. B. that it was too soon yet to make plans for their discharge, we had to wait to see how quickly they healed. I said I did not know if they would be able to return to their own home - I hoped so, because I knew they both wanted to do so very much. If that was not possible, then we would deal with that too. In either event, I was going to be available to help them sort out their plans and help them deal with any problems they encountered with discharge.

Mr. B. seemed somewhat reassured-at least he did not look angry. At that point, an aide came in to take Mr. B. to his p.t. session. I told him I would see him after the session to say good-bye and I remained in the room with Mrs. B. I moved over to stand by her bedside, and we talked for the next 10 minutes or so. Some of the conversation was about trivialities, some about her background as an Englishwoman, some about her daughter's education and career. (During this conversation, we were interrupted by the nurses who had to put drops in Mrs. B's eyes. I did not feel so flustered by a nursing interruption as in earlier meetings, and we continued our conversation after they left). I wanted to touch base with Mrs. B., feeling uncomfortable that the conversation among the three of us was difficult with the shouting, repetitions, hard stares, etc. She was important too, and despite the physical impairments, perhaps the more dynamic of the two of them, and I wanted her to know that I regarded her as capable and intelligent. She asked me whether or not I was a social worker, and I said yes, and she asked what school I went to, and I told her. She said she had heard of Columbia. She said, you know, I do not know if it does any good to talk about your problems and how you feel, but I think maybe it does. I answered what sounded to me like a hope, a question, and a challenge all in one, that I thought it did help me to talk about what was troubling me and that I thought that was true for a number of people. Also, I said, that sometimes talking about difficulties leads to new ways of looking at them and maybe even ways of solving them or at least dealing with them. She nodded and smiled at me. I told her that I would leave my card with my name and phone number with her, and if she or Mr. B. should want to talk about difficulties, if they were upset or feeling worried about their future plans, they could call me and I would also come and talk to them a couple of times a week.

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At this point Mr. B. returned from p.t. He turned to me and said, I need a straight answer to a question. How long are we going to be here? I told them that I did not have the medical knowledge to make an expert judgment about that, but that I knew from discussion with medical staff that he and Mrs. B. were expected to be at the center for 2-3 months. I said I could not guarantee that time period; to some extent it depended on their rate of recovery. But that was our best guess at this point.

Mr. B. sighed, with relief, apparently, and said "That is not so bad. I was afraid it would be much longer." It is always harder he said, not knowing. I agreed that that was very difficult. I added that I understood how important it was for them to have an idea about their length of stay here.

I told Mr. B. about the card I had left with Mrs. B., my availability to discuss their feelings and concerns, and said good-bye.

I returned to my office where 5 minutes later the phone rang. It was Mr. B. and it had occurred to his wife as they were talking over that they might be separated at some future point. She was very upset, he said; he himself sounded shaky. I told them I would come back to their room to talk to them, which I immediately did. Their concern was that Mr. B. would be ready for discharge before Mrs. B., since the severity of her injuries was so much greater. Then she might be in Long Island, and he might be in New Jersey. I told them I could understand how upsetting that thought would be to them. Then I said that, again, I could not predict rates of recovery, but that what I could do was work with them to try to arrange things in the best way possible. If Mr. B. were ready to go home and Mrs. B. were not, then we would explore the possibilities of Mr. B. remaining in town-or of Mrs. B. at that juncture moving to a facility in New Jersey. I didn't know what the possibilities were, but if there is such a need I would work with them to see what we could do. They seemed reassured. Again good-byes were said, we scheduled another appointment, and I left the room.

Impressions

The couple seems comfortable with my presence, and I attempted to make somewhat clearer today the kinds of concerns with which I can deal. Today Mrs. B. seemed quite sharp, witty, less frightened and Mr. B. was somewhat depressed. Tears were very near the surface today for him and

touching upon the areas of loneliness or disappointment with his only child triggered those tears. The two seem very close to each other and very supportive of each other. I think the B's would benefit from continued opportunities to discuss their present and future. Also, the information gathered from these meetings could be very useful in assessing how realistic are the plans that the B's have for their discharge.

Generally, I felt this interview went well. Hopefully, become more skilled at dealing with the difficulties posed by Mrs. B's hearing incapacity and more confident in focusing the conversation in helpful ways. I am still suffering from uncertainly regarding my role and uncertainty regarding the aging i.e., degree of frailty, etc., my own fears (to be infirm, to be unable to hear, to have to rely on my child to do for me).

I wonder if Mrs. B. is angry with her husband for his role in the accident.

I don't know how to respond and help when they complain about their daughter or the doctor, especially since they may be neglected and I feel upset about that. I would also like to discuss future plans.

References

University of Pennsylvania (2003) Field Placement Manual. Philadelphia, PA: University of Pennsylvania, School of Social Work 2003-2004.

Columbia University (Undated) Handbook for Student Social Work Recording NY: Columbia University School of Social Work, Department of Field Education.

University of Ibadan (2001) Student Field Work Experience Scheme/Practical Field Work: Training Log Book. Ibadan, Nigeria: University of Ibadan, Department of Social Work.

Sample Process Recording #2
Narrative Model
Interview with Client

Introduction

Mark is beginning to feel more comfortable with me. I am hoping that he will soon disclose information to me concerning his father and mother and his home. I think he is beginning to trust me, so I believe it will make the sessions better. I know that every time that he comes to see me he is mad because he wants to go home. I feel bad for him because he wants to go, but also know that he cannot return yet. It would be very discouraging to him if he had to come back. I feel very stuck with the case, but I am ready and willing to try to work and intervene not only with Mark, but with his mother and father as well. I am trying to alter his perception about the people at work and his feeling that no one is doing anything for him. I feel it is easy to talk with him about subjects that he wants, but he does not want to talk about what needs to be discussed. I feel I really need to talk about his relationship with his father and mother but I feel that he wants to avoid it.

Focus for Work/Connection to Overall Purpose

For today's session, I would like to explore his feelings that no one understands. I want him to see that I know that I cannot completely understand what he is doing, but that I am willing to listen and try to comprehend it. I think this may show him that I do care and am interested in how he is feeling. I feel it is a relatively safe topic and that it could be a good way to establish more trust in our working relationship. This relates to our long-term goal because it will give me a better understanding of

how he views Green Chimneys. It will also tell me how he is feeling, besides being angry about placement and what I do not understand. It is important to explore this. He could share with me how he feels like he is getting lost in the crowd and why. I am hoping that he may be able to tell me a definite example of how he is forgotten and to try to remedy it.

CONTENT

Today's session was rather interesting and did not go as well as I thought it would. I feel very overwhelmed and confused almost at the happenings. First, I called for Mark to be sent down to my office. He came a few minutes later and was excited to see that I had the art supplies. We talked a little about that and then he told me he had a good weekend. He said he played football and was happy because his mother had brought his cleats up on Thursday. He asked me a "really huge" favour, which was to have his sister come to Green Chimneys on Thursday for his birthday. I told him I would have to make sure it was ok and he wanted me to call his sister to see if she could. We called and I spoke with her briefly, explaining that I had to just check it. She said she would call me back as to whether or not she could make it. I was feeling okay with the session and felt that Mark was not in a bad mood. That is why I was totally surprised at what happened.

I began to bring up the topic I wanted to talk with Mark about and he started to get very tense. His face changed and he began drawing a new picture. I did not notice it at the time, but looking back, I see that before he had been drawing a "happy" picture, and then he began to draw one that was not as cheerful. I explained to him that there were things that had to be discussed in order for me to help him. He began to say how "you people do not understand and that "all of you are trying to keep me here." I told him that he was right that I could never really understand what he was doing, but that I would like to try. He got even angrier, saying that he was never going home, that maybe he would be discharged in June, and that no one is doing anything to help him, especially me. I asked him what he meant, told him that I was helping him and listening to him, but that he had to talk to me more about himself. He became very mad and, before I even knew what was happening, he stormed out. I was very shocked for a split second and then I grabbed my keys and walked after him. I watched him go into his classroom and I was completely clueless as to what I should do next. I went up to Candace's office and explained what had

happened. She told me that he has a tendency to run off and that I should make it clear to him right away that he could not do that. I left her office feeling like a failure because this happened. Even though she said that he has done it before, I felt like I had said something wrong, maybe even something I should not have said. I thought it was mostly my fault and that maybe I should not have asked him anything when I saw he was beginning to get mad. But, I feel like anytime I bring up something he does not like, it will end up making him angry. This is usually what I would need or like to talk to him about. So, I was feeling down and I went back to my office.

Three minutes later there was a knock at the door and Mark comes in. He told me that his teacher sent him back to me to apologize. I told him that we were going to have to talk about this. As I began to tell him that this was not going to be tolerable, the phone rang. It was Candace who was inquiring if Mark was with me. When I said yes, she told me that he was AWOL. I told her that he had said his teacher said he could come, but it turns out that he just walked out. She told me that someone was coming to take him to Transition. When I hung up with her, I asked Mark if he had a pass with him, from his teacher to come up to my office. He showed me a pass from 10:00 when he would have come to the session. It was not 10:55. When I asked him about this, he said that the teacher told him just to take this one. He also began telling me that a kid, Dantes was making fun of him and that he was going to kick Dantes' ass. I told him that he should tell his teacher that he was being teased. Then we got a knock at the door and when the man came in, Mark was pissed and started yelling and cursing. He said he was not going to Transition. The man told me to call over there and when I picked up the phone, Mark put his hands on it so I could not call out. We got his hands off and I called. At this point Mark was screaming and cursing. When I hung up, he said that I was a f' bitch and that he did not want me as his social worker anymore. He said he wanted Ms. Loya back and that he did not want to talk with me anymore. He told me I was not his friend and that he did not do anything wrong. I told him that he was going to Transition because he left the classroom without getting permission from his teacher. He said that was bullshit that I did not even ask his teacher. He was crying and every word out of his mouth was the "f" word. He was yelling at me and the man. When Transition got there, he told him he was not going. The worker told him he was and Mark said he would go with him. He held his hand and they left.

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This interaction was very intense and I had never seen him so angry and upset.

How did I feel? Very dumbfounded and astonished at what had occurred. I could not believe that he had turned around in his personality so quickly. I was so shocked at the language that I had just heard and the anger had come from a thirteen-year-old boy. I also felt badly that in some way I was to blame for this and that I had let him down. I basically felt horrible. I felt like I had lost any engagement that I had made with him and that he would never trust me again. Along with this, I felt like I needed to do something, even though there was nothing I could do at that point. I had never experienced anything like that before so it came as a big surprise. I guess I never really thought that he would curse me out, even though I had read and heard that he has a bad mouth and gets very mouthy. I was not sure what to do and the staff meeting had been cancelled, so I had time to really think about what happened.

Around three, there was a knock on my door. In came Mark who apologized to me. My first reaction was to ask him if anybody knew he was there. He said yes, that he was at the Health Center to get his meds. I told him we could talk about this on Friday during our session. He also asked if he could borrow one of the drawing pencils that I had brought in. I politely told him no, maybe another time. I said this because I did not want him to think that I would reward him for his behaviour that had occurred only a couple of hours earlier. When he left, I questioned if maybe I should have pushed to talk about it then, but I thought it may have been better to give him some time to think about things.

Assessment of the Client/Assessment of Your Own Work

I am beginning to learn that I cannot think that everyone is going to respond to me right away. I also know that I am going to have to mend the rapport that Mark and I had begun to establish. I realized how much anger he has and that he does not know what to do about it. I also think that I need to keep the session focused right from the start and then maybe allow him to talk freely and draw for the last five or ten minutes. But, I noticed that he talks more when he is doing something, so I am not sure that this would be beneficial. I am not sure how I can get him to talk about everything and I do not want him to get the same way when I try to. I feel I may need a different way to approach and engage him in the matter. I

also saw how angry he can get when he does not get his way. He can say very hurtful things to people, not caring because he just wants them to be upset.

Next Steps

I believe it is imperative to talk about this with Mark and work to mend whatever needs to be fixed. This is a good way to talk about dealing with anger in a healthy way. We could use this as an example and talk about what he may have done differently to address his anger. He has to learn that there are people you should respect and that there are rules that need to be followed. I am just not sure how we can bring this up, but I know that he is fully aware that this is going to be our main topic of conversation.

References

University of Pennsylvania (2003) Field Placement Manual. Philadelphia, PA: University of Pennsylvania, School of Social Work 2003-2004.

Columbia University (Undated) Handbook for Student Social Work Recording. NY: Columbia University School of Social Work, Department of Field Education.

University of Ibadan (2001) Student Field Work Experience Scheme/Practical Field Work: Training Log Book. Ibadan, Nigeria: University of Ibadan, Department of Social Work.

PROCESS RECORDING OUTLINE
Narrative Model

Student's Name:
Date of Interview:
Client's Name (Masked):

TUNE IN (THINKING/PLANNING BEFORE THE INTERVIEW)

FOCUS FOR WORK/CONNECTION TO OVERALL PURPOSE:

CONTENT OF INTERVIEW:

ASSESSMENT OF THE CLIENT/ASSESSMENT OF YOUR OWN WORK:

NEXT STEPS:

Sample Process Recording #3

Narrative Model
Interview with a Collateral Contact
(a teacher in an urban elementary school)

Interview with Mr. R. on 10/20

…The girls had all failed Mr. R.'s course and, also, Milly's mother had received a letter concerning her daughter's behaviour in his class.

Mr. R. met me in the general office as planned. I asked him if he was Mr. R. and I introduced myself and said I was a social work intern at the X Family Center. I did not get out much except my name and he asked me who I was there about. I said that I worked with a group of girls who are having difficulty in elementary school and he seemed to have several of them in his classes. I mentioned a couple of names and he jumped in saying that the only reasons he failed anyone was if they got below 50 in the exam, and he really did not believe in charity grades. His tests were so amazingly simple that anybody should be able to pass them. And he started pulling out exam papers, etc., for me to see. I said, "Mr. R., you do not have to justify your grades to me, really." He said, "Yes, I know" and went on to do so and show me how easy his homework assignments are, and how there is no excuse for the kids not to do them, and no excuse for their failing to pass his tests.

I became noisy in the office so Mr. R. and I went upstairs and he got his list. Then we went into the teachers' room to talk. I took this opportunity to sort of start all over again. I told him where I was from and the purpose of the group. He said he had taken a course in the summer about teaching in "this kind of a school, in this kind of neighbourhood and he knew there were such things as 'ego building' grades and tests, to make

a kid feel good, but he did not think it was right to give a kid a good mark when he didn't work for it." I said I could see it was a dilemma for him. Then I mentioned that Milly's mother had received a letter from him about her behaviour. He said, "Oh yes, she is continually creating a disturbance … always talking and turning around. I finally got fed up and when I get fed up I send a letter home - not that it does any good." I said that I thought Milly took the letter to heart. She was pretty upset about it and burst into tears when her mother told me about it. He seemed surprised and said that Milly was a nice girl and he liked her. Then he said that she just talked all the time. I said that she had just mentioned something about there being some conflict in the class between the Black and the Hispanic girls, and I asked him if he had noticed anything. He said there was none of that in his classes, no discrimination … he would not stand for it. They knew that he treated them all alike … I said that I was sure that he did but I was talking about among the kids themselves. He said he had not noticed anything. There was an awkward silence.

He said that he still did not understand why they did not do their homework. It is so easy and would not take any time at all. He said Milly never did hers. I said I knew that Milly is in the middle of real family crisis at this point and the apartment is really in confusion most of the time. He said, you mean that she could not find a quiet place for her homework, for an hour? I said that it would be hard. He then said that you have to learn to concentrate sometime, and that there was an afternoon study center. I added "and an afternoon play center – I guess I am saying that I think you have been asking for more self-discipline that I think a lot of kids have."

Then I began to feel that I was pushing too much and I said, I guess you are probably tired of hearing what problems the kids have at home and that you should be more understanding – it does not make your job any easier. He said that he supposed you have to give the kids a lot of credit for coming to school at all, with all they have to contend with at home. It would be easier for them not to come at all. I said it seemed like it sometimes.

I felt sort of lost at this point, but it was a less tense moment between us. I decided to end our meeting and asked if I could meet with him again next month when we both had a better sense of these girls and how we might work together to help them. He readily agreed, shook my hand and walked me to the door and we said good-bye.

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Summary

This was a hard interview for me. Mr. R. approached the meeting as if I was going to criticize him and I had not anticipated that reaction. Then when he started to talk about "this kind of school". I found myself getting angry. He is a talkative man in his late 30's, and teaching her for his second year. I wouldn't be surprised if he is overwhelmed by his large class (35 kids). I never got to my agenda to try to figure out with him why the kids might be neglecting their homework and feeling so isolated in his class, and how we might address this.

My Agenda

1. I would like to discuss how I might have responded to his defensive position and whether I provoked it.
2. I did not get anywhere with trying to understand the racial tensions in the class and what his perception might be. I would like to review that piece.
3. In "contracting" I never ascertained what he might like to talk about in relation to the kids we both work with, and need to think that through for our next meeting. I also did not focus or explain my agenda in seeing him. I would like to plan next steps.
4. I think I ought to call Milly's mother, but I do not know what to say since we did not talk much about Milly or his note.

References

University of Pennsylvania (2003) Field Placement Manual Philadelphia, PA: University of Pennsylvania, School of Social Work 2003-2004.

Columbia University (Undated) Handbook for Student Social Work Recording. NY: Columbia University School of Social Work, Department of Field Education.

University of Ibadan (2001) Student Field Work Experience Scheme/Practical Field Work: Training Log Book. Ibadan, Nigeria: University of Ibadan, Department of Social Work.

LECTURE FOURTEEN

Practicum Recording Format

Introduction

It is necessary at this point to discuss the formats of recording in practicum of social work practice.

We have discussed the narrative models in the past three lectures but this lecture's focus is on the formats for recording.

Objectives

At the end of the lecture, students should be able to:

1. explain the formats for recording;
2. describe how to use such formats in practice; and
3. explain how to be conversant with the use of these formats through constant practise with it.

Field Practicum Evaluation:
Direct Social Work Practice

University of Ibadan
Department of Social Work
Ibadan, Nigeria.

FIELD PRACTICUM EVALUATION

FIRST AND SECOND SEMESTERS OF FIELD WORK
DIRECT SOCIAL WORK PRACTICE

DATE: _____ **PROGRAMMES: -** Sub-Degree
Diploma

- Bachelor's Degree
- Postgraduate Diploma
- Master's Degree

SEMESTER: _____ **First** _____ Second

STUDENT:
_____

AGENCY:
_____

FIELD SUPERVISOR:
_____

FIELD PLACEMENT COORDINATOR:
_____

HEAD OF DEPARTMENT:
_____

FIELD PRACTICUM EVALUATION GUIDELINES
Sub-degree Diploma, Bachelor's degree, Postgraduate Diploma, Master's degree

1. Please provide a narrative describing the agency or service in which the student is placed (see "1" in outline below).

2. Please provide a narrative describing the student's learning opportunities in the agency or service (see "2" in outline below).

3. Provide a rating for each item in the evaluation by *circling* the number that corresponds to your assessment of the student's demonstrated performance.

4. Provide a narrative in the **Comments** section at the end of each category in order to individualize the student's experience. *Use an additional page if necessary.*

5. Provide a **Summary** of the student's field performance, including a description of the Student's Major Strengths/Challenges and Directions and Goals for Student's Future Learning.

6. Students are required to complete the final section of the evaluation entitled **Student Evaluation of the Field Learning Experience.**

7. Students and field instructors are required to sign the evaluation to indicate that they have both read it.

8. **Two copies of the evaluation should be sent to the Coordinator of Field Placement.** The Field Placement office will send one copy to the student's practice Lecturer. The practice Lecturer will provide a grade for the entire course, based both on the written evaluation of the student's field performance and the student's performance in class.

9. Please mail two signed copies to the Coordinator of Field Placement. Because these reports are confidential and need to be signed, we request that they should *not* be sent as e-mail attachments.

Please complete the following for the first semester evaluation. Second semester indicate specific changes or write N/C if there are no changes. If the space below is insufficient, use an additional page

1. DESCRIPTION OF THE AGENCY (Complete first semester; for second semester indicate specific changes or write N/C if there are no changes)
  A. Describe the agency's services, programs, and client population(s). Please note that the term "client" may refer to an individual, family, group, constituency, or entity with which the student is working.
  B. Describe any special circumstances or changes in the setting, staff, or client group that had an impact, either positive or negative, on student's learning.

2. STUDENT'S LEARNING OPPORTUNITIES
  A. Summarize student assignments (cases, groups, committees) and additional educational experiences. Indicate:
    i. Number of assignments carried this term.
    ii. Types of assignments (e.g. client age, gender, ethnicity, service needs, psychosocial problem areas).
  B. Other learning opportunities (e.g., conferences, seminars, special committee participation, etc.)

3. STUDENT'S PERFORMANCE Evaluate the student's performance in the areas indicated according to this scale:

NA Not applicable	**2 Needs improvement**	**4 Very good**
1 Unacceptable	**3 Satisfactory**	**5 Outstanding**

A. THE STUDENT AS LEARNER: By the end of this semester the student has demonstrated:

the capacity to recognize learning style, needs, and goals in collaboration with the field instructor.	NA	1	2	3	4	5
initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills.	NA	1	2	3	4	5
initiative in the evaluation of own practice effectiveness.	NA	1	2	3	4	5
the ability to think critically about practice approaches and decisions.	NA	1	2	3	4	5
efficient management of workload.	NA	1	2	3	4	5
clarity, coherence and persuasiveness in verbal and written communication.	NA	1	2	3	4	5
accountability in meeting expectations for documentation of practice.	NA	1	2	3	4	5
initiative in the use of recordings, assignments, and/or other learning tools to expand practice skills and knowledge.	NA	1	2	3	4	5
initiative in effectively using available learning opportunities and resources in the agency (e.g., in-service training, conferences, seminars and other staff).	NA	1	2	3	4	5
the commitment to and responsibility for ongoing professional development.	NA	1	2	3	4	5

DESCRIBE THE STUDENT'S LEARNING STYLE. *Use an additional page if necessary*

NA Not applicable	**2 Needs improvement**		**4 Very good**		
1 Unacceptable	**3 Satisfactory**		**5 Outstanding**		

B. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS

By the end of this semester the student has demonstrated:

commitment to and application of profession values and ethics.	NA	1	2	3	4	5
integration of personal values with professional values.	NA	1	2	3	4	5
the ability to address the needs of oppressed and vulnerable populations.	NA	1	2	3	4	5
the ability to fulfill professional roles with clients, other professionals, and community members in an ethical and responsible manner.	NA	1	2	3	4	5
the ability to apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent.	NA	1	2	3	4	5
the ability to promote self-determination within the capacity and context of the client system.	NA	1	2	3	4	5
the ability to reflect upon and resolve ethical dilemmas in practice.	NA	1	2	3	4	5

DESCRIBE THE FOCUS OF THE STUDENT'S LEARNING ABOUT PROFESSIONAL VALUES AND ETHICS IN THIS SETTING. *Use an additional page if necessary.*

NA Not applicable	2 Needs improvement	4 Very good
1 Unacceptable	3 Satisfactory	5 Outstanding

C. ABILITY TO ENGAGE IN CULTURALLY SENSITIVE PRACTICE WITH DIVERSE POPULATIONS

By the end of this semester the student has demonstrated:

an understanding of clients' situations within the context of clients' cultural experiences and values (includes age, race, religion, sexual orientation, and socioeconomic status).	NA	1	2	3	4	5
an understanding of the role of culture and race in the development of world views and cultural identity.	NA	1	2	3	4	5
a recognition of the impact of culture on the worker-client relationship (includes both verbal and nonverbal communication).	NA	1	2	3	4	5
an awareness of and comfort with clients having different values, perceptual styles, and belief systems.	NA	1	2	3	4	5
an awareness of and willingness to examine his/her own cultural biases and understand his/her own limitations in cross-cultural practice.	NA	1	2	3	4	5
respect for the worth and dignity of individuals who vary in cultural, religious,	NA	1	2	3	4	5

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or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/ emotional development.						
the motivation to understand issues specific to diverse populations.	NA	1	2	3	4	5
an understanding of the impact of social and institutional oppression on client populations, social policies and programs, and professional social work relationships.	NA	1	2	3	4	5

DECRIBE THIS STUDENT'S WORK WITH DIVERSE POPULATIONS IN THIS SETTING. *Use an additional page if necessary.*

NA Not applicable	**2 Needs improvement**	**4 Very good**
1 Unacceptable	**3 Satisfactory**	**5 Outstanding**

D. KNOWLEDGE AND SKILLS FOR ADVANCED PRACTICE

By the end of this semester the student has demonstrated:

the ability to utilize knowledge of the agency's mission, funding, policies and procedures in the service of clients.	NA	1	2	3	4	5
the ability to understand how relevant city, state, and federal social policies and programs govern service delivery.	NA	1	2	3	4	5
initiative in advocating for clients/ constituencies for needed services or benefits.	NA	1	2	3	4	5
the ability to critically evaluate the agency's strengths and limitations in meeting client and community needs.	NA	1	2	3	4	5

capacity to represent the agency in a professional manner to clients, colleagues, and other members of the community.	NA	1	2	3	4	5
the ability to gather facts, analyze problems, and plan interventions based on a comprehensive assessment.	NA	1	2	3	4	5
Sound judgment in behaviour with clients/ constituencies, staff, community members, and collateral contacts.	NA	1	2	3	4	5
increased self-awareness and professional use of self.	NA	1	2	3	4	5
the ability to work under pressure, in crisis situations or emergencies.	NA	1	2	3	4	5
the ability to carry out a range of social work roles and use different intervention approaches to meeting the needs of clients, communities, and/or organizations.	NA	1	2	3	4	5
the ability to engage in collaborative work with agency staff, other professionals, and the broader community.	NA	1	2	3	4	5
the ability to evaluate and modify effectiveness of interventions in or strategies for practice.	NA	1	2	3	4	5
the ability to engage client systems in the process of termination, including methods for maintaining gains and access to needed resources.	NA	1	2	3	4	5
the ability to plan, conduct and utilize research to inform social work practice.	NA	1	2	3	4	5

COMMENTS: *Use an additional page if necessary.*

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NA Not applicable	2 Needs improvement	4 Very good
1 Unacceptable	3 Satisfactory	5 Outstanding

E. KNOWLEDGE AND SKILLS FOR DIRECT PRACTICE WITH INDIVIDUALS AND FAMILIES

By the end of this semester the student has demonstrated:

differential use of self in engaging a variety of client systems in professional helping relationships.	NA	1	2	3	4	5
the ability to formulate assessments based on an understanding of the presenting problem and its biopsychosocial components.	NA	1	2	3	4	5
the ability to apply a range of theories and models of therapeutic interventions (e.g., psychodynamic, family systems, and cognitive-behavioural perspectives).	NA	1	2	3	4	5
the ability to incorporate and use family approaches in assessment and intervention.	NA	1	2	3	4	5
the ability to apply the principles of differential assessment of individuals, families, couples, and groups.	NA	1	2	3	4	5
the ability to establish and implement contracts with clients specifying goals and terms of the work to be done and the responsibilities of all participants.	NA	1	2	3	4	5
the ability to reflect on and effectively use one's self throughout the intervention process (beginnings, middles, and ends).	NA	1	2	3	4	5
the ability to recognize affective content, underlying messages and themes embedded in the client's presentation.	NA	1	2	3	4	5
the ability to utilize a range of intervention skills in relation to time frames and goals for practice.	NA	1	2	3	4	5
the ability to conduct assessments for and intervene with populations at risk (e.g. suicidal, vulnerable to domestic violence, homeless, frail older adult).	NA	1	2	3	4	5

the ability to recognize and monitor his/her own emotional reactions to clients and their situations in order to maximize the effectiveness of his/her practice.	NA	1	2	3	4	5
an understanding of the meaning of loss to clients' lives and the ability to facilitate grief work.	NA	1	2	3	4	5

COMMENTS: *Use an additional page if necessary.*

NA Not applicable	**2 Needs improvement**	**4 Very good**
1 Unacceptable	**3 Satisfactory**	**5 Outstanding**

F. KNOWLEDGE AND SKILLS FOR DIRECT PRACTICE WITH GROUPS

By the end of this semester the student has demonstrated:

initiative in determining and establishing groups to meet diverse client needs.	NA	1	2	3	4	5
skill in recruitment, screening, and group formation.	NA	1	2	3	4	5
the ability to contract around the stated purpose and mutual goals of a particular group.	NA	1	2	3	4	5
skill in facilitating movement through the stages of group development.	NA	1	2	3	4	5
sensitivity to the needs and roles of individuals in groups and the impact of group dynamics on individual behaviour.	NA	1	2	3	4	5
the ability to facilitate group problem-solving and decision-making.	NA	1	2	3	4	5
the ability to negotiate the co-	NA	1	2	3	4	5

leadership role in groups.						
the ability to maintain group cohesion while dealing with disruptive behaviours of challenges to group process.	NA	1	2	3	4	5
the ability to reflect on the content and process of the group.	NA	1	2	3	4	5

COMMENTS: *Use an additional page if necessary.*

4. SUMMARY. Considering the student's overall performance, please describe the following:

STUDENT'S MAJOR STRENGTHS AND CHALLENGES:

ACHIEVEMENT OF LEARNING OBJECTIVES AS REFLECTED IN STUDENT'S LEARNING CONTRACT

DIRECTIONS & GOALS FOR STUDENT'S FUTURE LEARNING:

OVERALL EVALUATION OF STUDENT'S FIELD PERFORMANCE:

_____ SATISFACTORY

_____ UNSATISFACTORY

1 Unacceptable	2 Needs improvement	4 Very good
	3 Satisfactory	5 Outstanding

STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE

How would you rate your use of supervision for your own learning?

1	2	3	4	5

How would you rate your growth in the development of professional values and ethics?

1	2	3	4	5

How would you rate your growth in the development of knowledge and skills for agency-based practice?

1	2	3	4	5

COMMENTS: *Use an additional page if necessary.*

_____   _____

Instructor's signature: Date

_____   _____

Student's signature   Date

Please return two copies of the evaluation to:

Field Placement Coordinator
University of Ibadan
Department of Social Work
Ibadan, Nigeria.

References

University of Pennsylvania (2003) Field Placement Manual Philadelphia, PA: University of Pennsylvania, School of Social Work 2003-2004.

Columbia University (Undated) Handbook for Student Social Work Recording NY: Columbia University School of Social Work, Department of Field Education.

University of Ibadan (2001) Student Field Work Experience Scheme/Practical Field Work: Training Log Book. Ibadan, Nigeria: University of Ibadan, Department of Social Work.

General Information about Practicum in Social Work

Introduction

Field practice is a central component of social work education, providing learning opportunities related to all parts of the curriculum, and reinforcing and enhancing classroom learning. The School appreciates the valuable contribution of the field instructor to students' professional education, and is committed to sustaining a supportive and collaborative partnership with the field through ongoing contact regarding curriculum information and students' learning experiences and educational progress throughout the academic year.

CONTENT

There are several ways in which department and field instructors will have the opportunity to communicate during the year. The principal opportunity to meet and discuss the student's learning and field placement will be during the field visit to your agency. During the early part of the first semester, the practice lecturer/field liaison will call to arrange a three-way meeting with you and the student at the agency. The meeting will last approximately one hour. The purpose of this meeting is:

- to discuss the student's overall progress thus far;
- to review and/or modify the student's field learning objectives and goals relative to identified learning needs of the student;
- to review the structure of the field instruction process, including expectations of both students and field instructors (e.g. the use of

process recordings, agendas, and other field educational teaching tools in supervisory conferences);

- to determine opportunities for integration of field learning opportunities with the curriculum, including planning for second semester;
- to answer any questions regarding the syllabus and assignments for the year; and
- to answer any questions regarding the end-of semester evaluation process.

In preparation for the meeting, it will be helpful to have reviewed the course syllabus and to have a copy of the student's learning contract on hand. Prior to the visit, the student is expected to have provided their practice professor with a copy of a process recording of an interaction on the field that has not been used for a class assignment. This will give the professor a feel for the student's work at placement.

Some time during the second semester, the practice professor will call the field instructor to review the student's continuing progress and learning needs in the classroom and field. The field instructor may also call the field liaison/practice professor at any time during the year with questions or concerns. Should circumstances warrant additional three-way and/or individual meetings, these can be arranged at any point during the year at the request of field instructor, practice instructor and/or student.

Specific Agency Responsibilities and Requirements

The following criteria constitute the basis upon which field placement settings are considered for placement of students in the Master's Degree Programme; those of first degree in social work will derive its own from these:

a. A range of practice experiences related to the scope of the curriculum.

b. A professional approach to developing social services as reflected in the agency's function, policies and practices as well as an openness to the development of new services.

c. A responsiveness to expanding knowledge and to changing social conditions.

d. The demonstration of values and practices that are sufficiently harmonious with those of the School to make possible an integrated educational experience for students.

e. An understanding of social work practice as a change-oriented helping process.

f. The support of the agency's administration and board with respect to professional social services and a student program. Where social service departments are in interdisciplinary settings, such as hospitals, courts, and schools, the goal of the social service department should be integration with the total programme of the organization.

g. Sufficient stability of staff and programme to insure continuous field practice placements for an academic year.

h. For the agency's benefit as well as the student's, it is felt the availability of placements for at least two students is best. Placements that provide learning experiences for foundation and advanced students are encouraged.

i. Availability of qualified field instructors who have the authority and sanction in the agency. There should be some agreement between the school, agency and field instructor when the person is from outside the agency. Agencies hiring social workers only to provide supervision for student placements must spell out their plans to incorporate social work as a permanent and integral part of their staff and service delivery. The school recognizes the need for social work to become involved in non-traditional programmes and settings and strongly encourages collaboration with the school prior to initiating an offer to provide field experience. When funds are available and it is appropriate to do so, a field instructor may be employed by the University and by mutual agreement and planning assigned to a field placement setting to supervise a unit of students.

j. Supervisory changes must be reported to the coordinator of placement immediately.

k. A staff of sufficient size to maintain and develop the basic programmes of the institution without reliance upon students to carry on the program.

l. Designation of a staff person to have over-all responsibility for the student training in the field placement setting.

m. A receptive attitude towards systematic inquiry into appropriate areas of the organization's programs and practice. Students can responsibly and critically review agency's policies, procedures and practice in keeping with the thrust of the curriculum.

n. A willingness to make available for practice records and other institutional materials and information for classroom use, within the parameters of privacy legislation. In line with this, students may be asked to study documents such as agency charters, agency by-laws, board minutes, annual reports, agency budgets, service reports, etc. Appropriate confidentiality safeguards will be observed.

Agency Meetings

In order for a student to have the optimum educational field practice experience, it is essential that he/she attends selected administrative meetings. In general, the student should attend those meetings, the purpose of which is to interpret or evaluate agency programmes, services and procedures, or to convey areas of knowledge essential to offering a specific service. This is seen as including agency board meetings, agency staff meetings, staff committee involvement, inter-disciplinary group meetings, joint staff-board committees and inter-agency meetings. While not every student would have the opportunity for such experience, the participation should be selectively determined in line with agency practice and related to agency purpose and service. If agencies can meet the above requirements, students should be told at the placement interview that their attendance is an expectation and supported by the School.

The agency is expected to consider the student's level of readiness and progression of experience in determining his/her participation in agency meetings, but this participation is viewed as essential to students learning. As is true of all other assignments, attendance at meetings should be followed by discussion in supervisory conference to help the student to connect it with the whole of his field practice experience.

Selection of Field Instructors

Supervision of students can be a very exciting, challenging and demanding activity. In most instances, assuming responsibility for students' supervision is an addition to one's on-going duties. Although many other

persons in the field practice agency will be called upon to provide educational experiences, the student's immediate field instructor is the key person responsible for the student's learning in the field. Because of this, certain criteria should be considered in taking on this educational function.

Basic Requirements for Being a Field Instructor
1. A Master of Social Work degree from an accredited school of social work plus two years of post-master's practice experience.
2. An aptitude for conceptualizing and demonstrating practice knowledge and skills and the ability to stimulate same in students.
3. A knowledge and understanding of agency's program and service delivery methods.
4. A depth of practice knowledge and understanding of a broad range of methods.
5. Ability to identify and teach principles and concepts from specific practice tasks.
6. Ability to evaluate and influence the delivery of services.
7. Support of the agency and/or programme administrator.
8. Willingness and agency support for participating in the field instructor's course offered by the school.
9. Demonstrated ability to carry out the supervisory role and/or experience in supervision. The school would prefer persons who have had some experience in supervising students, although exceptions can be made.
10. Completion of forms which provide the school with education and employment experiences of the field instructor.

References
University of Pennsylvania (2003) Field Placement Manual. Philadelphia, PA: University of Pennsylvania School of Social Work 2003-2004.

University of Ibadan (2001) Student Field Work Experience Scheme/Practical Field Work: Training Log Book. Ibadan, Nigeria: University of Ibadan, Department of Social Work.