

Teaching and Learning Strategies in Fieldwork Supervision for Sub-Degree Social Work Students in Hong Kong

Dr. Catherine Y. S. Chan
Assistant Professor
Higher Education
Hong Kong Nang Yan College
Hong Kong

Abstract

The aim of this qualitative study is to review the existing local fieldwork supervision scheme of sub-degree programmes in social work in Hong Kong as well as exploring teaching and learning strategies in fieldwork supervision in Hong Kong. The outcome of this study is to develop useful strategies of fieldwork supervision for sub-degree social work programme. Theoretical sampling is employed to examine teaching and learning strategies in fieldwork supervision for sub-degree social work programme. Four types of stakeholders (faculty members, fieldwork supervisors, on-site supervisors and students) are interviewed using focus groups, in-depth interviews and telephone consultations to explore teaching and learning strategies in fieldwork supervision. In addition, three local experts are invited to review the research topic. A review of the fieldwork placement handbooks in different institutes is also conducted. The main findings of this study are: that there are no systematic guideline and training for conducting fieldwork supervision in current practice. Fieldwork supervisors conduct supervision based on their experience but are less concerned with the needs of the student. Sub-degree programmes of social work are one of the leading markets in the social work field. Around 40 percent of social work posts are sub-degree graduates (Social Worker Registration Board, 2017). Individual and group supervision are commonly used in supervision session but there is little discussion around which strategies are useful for supervising sub-degree students. These findings revealed that individual and group supervision is useful for students but it might be dependent on the needs of students and the stage of fieldwork placement. In the beginning stages of placement, informants are more likely to enjoy group supervision sessions because they gain support from their peers. In the latter stages of fieldwork placement, students enjoy individual supervision session due to disclosure of their personal feelings to supervisors. These findings indicate that emotional support is a very important function in supervising sub-degree students. They felt anxious without their supervisor's support. Moreover, supervisory practice in fieldwork supervision helps students to become professional social workers in the work context. These findings reveal that skills demonstration and live supervision are the most useful strategies for helping student acquire skills. In current practice, no compulsory guidelines for supervisory practice are suggested among higher education institutes. These findings indicate that the 'hand-in' practice is a useful strategy for student's skill developments. The findings reveal that effective fieldwork supervision stems from different stakeholders who undertake important roles in supervision practice such as fieldwork supervisors, on-site supervisors, faculty members and students. Thus, a framework for sub-degree social work students is proposed here. On-site supervisors should provide an opportunity for student's learning. Student needs to have an active learning attitude, and faculty member should design comprehensive fieldwork education arrangement for students, for example, assessment systems, pre-preparatory placement workshops and training platforms.

Keywords: Fieldwork supervision, social work, supervision model, teaching and learning strategy, sub-degree programme

Introduction

Fieldwork education is an essential and an integral part of the curriculum of social work and helps students to develop professional behaviour. Fieldwork training can foster the integration of theories and practice-based knowledge. Dettlaff & Wallace (2002) claim that “without this integration, students may not understand the relevance of knowledge and theories acquired in the classroom or how to implement them in professional social work practice” (pp. 145-160).

Therefore, fieldwork has been taken to be the most important element in the development of professional knowledge, attitudes and behaviours (Marjorie, 2001). Cohn and Crist (1995) argue that fieldwork education is the essential bridge between classroom and actual service settings. Thus, fieldwork supervisors play one of the most important roles in fieldwork education because students rely on experienced supervisors to provide supervision and help them to develop values, knowledge and skills. In this study, the construction of a localized teaching and learning strategy of fieldwork supervision for sub-degree social work students is placed as the central theme. The outcome of this can go some way in developing the knowledge basis of fieldwork supervision for sub-degree social work students.

Before 2000, there were six higher education institutes offering seven sub-degree programme for social work (Social Workers Registration Board, 2017). However, five sub-degree social work programmes were terminated in the 1990's. This is discussed further in chapter five. Since 2000, associate degree of social work programmes are offered by local higher education institutes. In 2012-2013, all higher education institutes except the Community College of City University of Hong Kong offer higher diploma programme instead of associate degrees. As mentioned, social work is a practice-oriented profession; fieldwork education is needed for students to develop their professional values, knowledge and skills. Therefore, sub-degree of social work programmes are mainly delivered at higher diploma level. However, there is discourse around professionalization of social work. In 2012, a response paper from the Hong Kong Social Workers Association (HKSWA) to the Advisory Committee on Social Work Training and Manpower Planning discusses the expectations of higher degrees of social work training; here HKSWA suggested that social work requirement might be set up for degree graduates. There were three reasons for this, the first was the up keep of services quality; and the second was due to the complicatedness of society. The third was to catch up with the trends of Western countries. In the West, all social work professional training programmes are offered at degree level. Therefore, there is around discourse on the requirements of social work training.

In Western countries, Bachelor of Social Work qualifications are basic requirements for entering social work professions. In Hong Kong, there are 11 undergraduate and eight post-graduate social work programmes offered by different higher education institutes (SWRB, 2017). According to the historical development of social work in Hong Kong, diploma courses were offered before the 1960's and the first batch of degree holders in social work from the Chinese University and Hong Kong University were in 1966 and 1970. A report (The University of Hong Kong, 1976) commented on the Proposals for a two-year Social Work Course. She suggested basic social work training; with a two-year full-time course, including necessary field work practice; and professionally trained workers, which incorporates university or an equivalent degree. Although they were named as social workers, they were definitely receiving different levels of training.

Regardless of the programme, sub-degree or social work degree, the areas of social work theories and practice and values and ethics should be covered. However, research and social enquiry are requirements for social work degree programmes but optional for sub-degree social work programmes (SWRB, 2017). In addition, the fieldwork hours are different between sub-degree and degree level programmes of social work. The former should consist of a minimum of 700 hours direct fieldwork placement and 100 hours of placement preparation activities. Whereas the degree programme, should consist of a minimum of 800 hours direct fieldwork placement plus 100 hours placement preparation activities. The most obvious difference is the study time of the whole programme, sub-degree students usually take a two-year full-time course and degree students take a four-year full-time course. The discussion chapter will detail the impact on students' development and supervision.

The significance of this study

Previous research on supervision has focused on staff supervision in social work. Kadushin (1991) conducted many studies on staff supervision but less on student supervision. Munson (2012) conducted research into social work supervision, interviewing and collecting the opinions of social work graduates and frontline staff. These findings were fruitful for clinical social work supervision. Although there are some similar elements between staff and student supervision, they are markedly different. In addition, fewer studies have examined teaching and learning strategies for fieldwork supervision, especially in the local context. Tsui (2004) conducted research into “The supervisory relationship of Chinese social workers in Hong Kong” and the findings revealed that “Cultural sensitivity is not only crucial to cross-cultural supervision but also essential to effective supervisory practice in various societies.” (2003, p. 99)

In light of the increasing number of students graduating from sub-degree social work programmes, there remains relatively little extant research into fieldwork supervision teaching and learning and the nature of the relationship among schools, agencies, students and fieldwork supervisors. According to information from the Social Work Registration Board (SWRB), nearly 40 per cent of registered social workers are sub-degree holders (SWRB, 2017). By studying this topic, stakeholders (schools, fieldwork supervisors, students, agencies and researchers) can provide a better understanding of the current practice of fieldwork supervision. With this understanding, school administrators and fieldwork supervisors can help to plan supervision that better equips social work students. The purpose of this study will address the following questions:

- (1) What is current practice in the teaching and learning of fieldwork supervision of sub-degree students in Hong Kong?
- (2) What are useful supervisory practices for sub-degree students?
- (3) What elements should be maintained and improved in existing practice models?

Research methodology

In this study, the researcher made use of qualitative approach to explore teaching and learning strategies in fieldwork supervision for sub-degree social work students in Hong Kong.

Supervisory practice involves fieldwork supervisors, on-site supervisors, faculty members and students’ experiences. Therefore, it involves their attitudes, beliefs and experiences in the context. The researcher arranged participants into four focus groups according to their status and occupation, which constituted fieldwork supervisors, on-site supervisors, faculty members and students.

Monette, Sullivan, DeJong & Hilton (2013) state that in-depth interview was one of the techniques of qualitative research methods. An in-depth individual interview with fieldwork supervisor, on-site supervisor, faculty member, student and expert would be conducted. The data collection process was grouped into three stages.

Stage One: Focus groups with faculty members, on-site supervisors, fieldwork supervisors and students

Focus groups were used to explore the different parties (fieldwork supervisors, students, on-site supervisors and faculty members) in supervisory practice for sub-degree social work students in Hong Kong. The focus groups were organized during the academic year and all related parties were arranged into different focus groups to that of their corresponding centre parties in order to preserve their anonymity.

The informants including (1) Students – 11 sub-degree students were invited. They were in the final years of the social work programme from four different higher education institutes. One was a graduate in 2013. Two were male and nine were female. (2) Faculty members – Six were selected from four local higher education institutes. Teaching experiences ranged from two to twenty-two years. Four were male and two females. (3) On-site supervisors – Initially ten of on-site supervisors were invited. Five potential female informants rejected to partake for their own reasons. Therefore, only five male on-site supervisors attended from five different service settings such as Integrated Family Service Centre, Elderly care centre, Rehabilitation service centre, Children’s centre, School social work service, and Integrated child and young people service centre. They have experience ranged from six to 19 years. (4) Fieldwork supervisors – Six were invited. Four were female and two males. They all have supervisory experience with sub-degree student. Their experience ranges from two to eight years. The interviews were conducted in Cantonese but included some English terms for ease of understanding.

Stage Two: In-depth interview with faculty members, on-site supervisors, fieldwork supervisors and students

Towards the end of the academic year when students came to the end of their fieldwork placements, the researcher invited one informant from each focus group to take part in individual in-depth interviews based on a particular criterion for selection.

This criterion was the most experiences in each category as detailed in Table one below.

Table 1: The particulars of selected informants for in-depth interviews

Interviewee invited	Kind of group	Experiences
Mr. Hung	Faculty member	More than 20 years of teaching sub-degree social work students
Ray	On-site supervisor	More than 18 years of working in social service setting and supervising sub-degree social work students
Rebecca	Fieldwork supervisor	Eight year of fieldwork supervisor with sub-degree social work student
Nga	Student	Final year social work student who took up two placement experiences.

Except for student informant, all other informants, fieldwork supervisor, on-site supervisor and faculty member were interviewed in the researcher's office. These interviews were also semi-structured. The interview guides were used as a basis for discussion and also an outline for coding the data during analysis. These interviews lasted between one and one-and-a-half hours, were audiotaped and transcribed into Cantonese.

Stage Three: In-depth interviews with local experts

After the focus group and in-depth interviews, three local expert interviews were conducted. The experts try to clarify the arrangement and format of fieldwork supervision. The local experts included social work scholars and senior staff of agencies familiar with fieldwork supervision.

As the researcher is a member of teaching staff, in order to prevent conflict of interest, they should not influence faculty or staff member's decisions or behaviour with respect to teaching and student affairs, appointments and promotions, use of university resources, interactions with human subjects, or other matters of interest to the university. Therefore, the researcher did not invite students, faculty members, and fieldwork supervisors from her working institute in order to avoid bias in the dual role of the researcher/teaching staff.

Results

From the above informants 'sharing, the researcher collected more information from agencies and institutes on arrangements for social work fieldwork placements. Fieldwork supervisors shared their experience on supervising sub-degree social work students. Some supervisory practices were proposed. All agreed on the importance of fieldwork for social work students. Both classroom teaching and fieldwork placements helped to enhance student's knowledge and skills. In the classroom, teachers can deliver their professional knowledge to students. In fieldwork placements, fieldwork supervisors and on-site supervisors can provide more practical knowledge and skills to students. Fieldwork supervision is not only provided by fieldwork supervisors. On-site supervisors perform an important role in supervision too.

a. Findings from fieldwork supervisors

Through fieldwork supervision sessions, student can gain knowledge but also personal development. Supervision generally has three functions that need to be performed, namely knowledge development, administrative function and emotional support. Although these arise from staff supervision, there is some similarity in fieldwork supervision.

Individual supervision, group supervision and peer supervision are discussed in this research. All have their strengths and weaknesses. In supervisory practice, live supervision and skills demonstration are suggested by fieldwork supervisors and on-site supervisor informants. Through these supervisory practices, students can gain a lot. Indeed, findings from student informants showed they agreed that immediate feedback was the most effective ways for them to improve, especially in skills training.

Emotional support in fieldwork supervision is mentioned by students. Students especially sub-degree students, they lack experience so they felt anxiety. Through emotional support to them, students may reduce their stress and it may be more confidence in work. Therefore, fieldwork supervisors may be more concerning on that function of supervision.

b. Findings from on-site supervisor

Fieldwork placement are learning process for students to acquire social work knowledge and skills. Students and fieldwork supervisors are the two-key people in fieldwork placements. Nevertheless, the role of agencies cannot be ignored if there are no placement offers by agencies, students cannot practice. Agencies are thus important in the system of fieldwork placements. Usually, an on-site supervisor will be assigned to take care of placement students. On-site supervisors can help students to practice their skills in a service setting. Some on-site supervisors will provide live supervision or skills demonstration for students so that they can learn more practice skills.

Many on-site supervisors expressed that they did not mind teaching students although some students were inexperienced. As such, they performed the role of “mother”, “coach” or “teacher”. No matter what they performed, students must be motivated to learn and always carry “heart” in their work. “Heart” refers to patience, love and a caring attitude. Students also need to learn and how to approach service users. Some on-site supervisors expressed that they mostly preferred to supervise sub-degree students. This was because they were all willing to learn and to openly receive comments, especially negative comments. However, some undergraduate and post-graduate students had a lot of working experience, and as such, were not willing to accept comments or ideas. For example, some liked to critique and challenge supervisor’s comments even when they eventually agreed with them. To a certain extent, some thought that on-site supervisors or agencies did not support them to do their fieldwork placements and made a complaint to their institutions.

Nevertheless, on-site supervisors, need to arrange appropriate work assignments for sub-degree students. However, they usually have a certain mind set concerning sub-degree students. Students are viewed as inexperienced and therefore fieldwork supervisors usually assign group work rather than case work for them, especially in their first fieldwork placement. On-site supervisors tend to also agree with the opinions of fieldwork supervisors. In addition, some on-site supervisor informants, service settings do not provide case work to sub-degree students because of their lack of work experience. Therefore, group work and activities are the most common assignments assigned to sub-degree students.

In order to help students accommodate service settings, on-site supervisor provides more care and concern placement students. Orientation programmes for students are common practice in fieldwork placements. Before placement begin, work assignments and some administrative tasks are discussed between students, fieldwork supervisors and on-site supervisors. As there are no formal guidelines for on-site supervisors, they assign help according to student needs. The SWRB only suggests some basic guidelines of supervision for fieldwork supervisors. Live supervision or skills demonstration is suggested for on-site supervisors.

c. Findings from students

From the current findings, most student informants agreed that fieldwork supervisors have an important role in helping them to accommodate fieldwork placements. Students thought that fieldwork supervisors understood them and knew what they needed. Fieldwork supervisors are thus a bridge between students and agencies during fieldwork placements. However, students expected fieldwork supervisors to modify their supervising strategies or styles to accommodate different students. This is consistent with the social work principle of – individualization where each student has their own needs and learning styles. Fieldwork supervisors should thus treat students as individually.

In order to provide an effective way for students to learn practical and practice skills, interactive teaching methods are proposed. Live supervision and skills demonstration are good ways for learning skills. In the current practice, live supervision is optional in fieldwork placement. Therefore, student informants suggested to develop the implementation of live supervision and skills demonstration. Through sharing with fieldwork supervisors directly, students can gain more understanding the skills in the social work field. Students can gain lots of experiences from fieldwork supervisors, which are not easily obtained from books. Indeed, some of these experiences can inspire students with hope and courage. In addition, students also wanted to receive comments, either positive or

negative from fieldwork supervisors. They require comments to improve their weaknesses. If fieldwork supervisors do not give feedback on assignments or performance, students have no room in which to improve. Through feedback, students can review and reflect on their actions. Comments or feedback should be given immediately. However, some fieldwork supervisors are very busy and as such, does not provide comments. Students feel this could negatively affect their performance.

Student informants also expected fieldwork supervisors to act as emotional supporters. This was because they felt inexperienced because some were fresh secondary school. Being inexperienced in life and work they mostly required fieldwork supervisor to help them to become accustomed to the fieldwork placement environments. Some students felt anxious and had no direction in fieldwork placement, fieldwork supervisor can give emotional support. No matter what happens during fieldwork placement, they may be needed to support by fieldwork supervisor.

d. Findings from faculty members

Classroom teaching is the first step for student to learn social work knowledge and skills. Fieldwork placements are a time for students to practice this knowledge and skills. Therefore, faculty members should help student to develop self-understanding regarding their personalities, learning patterns and expectations on fieldwork before the onset of fieldwork placements. This can be developed as a curriculum-base. For example, through subject teaching, students can understand themselves more deeply. As feedback from student informants, they agreed that faculty members can help them in fieldwork placements but only with emotional support. Through evaluation meetings or sharing sessions, students can share what they feel about placement settings, fieldwork supervisors and others. They did not agree that faculty members should act as fieldwork supervisors also. Similar feedback was received from faculty members, who claim they would also face a lot of difficulty supervising students if they became fieldwork supervisors. Faculty members have been absent from frontline work for a long time, so they are unfamiliar with the latest developments in social services. Therefore, there is a clear division between faculty members and fieldwork supervisors and there is also knowledge and practical gaps that exist between teaching environments and service settings. Nonetheless, faculty members can help students prepare for fieldwork placements including physical and psychological readiness. In terms of physical aspects, students should maintain a healthy lifestyle. For the psychological aspects, students should hold a positive mind set in fieldwork placements even when faced with difficulties.

Faculty members should also consider pre-placement preparation work for students as well as well-prepared placement arrangements. Therefore, faculty members perform an important role in designing fieldwork placements. Appropriate matching is important in supervision sessions for students and fieldwork supervisors; selecting fieldwork supervisors and agencies should thus be carefully considered.

Fieldwork supervision does not have a standardized format or pattern. It is constructed by the above parties. However, some supervisory practices are proposed for sub-degree students. They are live supervision and skills demonstration. As for faculty members, they should be more concerned with the need for professional training for fieldwork supervision. As there is no standard professional training for supervisors, they all depend on their personal experience. Faculty members can act to be a proactive role in developing professional training in local higher institutes.

This study set out to determine the supervisory practice of fieldwork supervision for Social Work sub-degree programmes. However, it did not attempt to assess whether this practice is effective.

Discussion and implications

The current practice in fieldwork supervision in Hong Kong

In Hong Kong, SWRB set up some requirements for fieldwork supervision, but just mention the basic qualifications of fieldwork supervisors. The supervisory pattern is not mentioned. There is much documentations but no discussion on the area of supervisory practice in fieldwork supervision. Similarly, the Canadian Association of Social Workers (CASW) and the National Association of Social Workers (NASW) do not discuss the area of fieldwork supervision. The Australian Association of Social Workers (AASW) conducted a workshop of supervisory practice for frontline social workers but it did not do the same for fieldwork supervision. This

implies that professional social work organizations do not have fieldwork supervision guidelines for practice purposes. Therefore, higher education institutions will assume the main role for training fieldwork supervisors.

a. Qualification of fieldwork supervisor

The document of Principles, Criteria and Standards for Recognizing Qualifications in Social Work for the Registration of Registered Social Workers (SWRB, 2017, p. 7) only mentions “Teachers of field practicum for local fieldwork placements must be Registered Social Worker (RSW), hold a degree in social work recognized by the Board for registration and possess at least five years’ post-degree practice experience in social work posts that include direct practice with service users or work related to social welfare policy and management”.

No further discussion on the topic of professional training for fieldwork supervisor is evident. Fieldwork supervisor and on-site supervisor informants recognized that professional training is very important step for helping them to be competence supervisors. They mentioned they only depended on their personal experience in providing supervision to students. An experience frontline worker does not equal to be a competence supervisor. Therefore, professional training is needed in order to enhance the supervisory quality.

In Hong Kong, there are no specific guidelines for fieldwork supervisors on supervision. Supposing that a fieldwork supervisor is a degree holder of social work with five years social service experiences, they are thus considered capable of delivering fieldwork supervision. At such, there is no formal training for social workers to become fieldwork supervisors. This in turn, may limit the professional development of fieldwork supervisors.

b. Fieldwork supervision hour for sub-degree students

The document of Principles, Criteria and Standards for Recognizing Qualifications in Social Work for the Registration of Registered Social Workers recommends the following: “Regarding supervision time, at least 1.5 hours for a placement period of 4 – 6 sessions per week; at least two hours for a placement period of seven sessions or more per week; and at least 1.5 hours every fortnight for a placement period of three sessions or less per week.” (SWRB, 2017, p.5); and “Regarding the mode of supervision, at least 50 percent of the total required supervision time should be individual supervision.” and “at least 50 percent of the total required supervision time should be allocated to on-site supervision.” (SWRB, 2017, p.5)

The fieldwork supervisor will explore their own pattern of supervision. In 2006, the SWRB conducted a study on the current state of supervision for social workers in Hong Kong. In this paper, some areas for improvement were suggested but only for frontline social workers in work settings. Following the review, developing professional supervision guidelines for practicing supervisors were highly recommended (SWRB, 2006). However, fieldwork supervision was excluded in this research. In response to the study, the SWRB set up “guidelines for social work supervision” in 2009.

c. Supervisory relationship

A good fieldwork supervisor, needs to understand their students whatever in their development stage, family background or personality. Supervision does not only provide professional knowledge and guidance, but also provides understanding of the student’s personal needs. If both the supervisor and the student can build a positive and trustful relationship, they have the basis for positive fieldwork supervision. Therefore, supervision includes a supportive function element and a reciprocally trustful relationship. Urbanowski and Dwyer (1988) agreed that fieldwork can enhance student’s self-awareness through giving them support.

d. Supervision formats

According to research findings, there is much research in the area of individual supervision (one-to-one supervision) in professional training. The field of group supervision is more concerned with using initial training and ongoing development but is given less attention (Lenihan & Kirk, 1992). The situation is the same in Hong Kong where individual supervision sessions are an essential format during fieldwork supervision as set by SWRB.

Students in individual supervision felt more comfortable “being vulnerable” and voicing their difficulties (Walter & Young, 1999). Similarly, from the findings of Waldfogel (1983, p. 332), students felt more satisfied with individual supervision in the first semester of fieldwork placement. This is because students need time to accommodate fieldwork placement. Fieldwork supervisors can provide more time for mutual discussion and sharing. Group supervision provides the chance for peers and supervisors to communicate and interact, which can

offer mutual support with their growth (Ray & Altekruise, 2000). According to Waldfogel (1983), students could develop their perspectives in work.

e. Assessment systems

Assessment is a core feature of social work field education, which includes formative and summative assessment (Hay & O' Donoghue, 2009). In terms of formative assessment, it is an ongoing process of monitoring and providing feedback on student's work. Fieldwork supervisors can help students identify their strengths, weaknesses and target areas that need work. Summative assessment evaluates student learning at the end of fieldwork placement by comparing their performance against standards or benchmarks. There is hot debate on the kinds of assessment methods that are best for students. Nonetheless, competency assessment is very important in social work fieldwork education, however which competencies need to be achieved or how such competencies can be measured and who should be involved in the process of assessment remain unclear (Hay & O' Donoghue, 2009).

f. Grading system

In all sub-degree social work programmes in Hong Kong, assessment is graded from A to F. Each higher educational institution has their grading system and performance descriptors. Grades are defined on the extent and frequency of students exhibiting the descriptive indicative items and their degree of working independence. Nevertheless, the fieldwork supervisor has the authority to determine the result of the student's grade. Therefore, it is important to understand how fieldwork supervisors collect feedback from different stakeholders such as on-site supervisors, students as well as service users in Hong Kong there is only one final assessor (fieldwork supervisor) although institutions have a system of moderation. Student tends to follow the instructions of fieldwork supervisors. However, whether fieldwork supervisors can comprehensively assess the performance of student is contentious. Indeed, some areas of assessment should be reviewed and improved.

g. Supervisory practice

Supervision should help students' learning in practice settings. Therefore, fieldwork supervisors should take different roles in supervision in which teaching, observation, monitoring, assessing, supporting and providing reflective supervision for students aims to help students' to be competent and professional social workers after graduation (Beddoe et al., 2011). According to current practice in local higher education institutions, live supervision is encouraged. The fieldwork supervisor provides positive and negative feedback on what they observed during live supervision. All both are useful for student's learning. This helps students to review, reflect and refresh their practice skills.

Developing a local model of fieldwork supervision

After studying current practice, a local fieldwork supervisory practice model for sub-degree students was developed (see Figure 1 below). As can be seen here, four involved parties implement their own practice for approaches for useful supervisory practice in fieldwork supervision:

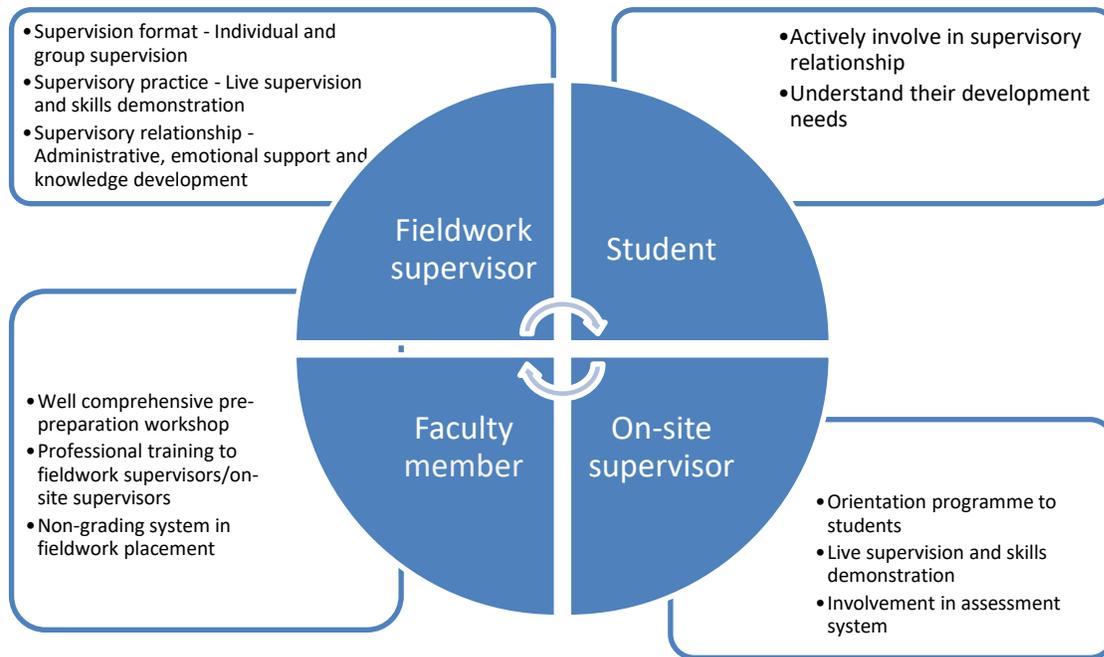


Figure 1: A local model of fieldwork supervision

A student transitioning from high-school to higher education may a lot of difficulties. Also, teachers may feel students are often ill-prepared or over-dependent on them (Brinkworth et al., 2008). Sometimes, students set up unrealistic expectations based on their achievements and teachers and parents face the same problem. Indeed, there is been increasing concern that students are inadequately prepared for entry into higher levels of education. In order to provide useful fieldwork education and supervision to students, faculty members, fieldwork supervisors, on-sire supervisors and students need to understand the characteristics of ‘new ‘generation – sub-degree students.

a. Student’s expectation

Research conducted by Christine (2010) showed that student expectations and motivation were highly correlated with self-confidence. Self-confidence was enhanced by parental encouragement and self-motivation. Academic attainment was one of the significant factors for students to develop self-confidence. Sub-degree students are perceived as failures in public examinations because they did not receive a university offer. Apart from re-taking public examinations or working, studying sub-degree seems to be one way for them to further their careers. Therefore, sub-degree students have high expectations of their performance in academia so that they can enter university. Fieldwork placements are assigned many credits. Thus, students felt undoubtedly stressful if they received lower or fail grades on placement. To a certain extent, if students fail or receive low mark on the placement, students perhaps cannot pass the Social Work Programme. The results in students mostly being concerned with their grade results and personal performance. In figure 3, student informants mentioned that they need in emotional support in the fieldwork placement especially in the beginning stage. Through emotional support, student informants would reduce their stresses and anxieties. Fieldwork supervisor and on-site supervisor informants claimed that they need to identify the developmental needs of students. They expected that students would actively involve in the supervision sessions. If students can openly share their difficulties, fieldwork supervisors and on-site supervisors will provide more suitable supervision to them.

b. Faculty member’s expectation

In figure 1, it shows that faculty members need to develop the following systems: pre-preparation workshop, professional training and assessment system in fieldwork placement. The major objectives of fieldwork education are not only to help students apply theory into practice but also to help them learn how to communicate and work in service settings. Faculty members believed that students can develop professional knowledge, skills, attitudes and behaviours through fieldwork placement. Fieldwork experience can foster students to integrate theories and practice-based knowledge. Therefore, faculty members will conduct effective and comprehensive fieldwork

placements for student by arranging all the relevant matters of placement. For example, they liaise with agencies to secure suitable placements; match the fieldwork settings, plans and monitor fieldwork and collect feedback from fieldwork supervisors, students and agencies.

Apart from fieldwork placements, faculty members organize two pre-preparation workshops for placement students before commencement of each placement, which is under the requirement of the SWRB. The total hours of pre-placement workshops are 100 hours for sub-degree social work programmes. The aims of pre-placement workshops are to provide students with positive orientation and adequate preparation for their fieldwork experience. This suggested that pre-placement preparation workshop should be changed to allow students to learn in simulated and 'real' situations in a reflective way and not to overly equip students with practice skills and formal knowledge which is suggested by fieldwork supervisor informants. They mentioned that the existing pre-preparation workshop is full of administrative tasks. However, this is a useful platform for student learning of how to think, feel and to be human. As the faculty level, expects students to have professional and systematic training in social work it facilitates them to become qualified social workers in a variety of social settings. Equipping students with the competence to work as effective and reflective social work practitioners seem to be most essential in fieldwork supervision.

In order to enhance the motivation in fieldwork placement, some informants suggested adjusting the assessment system from grading to non-grading. In other countries, there is a common practice in fieldwork arrangement. The final grade will be changed in pass or fail grade. Students can reduce the stress from the fieldwork placement so as to be more comfortable to do their work.

c. Fieldwork supervisor's expectations

Fieldwork supervisor, expect students to be accountable and actively for their learning, agencies, service users, the community and their institution as mentioned in figure 3. Also, they expect students to have behave and perform in a manner which is consistent with a professional social worker, and thus they should work closely with fieldwork supervisors in all stages of their fieldwork. For example, at the beginning stages of fieldwork placements, students should try to get acquainted with agency staff and potential service users; get to know the community and explore the needs of potential service users. Therefore, students need to be active and motivates to engage with service users and agency staff. In the middle stages of fieldwork placements, students should prepare and deliver services in a professional manner. Students need to submit written assignments within the agreed period and take accountability for agencies, service users and their profession. In the final stages of fieldwork placements, students are expected to prepare service users for the termination of their professional relationship and submit all written assignments to agency staff and fieldwork supervisors. As such, fieldwork supervisors expect students to fulfil the requirements of fieldwork placements and to be competence social workers in the future. Fieldwork supervisor informants all agreed that live supervision and skills demonstration are useful for students' learning in professional knowledge and practices skills. According to students' development stage, individual and group supervision will be provided. In the beginning stage, fieldwork supervisor informants tend to organize group supervision session with students. Group facilitation is increased. In the later stage, individual supervision sessions will be provided for students easy to share their difficulties and personal feelings. As students are sub-degree students, they need to have more emotional support in the placement as fieldwork supervisor informants described.

d. Agency's expectations

Placement setting are important elements in social work learning. Fieldwork coordinators will search for agencies for students to undertake their placements. Although there are no specific requirements or criteria set by the SWRB for selecting social welfare settings for fieldwork placements, there is a common norm. For example, some work assignments will be assigned to Bachelor's social work student, and some will be assigned as suitable for sub-degree social work students. This implies that there is separate perception on the ability of Bachelor's and sub-degree students. In addition, student's interests and preferences should be explored. In addition, agencies worry that sub-degree students lack experience to handle complicated tasks on placement, so they prefer to arrange these for Bachelor degree students because they seem to be more mature and have some good interpersonal relationship skills. Therefore, some agencies reject the applications requesting sub-degree placement offers. Usually Integrated Family Service Centre, Medical Service Units and Correctional Service Units will not provide such placement offers for sub-degree students. Therefore, faculty members should liaise, establish and maintain

collaborative link with agencies as such, coordination and collaboration are the main roles between faculties and agencies.

Therefore, students, on-site supervisors, fieldwork supervisors and faculty members are important parties in fieldwork and have the power to influence the overall management of fieldwork education and supervision. They also have different expectations on fieldwork placements. Indeed, four parties have specific powers during fieldwork placements. This even includes students. However, such power is not distributed equally and is usually imbalanced. This that holds more power always seem to be the most dominant in management.

In order to help students' understanding the agency and services, an orientation programme conducted by on-site supervisor is essential for students. Orientation programmes can perform the functions of (1) to familiarize the student with the agency and the service unit to which they are attached; and (2) related to the neighbourhood of the placement unit, and to other organizations in Hong Kong running similar services. Both faculty members, fieldwork supervisors and students agreed that orientation programme can perform positively function to students' learning. Student informants found it helpful in participating in orientation visits to agencies of related services and to key community resources. Such visits help to broaden the outlook of students especially if a discussion or a reporting back session can be held afterwards.

In addition, assessment system will be suggested to involve on-site supervisors. In current practice, this is not a usual practice. On-site supervisors can provide written or verbal comments on students' performance. Most involved informants are agreed that on-site supervisor is another key person in fieldwork placement. To have a comprehensive assessment on the students' performance, on-site supervisors should involve the assessment system. Therefore, training to on-sitesupervisor is needed.

It is clear then that supervision is not only between students and fieldwork supervisors, there are other parties involved in the process. This four-way of supervisory relationship has specific roles and tasks and power influences among the four parties within fieldwork supervision. However, it should be noted that different parties have their own power to influence fieldwork education. Power is not equal but can minimize difference through collaboration and co-ordination. In the following useful fieldwork supervisory practice for sub-degree students is proposed.

Conclusion

This study provided insight for further research to explore aspects of fieldwork supervision using quantitative and qualitative methods to develop a comprehensive fieldwork supervision guideline for different levels of social work programmes. First, in the past, a preparation workshop was only provided to students. However, it was found in this study that faculty members should also provide a comprehensively prepared workshop to on-site supervisors and fieldwork supervisors. Therefore, a comprehensively prepared workshop should be provided to students, on-site supervisors and fieldwork supervisors. Thus, further research is required to ascertain how faculty members can design a good-fit workshop for different parties so as to deliver good fieldwork education and supervision, especially for sub-degree students.

Second, live supervision and skills demonstrations are useful supervisory practices in fieldwork supervision, as emphasized in this research. Future researcher can thus explore the effectiveness of the above two supervisory practice for sub-degree social work students. How and when should fieldwork supervisors or on-site supervisors conduct live supervision and skills demonstration and what is the role of fieldwork supervisors or on-site supervisors during live supervision? In addition, further research can also be conducted to explore how these supervisory practices are delivered to sub-degree and undergraduate social work students.

Third, this study revealed that professional training for fieldwork supervisors and on-site supervisors is urgently required in social work education. From the findings, participants suggested that the role of on-site supervisors should be explicated. Fieldwork supervisors thus perform an important role in teaching during placement, as well as on-site supervisors. Therefore, further research can be conducted to explore ways of providing training for fieldwork supervisors and on-site supervisors, especially in the area of knowledge and skills at sub-degree levels.

Fourth, non-graded assessment is more common in the West. However, for sub-degree students, they need to pursue higher educational levels because limited university places are offered in Hong Kong and academic results

are crucial to the future of their education. Further exploration is needed as to whether this system is suitable for Hong Kong or sub-degree social work programmes.

Fifth, the supervisory relationship among different parties should be explored, especially within the Chinese culture. Supervision is an interactional process which involves at least two people. In Chinese culture, people expect to be mutual respected and maintain a harmonious relationship. Therefore, it is of value to study how these beliefs affect supervisory practice.

References

- Akhurst, J., & Kelly, K. (2006). Peer Group Supervision as an Adjunct to Individual Supervision: Optimising Learning Processes during Psychologists' Training. *Psychology teaching review*, 12(1), 3-15.
- Austin, D. M. (1983). The Flexner myth and the history of social work. *Social Service Review*, 57(3), 357-377.
- Barnett, J. E., Youngstrom, J.K., & Smook, R.G. (2002). Clinical supervision, teaching, and mentoring: personal perspectives and guiding principles. *The Clinical Supervisor*, 20(2), 217-230.
- Beddoe, L., Ackroyd, J., Chinnery, S. A., & Appleton, C. (2011). Live supervision of students in field placement: more than just watching. *Social Work Education: The International Journal*, 30(5), 512-528.
- Behan, C. P. (2003). Some ground to stand on: Narrative supervision. *Journal of Systemic Therapies*, 22(4), 29-42.
- Bernard, J. M. (1992). The Challenge of Psychotherapy-Based Supervision: Making the Pieces Fit. *Counselor Education and Supervision*, 31(4), 232-237.
- Bernard, J. M., Goodyear, R. K., & Bernard, J. M. (1992). *Fundamentals of clinical supervision*. New York: Allyn & Bacon.
- Blumer, H. (1986). *Symbolic interactionism: Perspective and method*. University of California Press.
- Bogo, M. (2008). Field instruction in social work: a review of the research literature. *The Clinical Supervisor*, 24(1), 163-193.
- Bogo, M. (2010). *Achieving competence in social work through field education*. London: University of Toronto Press.
- Bogo, M., Raphael, D., & Roberts, R. (1993). Interests, activities, and self-identification among social work students: Toward a definition of social work identity. *Journal of Social Work Education*, 29(3), 279-292.
- Bogo, M., & Vayda, E. (1998). *The practice of field instruction in social work theory and process*. (2nd ed). University of Toronto Press, Scholarly Publishing Division.
- Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling and Development*, 69(3), 248-252.
- Bradley, L. J., Gould, L., & Parr, G. (2001). Supervision-based integrative models of counselor supervision. *Counselor supervision: Principles, process, and practice*, 3, 93-124.
- Brinkworth, R., McCann, B., Matthews, C., & Nordstrom, K. (2008). First year expectations and experiences: student and teacher perspectives. *High Education*, 58, 157-173.
- Caritas Institute of Higher Education. (2013). *Higher Diploma in Social Work – Fieldwork Handbook*. Caritas Institute of Higher Education: Department of Social Sciences.
- Carlson, T. D., & Erickson, M. J. (2001). Honoring and privileging personal experience and knowledge: Ideas for a narrative therapy approach to the training and supervision of new therapists. *Contemporary Family Therapy*, 23(2), 199-220.
- Carraccio, C., Wolfsthal, S. D., Englander, R., Ferentz, K., & Martin, C. (2002). *Academic Medicine*, 77(5), 161-167.
- Carroll, M. (1999). Supervision in workplace settings. *Counselling supervision in context*, 140-158.
- Cartney, P. (2000). Adult learning styles: Implications for practice teaching in social work. *Social Work Education*, 19(6), 609-626.
- Champe, J & Kleist, D M, (2003). Live supervision: A review of the research. *The Family Journal: Counseling and Therapy for Couples and Families*, 11(3), 268-275.
- Chan, Y. M., & Chan, C. M. S. (2010). Approach to learning of sub-degree students in Hong Kong. *Research in Education*, 84(1), 65-78.

- Christine (2010). Expectations of achievement: student, teacher and parent perceptions; *Research in Education*, 83(1), 36-53.
- Chu, C. K., Tsui, M. S., & Yan, M. C. (2009). Social work as a moral and political practice. *International Social Work*, 52(3), 287-298.
- Chui, E. W. (2010). Desirability and feasibility in evaluating fieldwork performance: Tensions between supervisors and students. *Social Work Education: The International Journal*, 2(2), 171-187.
- Chui, W. H. (2008). Of field education in Australia and Hong Kong: a social work educator's personal reflection. *The Hong Kong Journal of Social Work*, 42(01n02), 33-49.
- Costa, L. (1994). Reducing anxiety in live supervision. *Counselor Education and Supervision*, 34, 30-40.
- Cohn, E.S., & Crist, P. (1995). Back to the future: new approaches to fieldwork education. *American Journal of Occupational Therapy*, 49(2), 103-106.
- Community College of City University, The City University of Hong Kong. (2010). Associate of Social Science in Social Work – Fieldwork Handbook. Hong Kong: The City University of Hong Kong.
- Coulton, P., & Krimmer, L. (2005). Co-supervision of social work students: A model for meeting the future needs of the profession. *Australian Social Work*, 58(2), 154-166.
- Dabbs (1982). *Varieties of qualitative research*. Log Angeles: Sage Publication, Inc.
- Davidson (2011). The relation between supervisor self-disclosure and the working alliance among social work students in field placement. *Journal of teaching in Social Work*, 31(3).
- Davys, A., & Beddoe, L. (2009). The reflective learning model: Supervision of social work students. *Social Work Education*, 28(8), 919-933.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. (3rd ed). California: Sage Publications, Inc.
- Department of Social Work & Social Administration (1976). *A report and recommendation by the advisory committee on social work training*. The University of Hong Kong.
- Dettlaff, A.J., & Wallace, G. (2002). Promoting integration of theory and practice in field education: An instructional tool for field instructors and field educators. *The Clinical Supervisor*, 21(2), 145-160.
- Dodge, J. (1982). Reducing Supervisee Anxiety: A Cognitive-Behavioral Approach. *Counselor Education and Supervision*, 22(1), 55-60.
- Dwyer, M., & Uebanowski, M. (1981). Field practice criteria: A valuable teaching/learning tool in undergraduate social work education. *Journal of Education for Social Work*, 17(1), 5-11.
- Education and Manpower Bureau. (2005). *The New Academic Structure for Senior Secondary Education and Higher Education - Action Plan for Investing in the Future of Hong Kong*. Hong Kong: Hong Kong Government.
- Epstein, R. M., & Hundert, E. M. (2002). Defining and assessing professional competence. *Jama*, 287(2), 226-235.
- Evans, D. (1987). Live supervision in the same room: A practice teaching method. *Social Work Education*, 6(3), 13-17.
- Everett, J. E., Miehl, D., DuBois, C., & Garran, A. M. (2011). The developmental model of supervision as reflected in the experiences of field supervisors and graduate students. *Journal of Teaching in Social Work*, 31(3), 250-264.
- Falender, C. A., Cornish, J. A. E., Goodyear, R., Hatcher, R., Kaslow, N. J., Leventhal, G., ... & Grus, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology*, 60(7), 771-785.
- Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Falender, C. A., & Shafranske, E. P. (2008). *Casebook for clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Flexner, A. (1915). Is social work a profession? "In *National Conference of Charities and Corrections*" Proceedings of the National Conference of Charities and Corrections at the Forty-second annual session held in Baltimore, Maryland, May 12-19, 1915. Chicago: Hildmann.
- Friedlander, M. L., & Snyder, J. (1983). Trainees' expectations for the supervisory process: Testing a developmental model. *Counselor Education and Supervision*, 22(4), 342-348.
- Gergen, K. J. (1985). The social constructionist movement in modern psychology. *American Psychologist*, 40(3), 266.

- Glaser, B. G., Strauss, A. L., & Strutzel, E. (1968). The discovery of grounded theory; strategies for qualitative research. *Nursing Research*, 17(4), 364.
- Goldstein, E. G. (2007). Social work education and clinical learning: yesterday, today, and tomorrow. *Clinical Social Work Journal*, 35, 15-23.
- Gonczi, A. (1994). Competency based assessment in the professions in Australia. *Assessment in Education: Principles, Policy & Practice*, 1(1), 27-44.
- Greenbaum, T. (2000). *Moderating focus groups - A practical guide for group facilitation*. London: Sage Publications, Inc.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage Publications.
- Gubrium, J. F., & Holstein, J. A. (2002). *Handbook of interview research: Context and method*. California: Sage Publications, Inc.
- Guile, D., & Young, M. (1998). Apprenticeship as a conceptual basis for a social theory of learning. *Journal of Vocational Education & Training*, 50(2), 173-193.
- Hay, K., & O' Donoghue, K. (2009). Assessing social work field education: towards standardizing fieldwork assessment in New Zealand. *Social Work Education* 28(1), 42-53.
- Harkness, D., & Poertner, J. (1989). *Research and social work supervision: A conceptual review*. Social Work, 34(2), 115-119.
- Hart, G. M. (1982). *The process of clinical supervision*. United State: University Park Press.
- Healy, K., & Meagher, G. (2004). The reprofessionalization of social work: collaborative approaches for achieving professional recognition. *British Journal of Social Work*, 2004(34), 243-260.
- Henderson, C. E., Cawyer, C. S., & Watkins Jr, C. E. (1999). A comparison of student and supervisor perceptions of effective practicum supervision. *The Clinical Supervisor*, 18(1), 47-74.
- Hensley, P. H. (2003). The value of supervision. *The Clinical Supervisor*, 21(1), 97-110.
- Holloway, E., & Carroll, M. (Eds.). (1999). *Training counselling supervisors: Strategies, methods and techniques (Vol. 2)*. Sage.
- Hong Kong College of Technology. (2008). *Associate Degree in Social Work – Fieldwork Placement Manual (Student's Guide)*. Hong Kong: Hong Kong College of Technology.
- Hong Kong Institute of Vocational Education. (2013). *Higher Diploma in Social Work (CE124303) – Fieldwork Placement I and II Handbook*. Hong Kong: Department of Child Education & Community Services.
- Johnson, J. M. (2002). In-depth interviewing. *Handbook of interview research: Context and method*, 103-119. Thousand Oaks: SAGE publication.
- Kadushin, A. (1991). *Supervision in social work*. (3rd ed.) New York: Columbia University Press.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. (5th ed). New York: Columbia University Press.
- Kathryn, B. A, Holly, C. M & Craig, W. L (2009). Limitations of evidence-based practice for social work education: unpacking the complexity. *Journal of Social Work Education*, 45(2), 165-186.
- Katz, Bogo, Tufford & Regehr (2014). Illuminating students' pre-practicum conceptual & emotional status: implications for field education. *Journal of Teaching in Social Work*, 34(1), 96-108.
- Kelly, J., & Horder, W. (2001). The how and the why: Competences and holistic practice. *Social Work Education*, 20(6), 689-699.
- Kennedy, P. (2002). Learning cultures and learning styles: Myth-understandings about adult (Hong Kong) Chinese learners. *International journal of lifelong education*, 21(5), 430-445.
- Kidd, P. S., & Parshall, M. B. (2000). Getting the focus and the group: enhancing analytical rigor in focus group research. *Qualitative health research*, 10(3), 293-308.
- Kitzinger, J. (1996). Introducing focus groups in qualitative research. *Health care*, 36-45.
- Kolb, D.A. (1985). *LSI Learning-style inventory. Self-scoring inventory and interpretation booklet*. Boston: McBer & Company.
- Krueger, R.A. (1998). *Focus group kit 3 – Developing questions for focus groups*. London: SAGE Publications.
- Kukla, A. (2000). *Social constructivism and the philosophy of science*. Psychology Press.
- Kvale, S. (1996). *InterViews. An introduction to qualitative research writing*. CA: SAGE publication.
- Lee & Greene. (1999). A social constructivist framework for integrating cross cultural issues in teaching clinical social work. *Journal of Social Work Education*, 35(1). 21-37.
- Lenihan, G. O., & Kirk, W. G. (1992). Conjoint supervision with beginning trainees: The model and its effectiveness. *The Clinical Supervisor*, 10(1), 35-50.

- Leung, P., & Cheung, K. F. M. (1998). The impact of child protective service training: A longitudinal study of workers' job performance, knowledge, and attitudes. *Research on Social Work Practice, 8*(6), 668-684.
- Li, J. (2005). Mind or virtue: Western and Chinese beliefs about learning. *Current Directions in Psychological Science, 14*(4), 190-194.
- Liamputtong, P. (2011). *Focus group methodology – Principles and practice*. London: SAGE.
- Lit, S. W., & Shek, T. L. (2007). Application of social constructionist principles in field practice teaching in a Chinese context. *Social Work Education, 26*(4), 359-375.
- Lowe, R. (2000). Supervising self-supervision: Constructive inquiry and embedded narratives in case consultation. *Journal of Marital and Family Therapy, 26*(4), 511-521.
- Marjorie, B. (2001). Fieldwork within the context of higher education: a literature review. *British Journal of Occupational Therapy, 64* (2), 93-99.
- McLafferty, I. (2004). Focus group interviews as a data collecting strategy. *Journal of advanced nursing, 48*(2), 187-194.
- McMahon, M. (1997, December). Social constructivism and the World Wide Web-A paradigm for learning. In ASCILITE conference. *Perth, Australia (Vol. 327)*.
- Merton, R. K. (2008). *The focused interview: A manual of problems and procedures (2nd ed.)*. New York: The Free Press.
- Minichiello, V., Aroni, R., & Hays, T. (1995). In-depth interviewing: Principles. *Techniques, and Analysis. Melbourne: Longman*.
- Monette, D. R, Sullivan, T. J, DeJong, C. R & Hilton, T. P (2013). *Applied Social Research: A tool for the human services (9th ed.)*. CA: Brooks/Cole.
- Morgan, D. L. (1996). *Focus groups as qualitative research (Vol. 16)*. London: Sage Publications.
- Munson, C. E. (2012). *Handbook of Clinical Social Work Supervision (3rd ed.)* New York: The Haworth Social Work Practice Press.
- Padgett, D. K. (2016). *Qualitative methods in social work research (Vol. 36)*. Sage Publications.
- Pangalangan, E. A. (1974). Creative Literature: a New Dimension in Social Work Education. *International Social Work, 17*(1), 62-68.
- Pearson, Q. M. (2006). Psychotherapy-driven supervision: Integrating counseling theories into role-based supervision. *Journal of Mental Health Counseling, 28*(3), 241-252.
- Philp, K., Guy, G., & Lowe, R. (2007). Social constructionist supervision or supervision as social construction? Some dilemmas. *Journal of Systemic Therapies, 26*(1), 51-62.
- Pratt, D. D. (1992). Conceptions of teaching. *Adult education quarterly, 42*(4), 203-220.
- Prawat, R. S., & Floden, R. E. (1994). Philosophical perspectives on constructivist views of learning. *Educational Psychologist, 29*(1), 37-48.
- Ray, D., & Altekruze, M. (2000). Effectiveness of group supervision versus combined group and individual supervision. *Counselor Education and Supervision, 40*(1), 19.
- Remley, T. P., Benschoff, J. M., & Mowbray, C. A. (1987). A proposed model for peer supervision. *Counselor Education and Supervision, 27*(1), 53-60.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2003). *Field instruction: A guide for social work students (4th ed.)*. Boston: Pearson Education, Inc.
- Russell, R. K., Crimmings, A. M., & Lent, R. W. (1984). Counselor training and supervision: Theory and research. *Handbook of counseling psychology, 625-681*.
- Saltzbury, S, Greene, G J & Drew, H. (2010). Using live supervision on field education: Preparing social work students for clinical practice. *Families in Society: The Journal of Contemporary Social Service, 91*(3), 293-299.
- School of Continuing and Professional Studies, Division of Social Sciences and Education. (2016). *Higher Diploma Programme in Social Work - Fieldwork Handbook*. Hong Kong: The Chinese University of Hong Kong.
- Shardlow S. M., & Doel, M. (2002). *Learning to practice social work: International approaches*. London: Jessica Kingsley Publishers.
- Sim, J. (1998). Collecting and analysing qualitative data: issues raised by the focus group. *Journal of advanced nursing, 28*(2), 345-352.

- Skinner, K., & Whyte, B. (2004). Going beyond training: Theory and practice in managing learning. *Social Work Education, 23*(4), 365-381.
- Social Workers Registration Board (2017). Lists of Recognized Qualifications. Hong Kong: Social Workers Registration Board.
- Speedy, J. (2000). Consulting with gargoyles: Applying narrative ideas and practices in counselling supervision. *European Journal of Psychotherapy, Counselling & Health, 3*(3), 419-431.
- Starling, P. V., & Baker, S. B. (2000). Counselor preparation: Structured peer group practicum supervision: Supervisees' perceptions of supervision theory. *Counselor Education and Supervision, 39*(3), 162.
- Stoltenberg, C. (1981). Approaching supervision from a developmental perspective: The counselor complexity model. *Journal of Counseling Psychology, 28*(1), 59.
- Stoltenberg, C. D., McNeill, B. W., & Crethar, H. C. (1994). Changes in supervision as counselors and therapists gain experience: A review. *Professional Psychology: Research and Practice, 25*(4), 416.
- Stoltenberg, C. D., & McNeill, B. W. (1997). *Clinical supervision from a developmental perspective: research and practice*. Handbook of Psychotherapy supervision. Pp. 184-202. New York: Wiley.
- Stoltenberg, C. D., McNeill, B. W., & Delworth, U. (1998). *IDM supervision: An integrated developmental model for supervising counselors and therapists*. San Francisco: Jossey-Bass.
- Suzanne, Brandon, Kevin & Paula. (2009). Does live supervision make a difference? A multilevel analysis. *Journal of Marital and Family Therapy, 35*(4). 406-414.
- Tebb, S., Manning, D. W., & Klaumann, T. K. (1996). A renaissance of group supervision in practicum. *The Clinical Supervisor, 14*(2), 39-51.
- The University Grants Committee. (2010). Aspirations for the Higher Education System in Hong Kong – Report of the University Grants Committee. Hong Kong: Education Bureau.
- The Hong Kong Institutes of Education. (2012). *Higher Diploma in Social Work – Field Practicum Handbook*. Hong Kong: The Hong Kong Institutes of Education.
- The Hong Kong Polytechnic University (2014). *Higher Diploma in Social Work – Field Practicum Handbook*. Hong Kong: The Hong Kong Polytechnic University, 22-23
- Thomlison, B., & Corcoran, K. (2008). *The evidence-based internship – A field manual*. Oxford: Oxford University Press.
- Tsang, N. M. (1993). Shifts of students' learning styles on a social work course. *Social work education, 12*(1), 62-76.
- Tsang, N. M. (1998). Re-examining reflection—a common issue of professional concern in social work, teacher and nursing education. *Journal of Interprofessional Care, 12*(1), 21-31.
- Tsui, M. S., & Ho, W. S. (1997). In search of a comprehensive model of social work supervision. *The Clinical Supervisor, 16*(2), 181-205.
- Tsui, M. S. (2004). The supervisory relationship of Chinese social workers in Hong Kong. *The Clinical Supervisor, 22*(2), 99-120.
- Tsui, M. S. (2005). *Social work supervision: Contexts and concepts*. Thousand Oaks, CA: Sage Publications, Inc.
- Tsui, M. S. (2005). The nature, culture and future of supervision. Faculty of Education, University of Auckland for the Supervision Conference Committee.
- Tsui, M. S. (2006). Hopes and dreams: ideal supervision for social workers in Hong Kong. *Asia Pacific of Social Work and Development, 16*(1), 33-42.
- Tsui, M. S. (2008). Adventures in re-searching the features of social work supervision in Hong Kong. *Qualitative Social Work, 7*(3), 349-362.
- Tsui, M. S., Chan, R. K., & Ho, W. S. (1996). Values and knowledge: Critical issues in the development of social work education in China. *Journal of International & Comparative Social Welfare, 12*(1), 79-97.
- University of Houston. (2016). *University of Houston's Practicum Handbook*. Texas: University of Houston.
- Urbanowski, M. L., & Dwyer, M. M. (1988). *Learning through field instruction: A guide for teachers and students*. Families Intl.
- Wagner, C. A., & Smith, J. P. (1979). Peer supervision: Toward more effective training. *Counselor Education and Supervision, 18*(4), 288-293.
- Waldfogel, D. (1983). Supervision of students and practitioners. In A. Rosenblatt & D. Waldfogel (Eds.), *Handbook of clinical social work* (pp. 319-344). San Francisco, CA: Jossey-Bass Publishers.

- Walter, C. A., & Young, T.M. (1999). Combining individual and group supervision in educating for the social work profession. *The Clinical Supervisor*, 18(2), 73-89.
- Watkins Jr, C. E. (1995). Psychotherapy supervision in the 1990s: Some observations and reflections. *American Journal of Psychotherapy*, 49(4), 568.
- White, M. B., & Russell, C. S. (1997). Examining the multifaceted notion of isomorphism in marriage and family therapy supervision: A quest for conceptual clarity. *Journal of Marital and Family Therapy*, 23(3), 315-333.
- Wijnberg, M. H., & Schwartz, M. C. (1977). Models of student supervision: the apprentice, growth, and role systems models. *Journal of Education for Social Work*, 13(3), 107-113.
- Wilson, J., 2000. Approaches to supervision in fieldwork. In: Cooper, L& Briggs, L. (2000). *Fieldwork in the human services: theory and practice for field educators, practice teachers and supervisors*. Australia: Allen &Unwin.
- Wong, S. (1997). Live supervision in family therapy. *The Clinical Supervisor*, 15(1), 145-157.
- Yuen, W. K., & Ho, K. L.(2007).Social work education in Hong Kong at the crossroads: challenges and opportunities amidst marketization and managerialism. *Social Work Education*, 26(6), 546-559.