

EUSW Thematic Network - Department of Social Work TEI / Athens
Training Seminar
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Presentation

SUPERVISION MODELS AND FIELD WORK PLACEMENTS IN SOCIAL WORK TRAINING

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I talk in this presentation about supervision models referred at fieldwork placements in social work training.

Nevertheless, for understanding the pedagogical position in our training centre, I 'll gave in first how the supervision is defined in France, by some people, and then I'll accentuated on « supervision like practical analysis » such it's used in the heart of training course for « assistant de service social » case worker, and « éducateurs spécialisé » teacher or educator for special education.

Moreover, in the context of reforms and transformation of social work training course and diploma (2004 for case workers, 2005 for teacher for special need for young people « éducateur de jeunes enfants », 2006 for team managers in social work, 2007 for educator for special education...) and also transformation of social work professions, the trainers and field trainers have been under an obligation to co-construct the field work place in « leading to a qualification area or registered site, called in french –site qualifiant-».

For professionals whom are in charge of that, the question is to understand what they have to do in this new practices and how the team of the field work place have to grow up in « teaching organization » and to set to work about reflexivity practice.

To finalise this presentation, I 'll expose after some specifics tools :

- In other hand, for the students,
- And also on the side of the field trainer.

Focus points :

- what about the notion of supervision ? two meanings
- what about the obligations of the reform of the diploma ? the example of the State diploma of case worker,
- what is significant by « registered site » and the (good !) constraints for the professional ?
- the teaching organization and the reflexivity practice as important elements for thinking the practice analysis !
- development of tools :
 - for students : « atelier de pratiques professionnelles » in second and third year of training course
 - « atelier de construction et deliberation » in third year of training course,
 - for field trainer : in consideration of that the training of field work trainer is in itself a form of supervision,
 - training course of field trainer of « registered site »
 - training course of supervisor/practical analyser

1 - shorts definitions for supervision.

Two major models of supervision exist in France: the pedagogical and the clinical.

In the clinical model two words can be mentioned here:

From A.CARTIER and A.JANICOT (supervisors) : « the conception of a supervision practice in dual relationship is based essentially, but not unique on analytical model : the object of the work, the supervisor attention is centred on the perception of his practice by the professional ; the investigation fields, the structured space and time and the relationships supervisor/supervisee, they are the foundations of the work environment and process.... »

From J. ROUZEL (educator specialized in first time and psychoanalyst and trainer now, he have built an European institute « psychoanalysis and social work), he talk about supervision and finally supervision of team in social work: « the relationships with the users, the colleagues, the manager, the partners, the politics, which is based on the dynamic of the meeting, require some continuous efforts for the professionals...and this efforts can be maintained only by a « permanent work of maintenance of their tool work, in fine the person itself. This maintenance work, only the practice of

supervision (called sometimes « practice analysis ») can be allowed from the re-using and the elaboration in « the afterwards » of the living situations.

From F. POUILLARD (supervisor and trainer) her definition and her description of the supervision is more pedagogical: « ...the supervision wear on the methodology of intervention in social work, intervention of helping the person, social intervention with the group or more social intervention of collective interest. Individual or collective, the supervision will be developing according to a specific methodology: it's a work in the continuity, taking place in the time with a formal framework and negotiated between the institution and the supervisor « .

Formal framework, maintenance of their tool works by the person itself, knowledge of the institutional environment...and so on.

Since many years ago now, work placement is central in social workers training. For social work schools, supervision is a privileged method to insure teaching and learning during periods of placement.

The reform of the diploma in France have « boosted » the team – in training centres and in field work place – for co-constructing a »sort of supervision « ; all the team are necessarily to mentioned their practices in COMPETENCES.

2 - Reform and birth of « registered site or leading to a qualification area »

Before the reforms of the main diploma in social work, there was some subjects to teach for trainer and they have to do understanding for the students how they joint them with the practice, and for the field trainer there was showing a « model » in action – one by one –

Now the official texts – in June 2004 for case worker for example - compel to transform practice in competences, and for the training centre, the subjects must be « put » in the four competence field, and for the field trainer, the team have to produce how they reference their activity and practice in accordance with:

(this documents is for the two elements : trainer centre and field work placement)

- Activities referential, for example for case workers, 6 functions and 32 activities,
- Competences referential, in each competences field between 5 or 6 competences are referred

for training centre :

- Training referential: 8 training subject unit,
- Certification referential: the student has to pass with success the 4 certificates by field competences (DC) to have their diploma.

About the « registered site »

The great idea is, before the reform, in the field work placement, **one social worker welcomes one student**...today, the team of the field work placement have to work together « around » the student: it's the field place who serve the model and not just one person.

The team of the field work placement have to decide to call one person: referent of registered site, and the others members of the team must be trainer on some « domain de competences » (field competences),

And the institution has to give to the training centre the different competences that the student will obtain during the practice period.

In fact, it's the organization (institution, service...), which become learning and the members have to give a consensual view to the student.

Training course for Referents on Registered Sites

Formation de Référents Site Qualifiant

Objectives

Depending on the participants and their knowledge:

- to carry on getting informed about registered sites and systems of reference for degrees DEEJE, DEES, DEASS, DE Family Mediators, in order to take these into consideration when welcoming field training students.
- to observe, analyse and qualify skills made use of when welcoming and training trainees and thus build a "learning structure".
- to work on the definition of the educational accompaniment of trainees to build a scheme for welcoming and training students in social work.

Admission

Any professional hosting training students – EJE, ES, ASS, Family Mediator – having benefited from no such training and committing him(her)self formally to host a trainee. The training agreement shall mention this.

Contents

Day n°1 and day n°2

1. Alternation

- History and structure of the concept
- its features
- European aspects : lifelong training
- Actors :
 - students
 - training centres
 - the learning structure concerning registered sites : professionals faced with new constraints:
 - Reforms of degrees (EJE, ES, ASS, MF)
 - Registered sites: definition, actors, parts played by referents and field trainers.
 - The systems of reference for every degree: definition and part played in the system of reform

of the various degrees.

Work assignment for the following session: to find out a significant situation at work in which a network of professionals is brought into play within the institution hosting trainees, and bring the related documents.

Day n°3 and day n°4

2. Analysis of activity in the workplace

- Skills: construction of the concept:
 - individual and collective skills
 - transverse skills
 - transfers of skills

The issue of the learning structure as regards registered sites : analysis of training situations taking into account:

- the characteristics of the institution
- the professional work and its analysis
- the relationships with the context

Work assignment for the following session: to single out a situation in which knowledge is transmitted to a trainee, and with the help of the supplied assessment scales, to prepare an overview of this situation.

Day n°5 and day n°6

3. The educational accompaniment

- How do adults learn ?
- to learn from experience: the concept of reflexivity and how it is applied to training.
- Building of a training sequence with the help of the supplied assessment scales:
 - the narrative
 - the descriptive analysis
 - the forecasts.

Synthesis of the elements of the various training sequences to structure a project for welcoming a trainee with the help of the co-construction of :

- training assessment procedures
- certification procedures for the degree and consequently the educational intentions to grasp as regards field training on a registered site
- and for a lasting professional development within the framework of the partnership agreement with the employers.

Duration

6 days, two days per month.

Training of Case Workers

Assistants de Service Social

To be admitted, all candidates must have passed the A level.

Admission consists in a three hour written test. This examination is organised by a group of seven training centres, ETSUP being one of them. Then admission to our school properly follows with written tests and an interview.

The candidate is accepted on a pass mark.

Student term starts in mid-September.

Theoretical training

The training is a full time three year study course in which theoretical teachings, totalling 1740 hours, alternate with practical training periods (12 months in all).

This course leads on to two degrees:

- The State Diploma in Social Work
- The BA in Educational Science.

According to the State system on reference for this training course, there are four fields of training (called DC domaine de competences)

- **DC 1** : professional intervention in social service
- **DC 2** : social expertise
- **DC 3** : professionnel communication in social work
- **DC 4** : implication in institutional and inter-institutional partnership dynamics
-

The school's main concern is to provide qualified professionals keen on undertaking projects and collaborating with anyone active in the field in order to promote solidarity within the European Union.

◆ The first year is devoted to acquire a clear understanding of the environment for social work

◆ The second year centres on populations at risk

◆ The third year concentrates on network strategies.

At the end of each year, teachers examine the performance of students (written and oral) and decide whether they will pass or not.

Field Work placements

- ◆ During the first year: 6 weeks
this time is called "discover time for understand the medico-social environment of the service"
- ◆ During the second year: 21 weeks
This time is called "pré-professional position"
- ◆ During the third year: 21 weeks.
This time is called "professional position"

Another reformed diploma

Training of Specialised Educators Educatteur Spécialisé

To be admitted, all candidates must have passed the A level.

Admission consists in a three hour written test.

Theoretical training

According to the State system of reference for this course, there are four fields of training (called DF Domaine de Formation) :

- **DF1** : Social and specialised tutorial accompaniment
- **DF2** : First part: Contribution to the management of the project for special education
Second part : Design of the project for special education
- **DF3** : First part : Working in a multi-professional team
Second part: Coordination
- **DF4** : First part : Becoming involved in institutional processes
Second part: Working within a network and in partnership

These Fields of Training are made up of different components which answer the legal requirements corresponding to the contents of teaching and organised in the forms of :

- ◆ Courses spread over a term or over a school year
- ◆ Weeks based on a theme
- ◆ Team work.

Field Work placements

- ◆ During the first year: 19 weeks (15 weeks in field work place and 4 weeks in an ordinary firm)
this time is called "discover time for observation in a specialized field"
- ◆ During the second year: 32 weeks
This time is called "practice periods for educational responsibility"
- ◆ During the third year: 10 weeks.
This time is called "discover time for analysis professional practice in a specialized field".

3 - Teaching organisation and reflexivity practice, elements for thinking the practice, for trainers, field trainers, but also for students

Avenues to think about reflexivity

Quelques pistes pour penser la réflexivité

To develop reflexive practices is more than just thinking about one's practices, it means also learning about oneself, improving one's practices and solving problems.

We can mark out three different levels in the patterns of behaviour adopted by a field trainer:

- the level of communication with the trainee : the field trainer behaves with the trainee within a given area,
- the level of thought given to his(her) practices : the field trainer thinks and analyses his(her) practices in order to find out "solutions", improvements in a given situation,

The level of reflexivity : the field trainer thinks about, analyses the situation, makes a comparison with other such situations so as to learn from them and be able to transfer this knowledge to other situations.

The presuppositions to this formative reflexivity:

The field trainer is a professional. It is up to him(her) to develop this professional skill while in action, He himself knows about his(her) acts : he(he) knows how he(he) must proceed (considering constraints, possibilities, indeed hindrances), which information are to be taken into account, which to be ignored, the crucial issues,

The field trainer must constantly adapt himself(herself) to ever changing - and always intricate - situations

He must be able to devise new solutions,

The field trainer learns from his(her) practice, but the situations in his(her) work will not be formative unless he(he) can understand them, analyse them and consider other possible solutions

Reflexivity is based as much on the adoption of positive attitudes conducive to analysis of practices as on the adoption of suitable techniques which will permit to suit them to future situations.

The consequences of reflexivity as a possible pattern of elaboration of "work attitudes":

For action :

- to model situations in order to understand them : what happened and how can I understand it ?
- to model one's situations actually experienced in order to understand others : have I experienced the same thing in other situations ?
- to model one's situations in order to anticipate changes appearing in other situations : what is going to change compared to what I have already experienced ?
- to transfer one's behavioural patterns to similar situations,
- to admit the limits of a transfer of behavioural patterns coming up within a given context,
- to elaborate new behavioural patterns,

4 - Development of tools for the practice – Initialisation of practice analysis? Beginning of initiation to supervision ?

For students

Workshop of Professional Practices

Atelier de Pratiques Professionnelles (A P P)

The methods for training social workers as well as the organization of qualifying tests are stipulated in the decree of May 27th, 2005.

The sphere of competence called "Professional Intervention in Social Work" (DC1) is validated by the test called "Project of Professional Practices".

The workshops on professional practices introduced in the second term of the second year of the training course belong to this sphere of competence.

Based on the teaching in social work in the 1st, 2nd and 3rd year of training, the workshop on professional practices shall attempt to work on professional positioning in particular.

The group of students coached by a trainer experienced in social work will call into question the profession of social worker.

The aim will be to work on the professional approach:

- the methodology of intervention by the analysis of strategies of intervention
- the intervention in the case of individual help or for a collective purpose

and also on the career of professionalisation:

- the ability to establish a relationship of individual help
- the professional positioning in its ethical dimension and with due respect for the rules of deontology.

As stipulated in the decree mentioned above, the following skills are mentioned as essential for social workers:

- welcoming/assessment ; information/guidance
- social accompaniment
- mediation
- social watch/expertise/training
- building and running of a scheme / work with groups
- work with partners.

These skills listed as identifiable activities in the professional work shall be studied thanks to the experiences gathered by students on their various training sites (identification, analysis, confronted to practices tested on their registered site while doing field practice).

The project on professional practices will be prepared in this workshop in view of the qualifying test "Professional Intervention in Social Work" (DC1) and thus contribute to the preparation of the oral tests.

Rhythm : approximately once a month during the 2 and 3 year of training course

Number of students per workshop : ten to twelve.

Workshop to structure and work out professional positioning Atelier de Construction et d'Elaboration du Positionnement Professionnel (A C E P P)

This workshop includes five sessions of three hours each, spread out from October 2007 to may 2008.

The candidate is accepted on a pass mark.

This educational workshop contributes to the preparation of the oral test of the project on professional practices. It aims at understanding:

1. the structure of the institution in order to act in a professional manner
2. the actors' rationale in order to adopt a professional posture.

Objectives

- to find in what way social work is a professional environment
- to identify what it means "to be and - behave like - a professional" in a particular professional environment such as social work
- to build an actor's position, knowing how to find one's bearings in the context of social work
- to analyse the "professional position in social work" when confronted to other professionals.
- To consider the concept of 'professional status'.

Run by social workers in charge of a team of social workers, this workshop will make use of the skills learned during the third year fieldwork.

During this workshop, students are expected to take an active part and show their wish to behave like professionals, as frequently expressed in the projects for fieldwork written in the third year of training.

Communications and papers produced during this workshop will be helpful to write the paper on self appraisal which is required for the project on professional practices.

References

Textbook on organizational sociology (M. FOU DRIAT)

Textbook on social work in the first year of training (particularly about its tasks)

Discovery of specialized social services (in particular, the introduction of institutions)

Territorial diagnosis (in particular, partnerships)

Textbook on Social Diagnosis in Local Areas, referring to institutional logics

Textbook on individualized social work concerning the issue of values of the profession (commitment and responsibility)

Bibliography

"Organizational sociology" (M. FOU DRIAT), Pearson Education, 2005

"Organisations", The State of Our Knowledge, Editions Sciences Humaines, 1999

"Sociology of trades", C.DUBAR and P. TRIPIER, Collection U, Armand Collin, 1998

"Identity at work", R. SAINTSAULIEU, Political Science Editing, 1988

"The Actor and the system", M. CROZIER, E. FRIEDBERG, Points Seuil, Last edition.

For field trainer

Training course for field trainers

This is a training course for field trainers, in conformity with the order of December 22nd, 1998 by the Ministry for Employment and Solidarity. This course is part of an agreement concluded with the University of Nanterre (PARIS X-NANTERRE). Therefore the validation of this course awards credits for the B.A. in Educational Science.

The educational methods used by this training system enable us to attain two goals: - to improve the teaching system which combines training courses with work-experience, thus strengthening the parts played by field trainers and school teachers on the two training sites (school and field) - and to help specify innovative practices in the field of social work.

Considering the development of social work, intervention practices and training needs, this programme will contribute to the development of communication between field trainers and school tutors. The goal is to view the pedagogy of alternation in a mutual exploration of both training areas (school / field).

This training course favours a thorough study of alternation. In concrete terms, it is intended to structure and engage the student's project with those of the schools and of the field trainer.

This training course for field trainers paves the way for understanding out the educational function. Reception of students in social work offers the necessary support to analyse and develop concepts and thus work out educational tools.

This training course is structured in two consecutive modules, each one lasting one hundred and twenty hours.

Objectives

- ◆ To contribute to an increase in the quality of initial training based on alternate periods of courses and field work
- ◆ To develop the trainers' educational skills
- ◆ To define professional practices
- ◆ To strengthen the collaboration between schools and field work sites so as to promote the implementation of registered sites.

Public

All social workers (Social workers for Special Education, Social Assistants, Advisers in Social and Household Income, Camp counsellors) having a State diploma as stipulated in the Ministry's order.

Content

The educational design and structure of this training course are the results of a thorough analysis of the various training centres.

The training shall take place at ETSUP training centre in Paris.

During this course, theoretical contributions on adult pedagogy and the knowledge of the social field will alternate with small working groups to give participants the opportunity to specify their professional and educational practices.

1ST MODULE

Theories and practices of accompaniment during a training session (120 hours)

Objectives

This module associates experience in accompanying a student doing on-site field work with interventions in a training centre, in order to lay the foundations for an educational approach to the accompaniment of training schemes.

It implies a commitment to receive a student doing field work, formalized in a signed training agreement.

Content

Unit 1: Disciplinary approaches of the training course (40 hours)

- ◆ Introduction to educational science and teaching skills:
Education, training and teaching skills: clarification of notions; history; issues
- ◆ Sociological and psychological approaches to training and theories about learning:
The main educational trends
- ◆ The philosophy of the act of learning:
What is learning about?
What does training consists in?
What is implied in making someone learn?
Ethics and responsibility in the act of learning
- ◆ The educational relationship:
Typical features of the relationship; brief introduction to social psychology

Unit 2: Training by alternation: purposes - contexts – methods (40 hours)

Alternation: concept; reality; representation

The various patterns of training

Practical experiences and knowledge acquisition

What is a work placement?

The structural requirements for a training course based on alternation:

- ◆ The various players on this kind of training course

The tutor's status

- ◆ Institutional partnerships

Preparing for the State Diploma; its various examination tests and the skills students must master; contribution of the field trainer in this sphere.

Trainers will be requested to observe and participate on boards of examiners for exams for State diplomas. They will also be invited to attend various meetings for field trainers in both training centres.

Unit 3: Fieldwork on a site considered as tool for training (40 hours) to which are added 40 hours of validated field practice in the accompaniment of a training social worker

This unit uses the student's field work in progress (reception, field work scheme, implementation, assessments, etc) to study the following points:

Professional and field work scheme:

- ◆ The notion of contract, of agreement; the fieldwork trainer and the student (and the reference institutions): their responsibilities seen from the juridical, statutory and educational points of view
- ◆ The various stages of the placement (reception, assessments) and the adjoining techniques (reception, interview, assessment scales, etc ...), log book.
- ◆ Workshop to analyse the trainer's scope of intervention
- ◆ Workgroup to analyse training practices.

EDUCATIONAL METHODS:

- ◆ *Courses – tutorial classes*
- ◆ *Experience in accompaniment*
- ◆ *Workshop to analyse practices*
- ◆ *Workshop to elaborate a scheme of accompaniment in training*

2nd MODULE

The duties of a trainer on a registered site (120 hours)

Objectives

This module is structured so as to enable the acquisition of necessary skills in the discharge of the duties of a trainer on a registered site.

The registered site has to be considered as an environment made up of players possibly belonging to various institutions having formalized their practices and set up a collective training system.

By extension, as concerns the training of field trainers, we shall define as 'registered' any field work site for which the trainer will suggest a learning approach based on the systematization of social or educational procedures, on the survey of the various skills which are commonly used in practice, and the offer of a variety of methods for their transmission.

This implies a good understanding of the issues confronting the trainer in his field of intervention, a deep knowledge of users, the ability to devise and assess educational policies or experimenting with methods and research tools to be applied to training policies.

Contents

Unit 1: Knowledge of social work policies and professional practices (40 hours)

- ◆ Study of the socio-economic context and of the process of social exclusion
- ◆ Systems of social intervention and educational action
- ◆ Within the context of local development:
 - Collective work
 - The approach of projects in local development and individual assistance
- ◆ Organizational Analysis:
 - Partnership
 - Network
 - Department scheme.

Unit 2: Vocational training for adults: a political and historical approach (40 hours)

- ◆ The logic of initial training, versus the logic of further training
Relationship between training and the trends in social work

Skills, qualifications and training courses

- ◆ Professional identities in social work
How do professional identities get formed?
Ethics, learning, notions of belonging, etc
- ◆ Assessment:
Issues, players and methods

Unit 3: Optional unit (40 hours)

OPTION A: Design – achievement – assessment of a training policy or system starting from a social or educational means of intervention (40 hours)

- ◆ Definitions: system, process, validation of assets, tailoring to particular needs, training policies
- ◆ Methodology of schemes
- ◆ Methods and techniques of assessment
- ◆ The various stages of a training policy

OPTION B: Introduction to the various approaches in research: social science applied to an educational policy (40 hours)

- ◆ The scientific approach
- ◆ Research approaches
- ◆ The various stages in a research work
- ◆ Research techniques

EDUCATIONAL METHODS:

- ◆ *Courses – tutorial classes*
- ◆ *Experimenting with educational practices*
- ◆ *Workshops*
- ◆ *Individual tutorial work*

ASSESSMENT and VALIDATION

Each module is validated separately. Methods of assessment of each module are defined as follows:

ASSESSMENT OF THE 1st MODULE

Presentation and defence by the examinee of a paper (approximately 15 pages) expounding a scheme for the accompaniment of a student in social work, taking into account a precise context and clearly defined goals.

The training centre is in charge of this assessment and grants a **certificate** in case of success.

ASSESSMENT OF THE 2nd MODULE

Presentation and defence by the examinee of a paper (of about 30 pages) expounding –depending on the chosen option:

- ◆ Either a training scheme worked out by the examinee, with reference to the 1st module 1 – option A.
- ◆ Or a research project concerning the practices of supervision of students in social work on registered working sites, with reference to the 1st module - option B.

The Regional Head for Sanitary and Social Issues takes charge of this assessment.

The examinees having met the assessment tests of the 1st and 2nd Modules with success are granted a **NATIONAL CERTIFICATE**, dispensed by the Secretary for Employment and Solidarity and by the Regional Authority.

Training for supervision and analysis social practices

Formation de superviseur/analyste de pratiques

The social intervener fulfils their job in some diversifying contexts. They underline the need to be helped for understand the issue of the living situation, for themselves and for the person with whom they worked (partners and users).

Since for 30 years, I'ETSUP have doing in the training for supervision and analysis social practices.

Starting on concrete situations, the students can work on the distance between « the ideal, the prescribed and the realisation » identifying the different levels at work, on historical plan, on institutional plan, organisational and also in inter or intra-subjective plan.

The training courses are:

-Theoretical time around social psychology, work psychology, psychoanalysis, organization sociology, clinical sociology, group dynamics...

- Collectives workshops and individual time about the questions quoted above.

For the admission, all social work with their "field" diploma (A Level added with 3 years of training course in social work) and around 5 years of professional experience,

The training is an 18 months study course in which theoretical teachings alternate with practical training periods for a total of 400 hours.

This course is part of a university degree, the MA1 Professional in Educational Science, option Training for intervening and analysing practices.