

A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE
FACILITATION OF FIELD EDUCATION SUPERVISION

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ABSTRACT

Supervision of social work interns is a mandatory specialised function that requires additional skills and knowledge to be executed optimally. Little is known about the experiences and needs of field supervisors within a Namibian context. This study explored the needs, experiences, and current practices of student supervision amongst the social workers and student social workers in the Khomas region of Namibia. The outcomes of the exploration led to the development of an evidence-based intervention programme to empower social workers in the field supervision role. This was an intervention research, conducted in three phases. Phase one was a situational analysis embedded in a qualitative approach and phenomenological design, and its data were collected from purposively selected 20 social workers and 10 social work students, using open-ended questions to conduct in-depth interviews. The data was analysed using the Tesch method of qualitative data analysis. This was followed by the design and development of a training programme in Phase Two, and programme evaluation by experts in Phase Three. The main findings reveal that field supervisors received little prior training in field supervision, are not fully aware of the supervisory functions associated with student supervision, have challenges with the integration of theory into practice, and that there are no comprehensive training programmes for field supervisors in Namibia. These findings led to the development of a comprehensive training programme and implementation guidelines, which became the outcome product of this study. The programme was found to be viable and feasible by international and local social work experts in student supervision. They assessed the programme's feasibility and viability, specifically focusing on adequacy of learning content, appropriateness of facilitation methods and allocated times. They further made suggestions for improving the programme. The experts expressed satisfaction with the programme content and relevancy of topics and acknowledged its potential to put the social work field education at the forefront. This study's emerging knowledge is solidified through the developed training programme, as well as description of unique experiences of field supervisors and student social workers from a Namibian context. The study's recommendations underscore the importance of CPD and post-qualifying training in field supervision, and that a supervision framework for Namibia need to be developed urgently, to re-engineer field supervision processes. Future research could evaluate the impact of the developed training programme on field supervisors' competencies, both

from the field supervisors and student social workers' perspective.

Key words: *field supervision, field supervisor, field education, social work student, training programme, social workers.*

TABLE OF CONTENTS

ABSTRACT.....	i
TABLE OF CONTENTS	iii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
ACKNOWLEDGEMENTS	xiii
DEDICATION	xv
DECLARATIONS	1
CHAPTER ONE	2
INTRODUCTION AND BACKGROUND TO THE STUDY.....	2
1.1 Introduction.....	2
1.2 Statement of the problem	3
1.3 Purpose of the study	10
1.4 Objectives of the study.....	10
1.5 Significance of the study.....	11
1.6 Limitations and delimitations of the study.....	12
1.7 Structure of the dissertation report.....	12
1.8 Definitions of key concepts.....	15
CHAPTER TWO	17
STUDENT SUPERVISION IN SOCIAL WORK: GLOBAL, AFRICAN, AND NAMIBIAN CONTEXT.....	17
2.1 Introduction.....	17
2.2 The history of social work supervision	17
2.3 History of student supervision in social work.....	18
2.4 Global trends in field supervision practice and training	19
2.5 Growth and development of social work education in Africa.....	25
2.5.1 History of social work education in Africa	25
2.5.2 Social work education and field supervision practice in the Namibian context.....	26
2.5.3 Profiles of the Khomas Region	29

2.5.4	Regulations relating to supervision, the scope of practice of social workers, social auxiliary workers and students in Namibia.....	30
2.5.5	Field attachments and social work education in Namibia.....	32
2.6	Concept of field supervision practice in social work.....	34
2.6.1	The nature of social work student supervision.....	34
2.6.2	The functions of student supervision	35
2.7	Challenges in social work student supervision	39
2.8	Learning styles of social work students	40
2.9	Models of student supervision	43
2.10	The experiences of student social workers regarding field supervision	
2.11	Chapter Summary.....	48
CHAPTER THREE.....		49
THEORETICAL FOUNDATION OF THE STUDY		49
3.1	Introduction.....	49
3.2	Ecosystems theory.....	49
3.3	The seven eyed supervision model	55
3.4	Knowles' model of andragogy (principles of adult learning)	62
3.5	Chapter Summary.....	64
CHAPTER FOUR.....		66
RESEARCH METHODOLOGY		66
4.1	Introduction.....	66
4.2	Research approach	66
4.3	Qualitative Phenomenological study design	67
4.4	Type of research	67
4.5	Phases of the study.....	74
4.5.1:	Phase one: Needs assessment phase.....	74
4.5.2	Phase Two: Design and Development of the training programme.....	78
4.5.3	Phase Three: Programme evaluation by experts	79
4.6	Research context	79
4.7	Population	80
4.8	Sampling	82
4.9	Data collection process	84
4.10	Impact of the COVID-19 pandemic on the data collection process.....	86

4.11	Ethical considerations	86
4.12	Data analysis, coding and interpretation	90
4.13	Measures to ensure data trustworthiness.....	94
4.14	Chapter Summary.....	99
CHAPTER FIVE.....		100
EXPERIENCES OF FIELD SUPERVISORS AND SOCIAL WORK STUDENTS WITH REGARD TO FIELD SUPERVISION IN THE KHOMAS REGION, NAMIBIA		100
5.1	Introduction.....	100
5.2	Presentation and analysis of the biographical data of research participants 100	
5.3	Demographics information of participants.....	101
5.4	Themes, subthemes, and categories	104
5.5	Field supervisor’s experience with field supervision.....	107
5.5.1	Awareness of roles and responsibilities	107
5.5.2	Challenges in supervising students	114
5.5.3	Rewards associated with student placement in organisations.....	128
5.5.4	Integration of theory into practice.....	131
5.6	Student social workers’ experience with field supervision.....	133
5.6.1	Orientation into host organisation	135
5.6.2	Student supervisor relationship.....	137
5.6.3	Frequency and type of supervision model	140
5.6.4	Students’ perceptions of theoretical knowledge of supervisors	140
5.6.5	Gap between classroom-based knowledge and field practice.....	141
5.6.6	Highlights and challenges of field placement experiences	144
5.7	Chapter Summary	151
CHAPTER SIX.....		155
EXPERIENCES WITH REGARD TO SUPPORT SERVICES IN FIELD SUPERVISION.....		155
6.1	Introduction.....	155
6.2	Themes, subthemes, and categories	155
6.3	Support services provided to field supervisors from their organisations and professional bodies.....	156
6.3.1	Continuous Professional Development (CPD).....	156

6.3.2	Lack of Prioritisation and support at organisation level	160
6.3.3	Professional Associations Support	163
6.4	Chapter Summary.....	168
CHAPTER SEVEN.....		169
PERSONAL AND PROFESSIONAL DEVELOPMENT PRACTICES UNDERTAKEN BY FIELD SUPERVISORS IN THE KHOMAS REGION		169
7.1	Introduction	169
7.2	Theme, subthemes, and categories.....	169
7.3	Types of personal and professional development activities which field supervisors employed in their professional and personal lives.....	171
7.4	Work-based personal development activities	172
7.5	Personal development activities	177
7.6	Professional development activities	179
7.7	Frequency of engagement in personal and professional development activities	184
7.8.	Chapter Summary.....	186
CHAPTER EIGHT		187
SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS		187
8.1	Introduction.....	187
8.2	Research aim	187
8.3	Study approach.....	187
8.4	Research objectives	188
8.5	Summary of research findings	189
8.6	Contribution of research findings to the body of knowledge.....	201
8.7	Recommendations	202
8.7.1	Recommendations for student social workers.....	202
8.7.2	Recommendations for Field Supervisors	203
8.7.3	Recommendations for Academic Support Staff.....	203
8.7.4	Recommendations for host/placement organisations.....	204
8.7.5	Recommendations for the Namibian Health Professions Council and National Associations for Social Workers in Namibia.	205
8.7.6	Recommendations regarding future research.....	206
8.8	Limitations of the study	207
8.9	Dissemination and way forward.....	208

8.10	Chapter Summary.....	209
CHAPTER NINE.....		211
DEVELOPMENT OF A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF FIELD SUPERVISION		211
9.1	Introduction.....	211
9.2	Overview of training programmes in social work field supervision.....	211
9.2.1	The concept of a training programme in social work	211
9.2.2	Components of training programmes from international and local perspectives	214
9.2.3	Identification of functional elements of training programmes.....	214
9.2.4	Review questions	215
9.2.5	Information sources and eligibility criteria	215
9.2.6	Data extraction	216
9.2.7	Findings relating to sub-review questions.	219
9.3	Knowles model of adult learning	227
9.4	Outline and brief discussion of the programme.	229
9.4.1	Purpose of the training programme.....	229
9.4.2	Objectives of the programme	229
9.4.3	Programme justification and evidence of demand	230
9.4.4	Mode of delivery	231
9.4.5	Target clients/participants	232
9.4.6	Duration of programme.....	232
9.4.7	Number of CPD points.....	232
9.4.8	Evaluation methods.....	232
9.4.9	Design of the programme.....	233
9.4.10	Programme structure	234
9.4.11	Exit learning outcomes.....	235
9.4.12	Schematic outline of the training programme.....	237
9.5	Guidelines for the facilitation of programme modules content	242
9.6	Validation and review of the training programme by experts	253
9.7	Engagement procedures with the panel of experts.....	254
9.8	Chapter Summary.....	261
10.	REFERENCES.....	262

ANNEXURES	288
ANNEXURE A: UNAM ETHICAL CLEARANCE.....	288
ANNEXURE B: SAMPLE PERMISSION LETTER TO ORGANISATIONS	289
ANNEXURE C: MOHSS PERMISSION LETTER MARCH 2021.....	291
ANNEXURE D: PERMISSION LETTER FROM MGECW TO CONDUCT RESEARCH.....	292
ANNEXURE E: PERMISSION TO CONDUCT RESEARCH LETTER FROM REGAIN TRUST	293
ANNEXURE F: PERMISSION TO CONDUCT RESEARCH LETTER FROM UNIVERSITY OF NAMIBIA	294
ANNEXURE G: PERMISSION TO CONDUCT RESEARCH FROM LIFE LINE CHILD LINE	295
ANNEXURE H: INTERVIEW TRANSCRIPT WITH A STUDENT SOCIAL WORKER	296
ANNEXURE I: PARTICIPANT'S CONSENT FORM SAMPLE.....	300
ANNEXURE J: TRANSCRIPT INTERVIEW WITH A FIELD SUPERVISOR....	303
ANNEXURE K: OPEN ENDED INTERVIEW GUIDE FOR SOCIAL WORK FIELD SUPERVISOR	315
ANNEXURE L: OPEN ENDED INTERVIEW SCHEDULE FOR SOCIAL WORK STUDENTS.	318
ANNEXURE M: A SAMPLE LETTER TO PANEL OF EXPERTS TO REVIEW THE DEVELOPED TRAINING PROGRAMME	320
ANNEXURE N: PROGRAMME EVALUATION GUIDE FOR PANEL OF EXPERTS.....	322
ANNEXURE O: LANGUAGE EDITING LETTER	324
ANNEXURE Q: TRAINING PROGRAMME.....	325
ANNEXURE R: TEXT LAYOUT AND FORMATING LETTER	326
ANNEXURE S:PROFESSIONAL PROOF READING AND COPY EDITING ...	327

LIST OF TABLES

Table 1.1: Overview of the Boolean search results on field supervision in Namibia. . 1	
<i>Table 4.1: Phases of the Intervention Design and Development model (Rothman & Thomas, (1994)</i>	<i>70</i>
Table 4.2: The researcher's illustration of the adapted and modified phases of Rothman and Thomas' (1994) intervention research model and its applicability to this study.....	72
Table 4.3: Overview of the participating organisations	77
Table 4.4: The steps followed in the thematic data analysis process per Tesch's (1990) methods of data analysis.	93
Table 4.5: Summary of trustworthy criteria and their application in the study.....	98
Table 5.1: Demographic information pertaining to the social work field supervisors.	101
Table 5.2: Demographic information of interviewed student social workers	104
Table 5.3: Main themes, subthemes and categories of field supervisors and student social workers' field supervision experiences	105
Table 5.5: Theme, subthemes and categories pertaining to experiences of student social workers with field supervision.....	134
<i>Table 6.1: Themes, subthemes and categories pertaining to the types of support accorded to the field supervisors</i>	<i>155</i>
Table 7.1: Themes, subthemes and categories indicating the extent to which social work field supervisors engaged in personal and continuous professional development.	170
Table 9.2: Knowles' Andragogic learning theory principles as applied by the researcher to the training programme (Palis & Quiros, 2014).....	228
Table 9.3: Exit learning outcomes.....	235

A schematic outline of the programme is illustrated below.	237
Table 9.4: A schematic outline of the programme.....	237
Table 9.5: Reviewers' suggestions and counteraction by the researcher.....	260

LIST OF FIGURES

Figure 2.1: Map of Namibia highlighting the Khomas Region	29
Figure 2.2: Illustration of Kolb experiential learning cycle.....	42
Figure 3.1: Researcher’s own illustration of the ecosystem theory in the context of student social work supervision	55
Figure 3.2: The seven-eyed supervision process model (Hawkins & Shohet, 2012)	57
Figure 4.1: Qualifications overview of field supervisors.....	103
Fig 4.2 Illustration of the researcher’s compressed phases.....	73
Figure 9.1: Researcher’s own illustration of the three levels of the empowerment model.....	213

LIST OF ABBREVIATIONS AND ACRONYMS

ASASWEI:	Association of South African Social Work Education Institutions
SWA:	Association of Schools of Social Work in Africa
CSWE:	Council on Social Work Education
CPD:	Continuous Professional Development
EAC:	East African Community
EQ:	Emotional Intelligence
GRN:	Government of the Republic of Namibia
HPCNA:	Health Professions Council of Namibia
IQ:	Intelligence quotient
MOHSS:	Ministry of Health and Social Services
NASWA:	Namibia Social Workers Association
NGOs:	Non-Government Organisations
SACSSP:	South African Council for Social Service Professions
UNAM:	University of Namibia
USA:	United States of America
UK:	United Kingdom

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DEDICATION

I dedicate this study to our mother, Meme Siiri Rebekka Shongolo-Kandenge. You laid a foundation for all your children's education and made selfless sacrifices through prayers and material means despite all the challenges. We salute You.

To my fellow social workers in Namibia and beyond, especially those who will make use of the training programme developed in this research project, I hope and trust that this programme will ease your field supervisory role and add value to this important role.

DECLARATIONS

I, Lovisa Kandali Nghipandulwa, hereby declare that this study is my own work and is a true reflection of my research and that this work, or any part thereof has not been submitted for a degree at any other institution.

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Lovisa K Nghipandulwa

April 2024



CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Social work education programmes worldwide consist of theoretical training and compulsory practical placement in host organisations. The process of placing students in host organisations is also referred to as structured field education programmes, overseen by field supervisors (Strydom, 2014; Zuchowski, 2015a).

Across different countries, the term field supervisor is often used interchangeably with terms such as field instructor, fieldwork educator, student supervisor, field supervisor, practicum supervisor and fieldwork educator. This study adopts the term field supervisor as it is the commonly used term in Namibia. In Namibia, a field supervisor is defined as a social worker who is employed in an organisation under whose supervision the student social worker will conduct their field education per the stipulated requirements of the Namibian Social Work and Psychology Council. These social workers not only educate and supervise social work students in professional practice, but they also act as role models, mentors, teachers, and assessors (Schmidt, 2013).

As far as the researcher could determine through exploration of various research databases, there has never been a study in Namibia on field supervision practices. Brief inferences to the student supervision were however detected in studies conducted by (Mujangu, 2020; Gray et al.; Ananias et al., 2023). A systematic search was conducted through search engines such as Google scholar, EBSCO, ERIC(EBSCO), CINAHL, SocIndex with Full text and Social work Abstracts for peer

reviewed articles and thesis or dissertation published between January 1983 to December 2022. The specified years were selected because social work education and training first started in Namibia in 1983. Grey literature was not incorporated in the search. The Boolean search strategy was used, and it involved the following search key words: “social work field education” or “social work student supervision” and “Namibia” or “Southern Africa”. Additional inclusion criteria were that selected literature had to be in English, to be published in peer reviewed Journals and for the thesis or dissertations to be available on the associated University’s repository. Exclusion criteria included: grey literature, articles not published in peer reviewed journal and those in other languages other than English.

The search did not yield any results with a total focus on student supervision in social work nor on field supervisors’ experiences from a Namibian context. Rather, only three results, (Gray et al., 2017; Muinjangué, 2020; Ananias et al., 2023) were found in Google-scholar, as illustrated in Table 1.1. These findings specifically focus on social work education in southern Africa and Namibia, with a special attention to academic field education coordinators. The last two results were on social work staff supervision in one public service directorate and challenges experienced by students on field attachment. None of the studies were conducted from a phenomenological perspective.

Table 1.1: Overview of the Boolean search results on field supervision in Namibia.

Search Engine	Results	Focus of the article/study
Google Scholar	Gray et al., (2017). The role of social work field education programmes in the transmission of developmental social work knowledge in Southern and East Africa in Southern and East Africa. <i>Social Work Education</i> , (36), 623-635. DOI: 10.1080/02615479.2017.1310833	This article focus is on the social work schools, academic field education coordinator/supervisors, but not on students or on agency-based field supervisor.
Google Scholar	Muinjangue, E.,U. (2008).Social work supervision in the directorate of Developmental Welfare Services in Namibia. MA dissertation. University of Pretoria, South Africa	The focus of this study was on student supervision. However, there were few elements of inference to student supervision as cited in this document, later.
	Ananias, J., Bromfield, N., Kamwanyah, N. J., & Leonard, E.(2023). Reconsidering social work education in Namibia: past, present and future. <i>Social Work Education</i> , 42 (2), 220-23. DOI: 10.1080/02615479.2022.2161504	This article focuses on the past, present and future of social work education in Namibia. However, there is a brief reference to challenges social work students experience while on field attachment.
EBSCO	Zero entries found	
ERIC	Zero entries found	
CINAHL	Zero entries found	
Soc Index	Zero entries found	
Social Work Abstracts	Zero entries found	

Several authors (Dhemba, 2012; Poggenpoel, 2018; Thaver, 2012) lament that the literature available in Southern Africa on this aspect is very limited, yet the dependency on agencies and supervisors is enormous. Similarly, because field education practice is the backbone of social work education and training, it is deplorable that the nature of field supervision practices is not well known in Namibia.

While it is evident that field supervisors provide one of the most critical roles in undergraduate social work education, there is no known research conducted into their experiences, challenges, needs and motivation in this role in Namibia. Several authors lament that the literature available in Southern Africa on this aspect is very limited, yet the dependency on agencies and supervisors is enormous (Dhemba, 2012; Thaver, 2012; Poggenpoel, 2018). Similarly, because field education practice is the backbone of social work education and training, it is concerning that the nature of field supervision practices is not well known in Namibia. It is noted by prominent scholars in field education that field supervisors are faced with challenges ranging from bureaucratic organisational structures, high workload and a diverse student population among many others. These challenges could lead to burnout and negative impacts on job performance outcomes (Bogo, 2015; Strydom, 2014; O'Donoghue et al., 2018).

Namibia is known to be grappling with shortages of social workers as well as high social worker to client ration for over a decade since the year 2012 as documented by various authors (Petersen, 2021; David, 2021; NAMPA, 2019; Kangotui, 2017; Tjihenuna, 2015; Chiwara & Lombard, 2017; Perstling, 2012; Ananias & Lightfoot,

2012). In relation to this challenge, understanding the field supervisor's and student social worker's experiences could be useful in shedding light on current field supervision practices and in putting forth practical recommendations.

While field education supervision is well researched in developed countries, very little is known about the experiences these supervisors have around their expectations, academic preparation of the students they supervise, challenges they face and whether or not they engage in educational programmes to enhance their skills and knowledge in the Southern African context (Ogola-Kathuri et al., 2015; Dhemba, 2012; Thaver, 2012; Poggenpoel, 2018). The present study, therefore, intended to investigate the current status quo and trends in field education supervision from a Namibian context.

1.2 Statement of the problem

Despite vast research at the international level, a literature review conducted by Dill in 2017 on field education noted that “an under-researched area in field-education practice is the training needs of field supervisors” (p. 2). Moreover, Truter and Fouche (2015) concur that supervision practices are under-researched and often too focused on administrative duties. Research findings suggest that social work fieldwork supervision should receive more attention (Carelse & Poggenpoel, 2016). Most scholars point to a need to clearly understand the needs, challenges and experiences that social work supervisors and students encounter within the contemporary practice environment (Schmidt & Kariuki, 2018; Thaver, 2012; Engelbrecht, 2013; Calitz, Roux & Strydom, 2014; Zuckerman et al., 2017). Moreover, African-based scholars

in this area suggest that field supervision should receive equal attention as does classroom learning (Mupedziswa, 1997, as cited in Dhemba, 2012; Poggenpoel, 2018).

Field supervision in social work is a specialised essential task. Social workers who perform this task need appropriate support to execute this function optimally (Poggenpoel, 2018; Schmidt, 2013). As far as the researcher could determine through exploration of various research databases, only a few Namibian based studies made brief references to student supervision. However, there was no study found directly on field supervision practices in Namibia. This prompted the researcher to explore how Namibian based field supervisors cope in this role and describe their needs as well as their experiences of field supervision across the various sectors.

Effective field supervision is linked to a well-prepared and supported social work field supervisor. The needs of field supervisors, if not well understood and addressed can have a significant impact on the overall placement experience, future career projection of student social workers and overall organisational function. By engaging field supervisors and student social workers directly, the study provided information from the perspective of those who are directly involved in field supervision.

Social work in Namibia is still going through metamorphosis, 30 years post-independence. Namibia just gained its independence in 1990 from a brutal apartheid regime spanning from 1884 to 1990 (Wallace, 2014). Namibia's colonization history did not only leave a permanent mark on its peoples, but also on its social welfare systems (Ananias et al., 2023). Kamwanyah et al., 2021 argue that the end of colonial

rule left the country with fragmented social welfare and social work systems, as well as disrupted service provisions.

The fragmentation of the social welfare systems was further noted by Muinjangué (2020) who recommended that the fragmented and uncoordinated social welfare services in Namibia warrants further research to determine how these structural arrangements impact the delivery of social welfare services and how they influence social workers' execution of their essential management tasks on all levels of social work. This fragmentation is evident to date, by means of welfare directorates that span across at least eight (8) government ministries, various state-owned agencies and offices, private organisations, and faith-based organisations and private practices. With these fragmentations, there are no clearly unified inter-sectoral coordination and networking among the various ministerial divisions and the impression is that each sector functions in isolation (Mujangué, 2020). With no national guideline on field supervision in the country, one can only wonder, how this function is coordinated across all these sectors?

Mujangué (2020) noted that as of 2020, the country had no social policies to guide the delivery of social welfare services in Namibia. Attempts made by the Ministry of Health and Social Services in 1996, as the ministry having the full mandate for social welfare services delivery by then, to draft the Social Welfare Policy (also known as The White Paper) proved futile, a situation which has remained the same to date. The expectation was that this draft policy would guide social welfare delivery in Namibia, upon approval. Unfortunately, the finalisation of this policy was thrown in

bewilderment when the Namibian Government started to establish more and more government ministries dealing with social welfare services (Mujingane, 2020).

Although the Namibia Social Work and Psychology Act (2004) regulates supervision practices in social work, no evidence of a guideline on supervision, or student supervision for that matter could be established.

It was therefore necessary to examine historical facts and literature in order to compare practices across continents and within the Namibian context. The contextualisation of the history and evolution of field supervision practices in the Namibian context came out of a need to contribute to the local record history and scholarly work by examining different literature. This overview situated the development and evolution of social welfare and social work in Namibia, against the rest of the world. This contribution therefore fills the existing gap by situating field supervision overview in relation to the challenges and opportunities associated with an evolving social welfare and social work systems in Namibia today.

Given that no evidence of a comprehensive study on field supervision from a Namibian context could be found, it was necessary to describe and reflect on the history of social work and the development of social welfare, the evolution of field attachments and social work education systems and regulations relating to supervision in Namibia. All these factors are closely linked to the colonial history and its impact on the social work practice in Namibia, which is still visibly felt by many to date.

The fact that no comprehensive study has been conducted on field supervision in Namibia, not only reflect a gap in terms of a proper understanding of grounded experiences, but also revealed little understanding of the training needs of field supervisors. Given this status quo, it was necessary to conduct grounded research in order to explore how social workers perceived their role as field supervisors, and how student social workers perceived field supervisors and field supervision practices. As a result, it was necessary to apply ecosystems theory and the 7 eyed supervision model, to help with data interpretation as well as explanations of causes or influences.

Kamwanyah et al. (2021) note that to date, Namibia is yet to develop a unique welfare system and social work profession authentic to the Namibian situation. The authors further noted that the country's social welfare and social work systems in terms of principles, philosophy and practice, predominantly mirror colonial-apartheid practice and to some extent reproduce similar patterns of clinical, casework and symptom-driven response interventions.

The fragmentation of social welfare systems across many sectors (public, private, faith-based and NGOs) led to a situation where there is no single ministry taking the lead in putting a national welfare policy in place to guide social service delivery (Mujingane, 2020). Furthermore, national standardised quality assurance systems are not in place and the financing of social service programmes depends on the budget allocated to the individual ministry. In many cases, social service programmes are the second priority when it comes to budgeting (Mujingane, 2020). In other words, there is no uniform framework for financing social services and social workers' needs come

second. All these factors can be best analysed and understood from the perspective of ecosystems theory.

A study by Kaseke (as cited in Muinjangu, 2020) recommended back then that a national policy on social service for Namibia would assist with the development of quality assurance systems and ensure proper standardised monitoring and evaluation mechanisms, including those of field supervision practices.

In contrast to international standards, social workers in Namibia are not required to undergo training in supervision prior to taking on this role, besides the two years of experience required by Social Work and Psychology Council (S. Leppen, personal communication, June 12, 2019). Moreover, there is no evidence suggesting that the Social Work and Psychology Council in Namibia has standards or guidelines for field education practice in place, thereby leaving a serious gap in this area. Prominent scholars argue that social work field supervisors require specialist training prior to taking on this role (Bogo, 2010; Chilvers, 2017a; Parker, 2017; Carelse & Poggenpoel, 2016; Schmidt & Kariuki, 2018; Truter & Fouche, 2015). Hawkins and Shoet (2012) concur with this view and assert that good supervision cannot simply be acquired in ad-hoc training but should form part of continuous professional and personal development.

Despite the above argument however, social work practitioners, including field supervisors in Namibia are required to engage in mandatory Continuing Professional

Development (CPD) in order to keep up with complex and ever-changing practice issues. These requires lifelong learning to update and develop the knowledge, skills and ethical attitudes that reinforce competent practice. Therefore, the Health Professions Councils of Namibia (HPCNA) (Namibia, 2014) has committed to a Continuing Professional Development (CPD) system to instil excellence in social work service provision and delivery. Since 2010, every social worker registered in Namibia is required to accumulate 30 Continuing Education Units or points per year of which at least 5 CEU points should be on ethics and human rights (Mujinague, 2020). The primary aim of this system is to make sure that social workers keep abreast with new knowledge in the field of social work and update their competences to uphold professional ethical standards.

Examination of literature from a Namibian context, found no indication of a comprehensive training programmes in field supervision in Namibia. The only existing orientation programme for field supervisors offered by the University of Namibia, was described by this study's participants as not adequate due to its shorter duration and limitations in topics covered. Subsequently, this study findings helped in the development of a comprehensive training programme as a response to the identified need to strengthen social workers' field supervision skills.

If this research was not carried out, the needs, challenges and current trends in field supervision from a Namibian context would remain unknown. Furthermore, the findings of this research can inform field supervision policy formulation in the country.

1.3 Purpose of the study

The purpose of the study was to explore and describe the needs, experiences and current trends in field supervision practice from the social work students and field supervisors' perspectives, and by so doing, gain evidence to develop a training programme to empower field supervisors in this important role.

1.4 Objectives of the study

The objectives of this study were:

- a) To explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and private sectors.
- b) To provide a comprehensive discussion on the nature of and historical facts of field supervision in social work.
- c) To establish the types of support provided to the social work field supervisors by their employers, institutions of higher education, and professional bodies.
- d) To describe the ecosystems theory, the seven-eyed model of supervision and the Knowles model of adult learning theory in relation to field supervision in social work.
- e) To determine to what extent social work field supervisors, engage in personal and professional development activities.
- f) To develop a training programme aimed at empowering social work field supervisors in the facilitation of field education supervision.

1.5 Significance of the study

This study strived to address the gap in the literature regarding field supervision practices across various social welfare sectors in Namibia. The study contributed to the facilitation of skills capacity building of field supervisors by developing a training programme. Once implemented, the programme is anticipated to not only contribute towards the CPD credits of social workers, but it will equip and enhance them with the necessary skills needed in the contemporary context. An assessment of the needs, experiences, and current trends as experienced by student social workers and field supervisors gave a better understanding of the current trends and gaps with regard to field supervision practices, which guided the development of the training programme. Such a programme is important in preparing field supervisors in Namibia and beyond, for their professional role and in improving the quality of field supervision.

Therefore, the study is in the best interest of social work education and field supervision practice. The findings of this research will also be of potential value to the higher education institutions that seek placements for students on an annual basis, organisations that employ social workers and may inform policy and standards formulation in field supervision in Namibia. Finally, the study findings are expected to contribute immensely to the existing body of knowledge of the social work profession and inform further research.

1.6 Limitations and delimitations of the study

This study's needs assessment phase was conducted with participants in the Khomas Region only, therefore, the findings cannot be generalised to the rest of the country. This is common to qualitative research because they are context specific. Regarding delimitations, the scope of the sample included supervisors who have supervised students in the past 10 years and student social workers on attachment or who have recently been on attachment at agencies in the Khomas Region only.

1.7 Structure of the dissertation report

This research report comprises nine chapters as outlined below:

Chapter One: Introduction and background to the study

This chapter introduces and explains how the problem of the study was identified, the purpose of the study and its objectives. The significance of the study and a brief introduction to the theoretical framework of the study are presented herein, as well as a preliminary literature review. The significance of the study highlights the why, when, and how of this study, thus emphasising the need for this study.

Chapter Two: Student supervision in Social Work: Global, African, and Namibian context.

This chapter provides a detailed literature review on student supervision in Social Work. The review focuses first on the background and historical development of social

work supervision, its current trends, and practices both nationally and internationally. It also sheds light on the history of social work education and field supervision in Namibia.

Chapter Three: Theoretical foundations of the study

Chapter Three provides a detailed description of the theory and models that apply to field supervision in social work. These include the ecosystems theory, the seven-eyed model of supervision and Knowles's model of andragogy (adult learning).

Chapter Four: Research methodology

This section brings to the fore the research methodology, methods and processes involved in this intervention research study. It further examines the qualitative research approach, research rigour and the Intervention Design and Development model which constituted the research design for the study.

Chapter Five: Experiences of field supervisors and social work students with regard to field supervision in the Khomas Region

In this chapter, findings on the direct lived experiences of field supervisors and student social workers from a Namibian context are discussed in detail.

Chapter Six: Experiences with regard to support services in field supervision

This chapter discusses the study findings around the different support systems availed to field supervisors from their employers, tertiary institutions, social work professional bodies and local social work associations.

Chapter Seven: Personal and professional development practices undertaken by field supervisors in the Khomas Region

This chapter highlights the study's findings on the practitioner's personal and professional development practices of social work field supervisors in the Khomas Region, with special reference to social work field supervision. It brings forth the current trends, challenges and solutions as well as the importance of socialising student social workers to engage in personal development activities.

Chapter Eight: Summary, conclusion and recommendations

This is the final chapter, which outlines the main findings, a summary and conclusions drawn from the study, as well as key recommendations to key stakeholders and future research.

Chapter Nine: A training programme to support social workers in the facilitation of field supervision.

This chapter presents an overview of the key components of social work training programmes from an international perspective. The chapter further discusses the process followed to develop the training programme, presents a summary overview

of the programme's modules and the review outcome of the programme content by a panel of experts in the social work field.

1.8 Definitions of key concepts

The concepts relevant to this research are defined as follows:

Social work: Social work refers to “a practice-based profession and an academic discipline that promotes social change and development, social cohesion and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility, and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being (The International Association of Schools of Social Work, 2014).

Social worker: A social worker is a professionally trained specialist in social work, and a graduate of schools of social work who uses his or her knowledge and skills to provide social services to clients (Mujingane, 2020). In Namibia, a social worker must be registered with the Health Professional Council in accordance with section 20 of the Social Work and Psychology Act, No. 6 of 2004.

Field supervisor: A field supervisor is a registered social worker employed at a social welfare organisation to whom authority is delegated to direct, coordinate, enhance and evaluate the job performance of a student social worker (Poggenpoel, 2018). In Namibia, a field supervisor/ social worker also guides the student and can be held

liable by the Health Professions Council of Namibia (HPCNA) for the ethical practice of the student (Mujingane, 2020).

Student social worker: A student is an individual who is studying towards a formal qualification in social work. In Namibia, a student social worker refers to any person registered as such in terms of section 21 of the Social Work and Psychology Act, No. 6 of 2004.

Field supervision: Social work field supervision is the process through which an experienced social worker monitors and evaluates a student social worker, and provides educational, administrative, and supportive functions in terms of the student's professional conduct at a placement organisation (Poggenpoel, 2018).

Field education: Field education in social work is a component of social work education programs where students learn to practice social work through educationally focused service experiences in agency and community settings (Bogo, 2015)

Training programme: "A time-limited training specifically developed to train people in an area where they lack knowledge and skills" (Ogunyewo, 2016, p. 227).

CHAPTER TWO

STUDENT SUPERVISION IN SOCIAL WORK: GLOBAL, AFRICAN, AND NAMIBIAN CONTEXT

2.1 Introduction

The previous chapter provided the orientation, background, and motivation for this study. In the present chapter, the researcher presents the literature review concerning social work student supervision, in terms of its history and current global trends and practices. The chapter further presents an overview of the development of the Namibian social welfare systems, including social work education and student supervision practices. A reflection on the scholarship of field supervision, its nature, approaches, and functions are also covered. This chapter addresses the second research objective, which is to provide a comprehensive discussion on the nature of field supervision in social work.

2.2 The history of social work supervision

The practice of supervision has developed over the years alongside the historical development of social work as a profession (Kadushin & Harkness, 2014; O'Donoghue, 2015; Chilvers, 2017a; Zuchowski, 2015b).

Supervision began as an administrative function of charity organisations in the early 19th century, in the United States of America (USA). It involved the recruitment and oversight of many volunteers and later, paid workers. The volunteers were commonly known as 'visitors' and their main activities were directed at poverty reduction and the adoption of healthy behaviours. They were recruited, trained and supervised by

some paid agents or workers employed by the Charity Organisation Societies. It is those agents that were recognised as the early predecessors of the modern-day social work field supervisors. The three major components of modern-day supervision, namely, administration, education and support, were identified among the tasks assumed by the early agent-supervisor. With the formal recognition of social work supervision at the beginning of the 20th century, formal training programmes were established at various universities which eventually led to the gradual development of a body of knowledge and theoretical foundations for social work supervision (Kadushin & Harkness, 2014).

Kadushin and Harkness (2014) echo that supervision is derived from the Latin words *super* (“over”) and *videre* (“to watch, to oversee”), hence the growing use of the term ‘supervisor’. They further assert that supervision can only be fully understood within the context of its functions, objectives, hierarchical position, its relation to service delivery and interactional process.

2.3 History of student supervision in social work

Student fieldwork supervision is believed to have started towards the end of the 19th century in the USA, with a particular focus on the apprenticeship model (learning by doing). The apprenticeship model involved matching students one-on-one (individual supervision) with social workers performing a variety of skills in an organisational setting. Individual supervision to date remains the most preferred choice of supervision (Alschuler et al., 2015).

According to Kadushin and Harkness (2014), at the beginning of the 20th century, Mary Richmond, an early social work practitioner, teacher and theoretician, became the first to recognise that learning by doing was not sufficient, but that it should be supplemented by theory. In 1932, the American Association of Schools of Social Work, formally recognised field supervision as an essential part of social work education in its curriculum standards. Over time, the placement of students within social service agencies moved from an apprenticeship model to a model in which classroom theory was integrated with its application in organisational settings.

Subsequently, the social work education standards were refined in the 1940s and the 1950s. Social work educators expected students to apply theoretical knowledge to functional behaviours in the field. Equally, educators had much influence in the selection of placement organisations as well as the learning activities that students were exposed to. Royse et al. (2012) argue that this shift was sparked by the changes in social welfare programmes and the need to have clear roles for individuals involved in field supervision. These individuals range from educators, practitioners, students and welfare organisations.

2.4 Global trends in field supervision practice and training

2.4.1 Concepts and meanings across continents

Various terms are used in different countries to refer to the practice of field education, leaving each country to utilise a term or terms that are most appropriate to their context. For example, in the UK, the term “practice learning” is used to refer to field education, while in America and Canada the terms field instructor, field instruction

and field director are commonly used. In Australia, the terms field educator and field education have been popular (Zuchowski, 2015a). In the context of Southern Africa, concepts such as field practicum, field attachment, field supervision, work-integrated learning, fieldwork or field placement appear to be popular. Namibia has adopted the term field supervision as a common term. There is, therefore, no standard term, but rather different terms as adopted across different contexts.

2.4.2 Field supervision practices in selected countries

This section will provide an overview of field supervision practices in selected countries. The listed countries were selected as the researcher could easily find literature information about them. Although this section does not provide a comprehensive overview of all countries worldwide, the information provided still does indicate a range of commonalities and differences across countries. More importantly, it also depicts the importance that most countries place on empowering field supervisors in this important role.

2.4.2.1 New Zealand

In New Zealand, clear guidelines for field supervision were recently developed alongside training resources. These guidelines dictate that social work field supervisors should have a minimum of two years of professional experience, be registered with the Social Workers Registration Board and undergo professional training in supervision prior to commencing with this work (Chilvers, 2017a). Despite all these requirements and the availability of professional training by a variety of service providers, it is reportedly a common occurrence that social workers would

begin to work with students before the completion of the required professional training in supervision, citing attendance barriers such as time and workload pressures (Chilvers, 2017b).

2.4.2.2 Europe

- **United Kingdom**

Haanwickel et al. (2017) proffer that social work education in England has undergone major reforms since the 1980s. A significant development is the introduction of a national training and accreditation scheme known as the Practice Teacher Award. The Practice Teacher Award involves a total of 150 hours of study, exploring issues related to the social work field education, adult learning, principles and practice of field education, supervision methods, assessment and evaluation. Field supervisors must have usually undertaken an accredited field supervision course, coupled with experience in field supervision.

According to Haanwickel et al. (2017), during the year 2010, the England Social Work Reform Board developed a framework for supervision that contains four key elements, which primarily centre on enabling effective decision-making and interventions, effective line management and organisational accountability, effective caseloads and workload management and finally personal learning and career development opportunities.

Field supervisors are expected to work closely with the university supervisor. As part of the supervision process, the student must receive weekly formal supervision of 1.5

hours and on the final placement a minimum of two hours every two weeks. Students are responsible for identifying, discussing, and presenting evidence of their achievements linked to the field practice to their field supervisors for evaluation purposes (Haanwinckel et al., 2017).

- **Sweden**

Special courses in student supervision were introduced in the year 1980s in Sweden and they have been offered ever since at one of their local institutions, the University of Göteborg. This course is offered over three semesters, and it covers both theoretical and practical perspectives of supervision, supervisors' competencies and techniques in student supervision (Fransehn, 2007, as cited in Thaver, 2012). The course addresses both theoretical and practical perspectives of supervision and enhances the competencies of the participants to provide supervision with emphasis on the supervision process, methods and techniques to be used to support a student's progress.

2.4.3.3 North America and Latin America

- **Canada**

In Canada, field education supervision was recently described to be in a crisis due to long-standing challenges ranging from increasing student enrolments, budget cuts, low retention of field instructors or supervisors, high workloads and low morale amongst field education coordinators (Ayala et al., 2018; McConnell et al., 2013; Tam et al., 2018).

Canadian authors have concluded that field placement scarcity abounds in Canada. They, therefore, called for a sustainable model of social work field education in Canada to address these challenges (Ayala et al., 2018; Tam et al., 2018).

- **USA**

Field education is regarded as the signature pedagogy of social work by the Council on Social Work Education in America. Despite this designation, field education has experienced significant pressures due to organisational changes and lack of support (Boitel & Fromm, 2014).

In terms of field supervisors' training, a national survey into the training provided for field supervisors found that although most institutions provided both orientation and further professional development activities, only a relatively few hours of initial orientation which focused on procedural issues, was mandatory before working with students (Dalton et al., 2009). In the same vein, Thaver (2012) also notes that field supervisors in America are required to attend six hours of orientation trainings, but these types of trainings are insufficient, as argued by many authors (Bogo, 2015; Papouli, 2014; Loos & Kostecki, 2018).

On a positive note, an interesting trend in America indicates that international field placements are gaining popularity in a quest to diversify field practice experiences, thus many tertiary institutions are increasingly expanding their study abroad and placements activities (Nuttman- Shwartz & Berger, 2012; Matthew & Lough, 2017).

- **Brazil**

In 1993, student field supervision was legally recognised in Brazil as an important part of a practising social worker's role. In Brazil, a student social worker is supervised by an academic supervisor or tutor as well as a field supervisor, as it is a common practice elsewhere. The difference, however, is that in Brazil, the field supervisor is not required to undergo specialised supervision courses prior to taking on this task, hence any qualified social worker is deemed fit to function as a field supervisor. However, free courses for supervisors are offered, often having about three units each comprising 60 hours (Haanwinckel et al., 2017).

In conclusion, the above comparisons highlight the contextual differences according to various geographical settings. However, a common trend is the fact that globally, supervised field practice is a major requirement in the training of social work students. Qualified social workers are deemed important in this role, and they are required to supervise student social workers. Despite the contemporary challenges relating to macro and micro societal, economic, and political issues, the contribution of field supervisors cannot be underestimated as far as the social work profession and education is concerned.

2.5 Growth and development of social work education in Africa

2.5.1 History of social work education in Africa

South Africa was the first country in Africa to offer formal education and training in social work. It is documented that a diploma course in social work was introduced in 1924 by the University of Cape Town, followed by a degree course in social work in 1932 by the University of Stellenbosch. Other institutions of higher learning in that country followed suit thereafter (Nadesan, 2019).

Some countries in Africa also recognised formal social work education from the early 1960s, with Uganda, Ghana, Lesotho, Tanzania, and Zimbabwe providing the professional training of social workers from the late 1960s (Dhemba, 2012; Nadesan, 2019). Professional associations for social work across Africa were formed soon thereafter, as evident through the establishment of the Association of Schools of Social Work in Africa (ASSWA) and the Association of South African Social Work Education Institutions (ASASWEI) (Nadesan, 2019).

As illustrated in the sections below, most social work formal training, historical development, and current context of social work in Africa are deeply rooted in diverse indigenous communal practices as well as colonial history on the continent. All these factors have had a bigger impact on the way social work is conceptualised in Africa today (Spitzer, 2019). When most African countries gained independence during the 1960s, modern social work structures were introduced to these countries. Several schools of social work were established with the support of western stakeholders and

international development agencies. Additionally, most scholarships were availed that enabled local people to go abroad for further studies in social work. This was for instance a common practice in Namibia, which gained independence in 1990. Prior to independence, a lot of Namibians were trained in South Africa, a country which colonised Namibia, first professional until the first professional training of social workers, called welfare workers then, started in 1983 (Kamwanyah et al., 2021). Eventually, in 1990, the first formal qualification in social work was introduced in the country at the University of Namibia (Mujingue, 2020).

2.5.2 Social work education and field supervision practice in the Namibian context.

2.5.2.1 Geographical Overview of Namibia

Namibia is a democratically governed country located in Southern Africa. Namibia shares land borders with Zambia and Angola to the north, Botswana to the east and South Africa to the south. Its western border is the Atlantic Ocean. After gaining independence from the apartheid South African regime in 1990, Namibia has enjoyed uninterrupted peace and political stability to date. Geographically, Namibia is a vast country of 824,269 square kilometres but it has a mere population of 2 324 388 (Namibia Statistics Agency, 2016). Namibia has diverse 11 ethnic groups with different dialects; however, English is the official language.

Namibia is classified as an upper-middle-income country, mainly due to its vast natural mineral resources and small population. Despite this recognition, Namibia is

also grappling with the sad fact that there are high levels of unemployment, poverty, and inequalities (Mujingue 2020; Chiwara, 2015). Key social problems facing Namibia include poverty, HIV and AIDS, vulnerable children, gender-based violence (GBV), high unemployment rate and substance abuse (Kamwanyah et al., 2016).

2.5.2.2 Namibian social welfare systems

The independence of Namibia in 1990 brought forth the establishment of various government ministries, which unfortunately left Namibia with fragmented social welfare and social work systems (Chiwara, 2015; Freeman, 2017). This situation led to a lack of coordination of social welfare services in Namibia, as the delivery of social welfare services is scattered under various government institutions (Dank, 2017 as cited in Mujingue, 2020). Besides the Ministry of Health and Social Services (MOHSS), which was originally mandated as the custodian of social welfare services soon after independence, the welfare services and function were extended to several other ministries, namely, Ministry of Gender Equality and Child Welfare, Ministry of Veteran Affairs, Ministry of Defence, Ministry of Safety and Security, Ministry of Poverty Eradication and Ministry of Labour and Social Welfare. Mujingue (2020) notes that to date there are no social policies to guide the delivery of social welfare services in Namibia.

Besides the government ministries, social workers in Namibia are also working for the private sector, faith-based organisations as well as non-governmental organisations (NGOs). Social workers are employed in government parastatals such as the Motor Vehicle Accident Fund, Government Institutions Pension Fund,

Universities and Colleges, and Social Security Commission, to name but a few. Freeman (2017) further notes that social workers are also employed in non-governmental organisations such as Regain Trust, Catholic AIDS Action, Child Line/Lifeline, Red Cross, and international organisations such as the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP); United Nations Fund for Population Activities (UNFPA) and United States Agency for International Development (USAID), amongst others. The rest of the social workers are in private practice. The variety of sectors employing social workers in Namibia displays the appreciation of the profession and that social work training prepares social workers to practice in a variety of settings.

It is currently a challenge to get accurate statistics on the exact number of social workers per each sector, as the Social Work and Psychology Council does not have such records. To date, it is also not clear which institution has the full mandate of social welfare services in Namibia and this has resulted in the non-completion of a social welfare policy which the MOHSS attempted to develop as far back as 1996 (Mujingue, 2020; Chiwara, 2015). The fragmentation of social welfare services is equally felt by the social welfare service users as they are at times unsure of which office is relevant to their various needs and problems (Mujingue, 2020).

The social welfare system in Namibia is reportedly faced with a serious lack of human resources. The critical shortage of social workers in the country has been noted by a number of authors for some time now (Tjihenua, 2015; Ananias & Lightfoot, 2012; Chiwara, 2015; Mujingue, 2020). According to C. V. Weyulu (personal

communication, March 22, 2019), as of 2019, about 542 social workers are serving the whole of Namibia. This situation can have serious negative impacts on the delivery of social work services, including student supervision.

2.5.3 Profiles of the Khomas Region



Figure 2.1: Map of Namibia highlighting the Khomas Region

The Khomas Region is one of Namibia's 14 regions. This region was the geographical context of this study's need assessment phase. The Khomas Region is located in the central area of Namibia. Namibia's total population is estimated at 2 324 388, of which 415 780 resides in the Khomas Region. The region has the largest share of the country's population at 17.9% (Namibia Statistics Agency, 2016). The main urban centre of the region, Windhoek, is the administrative, legislative, and judicial capital of the country. The city hosts all the head offices of the various ministries as well as

the headquarters of banks and financial institutions and other private sector companies. Nearly every Namibian national enterprise, government body, education and cultural institution is headquartered in Windhoek (Namibia Statistics Agency, 2016).

The Khomas Region has the highest concentration of social work service agencies in comparison to other regions in the country. These range from government ministries to non-profit and faith-based organisations. This could be attributed to the fact that Windhoek, the capital city of Namibia, is based in the Khomas Region and it is described as the administrative, commercial, and industrial centre of Namibia.

2.5.4 Regulations relating to supervision, the scope of practice of social workers, social auxiliary workers and students in Namibia.

In Namibia, the practice of social work is regulated by statutory requirements that social workers need to adhere to. The Social Work and Psychology Act No. 6 of 2004 and related regulations ensure the standards of practice in the social work profession. The Social Work and Psychology Act No. 6 of 2004 prescribes that a social worker may only be supervised by another registered social worker. The same principles also apply to student social workers. However, this requirement is not always adhered to as revealed by a previous study (Mujingane, 2020) as well as this study's findings as discussed in Chapter 5 of this document.

The Namibian Social Work and Psychology Act, No. 6 of 2004 states "A student in the social work profession may perform, on the instructions and under the direct

control, supervision and guidance of a social worker, any of the acts prescribed by regulation 2 and delegated to him or her by that social worker as part of his or her education, tuition and training” (Government Gazette, 2011, p. 3). This regulation further requires students to register with the council already in their first year. Students are also required to pay a prescribed once-off registration fee for the duration of their studies. As of 2020, first to third-year level social work students are required to pay N\$170-00, while final-year students are required to pay N\$410-00, to register and practice in the country (Republic of Namibia, 2009).

Placement agencies are highly regulated in the sense that the host organisation must have a registered social worker with a minimum of two years of practice experience, who will supervise the social work students. Additionally, student social workers are strictly supervised and assessed by registered social workers (referred to in this study as field supervisors). Field supervisors are expected to complete an assessment report of the students’ performance in the field and their assessment contributes towards the final marks or credits obtained by the students at the University (E. Leonard, personal communication, April 16, 2020).

Muinjangue (2020) reports that given the severe scarcity of social workers in Namibia, there are instances where social workers function without or with minimal supervision and in some instances, supervision is rendered by non-social workers, a practice which is illegal and deemed to have a negative bearing on the profession. Muinjangue’s (2020) study focuses on staff supervision, however, the study also concludes that the

practice of student social workers placed under the supervision of non-registered social workers also exists in Namibia.

2.5.5 Field attachments and social work education in Namibia

Social work training at the tertiary level in Namibia is offered at the only local institution, namely the University of Namibia (UNAM). Social work education and training in Namibia is regulated by a professional body known as the HPCNA. According to Freeman (2017), both UNAM and the HPCNA, have played major roles in the professionalisation of social work in Namibia. The Social Work and Psychology Council, which resorts under the HPCNA, prohibits practice without registration and therefore regulates the registration of social workers and psychologists in the country. The council further regulates the educational training and requirements to practice in these professions. The Council however does not have standardised guidelines that specifically refer to field education and supervision, as is the case with neighbouring South Africa (S. Lepen, personal communication, March 12, 2018). This situation leaves key role players to figure out the best practice approach to manage this component.

The bachelor's degree in the social work curriculum at UNAM as it is the practice at most other institutions worldwide, requires compulsory fieldwork placements to take place throughout the learning programme in a variety of settings, ranging from observation sessions to actual service delivery within a social service agency (Lombard, 2015). In the case of UNAM, social work field attachment commences in the first year with a duration of 28 hours of service learning, and 30 hours of block

practicum in the second year, which intensifies to 112 hours of block placement (community service) in a community-based agency placement in the third year. In the final year, a whole semester (6 months) of practical attachment is spent in field agencies, which is equivalent to a total of 720 hours of field learning (E. Leonard, personal communication, April 16, 2020).

Lecturers in the department divide the responsibility of agency site visits and inspections among each other. These visits are conducted to engage with both social workers and students while on field attachment (E. Leonard, personal communication, April 16, 2020).

The UNAM social work department has seen a notable increase in its enrolment rates ranging from an average of 18 in the early 1990s, to an average of 60 in the late 2000s (Ananias & Lightfoot, 2012; E. Leonard, personal communication, April 16, 2020). Equally, the department has been deploying social work trainees to various welfare agencies countrywide in what is referred to as a fieldwork education programme for close to two decades. To date, the implementation and management of this programme have not been evaluated in Namibia. The present study, therefore, helped to shed light on the experiences, achievements and challenges associated with the management of field supervision from the social workers' and students' perspectives as elaborated in Chapter Five of this dissertation.

2.6 Concept of field supervision practice in social work

2.6.1 The nature of social work student supervision

Fieldwork supervision can be defined as the oversight of a student on practicum by a more experienced and qualified practitioner (Chilvers, 2017a). In addition, it is distinct from staff supervision because of its processes and functions as outlined in the section below. Schmidt (2013) elaborates on this definition in that a field supervisor is normally a social worker employed in an agency under whom the student social worker will conduct their field education. These social workers generally educate and supervise social work students in professional practice, and they act as role models, mentors, teachers and assessors (Schmidt, 2013).

The South African Supervision Framework for Social Work (2012) states the objectives of student supervision as to:

- a) apply acquired theoretical knowledge to concrete problem-solving situations.
- b) apply professional values and ethical standards of practice and
- c) acquire knowledge of organisational policies, procedures, and intervention modalities (p. 23).

Engelbrecht (2013) asserts that the “nature of social work necessitates supervision” (p. 457). Fieldwork placements take place in organisations where students apply theoretical knowledge to real-life case scenarios and cultivate their thinking, reflection, and administrative skills (Schmidt & Rautenbach, 2016). Since students are still in training, consequently, they still need to be supervised by an experienced practitioner (Persson, 2017).

2.6.2 The functions of student supervision

Providing the student with an opportunity to put theory into practice is the primary focus of the field placement experience. Subsequently, the ultimate objective of supervision is to provide the clients and the recipients of services of any organisation with the most effective and efficient service.

Kadushin and Harkness (2014) further outline the three functions of supervision in relation to the social work student supervision processes as administrative, supportive, and educational. The three functions of supervision are discussed below.

2.6.2.1 Administrative function

The administrative function is primarily concerned with the application of relevant agency policies and procedures. This function serves as a quality control mechanism to protect service users or clients. The supervisors ensure that functions are performed in accordance with the agency policies and procedures and that they are ethical (Kadushin & Harkness, 2014). In Namibia, field supervisors are expected to ensure that social work interventions applied by students are ethically in line with the Social Work and Psychology Act No 6 of 2004 regulations (Republic of Namibia, 2011b). This in essence means that a field supervisor who provides poor or incompetent direction to the student could be held liable in an instance where a complaint of alleged unprofessional or unethical behaviour is lodged against the student social worker.

Scragg (2016) further adds that the administrative function also entails the management of various administrative processes around learning contracting and

learning agreements. This in practical terms would entail that the field supervisor needs to ensure that all the necessary documents such as a memorandum of understanding and learning agreements between the agency and the university are in place. Scragg (2016) also emphasises the need to have a supervision agreement that sets out clear boundaries so that the purpose and functions of supervision are not blurred.

Nadesan (2019) emphasises that for administrative function to be effective in the context of student supervision, it should focus on agency operations which normally centre around access to agency resources, reporting structures, working hours and clear stipulations of roles between the student, the supervisor, and other personnel in the agency. Scragg (2016) further expands on these roles in that the assessment and evaluation of students' work is also another important aspect of the administrative function. The present researcher also believes that functions related to the drafting of the evaluation report back to the university to assist academic staff in the final assessment of any given student are part of administrative supervision functions.

2.6.2.2 Supportive function

Supportive function is concerned with the provision of support and boosting of supervisee morale to attain job satisfaction. According to Kadushin and Harkness (2014), this function is concerned with flexibility in allowing the student to explore and deal with stresses arising from work and the learning process. The supportive function in supervision should be seen as a platform in which a student airs burdens, challenges, and frustrations. Although emotional support is recognised as an essential

part of the supervisory relationship, Scragg (2016) cautions that care should be taken so that the supervisory relationship does not become a therapy session, but rather a platform that allows the students to freely express their fears and anxiety. Thus, it can be concluded that this function allows for room to develop a relationship that is trustworthy, supportive and makes provisions for one to release their emotional needs when dealing with emotional and overwhelming work.

One of the philosophies supporting the supportive function of the student supervisor is the attachment-based approach to field instruction. This approach, supported strongly by several authors maintains that the supervisor provides a supportive working environment so that the student has the freedom to explore the professional world without fear (Bennet et al., 2013; Kadushin & Harkness, 2014).

2.6.2.3 Educational function

The educational function's primary focus is to help the supervisee develop the skills and knowledge necessary to function effectively and independently. Given this function's aim, the field supervisor should have the ability to align the student's learning with the social work theory, knowledge, skills, and values. As emphasised earlier, this requires assigning real-life cases that aim to assist the student to apply their theoretical understanding (Papouli, 2014).

Kadushin and Harkness (2014) regard all three functions of supervision as necessary and complimentary to one another. Although there appears to be an overlap between the three functions, there are differences regarding their intended goals. This makes it

quite evident that supervision is a highly skilled function, and supervisors need special skills and knowledge, rather than relying merely on experience.

2.6.2.4 Developmental approach to student supervision

The developmental approach is considered crucial to field supervision in that both the student and the field supervisor continuously learn from one another (Poggenpoel, 2018). Engelbrecht (2013) also argues that a developmental approach embraces both the student and the supervisor learning from each other, versus a traditional approach where the supervisor is considered an expert and the student a novice. As evidenced in an Australian study by Zuchowski et al. (2019), field supervisors acknowledge that social work students' presence in their agency stimulated their own learning and that students brought with them new ideas. Some scholars argue that this approach should take centre stage in social work student supervision (Chiwara, 2015; Ncube, 2019).

Another stance that supports the developmental approach is reflective learning in supervision. The reflective learning approach is based on the premise that supervision serves as a platform for reflection. This platform is dependent on the student's experiences and not necessarily on the knowledge and skills of the supervisor (Papouli, 2014; Shea, 2019). The developmental approach is imperative for fieldwork supervision, as it is not only the student, who is continuously learning and developing, but also the fieldwork supervisor. This coincides with requirements of the HPCNA that encourage practitioners to comply with CPD on an annual basis.

In conclusion, Kadushin and Harkness (2014) proffer that the three functions of supervision have been criticised for several reasons. In the first instance, they are depicted to insinuate that supervisees have a significant lack or deficit of something, thereby making them mere learners under the supervisor and that the supervisors have nothing to learn from their mentees (Smith, 2013). This contrasts with the developmental approach to supervision that is recently being advocated for. The researcher is, therefore, of the opinion that field supervisors should remain open-minded, and incorporate other approaches to student supervision, such as the developmental approach as discussed above.

2.7 Challenges in social work student supervision

Challenges facing social work student supervision are well documented worldwide. Research reveals that students and supervisors are faced with challenges ranging from poor orientation and induction, limited training activities for field supervisors, poor student-supervisor relations, student immaturity, resistance to feedback, poor integration of theory and practice as well as lack of resources (Bogo, 2015; Shokane et al., 2016; Tam et al., 2018; CSWE, 2017; Calitz et al., 2014; Schmidt, 2013; Dhemba, 2012; Poggenpoel, 2018; Engelbrecht, 2013). Effective field supervision is threatened by many factors such as shortages of social workers, high workload, decreasing job satisfaction, organisational climate and culture change, all of which can be considered a threat to effective field education supervision (Tam et al., 2018; Bogo, 2015).

Challenges in field supervision have also been documented in Namibia, as reported in some studies and local media (David, 2021; NAMPA, 2019; Kangotui, 2017; Tjihenua 2015; Chiwara & Lombard, 2017; Perstling, 2012; Ananias & Lightfoot,

2012, Muinjangué, 2020). Most reported challenges are increasing pressure on social workers' workload, shortage of social workers which has been described as critical, limited research in field supervision to help understand current trends in order to improve practices as well as a lack of national standards on supervision. While field education supervision is well-researched internationally, local studies in field supervision are very limited.

Much worse, less attention has been given to the field supervisors or the organisations that provide this service (Carelse & Poggenpoel, 2016; Thaver, 2012; Dhemba, 2012; Canavera & Akesson, 2018). Organisational climate and culture change can also cause uncertainty and ambiguity among field supervisors. In Namibia, the social welfare system was impacted by fragmentation caused by the creation of multiple government ministries that employ social workers. This fragmentation has caused uncertainty as to which of these ministries is responsible for the overall mandate of social work in the country, further causing delays in the finalisation of social policies to guide the delivery of social welfare services in Namibia (Chiwara, 2015; Muinjangué, 2020).

2.8 Learning styles of social work students

Learning styles are described as the learner's preferred pattern when trying to take in, process, and assimilate knowledge and information (Frantz et al., 2017). For effective field supervision to take place, field supervisors need to understand the learning styles of students. Learning styles fall into two categories, that is academic learning and learning from experience (Schmidt, 2013). Field education, as per the above categories would fall under the second approach of learning, the approach whereby learning occurs from experience. Experiential learning is based on Kolb's experiential

learning theory (1984). This theory is based on preferred learning styles and stages.

The four primary dimensions of this model are:

- a) Concrete experience: learning through experience
 - b) Reflective observation: learning through examining
 - c) Abstract conceptualisation: learning through explaining, and
 - d) Active experimentation: learning through applying (Kolb, 1984)
- e) Concrete experience should allow for the exploration and development of social work knowledge, values, and skills. These experiences therefore should be structured, as in the case of a practical placement.
- f) Observation and reflection are strategies that allow social work students the opportunity to reflect upon the experience and what it means to them.
- g) Formation of abstract concepts is crucial in field education. This is where the linkage of theory to practice takes centre stage. It is here that the theory is introduced to help interpret the experience at a higher level. The social work student links theory learnt in the classroom to assist in understanding the experience and develop a sense of self-awareness in terms of own reactions to the experience.
- h) The experimentation stage takes an active form, whereby the student experiments with real situations as opposed to being an observer. In a field practice context, this would mean assigning real cases to a student.

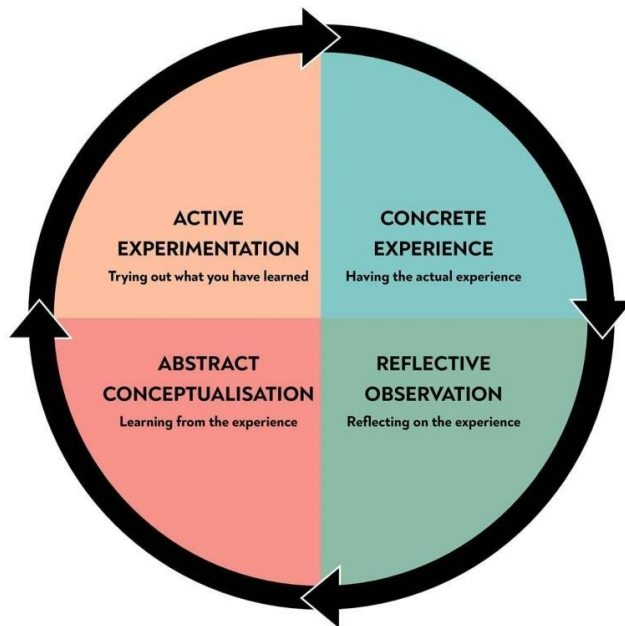


Figure 2.2: Illustration of Kolb experiential learning cycle

When social work students transition from class-based learning to learning by doing in the real world, they encounter barriers to learning as triggered by various factors due to the realities on the ground. These realities could range from anxiety, the stress of complex practice situations, the death of a client, child abuse cases, domestic violence cases, clients' extreme poverty, frustrations due to a lack of resources and mental health issues.

The application of the Kolb learning cycles has been found useful for assisting field supervisors and students to assess their respective learning styles and for helping the supervisor to adjust to the student's style. It is strongly recommended that field supervisors first tap into individual students' preferred learning styles before moving through the rest of the circle, to establish a positive learning environment. Lack of awareness of individual learning styles may result in communication problems, lack of student engagement and learning blocks in the field supervision process (Scragg, 2016; Papouli, 2014).

2.9 Models of student supervision

Various methods of student supervision exist globally. Most of them came into being in response to the demands on the field supervisor's time, the shortage of social workers and challenges related to the traditional model of student supervision, which normally is one-on-one supervision (Zuchowski, 2015b). Although various methods exist, literature on field education indicates that one-on-one supervision methods still appear to be the most popular and commonly used across various settings and contexts (Cleak & Smith, 2012; Vassos et al., 2018). The following section elaborates on five prominent models as listed below.

a) One-on-one supervision model

In this model, also well known as the traditional one-to-one supervision model, one social work supervisor is assigned to a student or pair of students to provide both task and professional supervision to the student/s for the duration of the placement. The supervisor is often located in the agency where the student social workers are placed on attachment.

b) Placements with rotational supervision

In rotational models of supervision, the student group rotates individually or in pairs through two or three different service areas in an agency. Different supervisors are assigned at each rotation. Rotational models of field education offer students a breadth of learning by exposing them to different practice settings and practitioners in the same organisation (Vassos et al., 2018). At the end of each rotation period, supervisors

provide a handover report to the next supervisor to support the students' learning progression through the placement.

The advantages of this model include building agency capacity to take a larger number of students, strengthening the partnerships between universities and communities, exposing students to a variety of practice specialisations, and increasing the number of supervisors while reducing the burden on individual supervisors (Vassos et al., 2018).

c) Group supervision.

Group supervision in field education is supervision delivered to two or more students in joint sessions. Some contexts require that this model of supervision be provided as an adjunct to individual supervision (Cleak & Zuchowski, 2019). Several benefits of this model have been noted in literature based on students' perspectives. These range from peer support, learning from each other, deeper levels of learning, theory-to-practice integration, exploration of ethical dilemmas as well as developing competence and confidence. Moreover, it is important to note that the field supervisor who will facilitate group supervision should possess the necessary competencies to facilitate a group supervision process (Cleak & Zuchowski, 2019).

d) Co-supervision model

This model provides a framework for efficient resource allocation by sharing the responsibility of field education among more than one social work field supervisor. Co-supervision has been presented as an effective and efficient model for supervision

in field education. It involves two or more social workers sharing the supervision of the students collaboratively and equally, thereby allowing students increased access to supervision and learning through a more diverse role-modelling approach (Cleak & Zuchowski, 2019).

The model has been described as an effective response to constraints within agencies, with social work practitioners working together to share the 'burden' of student teaching and learning. Cleak and Smith (2012) found that there was a significantly high level of satisfaction with this model among student social workers. Students valued the experience of another social worker contributing to their learning, such as shadowing their practice with clients. Students in placements with co-supervision felt supported and had multiple opportunities to observe and shadow more than one social worker as well as exposure to practice in different settings (Cleak & Smith, 2012). They further identified key success elements of this model as mutual trust, respect, effective communication between the supervisors and transparency as key to the successful implementation of this model.

e) External field supervision

In this model, a student is placed in an agency and reports to an on-site supervisor who is usually an employee of the agency and is responsible for assigning and directing the day-to-day learning activities of the student (Cleak & Zuchowski, 2018). The on-site supervisor is usually not a social worker, so the students in these contexts are usually assigned to an offsite or externally qualified social worker to guide the students' learning and this helps to integrate theoretical knowledge with practice

(Maynard et al., 2015). The external supervisor can be a social worker employed by the university, another agency, or a different department of the agency where the student is placed, or a retired or private social work practitioner. The external supervision model is not highly regarded. It thus remains less popular, controversial, and prohibited in some settings (Zuchowski, 2019). First, there is concern that students with a non-social work supervisor will not attain the same socialisation in the social work profession as students in the traditional supervision model. Secondly, it has been frequently viewed less favourably by students and social work field supervisors (Cleak & Smith, 2012). Some studies have indicated that this model is often applied because of necessity rather than by choice, as they are often applied in situations where social welfare offices are operating remotely and far away from head offices (Maynard et al., 2015; Sholar et al., 2014).

On the other hand, literature findings showed that external supervision can deliver positive learning experiences for students. The perceived benefits of this model include enhancing students' understanding of multi-disciplinary perspectives and the opportunity to develop more flexible and sometimes more self-directed ways of working but only when there are formal partnerships in place to ensure quality outcomes (Zuchowski, 2019). Overall, the research that has been undertaken to date on students' perception of their learning on placements that used external supervision emphasises that these placements need to be monitored and supported carefully to ensure quality practices (Maynard et al., 2015; Sholar et al., 2014).

2.10 The experiences of student social workers regarding field supervision

Students' experiences with field supervision are crucial as they have a great influence on their professional careers later (Moorhouse et al., 2016). The relationship between a supervisor and a student social worker can either be described as supportive or negative towards the overall placement experience.

Students describe a supportive supervisory relationship as one that involves supervisors who are available, non-judgmental, encouraging, open, approachable, and honest (Brodie & Williams, 2013). Good supervision is further seen as a platform through which supervisors' model good professional behaviours (Miehls et al., 2013). On the other hand, unsupportive supervisory relationships were described by students to be those characterised by personality differences, inadequate feedback; difficulties discussing personal challenges, reports not marked in time resulting in insufficient time to prepare for the next sessions; supervisors not always being available; confrontational supervisors and supervisors not familiar with recent developments (Ross & Ncube, 2018; McSweeney & Williams, 2018).

Miehls et al. (2013) note that the principle of the supervisory working alliance is built on the notion that the supervisee and supervisor must agree on a set of goals that are aligned with learning activities right from the beginning. This will enable a supportive relationship that should be maintained in the supervision process.

Miehls et al. (2013) further note that social work students who experience supportive supervisory relationships are more likely to feel more satisfied with their placements and eventually with the social work profession. Moreover, it is also agreed that such

relationships will result in secondary benefits for the students such as emotional balance and a sense of well-being (Brodie & Williams, 2013). One can therefore assume that the nature of the supervisory relationship can build or break a positive outlook on the social work profession. Ross and Ncube (2018) note a need to introduce a formal course on the principles of supervision and the role of supervision in practice, which would facilitate a comprehensive understanding of the supervisory working alliance by all role players.

2.11 Chapter Summary

This chapter provided an overview of the current trends and practices, challenges and scope of practice around social work students' field supervision from a global, African and Namibian context. The nature of field supervision was described, with current evidence suggesting that student field supervision is a well-established field of social work practice, despite the challenges encountered in its execution.

Importantly, the literature revealed that being an experienced practitioner in social work does not necessarily mean that a social worker has the skills required to effectively support students on their journey to professional competence, therefore formal training in this role is crucial. Although research on the content of field supervision training programmes exists internationally, it seems fair to suggest that field supervision remains under-researched in Namibia. This observation, therefore, prompted the need for this study. The study findings may help to strengthen field supervision practices and uplift the profession at large.

CHAPTER THREE

THEORETICAL FOUNDATION OF THE STUDY

3.1 Introduction

A theoretical framework is a crucial component of every research as it guides the research process and helps the researcher to understand or explain issues related to the study context. The present chapter addresses research objective number three, which is to describe the ecosystems perspective, the seven-eyed model of supervision and the Knowles Model of adult learning theory in relation to field supervision in social work. A detailed illustration of the three theories is highlighted as follows:

3.2 Ecosystems theory

The ecosystems theory is a framework that examines how individual units interact with their environment and how they influence each other (Teater, 2014). The ecosystems theory is deeply rooted in ecological theory which was introduced by Urie Bronfenbrenner in 1970 (Bronfenbrenner, 1979). The key concept of ecosystems theory, regardless of which discipline it is applied to, is that the whole is greater than the sum of its parts (Gitterman & Germain, 2008). The two authors further went on to explain that this theory is built around five systems mainly: individual micro, meso, exo and macro.

The ecosystems theory is also known as a person-in-environment (PIE) theory. Throughout history, social work has maintained a dual focus on both people and their environments. Applying the ecosystems theory to social work supervision would

imply seeing the relationship and connection between the key role players in the process of field supervision and the wider systems such as political, socio-economic, cultural and policies (Teater, 2014).

A system is a set of interrelated elements, interconnected with subsystems or smaller systems within their respective boundaries. In terms of the ecosystems theory, the social work student supervision process can be compared to a system with interdependent parts, each with its own specific function and interrelated responsibilities. Hanlen (2014) posits that the systems affecting field supervision should be taken into consideration when investigating the concept of fieldwork supervision. The ecosystems theory was found to be appropriate for this research because it analyses the systems associated with student supervision and the environment in which student supervision learning takes place. These systems are student social workers, field supervisors, legal frameworks, organisations where social work students are placed during their field practice attachment, tertiary institutions and professional bodies.

A full understanding of the complex nature of these systems requires an examination of the dynamics at play at each level and how they interconnect with field supervision, as illustrated below.

3.2.1 Microsystem

This is the most basic system referring to an individual and their immediate environment. The individual system includes personality types, beliefs, values, and culture. All these factors play a role in how an individual behaves and responds in his

or her own environment. Microsystem also refers to the social support available to an individual. The amount of support available, as well as how individuals utilise such resources and support systems contribute to or reduce their ability to adjust to their environments. The focus here is on adjustment capabilities. According to Cocker and Joss (2016), if we fail to adapt to the conditions around us, imposed on us by organisational cultures, we will deteriorate.

In the organisational context, the field supervisor interacts with other microsystems such as co-workers, managers, and colleagues from other departments. In relation to this study, the micro-system represents field supervisors who interact daily with their supervisees, fellow social workers, other members of the multi-disciplinary teams and co-workers in other welfare agencies. The field supervisors' interactions and the nature of these links have a direct or indirect influence on their professional development and self-awareness (Cocker & Joss, 2016).

3.2.2 Mesosystem

This is a more generalised system that refers to the interactional processes between multiple micro-systems, for example, whole organisational groups. The mesosystem refers to a set of links between microsystems representing the field supervisor. It is more concerned with relationships among the systems in an environment. It can also refer to interpersonal interactions and social supports available to an individual (Cocker & Joss, 2016). The field supervisor is the middle person between top management, social workers and student social workers. The stronger and more diverse the links between the supervisor and the supervisees, the greater the positive

influence such a system can have on the supervisors and the supervision process. Similarly, if the links are impaired or challenged with certain problems, the supervision process will be affected negatively.

Muinjangue (2020) establishes that field supervisors interact with both their families and their workplace groups. Interactions with these systems directly affect the behavioural patterns of the field supervisors, which will eventually influence the relationship between the supervisor and the supervisee.

3.2.2 Exosystem

The exosystem includes the interaction between the microsystem, the mesosystem and the organisation. This level requires consideration of the work environment and the community in which the work is taking place. Furthermore, it relates to relationships in the organisations and informal networks within defined boundaries, including the wider environment (Vega, 2019). There are many known organisational correlates of student social work supervision. The impact of such correlates on the supervision experience can be significant. It is proposed that the unique features of organisations including their agendas, politics and the role of the social work supervisor, bring unique relational challenges which call for updated theoretical attention (Eible, 2015).

The organisational context in which social work students learn has the potential to affect fieldwork supervision in several ways. Organisations that have multiple functions or which serve multiple sectors of communities provide students with wider opportunities to gain an integrated social work practice experience. On the other hand,

organisations that target a single or limited function can only offer limited opportunities in terms of the social work methods that a given student can be exposed to. Under these circumstances, social work field supervisors can only operate within the boundaries of their organisational frameworks and operations. In relation to the ecosystem's theory, the context of any given organisation's operation determines the type of experience a student will be exposed to and not necessarily, what the learning contract directs the field supervisors to expose a student to (McSweeney & Williams, 2018).

3.3.4 Macrosystem

Lastly, the macro system refers to the all-encompassing broader institutional systems such as the government, economic, social, educational, legal and political systems, of which micro, meso and exo systems are the direct manifestations (Vega, 2019). Other additional systems are extended to organisational regulations, departmental rules and regulations, the professional code of ethics and the judicial system. All the above-mentioned variables affect the field supervisors and the supervision process (Manthosi, 2016). This level of system challenges field supervisors and students to be involved in social action through activities such as lobbying, advocacy, identification, and utilisation of organisational and community strengths to empower clients and effect systems to change (Vega, 2019).

According to Vega (2019), although larger systems are typically the focus of macro-level work, field supervisors should be able to intervene in this bigger picture because such interventions benefit large groups of clients through systemic solutions. Ncube

(2019) asserts that supervisory relationships should focus on the capacity building of social workers to address structural barriers. While micro and mesosystem interventions are aimed at individuals, families, groups and organisations, ecosystem interventions are aimed at changing structural issues that occur because of interactions between macro and mesosystems (Cocker & Joss, 2016).

Therefore, a broader understanding of the service user system (individuals, families, sub-groups and communities) as well as the stakeholders (institutions) would “strategically position the supervisor and supervisee as change agents for bringing about structural changes in the social and economic institutions” (Ncube, 2019, p. 39). For example, a field supervisor can identify policy blockages in service delivery aligned with his or her organisational mandate and develop intervention strategies to address those. Furthermore, economic conditions have always had an impact on social work practice (Eible, 2015). Eible (2015) proposes that both the student and the supervisor could engage in organisational community partnerships in order to come up with interventions or projects that empower clients.

Finally, everyone is a product of the society from which they come, and field supervisors are no different. In Namibia, field supervisors are governed by acts and regulations such as the Social Work and Psychology Act No. 6 of 2004, Social Work and Psychology Amendment Act No. 12 of 2018 as well as regulations relating to the scope of practice of social workers, social auxiliary workers and student social workers (MOHSS, 2011). Diverse cultural and economic influences are also considered important factors in this system.

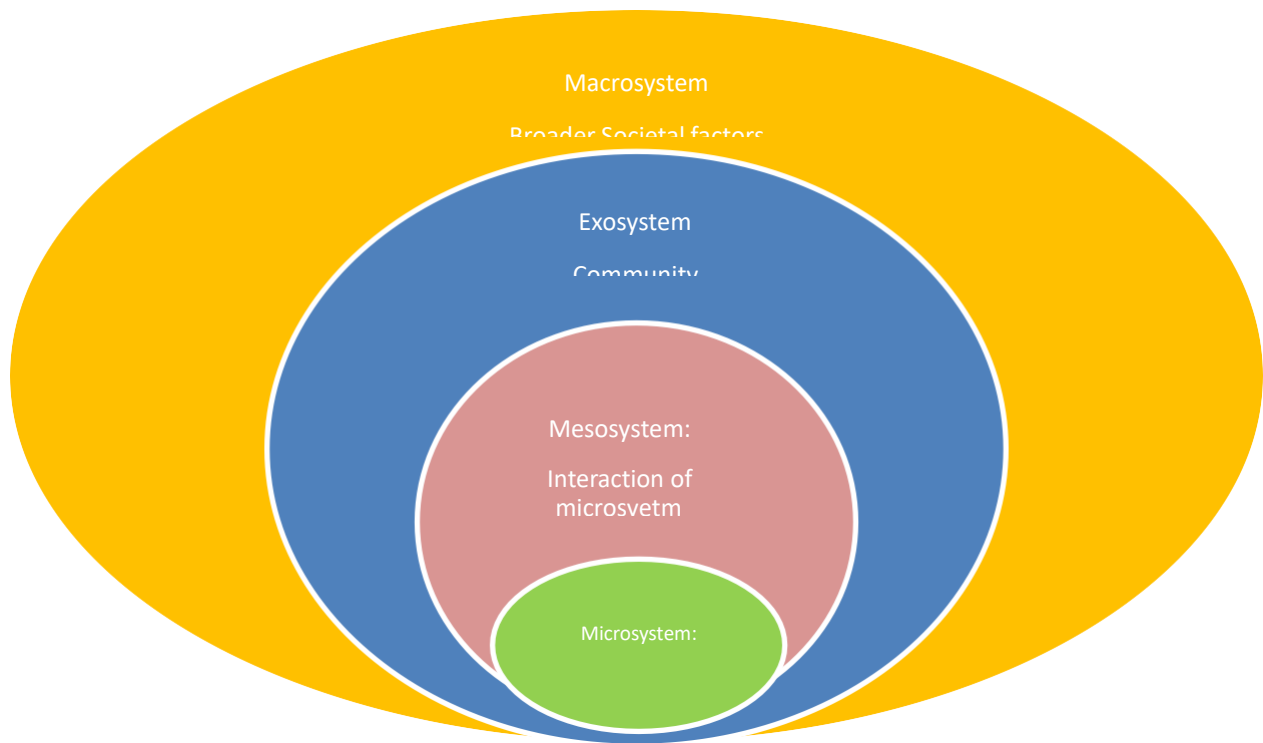


Figure 3.1: Researcher's own illustration of the ecosystem theory in the context of student social work supervision

3.3 The seven eyed supervision model

Several valuable models have been developed to guide supervisory practice. However, the researcher found that the seven-eyed model developed by Hawkins and Shohet (2012) offers a practical view of what supervisors should focus on in any given supervision process. The model also helps one to understand the dynamics between the various systems involved in the supervision process. This is so because according to Hawkins and Shohet (2012), the focus of this model looks closely at the process of the supervisory relationship and it covers both the case-centred approach, therapist-centred approach (counsellor or social work student), interactive approach

(relationship between supervisor and student or supervisee) and the method centred approach which focuses on enhancing the supervisee intervention skills.

An important aspect of this model is the specific attention it pays to the multiple relationships in supervisory and therapeutic work. As evidenced in the literature, the quality of the therapeutic relationship determines the quality of the supervisory relationship (Thaver, 2012; Hawkins & Shohet, 2012). It has since been accepted that many levels are operating at any one time in supervision, known as the supervision relationship matrix. The matrix implies that in most supervisory contexts, there are other stakeholders and factors involved in the supervision relationship besides the parties directly involved. This matrix is well explained by Hawkins and Shohet (2012) when they stipulate that in any typical supervision situation, there are at least seven elements involved. These are:

- the client
- the interventions
- the supervisor/ supervisee relationship,
- the supervisee
- the supervision relationship
- the supervisor experiences
- the wider systemic context in which work happens (Professional bodies, institutions of higher learning, the community).

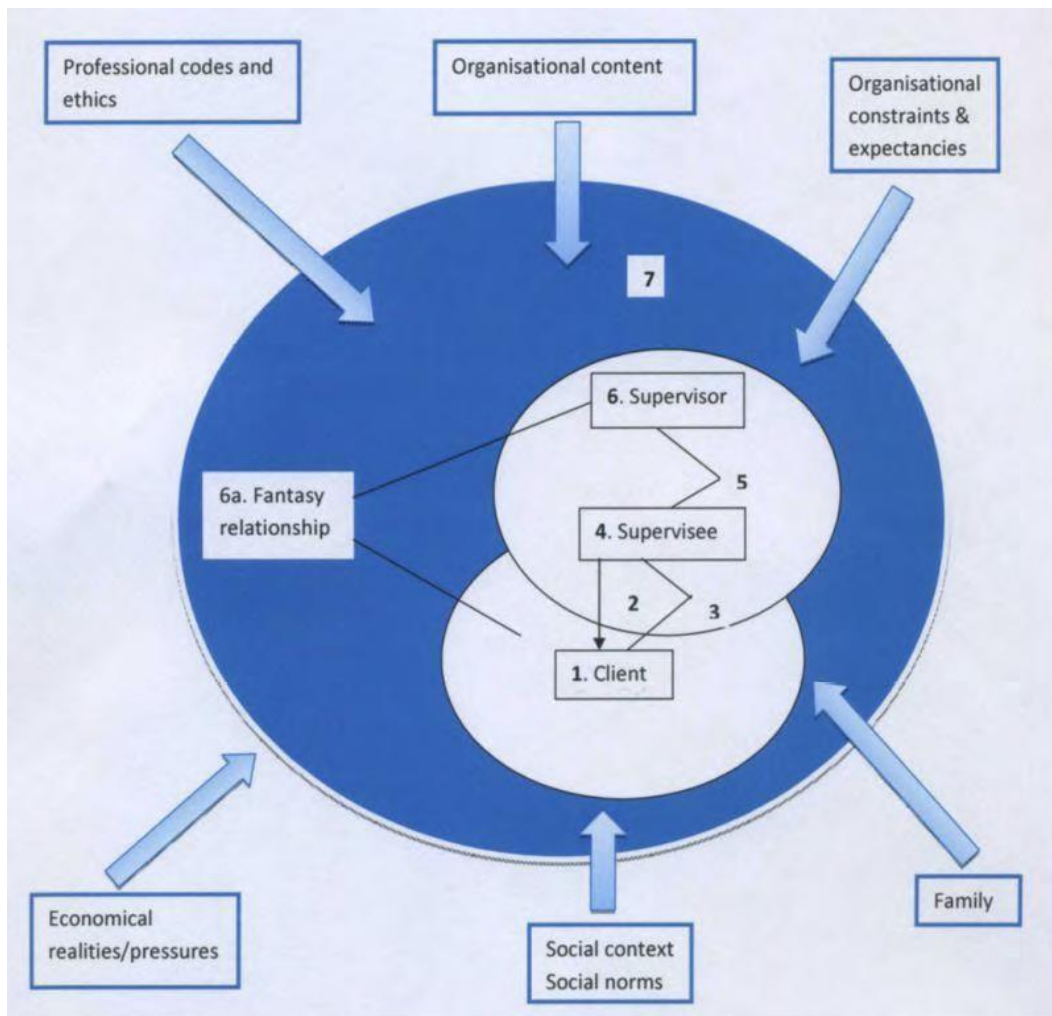


Figure 3.2: The seven-eyed supervision process model (Hawkins & Shohet, 2012)

3.3.1 Eye 1: The client and what they present.

In this matrix, eye one is all about the client (student) and how they present themselves in a supervision session. Their presentation may reflect who they are and how they operate outside of the coaching session and in general life.

For example: if the student social worker arrives at a session late, tense and anxious, this could indicate similar patterns in their general day-to-day life. The field supervisor zooms in on the student presentations, what they share and the connections between the various aspects of their life. This eye aims to help the student become more aware of what takes place in the session. According to Hawkins and Shohet (2012), a supervisor should help a student in this mode to become aware of their own judgment and self-doubt and avoid making own interpretations by allowing the student to describe the whole process in concrete detail. This eye could also in turn help the student social worker to view their own client as unique human beings and conduct proper pattern analysis before they can apply theoretical-based interventions to help them.

3.3.2 Eye 2: Exploration of the strategies and interventions used by the supervisor.

Eye Two is all about the intervention that a field supervisor uses with their student intern. Over time, field supervisors build up a few intervention tools to use in the supervisory process. It is, therefore, necessary to, from time to time, reflect on the effectiveness of these tools. This exercise is particularly useful in identifying common

patterns. For example, does your intern like one tool over another, or is one tool more effective than the other?

3.3.3 Eye 3: Exploring the relationship between the client and the supervisor.

The focus of this eye is on the examination of the relationship between the supervisor and the student social worker. The field supervisor needs to take a step back and critically examine the working relationship. This includes looking at aspects such as the placement contract or agreements, the student needs, and expectations of the supervisory process as well as the field supervisor's own needs and expectations.

3.3.4 Eye 4: The supervisor

Eye Four allows the supervisor to analyse what they notice about themselves when working with their students. A student may trigger certain reactions in the supervisor, for example. Being aware of these reactions can unearth underlying issues about the supervisor, any unconscious biases or prejudices they may have and topics they may feel less skilled at working with.

For example, if a student brings a difficult topic to the session that the field supervisor personally has experienced it may evoke a painful reaction. Noticing this reaction and understanding it may help the field supervisor to self-manage or recognise that this is an area they are less comfortable in supporting the student.

This eye could also equally help the student understand how they are affected by their clients. The goal is to increase students' capacity to reflect on self-awareness when

working with a client. Here, the student focuses on their emotional reaction, unlikely connections, thoughts and feelings which can blur seeing the client for who they really are. For example, a client may trigger a painful reaction in terms of how they present themselves or what they share in a session. Being aware of such reactions can help the student/supervisee to become aware of their own unconscious biases or prejudices and put them in a position to self-manage the situation or discuss it with their supervisor. It is the supervisor's responsibility to sensitise the student social worker to these likely occurrences in any given situation.

3.3.5 Eye 5: The supervisory relationship

Here, the supervisor pays attention to the relationship between him/herself with the student or supervisee. Watkins (2018) asserts that among the various elements that constitute the supervision relationship, none appears to apply more power and influence on the supervisor and supervisee than their jointly created supervisory alliance or relationship.

In the context of field supervision, it is not only the supervisor and the supervisee (student social worker) that are directly involved in their supervisory relationship. Other elements are also brought in indirectly and in some instances directly. In addition, the supervisor and the supervisee engage in a relationship with their own inherent systems and systemic processes. As the relationship develops, the system that comprises supervision becomes more and more complex. The supervisor who uses systems perspectives in supervision is aware of these changing features of the relationship (Hawkins & Shohet, 2012).

With regards to the supervisor supervisee system, the supervisor needs the ability to reflect on their own context and how that may influence this relationship. For instance, Hawkins and Shohet (2012) contend that a supervisor should be aware of his or her own racial, cultural and gender biases or prejudices as well as own strengths and weaknesses. This awareness will help the supervisor to understand that they can easily influence the supervisory relationship, and therefore, care needs to be applied.

3.3.6 Eye 6: The supervisor's own process

Here, the supervisor pays attention to her/his own present experiences. The feelings, thoughts and images emerge both in working with the supervisee as well as in response to the information shared about the work with the client.

3.3.7 Eye 7: The wider systemic context

In terms of the work context, the supervisor would normally ensure that organisational policies, procedures and guidelines are taken into consideration with regard to intervention strategies with clients. The wider systemic context requires that professional codes of ethics stipulated by professional bodies which regulate the profession are adhered to. Moreover, institutions of higher education may also have specific learning activities and outcomes that they require organisations to expose students to.

In conclusion, Hawkins and Shohet (2012) recommend that all seven eye processes be applied, although not in every session. Although this model has been critiqued and seen by some as hierarchic, not evidence-based or appears to be centred on one specific orientation; Hawkins and Shohet (2012) have asserted that the model has been used for close to 30 years since its development in the late 1980s. They further assert that the model has been adapted to different cultures and contexts and that it draws from a wider systemic context, thereby proving its usefulness to many. The model has also been adapted to many professions that involve supervision, ranging from social work, psychology, education and coaching.

3.4 Knowles' model of andragogy (principles of adult learning)

As stated in Chapter One, this study intended to develop a training programme to support social work field supervisors in their role of supervising social work students. The development of this programme was not done in a vacuum but within the framework of an appropriate theoretical framework. The theory chosen to guide this process is known as Knowles' model of andragogy. Andragogy refers to adult learning.

The theory, which was developed by Malcolm Knowles, an American educationalist, holds a set of assumptions that adults engage in learning for a variety of reasons, which sets them apart from young learners. It is for these reasons that Hawkins and Shohet (2012) argue that supervisors' training should be built on good adult learning principles (andragogy). Some of the key principles are illustrated by Palis and Quilos (2014) as follows:

a) Self-directed learning

Since adults are self-directed learners, they should have a say in the content and process of their learning. Adults like taking responsibility for their actions. They would readily allow any learning programme that they perceive would help them meet those expectations. They would equally regard these kinds of programmes as being critical to their professional development.

b) Life experiences

The experiences which have been accumulated over time are brought to the learning process. Adults tend to draw on their experiences when they learn new things. Because adults have so much experience to draw from, their learning should focus on adding to what they have already learnt in the past (life experiences). The developed training programme incorporated the needs and experiences of field supervisors based on the findings that emerged from the situational analysis phase of this study as described in chapters five, six and seven of this study.

c) Personal development

Since adults are looking for practical learning, content should focus on issues related to their work or personal life. Knowles (1975) asserts that adult learners need to be actively involved in the development of training content to ensure that it is relevant to their learning needs. Based on this theory's assumption, the researcher acknowledges that adult learners, in this study's instance, the field supervisors, would want to contribute to the content of the training programme. Hence the undertaking of a needs assessment first in the beginning phase of this study, whose findings in part informed

the training content and the review of the programme content by social work experts in this area.

d) Learning should address immediate problems or challenges.

Adults are more problem-centred than subject-centred in any learning situation and will be more convinced if they feel that the training will help them update their skills and enhance their performance (Ogunyewo, 2016). Therefore, learning should focus on practical issues, real-life scenarios and situations that they can easily relate to. As a result, the developed programme contains interactive sessions, role-playing, feedback and observations.

3.5 Chapter Summary

Highlighting these three theoretical foundations is significant for this study as it provides an understanding of the supervisory processes and development of training programmes for adult learners. The ecosystems theory provides the opportunity to see field supervisors and the environment (organisation) as a unit that can operate smoothly in a wider systemic context (policies and regulatory frameworks expectations). A supportive environment with sufficient resources will promote a well-functioning field supervision system. It is also true that the opposite could lead to a dysfunctional and inefficient supervisory system.

The seven-eyed model provides a framework for new levels of creatively intervening in a supervision session. It further equips the field supervisor to be able to identify the readiness of the student to receive different levels of supervision. Adult learning principles imply that adults need to know why they need to learn something. In other

words, adults are keen to learn if they are convinced that the learning will contribute and add value to their professional skills enhancement.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

This chapter presents the methodology used in this intervention research study. The chapter outlines the research approach, design and research type applied to this study. The chapter further clarifies the three compressed phases as adapted from Rothman and Thomas' (1994) intervention research phases. The study population, sampling, data collection, data analysis, trustworthiness, validity and reliability applied to this research are further described. In addition, the ethical considerations applicable to the current study are discussed.

4.2 Research approach

The research approach refers to the framework that directs the research by outlining the plan for how data will be collected and analysed (Creswell, 2014). A qualitative approach was applied to the first phase of this study (needs assessment), and this approach addressed the first, third and fifth objectives of this study. Qualitative research is concerned with exploring and understanding the meaning that individuals attribute to a social problem (De Vos et al., 2011). Phase One of this study was therefore exploratory and descriptive in nature. A qualitative approach was selected because little was known about the experiences of field supervisors and student social workers in relation to field supervision in the Namibian context. The researcher was also interested in gaining a rich understanding of social workers' experiences in the execution of their supervision function. The outcomes of these activities were used to

develop the training programme for social work field supervisors, which is later described in Chapter Nine.

4.3 Qualitative Phenomenological study design

A research design is a strategy for answering research objectives and determining how data will be collected and analysed (Creswell, 2014). In this study, phenomenological design was applied to the first phase (needs assessments), while intervention research design was applied to the second and third, respectively.

Phenomenology is an approach to qualitative research that is designed to explore, and describe the subjective, lived experiences and perspectives of participants (Creswell, 2014). The fundamental goal of the approach is to arrive at a description of the nature of the phenomenon (Creswell, 2014). Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Thus, phenomenology provides information about unique individual experiences, offering a rich and complete description of human experiences and meanings. This design was relevant to this study given that, first-hand information on the experiences of field supervisors and social work students in relation to field supervision in Namibia is very limited.

4.4 Type of research

4.4.1 Intervention research

Research type refers to the different ways of conducting research based on the purpose, methods and design (Creswell, 2014). This study applied Rothman and Thomas' (1994) intervention research to its first and second phases. According to Fraser and Galinsky (2010), intervention research is the systematic study of purposive change strategies. The two authors further highlight that intervention research is characterised by both the design and development of an intervention. As opposed to evaluation research, which focuses on assessing processes and outcomes related to existing pro-grams, intervention research is distinguished by its emphasis on the design and development of interventions (Fraser & Galinsky, 2010). In other words, intervention research produces products or interventions to be evaluated.

The final product of this study was a training programme aimed at supporting field supervisors in their student supervisory function. This programme addresses the sixth research objective of this study, which was to develop a training programme aimed at empowering social work field supervisors in the facilitation of field education supervision. A training programme can be regarded as an intervention to address and support a particular population. The researcher modified the initial six phases of intervention into four, and they were restyled as illustrated in **Table 4.2 and Figure 4.2**. The justification of these modifications is backed by literature and well explained in Section 4.4.3 of this chapter.

Rothman and Thomas (1994) were the first to propose an intervention research model in social work. Just as it is in other types of research, intervention research adopts a scientific approach to achieving its aims, hence the systematic description below.

4.4.2 Facets of Intervention Research

Rothman and Thomas (1994) were the first to propose an integrated model of intervention research in social work. They outlined six phases of the model that could be used to develop an intervention programme. The phases are (1) problem analysis and project planning (2) information gathering and synthesis (3) design (4) early development and pilot testing (5) evaluation and advanced development and (6) dissemination. Each of these phases has sub-phases, and these phases' operations overlap one another. A full description of all phases as outlined by Rothman and Thomas (2013) is indicated in Table 4.1.

Table 4.1: Phases of the Intervention Design and Development model (Rothman & Thomas, (1994)

	ACTIVITIES
Phase 1: Problem analysis and project planning	<ul style="list-style-type: none"> a) Gaining entry and cooperation from settings Identifying the problems of the population Analysing the identified problems b) Setting goals and objectives
Phase 2: Information gathering and synthesis	<ul style="list-style-type: none"> a) Using existing information sources b) Studying natural examples c) Identifying functional elements of successful models
Phase 3: Design	<ul style="list-style-type: none"> a) Designing an observational system b) Specifying procedural elements of the intervention
Phase 4: Early development and pilot testing	<ul style="list-style-type: none"> a) Developing a prototype or preliminary intervention b) Conducting a pilot test c) Applying design criteria to the preliminary intervention concept
Phase 5: Evaluation and advanced development	<ul style="list-style-type: none"> a) Selecting an experimental design b) Collecting and analysing data c) Replicating the intervention under field conditions; refining the intervention
Phase 6: Dissemination	<ul style="list-style-type: none"> a) Preparing the product for dissemination b) Identifying potential markets for the intervention c) Creating a demand for the intervention

4.4.3 Modified phases of intervention research

As stated earlier, the researcher did not apply all six phases of Rothman and Thomas (1994) to this study but rather opted to apply four phases only due to resource limitations, the most important of which is time. The fifth and sixth phases which are evaluation and advanced development as well as dissemination, respectively, will be

conducted by the researcher as part of her postdoctoral research project as soon as time and resources permit.

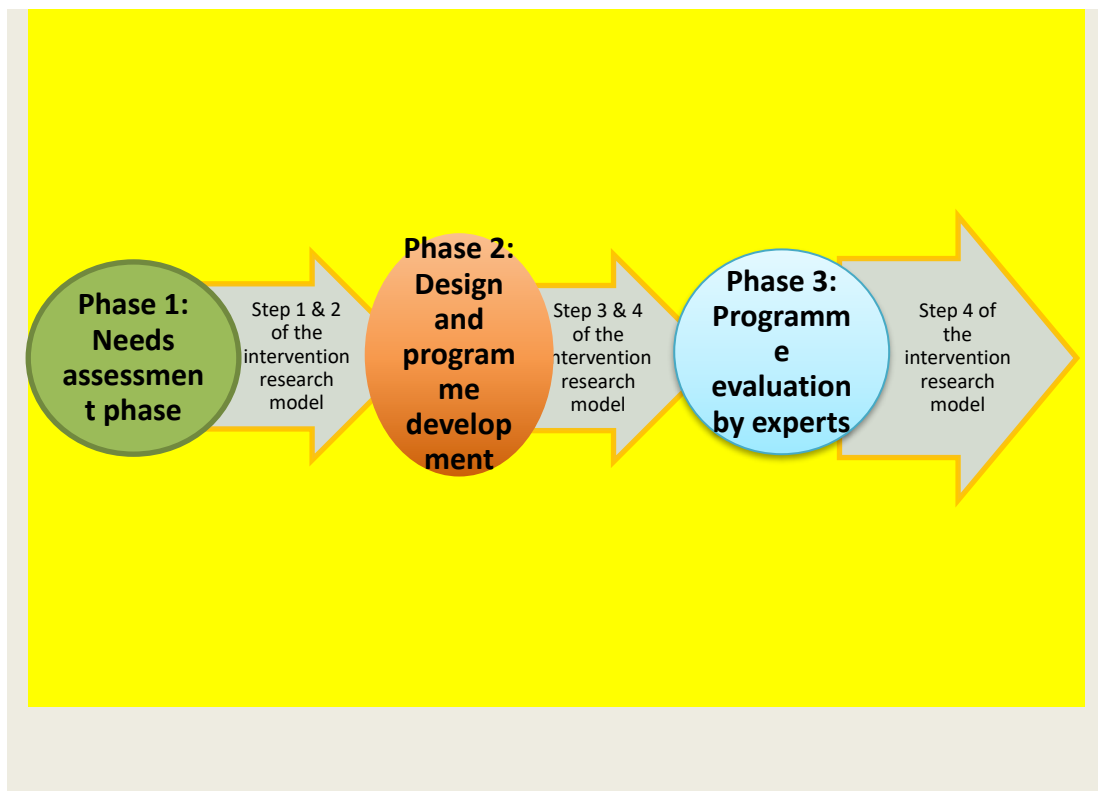
The process of adapting phases is not unique to this study. Adaptation of intervention research models was noted in many other studies such as Strydom et al. (2007) in that, Pretorius (2004) utilises the first three phases of the model in her study, while Steyn (2004) utilises the model without the fourth phase. Humpel (2004) exchanges the third and fourth phases, in other words, she placed early development and pilot testing before the design phase. Moreover, Ogunyewo (2016) only applies four phases of the intervention phases. The phases were further subdivided into three main phases, which are also illustrated in Table 4.2 and Figure 4.2 below.

Table 4.2: The researcher's illustration of the adapted and modified phases of Rothman and Thomas' (1994) intervention research model and its applicability to this study.

PHASES	ACTIVITIES/OPERATIONS CARRIED OUT BY THE RESEARCHER	CHAPTERS
PHASE ONE: NEEDS ASSESSMENT		
Problem analysis and project planning	<ul style="list-style-type: none"> a) Obtaining ethical clearance from UNAM and the Ministry of Health and social Services. b) Getting permission from all organisations' heads and identification of candidates by social work managers. c) Conducting one on one interviews during the needs assessment phase of the study. d) Data analysis, presentations of findings and recommendations. 	Chapters One, Four, Five, Six and Seven
PHASE TWO: DESIGN AND DEVELOPMENT		
Information gathering and synthesis. a) Using existing information b) Identifying functional elements of successful programmes.	<ul style="list-style-type: none"> a) Topic selection, literature review, theoretical framework, and training programme developed for social work field supervisors. b) Researcher's analysis of other training programmes to help with the design of the intervention programme 	Chapters: Two and nine.
Programme Design and development	<ul style="list-style-type: none"> a) Design of the training programme b) Development of the programme content and course outline c) Development of the guideline for the implementation of the programme 	Chapter 8 and 9
PHASE THREE: EXPERT REVIEW OF THE TRAINING PROGRAMME		
Phase 4: Development of programme and expert review of the programme content.	a) Development of a training programme and conducting expert review to validate its feasibility and refine the final programme	Chapter 9

For a more practical application of the intervention model, the four phases of the intervention research model were compressed into three phases (Figure 4.2), namely the needs assessment phase, the programme design and development, and the programme and evaluation by experts' phase. The phases are further described below.

Fig 4.2 Illustration of the researcher's compressed phases



4.5. Phases of the study

4.5.1: Phase one: Needs assessment phase.

A needs assessment, as part of the intervention research model, is often conducted before an intervention programme is compiled and evaluated (Rothman & Thomas, 1994). The needs assessment phase employed a phenomenological study design and qualitative research approach in order to obtain rich descriptive data from participants. The aim was to explore an unknown area of field supervision practices in the Khomas Region of Namibia. Below is a description of the steps adopted.

4.5.1.1 Selection of the study topic

This phase focused on the selection of a study topic of interest to the study population, the researcher, and the larger society. According to Schurink et al. (2011), research that addresses the study population's problems has a greater chance of getting support from the target population and the public.

Creswell (2014) suggests that the selection of a research topic can further be influenced by observations in the field or from an obvious lack in the literature. In this study's case, limited literature on the field supervision practices and training programmes in the Namibian context influenced the selection of the research topic. Moreover, the researcher being a social worker by profession and practitioner in the field of student placement industry liaison also noted some areas of concern arising from personal observations and interactions with field supervisors, academic field placement liaison staff and student social workers.

4.5.2.1 Gaining entry and cooperation from settings.

Fouché and Schurink (2011) state that “key informants can explain local ways to the researcher and introduce the researcher to gatekeepers who control access to the setting” (p. 480). Due to the researcher’s current employment as the industry liaison coordinator at a local university and the mere fact that she is a registered professional social worker made it easy to utilise existing contact networks with various social work organisations, the HPCNA, as well as the student placement coordinator at a local university.

Given that some participating organisations require a formal research proposal for their own internal approval as well as official approval from the respective higher authorities, the researcher drafted and sent the required letters and proposal through Executive Directors, Directors or Managers of each respective organisation, in order to obtain the required permission to conduct the study.

4.5.2.2 Selecting the participating organisation.

The researcher wrote to several organisations which took in student social workers for practical attachment during 2019, 2020 and 2021. These organisations were both public service institutions, state-owned institutions, and private welfare organisations. This was done to see which organisations would respond positively to participate in this study. Out of eight, a total of five organisations responded positively to the

request. They comprised two government ministries, one state-owned organisation and two private organisations. The researcher also specifically selected organisations that took in the highest number of social work interns consistently over the past three years, based on the records from the University of Namibia.

Two government ministries were noted to employ the highest number of social workers in the Khomas Region and have taken in the highest number of student social workers in the past two decades (E. Leonard, personal communication, April 16, 2020).

Moreover, the two government organisations share six sub-divisions of specialisation in social work, namely, medical social work, mental health, oncology, gender-based violence, child protection services and family welfare services. These specialisations made it possible to have a broader pool of field supervision experiences. The other three organisations focused on education social work education, child protection, gender-based violence and community development.

Table 4.3: Overview of the participating organisations

Organisation pseudonym and type	Sub-agencies under that organisation	Type of services	Number of interviewed field supervisors	Total Number of employed social workers (Khomas Region)
Organisation A (Public Service)	Two public hospitals	Medical social work/Mental health/Premature babies/Antenatal care/Chronic illnesses/Oncology)	4	7
	Social welfare office	General family welfare service/Community Service	3	20 (2 vacant)
	GRN rehabilitation centre	Substance abuse	1	3
Organisation B (Public service)	Child welfare services		3	12
	Gender-based violence		2	
Organisation C (NGO)	Child counselling service		2	3
Organisation D (Parastatal)	Educational counselling services		4	4
Organisation E (NGO)	Children welfare services		1	3
			20	52

Table 4.3 confirms that not all social workers are necessarily field supervisors. Out of 54 recorded social workers at participating organisations, only 20 were recorded to have had that exposure in the last 10 years.

After obtaining the consent to carry out the study in writing, the researcher engaged individual Control Social workers, Chief Social workers and social work managers to inform them of the study. These gatekeepers also assisted in identifying and accessing suitable social workers who met the inclusion criteria. Moreover, the researcher also made use of her own professional network contacts to make direct appointments with field supervisors who met the criteria.

4.5.2 Phase Two: Design and Development of the training programme

Based on the needs assessment and literature review, a training programme to support field supervisors in the facilitation of field supervision was designed and developed in preparation for the third phase of the study, namely, the programme evaluation by experts.

Design involves the specification of the intervention product as well as the development of evaluation tools to measure the efficacy and outcome of any given product (Fraser & Galinsky, 2010). In other words, the design phase requires methods of observing and measuring the outcome of the intervention on the group or clients it is intended for, and the development of content, training methods, learning materials, and delivery formats for the intervention programme (Ogunyewo, 2016).

In this instance, evaluation tools utilised by a panel of experts as well as participants were developed and attached hereto as part of Annexure N and Q. Intervention

products can be either dialogue-based or descriptive-based. In this research, a descriptive intervention programme was developed. The programme is descriptive because it is accompanied by a guideline on its implementation, as well as detailed module descriptors.

This embraces the means of observing events and outcomes which occur in the process of implementing an intervention programme. Put differently, the evaluation strategies are put in place during this phase.

Fraser and Galinsky (2010) further emphasise that the design and development of effective interventions requires familiarity with interventions that others have used, including what worked and what appeared not to work. This process was appropriately applied to this study, as described in Table 9.1 of Chapter Nine of this study.

4.5.3 Phase Three: Programme evaluation by experts

4.6 Research context

The welfare organisations in the Khomas Region of Namibia where social work students undertake their practical attachments constituted this study context. Social work field supervisors and student social workers were identified as clients. Altogether, they constituted the study population. A study population is described as an aggregate of individuals or objects that meet the study criteria. Most organisations that took in student social workers over the past decades are concentrated in Windhoek, the capital city of Namibia (E. Leonard, personal communication, April 16, 2020). The study participants were identified in relation to the objectives of the

study. The research setting was social work field organisations which ranged from government ministries and private welfare organisations in the Khomas Region, Windhoek. Geographical information about the Khomas Region was provided in Chapter Two of this study.

4.7 Population

Phase One of this study comprised approximately a target population of 314 registered practising social workers in the Khomas Region (C. V. Weyulu, personal communication, March 22, 2019) as well as 13 fourth-year students who were on field attachment at the time of data collection. The target population also included eight (8) welfare organisations that employ social workers in the Khomas Region with a high intake of student social workers in the past 10 years.

According to C. V. Weyulu (personal communication, March 22, 2019), there were about 314 registered social workers in the Khomas Region of Namibia recorded by the HPCNA, by the end of 2019. This number cuts across the public, private practice, parastatals, NGOs and the private sector. However, the actual number of social workers who qualify as field supervisors is unknown in the Khomas Region. This is because not every practising social worker supervises students and there is a high turnover of social workers between various sectors/regions. Moreover, the HPCNA does not have records of field supervisors. Thus, the identification of social workers with experience in student supervision largely depended on the identification of field supervisors by Control or Chief Social workers, referral by social worker and the

researcher's own knowledge of social workers with such experience gained in her line of duty as she interacts with the various industries.

According to E. Leonard (personal communication, July 2, 2021), during the year 2021, there were about 38 final-year social work students enrolled at the University of Namibia. This institution is the only one which offers social work undergraduate programmes in the country. Of this number, 13 social work students were placed in Windhoek, Khomas Region, which was the target region of this study, while the rest were placed elsewhere in the rest of the country.

4.7.1 Selecting the participating organisation.

Eight (8) welfare organisations in Windhoek, Khomas Region, which employ social workers and who were recorded to at least have taken in social work students annually in the last ten years were targeted. Five (5) organisations responded positively, and they offered a diversity of areas of specialisation in about ten areas namely: mental health, medical social work, antenatal/premature babies care, chronic illnesses, substance abuse, child counselling, educational social work, child welfare and family welfare. Other areas of specialisation such as employee wellness were not reported to be taking in student social workers.

One of the organisations was disqualified from the study as it was discovered that a psychologist has been supervising social work students there. The remaining three were excluded due to time limitations. One of them had long bureaucratic procedures,

while the remaining two were undergoing internal management change which resulted in ambiguity in terms of who should issue the research permission letter. Social workers in private practice were excluded because they were not recorded to have hosted student social workers in a very long time.

4.8 Sampling

Sampling is defined as the selection of elements from the study population to be included in the study (Creswell, 2014). This study employed non-probability purposive sampling. Non-probability sampling is described as a method which relies on the researcher's knowledge of the available population and then selecting the most appropriate representative for inclusion in the research, whereas probability sampling relies on a precise formula for selecting segments of a population (Babbie, 2016).

Creswell (2014) suggests that in purposive sampling the researcher should select participants who have experienced the phenomenon that is being explored. Inclusion criteria as outlined in point 4.8.1 of the current chapter guided the selection of participants, ensuring that selected participants were knowledgeable in the area under exploration. Babbie (2016) reasons that there are no rules regarding sample size in qualitative research other than data saturation. Saturation of data means that respondents provide no new information. In the end, data were collected from 20 social work field supervisors and 10 student social workers. The data collection ceased when data saturation was reached.

4.8.1 Inclusion and exclusion criteria

Creswell (2014) points out that the researcher should critically think about the parameters of the population before a sample is chosen. Specific criteria were applied in selecting research participants.

a) The inclusion criteria were thus as follows:

- Registered social workers with a minimum of two years of experience and who have supervised student social workers from any higher education institution in the past ten years.
- Final year social work students who were on attachments at the welfare organisations under the direct supervision of a social worker. They were preferred because, at the final year level, it is compulsory that a student social worker practice under the direct supervision of a qualified social worker.
- These social workers and student social workers should be:
 - from the organisations that are willing to participate in this study.
 - both should be available and willing to be engaged in semi-structured interviews.

b) The exclusion criteria:

- Practising social workers who have never supervised student social workers were not included despite their years of experience.

- Social workers in private practice, because there were no records of them taking in social work interns; and
- First, second, and third-year students were excluded as they are not always placed under the direct supervision of social workers and their placement duration is shorter than fourth-year students.

4.9 Data collection process

Due to the COVID-19 pandemic, the traditional face-to-face conducting of interviews was not always possible. As a result, technology options such as Zoom/Teams App were utilised on requests from participants.

4.9.1 Data collection tools and pretesting of tools.

Open-ended interview schedules were used to collect data (See Annexure K and L), with the aid of an iPhone audio recorder, Zoom/Teams recordings, and the researcher's field journal notebook. The interview schedules referred to above were pre-tested with two social workers and one social work student. The participants in the pretesting of tools were not part of this study. Pre-testing aimed to establish if the questions and objectives were clear and whether the timeframe for interview sessions was reasonable. Both participants were subjected to normal ethical practices. The pre-testing of tools helped the researcher make a few amendments to the questions to ensure clarity.

4.9.2 Interviews with field supervisors and student social workers

The participants were informed and requested to sign the informed consent form as a confirmation that they voluntarily and willingly agreed to participate in the study, see Annexure I (sample informed consent form template). The signed consent forms are excluded from the annexure list to protect the identity of respondents. The participants were encouraged to ask questions and seek clarification on the areas that were not clear to them. The interviews were scheduled in advance. A convenient location and time were agreed upon between the researcher and study participants to avoid disrupting their normal scheduled activities.

Due to the threat of COVID-19 at the time of data collection, some interviews were conducted using Zoom/Teams based on participants' preference, while others were conducted in the office environment, using a smartphone recorder or field notes for those who did not wish to be recorded. On average each interview lasted about 35 to 55 minutes. After interviewing 20 social workers and 10 student social workers, the researcher did not see the need to continue with interviews since no new information was coming forth (data saturation).

4.9.3 Field notes

Field notes are the concurrent notes taken during interviews to capture the content of the discussion or other observations (Ogunyewo, 2016). Field notes can be taken in many ways, ranging from mental notes to scratch notes which often need to be well-written after interviews to give clear meanings to what was observed or noted (Babbie,

2016). Field notes taken by the researcher in this study were built into the transcriptions.

4.10 Impact of the COVID-19 pandemic on the data collection process

The data collection process took about a year, from November 2020 until 30th November 2021. A lot of challenges were encountered during this time. The process was interrupted terribly by the outbreak of the COVID-19 pandemic, lockdowns, remote working and uncertainties and fear related to the transmission of this virus. The year 2021 was particularly gripped with fear and uncertainties, as well as trauma because of the death and illnesses of loved ones. Many people in Namibia lost their lives and loved ones between May and December 2021, when the COVID-19 pandemic hit the hardest. It was thus not an easy time to engage individual social workers who were equally affected in one way or another. The process was further slowed down because the researcher contracted COVID-19 around June 2021 and needed time off to recuperate before resuming her studies.

4.11 Ethical considerations

Creswell (2014) refers to ethics as the principles that oversee the research process. These principles are standards of behaviours that direct the researcher to conduct ethically sound research, protect and minimise risks to participants. This study adhered to ethical principles to ensure the safety and wellbeing of participants, in the following ways:

4.11.1 Permission from institutions

Written ethical approvals for the study were obtained from the University of Namibia's Human Research Ethics Committee (HREC) and the Ministry of Health and Social Services before data collection (see Annex A, and C). Moreover, permission from other participating government ministries' Executive Directors and Directors of Private welfare agencies were sought and granted as per annexures D to G.

4.11.2 Principles of research ethics

The research was further guided by three fundamental principles of ethics namely: autonomy, respect for persons, beneficence, non-maleficence, and justice (Creswell & Creswell, 2018). These principles were safeguarded by the researcher as follows:

a) Principle of autonomy

Autonomy refers to the freedom of a research participant to choose whether to partake in the study voluntarily and without any coercion or not. In this study, all participants were above the age of 18 and they were of sound mind. This principle was applied in this research by ensuring that participants signed an informed consent, which ensured that participants voluntarily agreed to take part in the study and that they had the flexibility to withdraw anytime they felt uncomfortable to continue. The informed consent form articulated the research objectives and purpose of the study. Participants were further informed of all the data collection devices such as a voice recorder before

starting interviews. The researcher further proposed notetaking in instances where the participant did not wish to be recorded. An informed consent form is attached to this dissertation report as Annexure I.

b) Principle of respect for persons

According to Babbie (2016), this principle comprises privacy and confidentiality as key components. The participants' privacy and confidentiality were maintained throughout the research process, through conducting individual interviews in safe venues such as boardrooms and offices away from other staff members. Their wishes to conduct face-to-face or online interviews were also respected in consideration of the COVID-19 pandemic which was rife during the data collection period. Moreover, recorded one-on-one interviews were conducted and transcribed by the researcher and audios were deleted as soon as verbatim transcription was completed due to sensitivity in recognising recorded voices. Transcribed data were safely kept on the researcher's password-protected personal computer. Pseudonyms were assigned to participants and reflected as such on the verbatim transcripts, data analysis and write-up of the research outcomes chapters. This process ensured that no information would be tracked back to the specific participants.

c) Principle of beneficence

Babbie (2016) describes beneficence as a principle that strives to minimise risks to participants, but rather maximise the benefits that will enhance their lives. There were no personal benefits from the study to participants. However, the findings from this study were used as a basis for the development of a training programme, which will

render long-term benefits to all social workers and in particular social workers who are involved in the supervision of student social workers.

d) Principle of non-maleficence

This principle refers to measures that a researcher should consider to minimise harm to participants (Neuman, 2011). In the case of this study's case, such an ethical consideration refers primarily to the possibility of psychological or emotional distress that may occur because of reliving past experiences that may not be comfortable to talk about. Non-maleficence was ensured by assuring participants that there were no physical risks, although psychological risks could not be ruled out. Free counselling sessions were, therefore, made available through approved public service providers in case the participants needed to make use of them.

Further measures were put in place to abate psychological discomfort (harm) as stated below:

- The researcher explained the potential risks of participating in this study to the participants.
- Questions were formulated with caution to avoid any discomfort or feelings of inadequacy on the participants' part; and
- Participants were informed of their right to withdraw from the
- study at any time and to answer questions only if they were comfortable.

All in all, this study did not yield emotional reactions among the participants. It can thus be classified as a low-risk study.

e) Principle of justice

Babbie (2016) emphasises that this principle entails the right to fair selection and treatment. Equal treatment was given to all participants without any form of discrimination. All respondents had an equal chance to participate in the study and they were selected according to the selection criteria and objectives of the study. Participants were thus not manipulated to participate in this study, nor were they approached because of easy access. Thus, all registered social workers who also serve as field supervisors and the student social workers who met the inclusion criteria and who indicated their willingness to participate were granted equal chance to participate in the study.

4.12 Data analysis, coding and interpretation

According to Creswell (2018), data analysis is the process of bringing order, structure and meaning to the mass of collected data. Bingham (2023) asserts that all qualitative data analysis processes fall into one of two categories: deductive (codes developed prior to data analysis) or inductive (codes developed during data analysis).

Phase One of this study employed a phenomenological design, embedded in a qualitative research approach. Data generated were therefore rich, exploratory, and

descriptive in nature. According to Babbie (2016), data analysis is the process of bringing order, structure and meaning to the mass of collected data. Overall, inductive analysis is used to make meaning from the data, develop codes, categories, themes, and findings; identify representative data to support findings; and explain findings using theory and literature (Bingham & Witowsky, 2022). To do this, the researcher applied the inductive data analysis approach to the Tesch methods of data analysis.

The researcher chose the inductive option because the focus was on identifying broader themes, subthemes, and categories, in order to substantiate these with relevant literature and participant's views. Each interview was first transcribed verbatim by listening and re-listening to the recorded audios (see Annexure J sample transcripts). The written transcripts were also read and re-read several times to get an idea of the meanings expressed by participants. This required noting of the significant, key recurring data. Field notes were also read and re-read to note the recurring meanings and relate those to the ones identified from transcripts.

The researcher sought to analyse the data by coding the data into subthemes and categories. This involved assigning labels to emerging themes and categories. Labels were written on the margins of the transcript. Labels related to each other were highlighted in the same colour code, while different colours were used for different groups of labels. The labelled data were then grouped into main themes, subthemes, and categories in consideration of the research objectives; with the major themes being reported first, followed by the subthemes and lastly the categories. Analysis was a repetitive process, which swung back and forth between the data until no new themes emerged. These themes represent new concepts, and this affirms that the developing

categories were truly grounded in the data. This also represents the inductive approach as applied to this study.

These sub-themes and categories were presented as findings which were then contrasted and compared with the literature and participants' direct quotes to support the discussion as presented in chapters five, six and seven of this dissertation. Data was analysed using Tesch's (1990) method of analysis for qualitative data. These steps are illustrated in table 4.4.

Table 4.4: The steps followed in the thematic data analysis process per Tesch's (1990) methods of data analysis.

	Activity
1	The researcher read through all the transcripts carefully to get meaning and assigned labels to the meanings of the text in the margins of the transcript, by highlighting repetitions and writing down her first thoughts
2	Responses and feedback were classified and studied to identify the main ideas and themes. The researcher grouped labels into themes, subthemes, and categories, which were classified as the most common themes and subthemes through the process of coding.
3	The researcher re-read the transcripts and highlighted the different codes that occurred most in the data. These codes were highlighted in different colours, for example, each time the researcher read a different code, a different colour would be used, until the different colour codes became dominant themes.
4	The researcher tried to find the most descriptive wording for the main themes and subthemes and turn them into categories. The list of categories was reduced by grouping related concepts together.
5	After completing all interview documents, the researcher revisited the main themes, subthemes and categories making sure that the themes reflect the objectives of the study which applied to phase one of the study, and that they are mutually exclusive
6	Then the researcher drafted the discussion of findings using the themes as main headings and subthemes as subheadings, with descriptive categories
7	The researcher utilised the actual quotes of the participants when discussing the findings and linked them to the literature by comparing and contrasting.
8	The narratives selected as extracts in the presentation of data were the most rich and descriptive in understanding how field supervisors and student social workers experienced field supervision.

4.13 Measures to ensure data trustworthiness.

Measures to ensure trustworthiness are concerned with establishing validity and reliability in qualitative research (Creswell & Poth, 2018). Creswell and Creswell (2018) have, therefore, proposed that verification of data in qualitative research should be seen in terms of its trustworthiness and should be evaluated in terms of its credibility, transferability, dependability and conformability criteria. According to Creswell and Creswell (2018), researchers should make use of at least two verification strategies. Against this argument, the researcher chose to make use of **two** verification strategies which are namely, **dependability and credibility**. In addition, the researcher also chose to eliminate biases during data analysis by making use of a **co-coder**. These strategies are further explained below.

4.13.1 Co-coding

The researcher elected to make use of a co-coder to assist with bias elimination during the data analysis process. The co-coder is an academic staff colleague, who has a track record in supervision of student's research projects and is well versed with qualitative research projects.

The results of the data analysis were compared. There were no inconsistencies noted in the data interpretation, which makes it more likely that the interpretation was a true reflection.

4.13.2 Dependability

Dependability refers to whether the results are dependable and whether the research process was consistent and carried out according to qualitative methodological principles (Creswell, 2014). The researcher ensured and confirmed dependability by keeping comprehensive records of each phase of the research process, including the formulation of the research question, research methodology, research methods and design, sampling procedures, interview transcripts, data analysis and findings of the study.

To ensure consistency in data collection, the researcher personally conducted all in-depth interviews. This served to avoid the problem of different interviewing styles and approaches which could influence the participants' views and research outcomes. The researcher therefore ensured that interview questions were explained in detail and clarified to prevent misinterpretation by participants. In addition, detailed methodology and steps employed during data collection and analysis are well illustrated in this chapter. Data collection and analysis processes were verified by the researcher's two supervisors through ongoing dialogue, critical feedback and checking the interpretations of data.

These measures will allow the reader or other researchers to assess the extent to which appropriate research practices have been followed. Korstjens and Moser (2018) caution that if the researcher does not maintain any kind of audit trail, the dependability cannot be assessed, and this may impact the trustworthiness of the study.

4.13.3 Credibility

Credibility refers to the degree to which the research represents the actual meanings of the research participants, or the truth value (Moon et al., 2016). Credibility is considered the most important aspect or criterion in establishing trustworthiness in qualitative research. This is because credibility essentially asks the researcher to clearly link the research study's findings with the participants' reality in order to demonstrate the truth of the research study's findings (Creswell, 2014). **Credibility** also has the most techniques available to verify it in comparison to dependability, namely **triangulation and member checking**.

a) **Triangulation**

Triangulation is a powerful technique that facilitates the validation of data through cross-verification from multiple sources (Creswell & Poth, 2018). This approach can, therefore, increase the validity and reliability of the research. Triangulation comes in many forms, namely, data triangulation, theory triangulation and method triangulation (Creswell & Creswell, 2018). In the first phase of this study, the researcher applied data triangulation by interviewing 20 field social workers and 10 student social workers, who were all subjected to similar research interview questions. Diverse participants ensured evidence from different sources.

Further measures taken by the researcher to ensure credibility:

- The researcher ensured credibility by pre-testing the data collection instruments.
- All participants were taken through similar guiding questions.

- All interviews were conducted to the point of saturation. This means that there was prolonged engagement with the participants.
- The interviews were transcribed, and transcripts were available for verification purposes; and
- Most importantly, the researcher consulted the participants to ascertain whether the transcriptions were true reflections of their shared experiences.

c) Member checking

Creswell and Poth (2017) maintain that feedback and discussions, also known as member checking, with the participants, contribute towards data verification and the trustworthiness of the findings. This is a technique in which the data, interpretations and conclusions are shared with the participants. It allows participants to clarify what their intentions were, correct errors and provide additional information if necessary.

The researcher applied member checking in two ways. The first approach was applied through feedback and validation from participants during the interview process. Since the researcher had rapport with the participants, the interviews were conducted in a professional and relaxed manner. The researcher applied techniques such as probing, paraphrasing, and summarising participants' responses to determine the accuracy of the researcher's understanding. This allowed participants to comment and reflect further on their experiences and views.

Secondly, member checking was done with the participants after data transcription, to verify if the researcher's data interpretation closely represents their views. This was

done by taking the final summary of the themes, subthemes, and categories to the participants for them to examine if they were an accurate reflection of their perspectives as expressed during the interviews. The actual feedback from participants could not be attached to this dissertation, once more, to protect the identity of participants.

Table 4.5: Summary of trustworthy criteria and their application in the study

Strategy	Criteria	Application
Dependability	Participant's interviews and transcripts	The researcher conducted interviews herself to ensure consistency. Data was transcribed verbatim, and transcripts are available upon request
	Data coding	Themes, subthemes and categories were categorised in a tabular format, and they are clearly captured in the data analysis section, for cross-checking against presented data
	Independent verification	Data collection and analysis processes were verified by the researcher's two supervisors
	Steps in research	A clear documentation of all steps followed in the whole research process is presented in section 4.12 of this chapter
Credibility	Triangulation	All participants were subjected to similar guiding interview questions
	Member checking	Feedback and validation of data obtained from participants during the interview process

4.14 Chapter Summary

Throughout this chapter, the research process and methods employed in this study were discussed. A justification was provided for the use of the qualitative, exploratory, and descriptive approach incorporated into the phenomenological design. The alignment between the approach, design, data collection and data analysis were equally explained. The intervention research model was also described, but a more detailed process around it is reflected in detail in Chapter Nine. Ethical considerations as well as the trustworthiness of the study were discussed. The biographical data of participants were discussed and justification for their inclusion in this chapter is provided.

CHAPTER FIVE

EXPERIENCES OF FIELD SUPERVISORS AND SOCIAL WORK STUDENTS WITH REGARD TO FIELD SUPERVISION IN THE KHOMAS REGION, NAMIBIA

5.1 Introduction

This chapter, which is the first to present research findings, will present an analysis of the biographical data of research participants. In addition, it will also present the needs assessment outcomes based on Phase One of this study. The needs assessment is closely tied to the first research objective of this study, which is *to explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and private sectors*. The data were arranged according to main themes, subthemes and categories as presented and discussed simultaneously.

5.2 Presentation and analysis of the biographical data of research participants

The research was conducted in Windhoek, the capital city of Namibia, in the Khomas Region. This section provides the participants' demographic data, that is, those who were interviewed in phase one of this study, namely field supervisors and student social workers. As already mentioned, to ensure the anonymity of participants and that no information could be traced back to them, pseudonyms were used to protect participants. Demographic data are followed by a brief narrative which explains the data presented. These demographic data are presented as part of this chapter because the researcher chose to present findings as stand-alone chapters per each objective.

5.3 Demographics information of participants

Table 5.1: Demographic information pertaining to the social work field supervisors.

	Pseudonym	Age category	Gender	Total years of experience in social	Total years of experience as a field supervisor	Number of students supervised	Rank	Organisation sector
1	Anne	30-35	F	17	5	6	SSW	Parastatal
2	Reggie	40-45	F	16	11	22	Chief S W	GRN
3	Lily	40-45	F	20	15	7	Chief SW	GRN
4	Martha	50-55	F	29	10	15	SSW	Parastatal
5	Sara	20-25	F	5	3	5	SW	Parastatal
6	Mary	30-35	F	16	5	4	SSW	NGO
7	Kalla	40-45	F	20	5	5	SSW	NGO
8	Sally	30-35	F	5	4	5	SSW	GRN
9	Koekie	35-40	F	16	3	4	SSW	NGO
10	Meka	35-40	F	16	8	6	SSW	GRN
11	Tara	45-50	F	20	13	7	CWS	GRN
12	CM	46-50	F	16	8	7	SSW	GRN
13	BH	40-45	F	15	12	8	SSW	GRN
14	VN	35-40	F	10	8	5	SW	GRN
15	TK	50-55	F	23	15	12	SSW	GRN
16	RN	40-45	F	22	15	13	SSW	GRN
17	AG	35-40	F	17	7	6	SSW	Parastatal
18	MK	35-40	M	12	7	6	SSW	GRN
19	Tuli	40-45	F	23	14	10	SSW	GRN
20	Kali	35-40	F	10	5	6	SSW	GRN

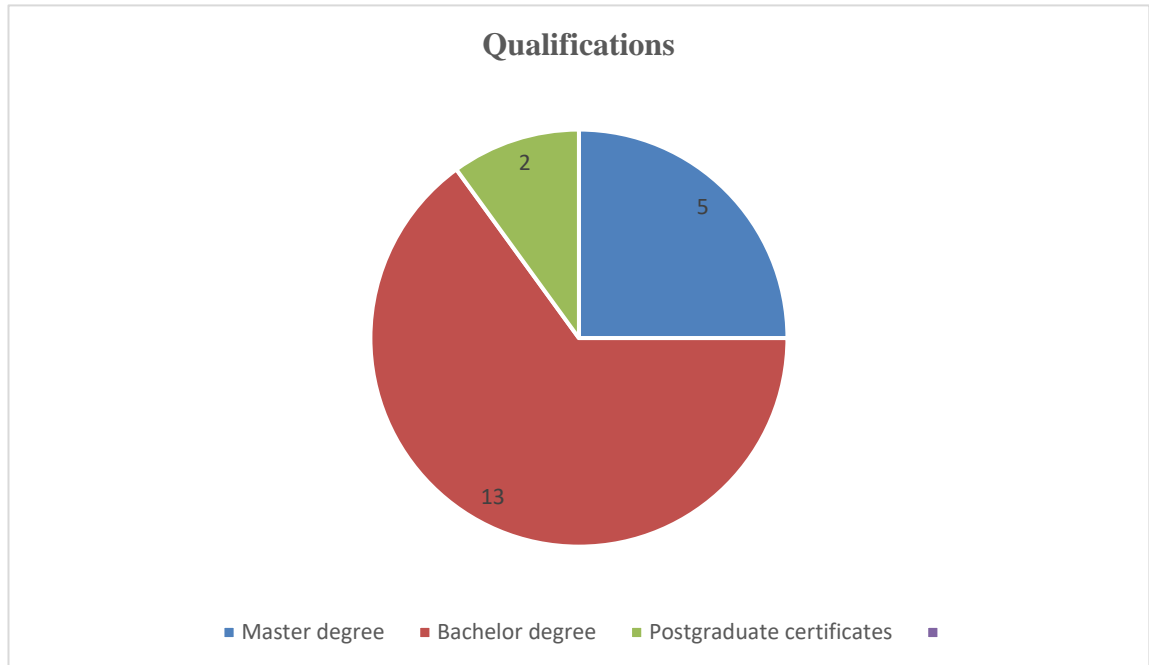
The biographical information of the social work field supervisors who were interviewed at the time of data collection is presented in Table 4.6 according to their pseudonyms, age range, gender, total years of experience in the social work profession, total years of experience in student supervision, total number of students supervised over the years, rank in the profession as well as the type of organisational sector they represented.

The social work profession has been described by many authors as a female-dominated profession (Mujinjanje, 2020; Poggenpoel, 2018; Thaver, 2012). It was, therefore, not surprising that many participants (19) in this study were female, with only one male participant. With regards to age, most field supervisors (8 out of 20) fell within the age category of 35 to 45. Interestingly, no field supervisors were noted to fall in the age category of 56 and above.

Most participants possessed well over ten years of experience in field supervision and had on average supervised more than five student social workers in their professional careers. Arguably, this shows a vast amount of experience among field supervisors. Most participants are senior social workers, again confirming that most field supervisors were most likely appointed in the role of student supervision based on the number of years of experience. This factor is discussed more in detail in Chapter Five. Worth noting is the fact that most participants were from government-owned institutions such as ministries and parastatals, while a few were representing NGOs.

■ 5.3.1 Qualification levels of interviewed social work field supervisors.

Figure 4.1: Qualifications overview of field supervisors



Thirteen participants had an honours degree in social work, while two had completed a postgraduate certificate in the social work-related field. Five participants had a Master's degree in social work or related fields such as HIV management, child welfare and project management. Several participants confirmed that the majority of the social workers/field supervisors, once they qualified as practitioners, did not pursue a postgraduate qualification. Reasons cited by participants for this ranged from the high cost of academic programmes and minimal support from employers for them to pursue additional qualifications. This is discussed in detail in Chapter Five.

Table 5.2: Demographic information of interviewed student social workers

	Pseudonym	Age	Gender	Year level of study	Type of placement organisation
1	P1	20-25	F	4	GRN
2	P2	20-25	F	4	NGO
3	P3	20-25	F	4	GRN
4	P4	20-25	F	4	NGO
5	P5	25-30	F	4	GRN
6	P6	25-30	F	4	NGO
7	P7	20-25	F	4	GRN
8	P8	27-32	M	4	GRN
9	P9	25-30	F	4	GRN
10	P10	25-30	F	4	GRN

The biographical information of interviewed student social workers is also presented in Table 4.7 according to their pseudonyms, age range, gender, and year level of study. Most student social work participants fall in the age category of 20-35, and most of them were placed in public service institutions. All participants were female, which again reveals the gender stereotype associated with the social work profession.

5.4 Themes, subthemes, and categories

The table below lists the themes, subthemes and categories that emerged from the findings that came from the interviews.

Table 5.3: Main themes, subthemes and categories of field supervisors and student social workers' field supervision experiences

Main Theme	Subthemes	Categories
Field supervisor's experience	Awareness of roles and responsibilities	<ul style="list-style-type: none"> • Role preparation
with field supervision		<ul style="list-style-type: none"> • Perception of supervisory role
		<ul style="list-style-type: none"> • Field supervisors' selection criteria
	Challenges in supervising students	<ul style="list-style-type: none"> • High workloads
		<ul style="list-style-type: none"> • Mismatch between organisations priority vs university expectations Lack of student readiness for the field practice. • Students' personal problems, different personalities and attitudes, poor social work values • Students with psychological disorders • Mistreatment from fellow employees
	Rewards associated with Student attached to Organisations	<ul style="list-style-type: none"> • Newer technological based
		<ul style="list-style-type: none"> • approaches and interventions
		<ul style="list-style-type: none"> • Creativity
		<ul style="list-style-type: none"> • Reduced workloads
		<ul style="list-style-type: none"> • Mutual learning from each other
		<ul style="list-style-type: none"> • Personal development of the field supervisor.
		<ul style="list-style-type: none"> • Improve supervision skills as each student are unique and they bring unique ideas
	Integration of theory into practice	<ul style="list-style-type: none"> • Application or non-application of theories linked to nature of case presented
	Recommendations from field towards	<ul style="list-style-type: none"> • Incentives for field supervisors • Incentives for students in terms of allowance.

	improved field supervision practices	
		<ul style="list-style-type: none"> • Support from social work professional bodies and social work associations
		<ul style="list-style-type: none"> • Postgraduate formal training in supervision
		<ul style="list-style-type: none"> • Extension of the university's orientation programme for field supervisors
		<ul style="list-style-type: none"> • Strengthening of link between universities and host organisations
		<ul style="list-style-type: none"> • Recognition of social worker field supervision experience and skills • from the ground in preparing student social workers' pre-field attachment
		<ul style="list-style-type: none"> • Prioritisation of field supervisory function by employers • University needs to prioritise student social workers' soft skills
Student social workers experience with field supervision	Orientation. into the host organisation	<ul style="list-style-type: none"> • Well received and oriented. • Hit the ground running
	Student-supervisor relationships	<ul style="list-style-type: none"> • Supportive • Unsupportive
	Student views of the supervisor's theoretical knowledge	<ul style="list-style-type: none"> • Good and up to date
	Highlights of the field placement experiences	<ul style="list-style-type: none"> • Relevancy of assigned cases • Earlier exposure to field work
	Challenges	<ul style="list-style-type: none"> • High workload assigned to interns. • Field supervisor's absenteeism Organisational priority verses students' expectations. • Gap between theory and practice • Poor time management • Lack of transport and office space

		<ul style="list-style-type: none"> • Safety concerns • Field supervisors not always registered social workers
	Views of field supervision itself as a module	<ul style="list-style-type: none"> • Very relevant and useful
	Models of field supervision	<ul style="list-style-type: none"> • One on one • Rotational Telephonic
	Recommendations from students towards improved field supervision practices	<ul style="list-style-type: none"> • Financial support to students • Regular supervision by academic supervisor • Regular interaction between field supervisor and academic supervisor • More exposure to rotational supervision

5.5 Field supervisor's experience with field supervision

The subthemes that were identified from this main theme are **awareness of roles and responsibilities, challenges in supervising students, rewards associated with student placement in organisations and integration of theory into practice.** These are presented and discussed below.

5.5.1 Awareness of roles and responsibilities

a) Role preparation

It was emphasised in Chapter Two of this study that field supervision is a specialised skill in social work. Field supervisors need to prepare for this role as it cannot just be

assumed that every social worker will hit the ground running when it comes to supervision. Some categories emerged from this subtheme, namely, role preparation, perception of the supervisory role and selection criteria for supervisors.

All 20 respondents (indicated that they received no training for their role in student supervision. Although a significant number of field supervisors indicated that they attended post-qualification training in various fields, which had brief components of supervision, none received or underwent formal and direct training for this responsibility in student supervision. Some of the informal trainings were provided through the employing organisation, while others were self-initiated. Informal in this instance means that the training was not specifically focused on supervision only.

Several field supervisors also mentioned that they attended the orientation training on supervision from a local university, however, many of them expressed their dissatisfaction with this training as they felt that it was very brief (few hours) and was not comprehensive in terms of content. This training was described as a once-off meeting with the university and no further training or discussions on the aspects of supervision ensued. This finding is similar to what Thaver (2012) established in the area of KwaZulu Natal in South Africa, that the orientation programmes offered by universities primarily serve to discuss the universities' procedures and expectations of supervision in terms of their model of working.

A few supervisors also indicated that although they were engaged in the supervision process, their managers or other staff attended the orientation training offered by a

local university instead of themselves. This further disadvantaged them in their role.

For example, this participant stated:

No, we didn't attend it. In our ministry, there is a section that is responsible for facilitating distribution of students. Uhm, because you know some students are allocated to the regions all over the country. So, it was for me a challenge because only they attend those training sessions, but it could have been good if field supervisors can also attend because we work directly with the students. So, I think that is one area that should be looked into. (Anne)

Although the Namibian Psychology and Social Work Council does not have a supervision framework in place, the neighbouring South African Council for Social Services Professions (SACSSP, 2017) requires that the supervisor of a student social worker should have completed an academic module in the supervision of at least 30 hours at a higher education institution and/or an equivalent course recognised by the SACSSP. The document however acknowledges that most social work supervisors in that country are not adequately trained to supervise. Internationally, it is also common practice for field supervisors to be required to undergo a formal -post-qualifying programme in supervision first, before undertaking student supervision, as already reflected in Chapter Two of this study.

The challenge of field supervisors commencing in this role without formal training or preparation is well documented. Moreover, most social work contexts, particularly in Africa, have been plagued with few or no formal requirements for social workers to be appointed as field supervisors, besides a few years of professional practice experience (Dhemba, 2012; Engelbrecht, 2013).

Field supervision takes place in a physical environment, and this is where the ecosystems theory has relevance. The consequences of lack of training and a standardised approach to supervision are believed to be detrimental to the clients and communities whom students will serve. This could potentially lead to field supervision becoming a subjective experience that depends on the attitude, skills, knowledge and intuition of individual supervisors (Kadushin & Harkness, 2014).

Again, in relation to the ecosystem's theory, it is evident that work conditions could enhance or hinder service delivery. In this instance, lack of training refers to a wider macrosystem challenge, which in the Namibian context also touches on policy matters due to the lack of a supervision framework requiring social workers to undergo training prior to taking on this role. The impact of this then is on the meso system (social workers) and micro system (social work students and clients).

The data indicated that social work supervisors were appointed from within the ranks of practising social workers and that they were not prepared by way of training for the position of social work supervisor. Training for the position of social work supervisor came up in this study as a need. Lack of training for the task also contributed to the social work supervisors' difficulty in transition and subsequently affected their functioning as supervisors. All respondents explained that they received no training for the job and that there was a need for training prior to assuming the position.

The above impacts were echoed by all participants, who also requested formal training in supervision, as illustrated in the excerpt below:

To have a post training or extra training will be a very good idea. For some of us that still need to grow in that area. Most of our social workers

are now supervisors. You will get new social workers, fresh from the university, and after 2 - 3 years they are pushed into supervising people. So, it is important that we have a postgraduate or additional training. Because I personally think something is lacking in social work supervision. Most of us are now in supervisory positions, we take from our hearts, and our minds and what we got from the university. If I can say, what I got from university is not what life is currently all about, you know, so, uhm, if there is a postgraduate training, I think most people will be interested. Even I will be interested to enrol for that, I will be the first to enrol.... (Anne)

b) Perception of supervisory role

Most participants (15) viewed their role of supervising social work students as nurturers of social work students to become functional social workers through mentoring and modelling good behaviours and image of the profession. Taking the above findings into consideration, the researcher assumed that field supervisors know and understand their roles fully. However, what they mentioned was the tip of the iceberg as most participants rarely mentioned anything about student assessments, educational supervision, a conducive learning environment or social work values.

Field supervisors are believed to be professionals who impart theory and skills, assess students' progress, and serve as role models during field work training. Other researchers have noted the importance that field supervisors play in socialising

students to the profession and in transmitting key knowledge, values, and skills. (Bogo, 2015; Boitel & Fromm, 2014; Larrison & Korr, 2013).

Of concern, however, were several field supervisors (13), who despite expressing joy in rendering field supervision to students, also felt that this is a cumbersome exercise that often goes unrecognised and unrewarded. They called on local social work professional organisations and the HPCNA to acknowledge, advocate for and accord the status that supervision as a specialised skill deserves. Some further called on these professional bodies to advocate for appropriate formal training in this area, as one participant below lamented:

There is no support at all from Profession Council, it could be good if they can also initiate or just link us up with training service providers. (Tara)

Through the lens of the ecosystem theory, field supervisors could find it helpful to identify systems interactions that support or stress them in executing their field supervision functions. In doing so, those within the macro system level, such as professional bodies in this case, become aware of which areas need to be strengthened to improve field supervisory processes.

c) Criteria for selecting supervisors.

Another interesting category that emerged from this subtheme was the selection criteria used in selecting field supervisors. Most participants indicated that experience as a social worker was an important factor in selecting them as a supervisor. This finding corresponds to the number of years of experience possessed by participants in this study as indicated in the demographics table in the previous chapter. Experience

in this context refers to the number of years spent practicing as a social worker and in some cases supervising student social workers and staff. It was also noted that there was a tendency in most organisations, to utilise the same social workers repeatedly in the supervision of students. In some cases, these field supervisors became known in the agency as the ones who can handle social work students, thus making them field supervisors by default each time a need arises.

A few participants, however, especially those in public service organisations, expressed that it is a mandatory requirement for all social workers irrespective of their seniority or non-seniority level to supervise social work students, and the following quote from a social worker affirms this: *“It is a mandatory and part of job description for all Social Workers in the government to supervise students”*. (Iyaloo)

In contrast to the above, those in the private or government-owned parastatal, supervise students because of the low numbers of social workers that are generally employed in the private sector, thus making it impossible for them to have a choice. This view is supported through the narration below:

At that time, they selected me because we were understaffed as we were only 2 social workers in the office. (Sophy)

Three participants indicated that at their agencies, the selection of field supervisors was done through a process of rotation amongst staff members which provided every social worker the opportunity to gain experience in supervision and exposure of

students to a variety of specialisations in social work. This practice was particularly common amongst field supervisors from the medical social work practices. The findings indicate that the rotation is not a policy matter but an arrangement of the current supervisor. This trend was also observed in a study conducted by Thaver (2012) in South Africa, that the rotational model of supervision predisposes all social workers to student supervision.

Despite the different criteria in the selection of field supervisors, it was encouraging to note that most field supervisors undertook this role because of their own passion, commitment and joy derived from their contribution to the social work profession. Field supervisors also indicated that their belief that they have an important role to play in grooming the future social work workforce kept them driven in this role, just as they were equally groomed when they were students themselves. One participant expressed this by saying:

I offered to supervise students because I think they really bring new energy and new ideas. And I, uhm, I derive joy in seeing them grow professionally, and uh, sometimes you will cross path later in life, and you are always like, wow, this one and that one went through my hands (RN).

5.5.2 Challenges in supervising students

Another predominant subtheme that emerged was the challenges encountered by field supervisors during the student supervision process. Three categories of challenges as reported by field supervisors on student and organisational challenges emerged and they are described below.

a) High workloads

Several participants expressed how they struggle to balance the workload associated with their full-time positions with the responsibility of supervising students. Many of them also indicated that there was no division of work as they were expected to undertake student supervision functions every year. In other words, there appears to be a tendency to utilise the very same field supervisors each time. These field supervisors' other key functions related to their job descriptions, were not reduced, or re-assigned to other colleagues. From an ecosystem theory perspective, social work managers should be involved in workload management to ensure that field supervisors are ready to cope with unforeseen changes in the working environment.

Some of the participants' struggles with workload management are a daily challenge, which is further influenced by staff shortages that need proper navigation, as expressed through the following excerpt:

The challenge is having a lot of workloads both case work and administration work but still having to see to it that the interns work are up to standard. At times I had to travel between X and Y (name of organizational branch withheld due to confidentiality), to see if all the cases plus group work and community projects are being done correctly. As an office we are understaffed and having to supervise interns becomes a bit too much and overwhelming. (Sara).

These findings are similar to a study conducted by Muinjangue (2020) in the Directorate of Social Welfare in the Ministry of Health and Social Services. Muinjangue stressed that in practice, managers tend to allocate most of the load to hard-working people or those employees who get work done fast or those who cannot say no. This leads to unfair distribution of work. Workload division is not simple, and this is what Morgenstern (2016) meant when he cautioned that there are real risks involved in not equitably distributing the workload. In terms of the ecosystems theory, there are always reciprocal transactions; in other words, circular interactions where sub-systems engage with one another in such a way that they influence each other (Worden, 2013).

According to this study, the tendency of unfair division of labour appears to be similar between both the public and the private sector. The researcher discovered that in both sectors, there was a tendency to always assign the same staff members to the student supervision function as narrated by this participant:

Sometimes, as much as I enjoy working with students, I really get frustrated. In my place of work, it is always me being assigned students social workers. What they don't realise is that I also need a break, and even if you complain, the supervisor will always maintain that it's because I have experience and have always handled the students professionally. What if I die one day? Will they not find a replacement?

(CM)

On the one hand, one would argue that perhaps this is being done to retain and tap into the experiences of staff who have served in this capacity over the years. On the other hand, this status quo may lead to burnout, with negative consequences on the field supervisor's overall well-being. Moreover, the findings did not point to any evidence of a universal workload measurement system or guidelines. These findings are similar to what Muinjangue (2020) also established in the Ministry of Health and Social Service Welfare directorate about 3 years ago.

From an ecosystem's theory perspective, the shortcomings in the macrosystem environment of the host organisations, which in this case refers to a lack of standardised workload management tools could influence how field supervisors execute their supervisory function of student social workers. Muinjangue (2020) stresses that workload is not only about the amount of work, but it is also about the availability of resources. These resources could also include human resources as this category appears to be the most pressing factor for most field supervisors", as narrated by this participant:

We are really understaffed here. Imagine, I have to supervise staff, and also social work interns. Sometimes junior social workers are just overwhelmed that I often have to take the bull by its horn, and attend to cases too, especially the critical ones. Like the other day, I needed to drive out of town, to attend to a case of a child that was trafficked out of the country. It involved other high-level officials from Ministry X and the Ministry of X. So here, one cannot leave everything to junior social workers, or give excuses that you are looking after students. (RN)

The above narratives confirm the findings of other studies findings in that field supervisors are challenged with reserving time for students, especially due to other key work responsibilities (Poggenpoel, 2018; Thaver, 2012; Cleak & Smith, 2012).

Few participants, (3) however, maintained that they were able to manage their time well through proper planning, maintaining of agreed schedules for supervisory sessions, flexibility and open-door policy which meant students could approach them anytime they needed to consult them. This arrangement further minimised lengthy supervisory sessions during planned scheduled sessions. They stated that:

When staff members get to plan their week, we consider time flexibility. Uhm, we believe in work smart vs long hours. Because this hospital is quite fast paced. And so, the workload is quite a lot compared to the number of staff members. So, whatever we have tried to do, we do planning meetings on Monday, where social workers share their weekly plan... and we get to share, if for instance, you have overcommitted yourself, you can ask others to run your wards for that week. So that communication of the workload is where we practised self-care. (Reggie)

Flexibility was acknowledged to be a tool useful to avert stressful situations by adjusting working hours and managing high workloads. This was either done by going home early, provided there was always someone who stood in for others and, by including student social workers into these routines. One participant for instance affirmed this when she said:

So, you can have one case per day, but by 3 o'clock you are finished. So being a social worker is not an 8 to 5 job, strictly speaking, it's about, how much you can cram into that time, and move away and rest.... So, when we get students, we encourage them to become part of the team...so they fall into our routine. For example, students can get days off or half days off when they have school related work. Uhm, they don't work long hours like us. So that set the tone for self-care already in their early professional careers. (RN)

Once more, in the absence of a workload management tool, each of the field supervisors does what they see fit under various circumstances. For instance, a phrase like “*if you have overcommitted yourself, you can ask others to run your wards for that week*” does not necessarily imply that those colleagues will assist you. They are not compelled by any guidelines, but rather this is dependent on the work culture that exists in such an organisation. This means that the field supervisors who have over-committed in their planning remain at the mercy of other colleagues and there is no assurance that others are always “flexible” and willing to help. This is a strong indication that a supervisory framework with provision for workload management guidelines will be useful in stipulating how the division of work should be done, particularly for those social workers who also take on the extra load of supervisory function. Such a framework will not only aid the field supervisors to better manage workload and lead to effective and efficient service delivery but will also reduce pressure on social workers.

Pretorius (2014) argues that a formal, systematic, and flexible workload management process is necessary to prioritise, allocate, monitor, measure, and balance workloads effectively and efficiently. Moreover, Lee and Miller (2013) maintain that workload and time management can be effectively managed if any practitioner could actively engage in mindful management of work tasks and time spent accomplishing work tasks. They further provided examples of these strategies to include things such as taking breaks throughout the workday, taking vacations and reserving work tasks (e.g., paperwork, emails) for some work hours only, as well as putting into place systems to organise and prioritise work tasks.

b) Students' personal problems, attitudes, and poor social work values

Students' personal issues refer to factors that negatively impact students' effectiveness or performance in a workplace setting. Students' personal issues such as personal problems, personalities, unresolved personal issues, lack of self-awareness, resistance to feedback, lack of motivation to learn, psychological illness and poor work ethics were highlighted by field supervisors.

The participants expressed a concern that students' personal challenges could affect their studies and practice, as illustrated in the excerpt below:

So, you see the rawness of social work, sometimes hit them in ways they dint expect, because at fourth year level, they are required to go in-depth. Sometimes it becomes challenging to them.... We also had students who had similar problems as their client and they couldn't deal with that.

Which makes the need for supervision as a skill even more important. At one point I thought this student was just avoiding work and I couldn't understand it, until I sat down with the student. That's when the student started to reveal past situations that were similar to the trauma that her patient was encountering. (Reggie)

Besides the challenges related to students' personal issues, some participants reported that students' personal problems such as their financial and family crises impact on the supervisory process and these become issues to be dealt with by the supervisor. However, most participants felt a sense of satisfaction when they were able to satisfactorily assist the students through these challenges, as they felt that they just had to do it to help them through the whole process of supervision and learning. The following quote from a social worker affirms this:

I had an intern that really struggled with creating boundaries between their previous trauma, from those of their client which were quite similar. The student could not cope and had difficulties navigating. Although I did not provide full term counselling, I needed to do immediate intervention and eventually arranged for full counselling sessions for this student with a state psychologist (Sara).

This is commendable on the part of supervisors, because, although field supervisors are cautioned not to become therapists to students, they had to do these interventions in order to ensure that students sail through the practical attachment process.

Ecosystem theory is fundamentally concerned with the interaction and interdependence of organisms and their environment. Individuals do not operate in isolation but are influenced by the physical and social environments in which they live

and interact. Likewise, student social workers as a microsystem, interact with and are shaped by influences from their social and cultural circumstances, families and communities. Field supervisors, in their quest to help student social workers as illustrated above, might find that the target for intervention is not necessarily students themselves but rather the broader influences around students such as family and socio-economic factors as a potential source of stress and strain. This could also help field supervisors to make proper analyses and refer students for further professional interventions where necessary.

In addition to the above challenges, several more challenges with students were highlighted as impacting the role of the supervisor. Whilst it is accepted that students are in a learning process, it is also expected that students enter the field with the basic knowledge, skills and understanding of the profession. In addition, students are perceived to lack professionalism, as expressed in their attitude, poor work ethics and failure to adhere or comply with ethical and professional values and code of conduct. This was affirmed by this participant's excerpt who stated:

If for instance elderly couple comes in, you need to be mindful of your language and the way you dress, you need to do a proper assessment, take into consideration the cultural practice of these people and their generation. So, it is a lot of things to put in one basket and to present yourself as this social worker. Sometimes students struggle with that.

(Tuli)

Ethical issues refer to appropriate professional values that influence an individual's ability to make sound judgments in work-related situations (Reamer, 2013). Student

social workers therefore ought to be socialised into the profession around lines of ethics.

c) Lack of student readiness for the field practice

Several participants (15) felt that students were not always entirely ready for field practice. Several authors have lamented that the absence of adequate preparation for field work impacts students entering the field with apprehension, anxiety, unclear expectations, and negative emotions that interfere with effective learning (Bogo, 2010; Chilvers, 2017a; Parker, 2017; Carelse & Poggenpoel, 2016; Schmidt & Kariuki, 2018). The consequences of not preparing students well for field practice are exposed in the following statements:

Students have these theories, good grades, and all that, but they are going to have to sit with people with actual issues, and sometimes they are shocked to find how raw the problems in life are. It is not make-believe anymore, it's not teenage pregnancy anymore but it's now deeper. So, you see the rawness of social work, sometimes hit them in ways they don't expect, because at fourth year level, they are required to go in-depth.

(Reggie)

In contrast to the above stand, some field supervisors' own attitudes and beliefs were negatively projected onto students, making the students appear as if they were not field practice ready. For instance, one participant mentioned:

And then you get some that are more mature than others, and some are simply lazy. And then you need to tell them, listen, you are getting into a

field which is demanding. So being kids, I am old, so they all look like babies to me, so telling them, you may be good academically, but you need to pick up your socks and put efforts in your work. Jaa sometimes they react well and other times not so well.... (Tara)

Although field supervisors are entitled to their opinion and ability to judge, labelling students as lazy or kids leaves much to be desired. Field supervisors, therefore, perhaps need to do self-introspection to avoid influencing the supervisory relationship negatively. The importance of a positive relationship between the supervisor and supervisee, cannot be over-emphasised. Such a relationship ties in well with the seven-eyed supervision model, where attention to the quality of the working relationship between the supervisor and supervisee is paramount (Hawkins & Shoheit, 2012). If students are regarded as kids or lazy, they are likely not to enjoy a positive learning opportunity or develop a positive feel for the profession.

Despite the above, there is evidence suggesting that when students are well-prepared for field practice, it enhances their readiness to learn and deal with stressors associated with field placement (Chilvers, 2017b). Students' preparation for the field should, therefore, be encouraged.

d) Students' psychological disorders, behavioural problems, and interpersonal skills

Although students' psychological disorders were not a dominating discussion amongst participants, there was a reference to this issue as a concern that warrants attention

both from the university and host organisations, as it is deemed to have negative impacts on the successful execution of field practice. Participants felt that some students came in with unresolved psychological issues which rendered them not suitable for the profession unless those issues were seriously addressed, as reflected in the statement below:

At one time, we had this case where we went as far as consulting the institution where the student came from, and it turn out that the student was already being seen by a psychologist, but she could not cope and was therefore not able to complete her field practice. The family took over the care of the student, but it was sad that as the student was about to graduate, it became devastating for them. I sometimes reflect and wonder if we could have done a better job at helping the student. (RN)

It is commendable to note that field supervisors collaborated with other parties such as family members and university staff, in dealing with students' issues. Moreover, field supervisors emphasised screening of social work students before university admission and prior to field placements. This matter has been already addressed as a field education academic supervisor at the University of Namibia confirmed that they have started screening potential social work students before their admission to the university to address some of the issues raised by field supervisors (E. Leonard, personal communication, April 16, 2020).

e) Mistreatment of students by colleagues

Some participants expressed concerns that not all colleagues within the workplace treat student social workers fairly. They further expressed that students are judged based on their personal appearance and they are reduced to merely being students, as narrated by one participant below:

Some colleagues judge students based on their appearance. I remember we had a female student with rastas (dreadlocks). She was having those hairs, and she was female, and she was dressing a bit like a boy, but, when you engage the students, when you know her, you get a different person. And really, she enjoyed being supervised by me because I shielded her from the way she was labelled and looked at by others. So those are the challenges in the field, and as professionals we differ in how we treat students. (Lily)

While it is the responsibility of field supervisors and perhaps to a certain extent, other social work professionals in a workplace setting to groom and mentor social work students, this should be done in a respectful and non-judgmental manner. Considering the ecosystem theory, the field supervisors have a responsibility to educate and sensitise their colleagues using the life model approach, which is an approach that aims to improve the level of fit between people and their environments. This model is of the view that during any transition phase, stress can arise. In the host organisations, this stress can be felt by both students' social workers, as well as the entire workforce as they try to adjust and cope. This stress can be particularly felt more by the social workers who need to adjust to constant new student interns every time there is a new

intake. Teater (2014) recommends that stress levels can be reduced by drawing on personal and environmental resources in order to be responsive to people's needs.

f) Mismatch between organisations priority vs university expectations.

Several participants complained about differences between organisations' requirements and expectations with those of the universities where student social workers come from. These differences were described as clashes between what the organisations wanted the interns to do and what on the other hand, the universities expected the interns to do regarding, for instance, research projects. The following response from a field supervisor confirms these differences:

You know when the students come to the institutions, they have some specific guidelines they come with, that they should follow, like the community project they must do or research on this and so on. And sometimes they come to an organisation whose crisis, may be, is a survey on suicide prevention. Then the students are put in that position of, I want to help, but I have to do a specific programme for me to achieve or accomplish what is required by the University. So, the challenge, was sometimes to push the students to do the extra, but, we sometimes allow to just guide them, you know, and accommodate what they have to do.

(Anne)

This signifies a need for synergy between both parties to agree on priority areas in terms of research projects. This concern is not only limited to organisations and the

university's expectations but also to students' preferences in terms of their interests.

As one participant indicated:

In the case of my student, she personally has a strong interest in mental health issues and wanted to do her research in that area. But our organisations on the other hand, had pressing concerns around increased cases of child abuse. Despite me trying to convince the students, she opted to do her research around her interest.... which is also understandable, because you know, in the end, you must feel in your heart what you really want to do. (BH)

5.5.3 Rewards associated with student placement in organisations.

Participants were asked to identify the benefits of having social work students on placement. Five categories emerged under this theme, namely, newer technological-based approaches and interventions, creativity, reduced workloads, alleviation of manpower shortages at organisations, mutual learning from each other and personal development of the field supervisors.

A significant number of participants described having students around as rewarding and beneficial to their organisation. Seventeen participants indicated that students brought along newer technology-based approaches and interventions. Eight participants stressed the creativity that students applied to their everyday cases as reflected below.

For example, one participant stated:

Students are always surprising; they are creative. Uhm, we had students who went to the kangaroo mothers, doing different projects, and students who did yoga with the pregnant mothers and the mothers liked it so much. So, they would come early morning to do their yoga before they go into the Doctor's appointment. So, the mother would come early in the morning for their yoga. I was so surprised by how, you know our people, (giggle) you know yoga is from the Indian cultures... but our mothers were so much into it, and they loved it, they embraced it very much. (Reggie)

On the other hand, it was surprising to note that some participants considered interns as a solution to aggravating manpower shortages and high workloads that are often experienced at many welfare organisations. Students were considered valuable in addressing manpower concerns at organisations because they provided support to social workers at the organisations. This in turn led to a reduced workload when students attended to cases in the field and assisted with intake and general office queries.

Another research participant asserted how interns came in handy to fill the gaps due to high workloads:

Interns really have helped us a lot, in terms of implementing projects that we just don't have time to do anymore, due to high case workloads. (Tara)

These findings are not unique to Namibia, because literature highlights that interns are generally viewed as a good source of low-cost labour for industries (Galloway et al., 2014; Holyoak, 2013; Maertz et al., 2014). Interns can undertake value-added projects which might not otherwise be done. Employers can utilise interns as resources during busy periods. In addition, recruitment and training costs are reduced if firms

employ the interns after the internship is completed, thus making the internship or placement period also act as a trial period for both the employer and the student (Holyoak, 2013).

However, Holyoak (2013) cautions that whilst organisations might see interns as potential relief from high work overload, it is important that the developmental opportunities of internships are not overlooked, and that critical learning should remain a priority.

Finally, most field supervisors (17) noted benefits in their own professional growth from the supervision process. Most highlighted the mutual learning from students in the process. A quote from one participant below, affirms the above finding:

It is very exhausting yet rewarding. As much as the students are here to experience field work and put into practice what they have been taught I also learn from them as they help me grow both professionally and personally. Students learn from me, and I learn from them. (Sara).

The notion of the supervisor and student learning from each other supports the developmental approach to supervision which has gained momentum lately (Chiwara, 2015; Ncube, 2019). Engelbrecht (2013) argues that a developmental approach in supervision embraces both the student and the supervisor learning from each other, versus a traditional approach where the supervisor is considered an expert and the student a novice. This stance was also corroborated by Zuchowski et al. (2019) who in their Australian study established that field supervisors acknowledged that social work students' presence in their agency stimulated their own learning and created exposure to new ideas.

5.5.4 Integration of theory into practice

According to Carelse and Dykes (2014), a primary outcome for social work field practice is that future practitioners should be able to integrate their formal knowledge base with fieldwork practice.

The research participants felt that the application of theories into practice was somewhat misunderstood. They further expressed that this process is to a certain extent linked to several factors such as the nature of a case, the agency in which a student social worker is placed and its associated procedural regulations as well as the urgency of the case. There was also a sense of uncertainty, about whether supervisors and students were on the same page regarding the latest social work theories. One participant expressed this by saying:

I think, sometimes students might feel challenged if we don't embrace the new ways of dealing with social work. ... you see, Uhm, we have so much experience in the field, but we might not be up to date with the theory and academic lingua.... (giggling), and sometimes we are talking about the same thing, but using different words and concepts, that's why I am saying we need training in supervision so that we also do not discourage students, and we can encourage them to move forward in new ways of doing things (Reggie).

On the other hand, some participants felt that in some instances students need to adapt and be flexible to organisational procedures. So, it is not always that a practitioner needs to draw on theory to determine the best intervention. One participant mentioned:

The theory is there, but you need to be able to be flexible to what is happening at the moment. Uhm, it can be a crisis and you cannot just say I need to apply which and which theory. And those are the things that I speak with them. I usually have review meetings with my students, after every intake, we sit and discuss what was happening at the ground. For instance, if one was working with an abused woman, which step did they take and so on. (Koekie)

The researcher concluded that most field supervisors struggle with assisting students in linking theories to field practice, as they are also uncertain or maybe unfamiliar with what the latest theories in social work are. Similarly, Chilvers (2017a) concludes that although linking theory to practice is crucial in field supervision, there appear to be no clear-cut means to assist students in this regard, often leaving field supervisors to rely on own knowledge to find better ways of dealing with this challenge.

These views are similar to what Dimo (2013) also establishes, that field supervisors and students alike were in most cases applying social work theories but seem to be not aware of this and unable to describe the theory nor name it. Dimo (2013) further clarifies that theories in social work are tools that everybody uses every day.

Carelse and Poggenpoel (2016) assert that field supervisors should have some understanding of the curriculum content covered in the classroom. In a study by Poggenpoel (2018) in South Africa, it was established that field supervisors faced a challenge regarding mismatches between the philosophies and theoretical knowledge taught at the university and that of the practice setting. Poggenpoel attributed this to a lack of interest in regular self-improvement and learning on the part of field

supervisors. Most supervisors completed formal educational training many years ago and might have forgotten some of the major theories or philosophies or held on to the theories and techniques that they have learnt during their days at universities and colleges. This implicates the supervision of students in the field in that “if field supervisors are not familiar with current and latest theories taught in class, they will not be able to guide students with the integration of theory and practice (Carelse & Poggenpoel, 2016, p. 7).

Part of the solution to this problem was proposed by Engelbrecht (2015), who recommended that supervisors should employ strengths-based supervision, where the supervisor needs to admit that there may also be some aspects that they can learn from student social workers. For instance, they can organise peer supervision, where student social workers can discuss the different theories in the presence of their supervisors, hence paving the way for field supervisors to learn about these relevant theories and techniques.

5.6 Student social workers’ experience with field supervision

Student social workers were also asked to share their experiences with field supervision. Interesting subthemes that emerged are orientation into host organisation, student-supervisor relationships, student perceptions of the supervisor’s theoretical knowledge, models of supervision, highlights, and challenges of field placement experiences. Emerged categories are further discussed in Table 5.2.

Table 5.5: Theme, subthemes and categories pertaining to experiences of student social workers with field supervision.

MAIN THEME	SUBTHEMES	CATEGORIES
Student experience supervision Social with workers field	Orientation into organisation host	<ul style="list-style-type: none"> Well received and oriented. Hit the ground running
	Student-supervisor relationships	<ul style="list-style-type: none"> Supportive Unsupportive
	Student views of supervisor's theoretical knowledge	<ul style="list-style-type: none"> Good and up-to-date The gap between classroom-based knowledge and field practice
	Highlights of the placement experiences field	<ul style="list-style-type: none"> Relevancy of assigned cases Earlier exposure to fieldwork:
	Challenges	<ul style="list-style-type: none"> High workload assigned to interns Confidentiality Field supervisor's absenteeism Organisational priority clashes with students' time limitations on community projects Poor time management Lack of transport and office space Safety concerns Field supervisors not always registered social workers

	Views of field supervision itself as a module	Very relevant and useful
	Models of field supervision	One on one Rotational Telephonic
	Recommendations from students towards improve field supervision practices	<ul style="list-style-type: none"> • Financial support to students' • Regular supervision by an academic supervisor • Regular interaction between field supervisor and academic supervisor • More exposure to rotational supervision

5.6.1 Orientation into host organisation

Regarding this subtheme, most students (9) felt that they were well received at their host organisations. Most students described being taken through a proper orientation already on their first day. This was demonstrated through the allocation of an office or a conducive space to operate from as well as orientation to the organisational structures and reporting line. This is well demonstrated by the following quote from one participant:

I was well received; an orientation was done by the Regional Manager of the organisation on the first day of the field placement. An office was allocated to me as well. (P.1).

It is said that first impressions last, and whatever one does on the first encounter with an acquaintance is likely to shape the nature of the relationship between such individuals. In addition, practices modelled for students can be reproduced by them later in their professional lives, especially when they become field supervisors themselves (Moorhouse et al., 2016).

While the above narratives depict a beautiful picture of how most field supervisors were well prepared to receive their student interns, some practices were conducted on the contrary. These practices were experienced by students and mirrored the rest of their experiences on placements. One student stated:

They have a lot of clients and on my first day I was already assigned two clients which I attended to. The following weeks were filled with anxiety and anticipation at the same time, I had never heard of the organisation until I started doing my internships there. (P 3)

The first weeks of placement are crucial in the development of a supervisory relationship with a student and for orienting a student to the organisation and its wider context. Once more this scenario can be linked to eye three of the seven-eyed model of supervision, which requires the field supervisor to examine contractual agreements, and expectations of both parties and to ensure that such expectations are met. This eye, if successfully implemented, further enhances a positive experience of the student's professional practice.

McSweeney (2016) emphasises that at the beginning of the placement, students value activities that introduce them to the setting, policies and procedures which in a way clarifies expectations for everyone. Orientation to the context, services, resources, and structure of the host organisation is, therefore, integral to a student's learning in the beginning phase of placement.

5.6.2 Student supervisor relationship

Nine participants described the relationship with their supervisors as supportive, while only one felt unsupported. Most participants listed guidance, open door policy with clear-cut professional boundaries and two-way-based relationships as indicators of supportive relationships with their field supervisors. The narrative below illustrates a supportive relationship between the supervisor and supervisee:

Our relationship was open, yet professional boundaries were maintained from both sides, however, she has an open-door policy and open to learning, especially on community work. (P.8)

The study findings in this sub-theme demonstrate that a supportive relationship between a student intern and her/his supervisor creates an atmosphere that puts the interns at ease, and which makes learning from each other possible. The positive relationship findings are similar to a South African study by Tanga (2013) who reported that most students had warm and welcoming relationships with their supervisors. Cox and Steiner (2013) discuss positive traits that are characteristic of effective supervisors. Among these were role modelling, confidence, and a sense of professionalism, combined with being flexible, creative, positive, friendly and accepting. Cleak and Smith (2012) report that student satisfaction with supervision is

impacted by students' relationships with supervisors, the agency context and available learning opportunities. Previous research has revealed that students value supervisors who are supportive, open to differences, available and able to develop positive relationships with the supervisee (Cleak & Smith, 2012; Stark et al., 2015).

On the other hand, however, unsupportive relationship traits emerged as part of this study's findings, as cited by one of the students' participants. An unsupportive relationship is likely to smokescreen the entire placement experience, making the placement experience be viewed through a negative lens and overlooking any positive aspects that may occur along the way.

Two participants, for example, described a relationship that was clouded by misunderstandings, false accusations, poor problem-solving and interpersonal skills, one-way based and even one that was mirrored by revenge when it came to her final assessment report by her field supervisor.

The participant's narratives below illustrate how an unsupportive relationship has the potential to distort the entire field placement experience:

They were supportive but they lack skills in solving problems as they did not allow me to explain myself in what they were accusing me of, which to me looked unethical. (P. 1)

The relationship with them was fine at the beginning however it changed towards the end because of wrong accusations and misunderstanding. The field supervisors believed that I had reported them to my university for sending us home when there was a rise of COVID-19 cases in the wards. However, what I did was letting my academic supervisor know of the challenge which I was faced with which slowed down my pace in submitting reports. However, the supervisor after learning about it from my fellow student social worker who informed them, resented me for it and gave false feedback to the University in a spirit of wanting to revenge against me. (P.8).

The fact that a handful of participants rated their relationship with s field supervisors as unsupportive, raises a concern that needs attention. Once again, attention is drawn towards strengthening supervisor-supervisee relationships through the adoption of a strength-based or developmental approach to supervision. Miehl et al. (2013) note that the principle of the supervisory working alliance is built on mutual respect and both parties can learn from each other. Scholars argue that the developmental approach in field supervision embraces both the student and the supervisor learning from each other, versus a traditional approach where the supervisor is considered an expert and the student a novice. Although it appears that most field supervisors are not familiar with this approach in the Southern African context, policy formulation efforts need to be accelerated to implement this approach properly (Poggenpoel, 2018; Engelbrecht, 2013; Chiwara, 2015; Ncube, 2019).

5.6.3 Frequency and type of supervision model

During interviews, participants were asked about the frequency of supervision received and the supervision model often used. Most respondents (9) reported that they saw their supervisors regularly, often via one-on-one mode. One participant reported telephonic contact and unregular supervision because the supervisor was based outside of the host organisation. Five participants reported that they received once-a-week supervision, while four participants received supervision twice weekly.

The study further identified that just over half of the placements used the traditional one-student-to-one social work supervisor model. Results suggest that students are more satisfied across all aspects of the placement where there is a strong on-site social work presence. Moreover, it can be concluded that students had regular and sufficient supervision contact with their supervisors during fieldwork placement, of course except for a few.

These findings link very well with previous findings in that the one-on-one model of supervision is still the most popular model utilised by most organisations (Cleak & Smith, 2012; Vassos et al., 2018). However, of notable importance is the fact that one-on-one rotational-based supervision is also gaining momentum in Namibia as reported by a significant number of participants. This type of supervision model is supported as it offers students a wider learning exposure to different practice settings and practitioners in the same organisation (Vassos et al., 2018).

5.6.4 Students' perceptions of theoretical knowledge of supervisors

a) Good and up to date

Interestingly, nine participants felt that field supervisors are up-to-date and familiar with social work theories. This contrasts with how field supervisors rated themselves low in this aspect, citing uncertainty and doubt if they were doing a good job as discussed in the previous section. One participant expressed:

My field supervisor's skills were up to date, she was always doing online short courses regarding social work, however, as the field of social work is advancing and changing so should the supervisor also get the latest updates from the university (P.3).

5.6.5 Gap between classroom-based knowledge and field practice

According to Teater (2014), social workers have an ethical and professional responsibility to have knowledge of established and researched theories that are grounded in social work values and to draw continually upon these theories in social work practice.

One key challenge that the researcher noted because of findings from this study is the notion that student social workers and in some instances field supervisors alike fail to realise that all social work interventions and models are rooted in well-researched social work theories. This is what makes social work distinct as a profession. Social work practitioners do not use common sense or common knowledge but rather well-established and proven theories in everything they do. Coulshed and Orme (as cited in Teater, 2014) emphasise that every social worker practices from a theoretical framework, whether they recognise it or not. Teater (2014) further cautions that social

work practitioners who practice based on their own assumptions versus the established social work theories and values could be putting clients at risk of further harm.

The notion of practitioners not realising that application of theories does take place in their interventions, is well illustrated by a student social worker as follows:

There are discrepancies between what is taught in class and what is actually implemented in the practical environment as it does not always go according to book. Sometimes there are Acts, legislations and organisational procedures that need to be applied and not theories. For instance, a child who need to be placed in a place of safety requires a social worker or intern to use the legal instruments to arrange this. In other cases, if a case requires a crisis intervention, then there is no time for theory, one need to act quickly and remove a client from a dangerous situation. (P. 6)

In the researcher's opinion, this participant failed to make the connection between **crisis intervention theory** and the actual approach applied in this case scenario. Clearly, she was not guided to the application of an existing theory to this practice. Thus, it is important that students are well prepared and guided by field supervisors to these eventualities. Again, this brings us to the notion already mentioned before that field supervision is a specialised skill that requires field supervisors to be well-prepared. The researcher thus believes that field supervisors need to regularly update and refresh their knowledge on social work theories, to be able to assist social work interns.

Another finding coupled with the above challenge is non-social work supervisors who struggle to assist student social workers with the application of social work theories. This finding is significant, although it was mentioned only by one participant. The participant felt that she was literally left on her own and felt that the supervisor leaned more on her to learn about these theories due to her background in psychology. Social work interns or students' need to be exposed to all methods of social work, namely case work, group work and community work, in order to meet their mandatory practical attachments. Field supervisors of social work students must therefore be registered social workers as prescribed by the HPCNA regulations. Organisations with no onsite social worker can explore the option of using external supervision, a model which relies on a registered social worker who may not necessarily be based on-site or at the same office as the intern as practised elsewhere in the world.

The status quo of non-social worker supervisors supervising social work students is narrated in the quote below:

My field supervisor was not up to date with community work and group work processes within the social work context, which to my understanding she was also learning from me due to her background in psychology. (P.

4)

Despite these statements, a significant number of participants expressed their satisfaction with their field supervisor's knowledge of social work theories and the ability to expose them to a broader range of social work methods. This is despite field supervisors' own uncertainty about these abilities.

5.6.6 Highlights and challenges of field placement experiences

a) Highlights

Nearly all participants mentioned a few factors which they consider to be highlights of their experiences during the field placement. Most participants cited that the cases assigned were very much relevant and useful in their learning process. In addition, they cited that earlier exposure to some organisations during prior placements or field observation reduced their anxiety and aided with a quick understanding of the nature of services offered as they had some prior ideas. Most described how the support from their field supervisors and fellow students also played a role to further anchor their positive experiences as reflected by these two participants below.

Though one was often put into the deep water, the supervisor would always be available for assistance, this is my major highlight. (P.6)

The emotional and academic support from my co-student social worker and the safety net from my field supervisor were highlights for me. (P.4)

b) Challenges

The practical placement is supposed to be a very positive and meaningful experience, but for some, this exercise can fall short of expectations. Although a few positive aspects were mentioned by participants, challenging factors appear to outnumber the positive ones. When participants were asked about the challenges encountered during the field placement and supervision, most of them mentioned high workload, absenteeism of field supervisors, clashes in organisational priority against academic expectations, poor time management, non-social worker professional serving as field supervisor, lack of various resources and safety concerns. These identified challenges are further explained below.

i) High workloads

Half of the participants expressed a concern that the high workload in organisations impacted the supervision process. This was mostly reported to occur on the side of field supervisors, in that due to other equally demanding official responsibilities, it got in the way of scheduled supervisory sessions. On the other hand, some students also reported feeling as if they were regarded as a quick relief to the high caseloads being experienced in organisations. These observations correlate to the field supervisor's views of student interns as a solution to manpower shortages and high workloads that are often experienced at many welfare organisations, as discussed in point 5.3.3 of this chapter.

ii) Confidentiality

Confidentiality was cited as another factor that impacted a conducive field practice environment. Participants reported sharing office space, which somewhat compromised the confidentiality of clients. One incumbent had to shift from the office space to give room to another to conduct individual counselling sessions with their clients. This resulted in either rushing through the process or disruptions as the main occupant of the office space could walk in anytime to collect something or make phone calls. It was reported that there was always no time to divert the phone calls to another station if the office owner left the office. This was mostly reported to be an issue in NGO set-up. However, there was one NGO that averted this situation by creating specific rooms for engaging with clients only. However, the social work intern still had to share an office space with other colleagues.

iii) Field supervisor's absenteeism

Three participants mentioned that they were affected by the regular absenteeism of field supervisors. This impacted the supervision itself as they were not always available when needed in some cases. They called on universities to maintain regular contact with field supervisors to alleviate such incidences.

For instance, one participant stated:

At times the field supervisor would be absent from work for a week or two, and when I needed guidance, it was hard to get the guidance.

(Participant 1)

iv) Mismatch between the organisation's priority vs the university's expectations.

Several participants experienced challenges regarding clashes in organisational expectations versus those of the university. It was reported that often, organisations would expect students to engage in community projects or research that is closely linked to their service priorities or burning issues at the time. On the other hand, students' own interests and strengths as well as university expectations often collide with these expectations. The participant's discourse clearly shows that there is a need for synergy between academic institutions and host organisations as far as students' projects are concerned. This participant further illustrated this need in the following excerpt:

I also faced a challenge when I wanted to change a project that was in community work. One of the supervisors suggested that I had to run a project, but the project was very political, and I felt that, that project would take very long before achieving results or attaining the goal given the amount of time I had. supervisor took it personal". (P. 3).

These types of scenarios are particularly viewed with an eye sore given the amount of time students have, versus the depth of time needed to execute the project successfully. Moreover, students cited fears regarding the continuation of their projects after they have completed their attachments and have left the host organisations, as quite often, the full-time employees or subsequent interns do not take over and continue with those projects.

v) Agency supervisors are not always social workers.

Few participants revealed that some agencies were challenged by not having registered social workers supervising student social work interns. This was particularly noted in non-governmental social welfare organisations.

Further probing revealed that this was more of an organisational issue rather than a manpower issue. There are qualified social workers at the given organisations, however, given the department where students are normally placed, the head, who is a social worker, is responsible for other functions and therefore shifted the responsibility of student supervision to a registered psychologist. This implies that the non-social work supervisor may not be able to assist the student in terms of linking theory with practice, which is the foundation of fieldwork supervision in social work.

In a study conducted by Cleak and Smith (2012), it was established that many agencies utilise off-site social workers for reasons of not having a social worker on-site to supervise students. This means that in the Namibian context where such challenges

are experienced, off-site supervisors could be a better option instead of leaving social work interns to be supervised by a non-social work practitioner. One participant confirmed this by stating:

My field supervisor is a counselling psychologist by profession. (P.2).

This observation is in direct conflict with the Namibian regulations relating to the scope of practice of social workers, social auxiliary workers and students' social workers' which state:

A student in the social work profession may perform on the instructions and under the direct control, supervision and guidance of a social worker, any of the acts prescribed by regulation and delegated to him or her by that social worker as part of his or her education, tuition and training.

(Ministry of Health and Social Services, 2011, p. 3)

Internationally, fieldwork placements also require a qualified social worker to supervise a student (Zuchowski, 2016).

This is a finding that calls for attention to be paid closely to host organisations' arrangements regarding field supervision. If this practice continues, it can lead to detrimental negative consequences for the social work profession.

vi) Time management, safety concerns and lack of resources.

Many students (8) mentioned that a lack of resources at their placement organisation hampered effective service delivery. They referred to lack of transport having a serious impact on some functions such as home visits and community projects. The lack of resources can be linked to the Government of the Republic of Namibia's national budget allocation which has been decreasing for all stakeholders in the country, particularly the public and state-owned agencies that are subsidised by the Government from its national budget. Budget cuts have been reported in local papers dating as far back as 2016 till recent years (Matthys, 2022; “Budget cuts deeper”, 2016).

This situation paints the circular causality concept of the ecosystem systems theory which posits that all parts of a system are interconnected and that change in one part of the system influences the functioning of other parts (Hepworth et al., 2013). The Namibian Government, being the broader system (macro level), made a decision (cutting of budget) that impacted the social welfare sectors within the public service and public-funded institutions (exosystem). This impact has trickled down to the operation level of field supervisors and student social workers (meso and micro levels). Lack of transport impacted on poor delivery of outreach services, further exposing student social workers to rely on public transport such as taxis, thereby making them more vulnerable to safety issues such as theft and robberies, due to lack of transport in the workplace.

Six participants mentioned safety concerns in their workplace as an area of concern, citing a lack of security officers and security measures for protection. This situation

leaves them vulnerable when dealing with cases. Safety concerns were not only limited to the workplace but also to communities within which student social workers operated, especially those around the informal segments of the City of Windhoek. Hopping from one taxi to another, for example, left some students vulnerable to phone grabbing and other types of assault. Often students cited that they were not always accompanied by a qualified social worker or a security guard. A specific incident narrated by one participant confirms the safety concern aspect:

There was this time, when me and my fellow intern, needed to visit a home in Havana (an informal location in Windhoek's Katutura area). As we walked out of the taxi towards the home, because it was located few meters from where the taxi could stop, there were these few young men, who appeared like thugs, who kept on whistling at us, and making sexual connotation remarks...it was just not comfortable, and I was worried if they wanted to attack us. But we do hear of phone grabbing in taxis in these areas, or you may board a taxi, whose occupants are thieves. So, it's quite scary. (P.9)

Others also cited the struggle to balance academic work such as the handing in of reports versus the demand at the workplace, which impacted heavily on time management. The struggle to manage time was summarised in a quote below:

For me, it was basically time management when it came to submitting reports and this was due to the struggle I have with multi-tasking. Having to do some tasks that I am asked to help out within the section and school related work. (P.4)

These challenges are not only unique to the Namibian context but have been experienced elsewhere in the world. Shokane et al. (2016) in their study, for instance, note that students faced challenges ranging from limited income, accessibility, and lack of clear guidance, motivation, and support in carrying out their fieldwork practice. Similarly, Tanga (2013) also notes challenges bordering on students' preparation for fieldwork practice, graduates' competitiveness in the global labour market, office space and working materials, integration of theory and practice, perceptions of students' relationship with supervisors and indigenous social work models in Lesotho.

Despite what appears to be a heap of problems associated with field practice and supervision in this study's findings, it is not always a case of no light at the end of the tunnel. Ross and Ncube (2018) advise that early alert of problems and communication between the affected parties often led to timely interventions and alleviation of problems. This study noted a mixture of both timely and delayed interventions. In some instances, there was no intervention at all in resolving problematic situations. It is, therefore, imperative that both parties in field education should consider timely interventions to avert difficult challenges from persisting and causing irreversible damage.

5.7 Chapter Summary

This chapter presented and discussed findings related to this study's first objective, namely, to explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and

private sectors. The study examined the experiences of both field supervisors and social work students, to attain a balanced view of the current status quo of field supervision, also known as student supervision, from a Namibian context. The study was limited to the Khomas Region in Namibia; therefore, the findings cannot be generalised to the rest of the country. This region was selected because it has the highest concentration of social workers and social welfare organisations across the entire country.

Since the overarching theme centred around the experiences of both the field supervisors and the student social workers, the significant subthemes that featured in this discussion per each sub-group are as follows:

- a) For the field supervisors: awareness of roles and responsibilities, challenges in supervising students, rewards associated with student attachment to the organisation and integration of theory to practice.
- b) For student social workers: orientation into placement organisation, student-supervisor relationship, student views of supervisor's theoretical knowledge, highlights and challenges of field practice placement and models of field supervision.

The research highlighted the crucial role played by field supervisors as partners in the education and training of student social workers. The findings suggest that the experiences of field supervisors and students' social workers are diverse but not too far or unique from other findings in other studies conducted by scholars elsewhere in the world.

Many field supervisors expressed a professional commitment to providing student supervision. They further noted the benefits of having students attached to their organisation. These benefits ranged from a reduction in workload, innovativeness that students bring along and professional growth. On the other, they identified a few organisational and structural challenges that impact their capacity to offer quality supervision. For example, participants indicated that fundamental issues such as staffing, and workload demands negatively impacted their ability to provide quality supervision. They further mentioned challenges related to students directly, such as poor professional conducts and values, difficult personalities, psychological behavioural disorders and students' inability to separate personal traumas from those of their clients as some factors that equally hamper effective field supervision too.

What also stood out clearly is the fact that all field supervisors have carried out their field supervision roles with no prior or continuous training support. Whilst they believe that their experience has placed them in a good position to train students, they equally noted they could provide a much better service if they received direct training in field supervision.

Student social workers touched on several positive aspects such as good orientation received at their host organisations and adequate exposure to social work methods. In addition, students appreciated the rotational supervision model which ensured adequate exposure to different social work services within any given organisation.

Students also referred to challenging factors that were deemed to have a negative impact on the overall experience of practical fieldwork in social work. The main

challenging factors noted from the findings were unsupportive supervisory relationships, absenteeism of field supervisors, non-social work practitioners supervising social work students, and lack of resources such as transport and limited office space.

CHAPTER SIX

EXPERIENCES WITH REGARD TO SUPPORT SERVICES IN FIELD SUPERVISION

6.1 Introduction

The third objective of this study was to establish the types of support services provided to the social work field supervisors from their employers, institutions of higher education, and professional organisations. This study addressed this objective by examining the existing measures aimed at supporting field supervisors to better carry out their field supervisory functions maximally and efficiently.

6.2 Themes, subthemes, and categories

The table below lists the themes, subthemes and categories that emerged from the findings that came from the interviews.

Table 6.1: Themes, subthemes and categories pertaining to the types of support accorded to the field supervisors.

Theme	Subthemes	Categories
1 Support services provided to field supervisors from their organisations and professional bodies.	Continuous professional development	<ul style="list-style-type: none"> a) Inadequate and lack of formal training in field supervision b) Orientation courses in supervision
	Lack of prioritisation and support at an organisational level	<ul style="list-style-type: none"> a) Inadequate and lack of funding to engage in CPD activities. b) Self-funded CPD activities
	Professional associations support	<ul style="list-style-type: none"> a) Inactive local social worker's organisation (NASWA) b) Lack of local specialised training in supervision c) Lack of a supervision framework by HPCNA.

6.3 Support services provided to field supervisors from their organisations and professional bodies.

The person-in-environment assumption of the ecosystem's theory is useful for understanding the close interrelatedness between people and their environments. If the fit between humans and their environment is positive, both flourishes, while a poor fit between humans and their environment causes damage and impairment to both (Hepworth et al., 2013).

The participants in this study shared both negative and positive experiences in relation to support services linked to their organisation and professional bodies. The main theme that emerged was: *Support services provided to field supervisors from their organisations and professional bodies*. The subthemes that emerged from this theme were: *continuous professional development, lack of prioritisation and support at organisational level as well as professional associations' support*.

These subthemes are discussed in the sections below in relation to the data categories that emerged.

6.3.1 Continuous Professional Development (CPD)

In Namibia, all registered social workers are required to obtain 30 CPD points annually of which at least 5 CEU points should be on ethics. The primary aim of this system, which was introduced by the HPCNA in 2010, is to make sure that social workers keep abreast with new knowledge in the field of social work and update their competencies to uphold professional ethical standards (Republic of Namibia, 2011a).

This sub-theme brought to light participants' concerns about the lack of local CPD training specifically in the field of supervision. They further expressed dissatisfaction with the content they have been exposed to thus far in this area, as explained below.

6.3.1.1 Inadequate and lack of formal training in field supervision

Seventeen (17) of the participants expressed their dissatisfaction with regards to inadequate and lack of formal training in field supervision. They further expressed that there was a lack of professional training prior to commencing in the student supervision role. Participants also indicated that those who managed to attend few trainings through their employers or self-initiatives did not gain much, as the field supervision component was a fragmented part of the whole content. All participants therefore indicated that they did not receive formal training or qualification in student supervision, or general supervision for that matter.

The response below affirms the current field supervision training gap in the Namibian context:

We were the first staff members and we got continuous training opportunities. But honestly, on supervision it was very less and not comprehensive (Anne)

The predicament of participants regarding the unavailability of supervision-oriented training is a matter of concern to the researcher. What participants were unable to express themselves clearly, however, was what their challenges were in accessing these opportunities that are available beyond the country. Although a few hinted that financial challenges were a serious hampering factor in accessing these courses due

to high costs, it was also noted that field supervisors were engaged in self-funded postgraduate courses in social work or human sciences. Again, this brings us to a bone of contention, whether employers should be responsible for sponsoring their employees to attend CPD activities versus individual employees owning up to this mandatory statutory requirement.

The ecosystems theory provides a framework for understanding the connections and influences between different levels in the environment of any given unit. Budget cuts in the national budget, influence operational matters in organisations. In the same vein, little or no increment in the field supervisors' salaries may influence whether they participate in paid CPD activities. A supervision framework can determine when field supervisors can engage in field supervision trainings. In the same vein, it can determine how and when employers could allocate resources to sponsor their employees to participate in CPD activities. With these findings, one can deduce that there is an urgent need for a supervision framework in Namibia, to help address the above-identified gaps.

6.3.1.2 Orientation courses in supervision

About 11 participants highlighted that despite not having received formal training in student supervision, they participated in an orientation course offered by the University of Namibia's social work section in field supervision. Some of the participants confirmed this by stating:

Despite the orientation course offered, some participants expressed dissatisfaction with its shorter duration, as expressed in this quote:

I attended a half day orientation of student's field supervisors with a local university. (Lily)

They called on the university to offer the course for a longer duration of time, rather than leaving it as a few hours course. Other participants also indicated that there were misrepresented priorities at some organisations in terms of which social workers attended this orientation course. In some instances, it was reported that social workers who normally do not supervise social work students were the ones who attended this orientation course.

One participant, for example, lamented as follows:

In our ministry, there is a section that is responsible for facilitating distribution of students across the entire country. The challenge is, this section only allocates students to different offices, but they don't deal with students interns directly, because they are at national level. However, they ensure that they attend these sessions, instead of us who are dealing with interns regularly. So, I think that is one area that should be looked into. (Koekie)

The ecosystems theory assumes that an environment can either create circumstances that offer people opportunities, or circumstances where people are disadvantaged in using opportunities (Hepworth et al., 2013). This assumption clearly supports these study findings. When needs and priorities do not correlate, social workers may become unhappy, and this will negatively impact the service delivery.

Lombard et al. (2014) emphasise that “the underlying value of CPD is to maintain professional standards that promote excellence in practice” (p. 111). These standards

of excellence can be achieved by employing several strategies. According to Lee and Miller (2013), formal strategies to strengthen one's professional development can be through attending conferences, training, or structured training programmes to build knowledge and skills. Although some participants in this study suggested that they do engage in self-initiated activities such as reading books and journals to upgrade their skills, engaging in structured and accredited CPD activities is more commendable for the Namibian context due to the CPD requirements by the Health Professions Council of Namibia. The above-mentioned experiences support the ecosystems theory assumption on the connections between people and their environments, where environments can either be accommodating or limiting.

6.3.2 Lack of Prioritisation and support at organisation level

The subthemes that were identified from this main theme are: inadequate and lack of funding to engage in CPD activities and self-funded CPD activities in field supervision. These are presented and discussed below:

6.3.2.1 Inadequate and lack of funding to engage in CPD activities.

Many participants (16) expressed their dissatisfaction towards their employers regarding what they consider insufficient support in equipping them with skills needed to effectively carry out student supervisory functions. They also noted that they did not receive additional training for their role in field supervision. The orientation session offered by the UNAM's social work section was considered by participants as not adequate to orientate them in their role as field supervisors as highlighted in Chapter Five already.

Lack of funding was linked to budget cuts from the government as well as its associated impact on salary increments by participants. Participants equally elaborated on this impact at a personal level, in the sense that due to lack of salary increment in the past 5 years, they are in no position to engage in self-funded CPD activities as indicated in the following citation:

My salary is not that sufficient for me to pay for CPD courses, especially those offered by international organisers. I have a big family that relies on me. It is for this reason that I am even failing to enrol for a master's programme in social work. If my employer could support me, even in meeting 70% of the costs, it can be helpful. (Kali)

In addition to financial constraints, there was unanimous feedback from participants that most employing organisations prioritise some areas of CPD training in comparison to those on field supervision. However, it also appears as if the blame is not to be put squarely on employers, but rather on the lack of specific trainings on supervision. Thus, the study was unable to establish and conclude if the supposed lack of training on supervision has anything to do with the lack of training opportunities as such, or if there is lethargy to search for such opportunities, be it in the regional or international domains.

These conclusions draw us closer to the concepts of the ecosystem's theory, namely habitat, which is linked to social work supervision by Hepworth et al. (2013). According to these authors, habitat refers to the environment organisms live, and in the case of humans, consists of the physical and social settings within a particular cultural context. When habitats are rich in the resources required for growth and

development, people tend to thrive. When habitats are deficient in vital resources, physical, social and emotional development and ongoing functioning may be adversely affected (Hepworth et al., 2013). The findings related to this category, therefore, confirm this assumption, in that lack of resources to enable employers to support their employees to engage in training in field supervision, could lead to field supervisors feeling inadequately prepared for the role of field supervision.

6.3.2.2. Self-funded CPD activities

Most of the participants stressed that if it had not been for their own effort to engage in self-funded activities in field supervision, they would not have been an inch closer to what they know today.

In Namibia, all registered social workers are required to engage in annual Continuous Professional Development (CPD) activities, to retain their registration with the HPCNA. Professional development is considered an organisational strategy of professional care (Miller et al., 2018). Research suggests that social workers are often appointed in supervisory positions due to their professional experience and not necessarily based on continuous development or further professional specialised training in supervision (Engelbrecht, 2012; Petersen, 2010; Muinjangué, 2020; Muinjangué, 2006).

Similarly, there is evidence to suggest that supervisors often rely on their own experiences as a foundation for their own supervision approach (Engelbrecht, 2012; Dimo, 2013). In Namibia, the HPCNA does not spell out post-qualifying training in field supervision. On the contrary, neighbouring South Africa has adopted a formal Supervision Framework which stipulates that supervisors must receive training. The

shortcoming with the latter, however, is that there are no clear guidelines as to what the training must entail, how long it should be, or who should provide it (Poggenpoel, 2018; SACSSP, 2017).

The bone of contention thus remains as to what can be done in the context of Namibia. Is formal training necessary, and if yes, in what form can it be provided? A key finding by Poggenpoel (2018), in a South African study was the general lack of post-qualifying training for social workers in supervision. Therefore, social workers' access to CPD training on student and practice supervision appears to be crucial.

Moreover, support to fieldwork supervisors is important because of the role they fulfil in the growth and development of student social workers (Dhemba, 2012). Hence the interest to establish from social work field supervisors themselves and obtain their opinion on this perceived need.

6.3.3 Professional Associations Support

6.3.1 Inactive local Social Workers Association (NASWA)

Ananias and Lightfoot (2012) stress that social work professional organisations have the potential to increase the visibility and social cohesion of the profession. As of 2022, there is at least one known and formally recognised social work professional association in Namibia, known as NASWA (Namibia Social Workers Association), whose headquarters is in Windhoek, the capital city of Namibia in the Khomas Region. Based on NASWA's Facebook page, their objectives include promoting the image of social workers in Namibia, marketing the profession, offering continuing education opportunities for its members, and encouraging social development projects.

At the time of this study, data could not be obtained to verify the total membership of social workers in NASWA. Contrary to the objectives of NASWA indicated above, the study findings revealed that most field supervisors are not impressed with NASWA, and some called for more reforms to the association. These findings are reinforced by the following participant's statement:

When we celebrated the World Social Workers Day, we engaged different stakeholders, and the president of NASWA was involved. But currently, there is only the president. Other members have resigned. So now if the president is alone running the organisations, it will not work, and I think we need to address the issue. First the association should be revamped, totally revamped. They should bring in new people, different young social workers, and people with experience. Because I think really this association can really do more, they can advocate, they can mobilise for funds for us and then it can help with supervision also. They can also collaborate with other global associations or federations. (Angie)

Professional associations are known for research and publication to expand knowledge. However, participants' views indicate that this does not appear to be an active activity of NASWA in Namibia. One participant for instance revealed that:

I am not aware of any newsletter, journal or brochure owned by NASWA. I often go online, and I see social work associations elsewhere being active in this area...even encouraging their members to publish in journals for free or at discounted prizes. Some, uhm, do run online newsletter, where social workers document their experiences. I really think more need to be done. We need more young blood in our association.

You know, new graduates, they have energy and are innovative. We should take them on board. (Kalla)

Clearly, this is an area that requires intervention given that one of the roles required to be accomplished by professional associations is to document knowledge. This also enhances the visibility of the profession amongst the public at large. Through professional associations, practitioners and educators worldwide have been able to influence policy reforms and promote the interests and advancement of the profession itself (Mazibuko & Gray, 2004). These authors further stressed that professional associations can be viewed as systems that “enhance professional identity, provide opportunities to exchange ideas and encourage professional growth through conferences, publications, newsletters and funding for research” (p. 3).

Only one professional association exists in Namibia, despite the country being vast with about 14 political regions. South Africa, for instance, has a number of these associations, covering social workers in private practice, non-government agencies and government agencies. (Mazibuko & Gray, 2004). Whether having one association versus many is good or not, remains a debate for another day. However, it may be an interesting thing to do, so that if one organisation is not active, social work practitioners are not left hanging.

6.3.2 Lack of local specialised training in supervision

Many respondents (18) indicated that they are not aware of any local course or programme that specifically focuses on supervision. A few that exist are fragments or only have a small component of supervision and are not necessarily offered as formal postgraduate qualifications. One participant, for instance, mentioned that she attended a training offered by a Christian-based counselling NGO, but she feels that their

training orientation is biased as it is from a Christian perspective and not all social workers or clients are Christian. Despite this training, it is also not at a level where one can get a formal qualification, except a certificate of attendance.

The participant's direct quote is as follows:

But I was lucky I got training at X (name of organisation withheld). So that training was effective, it helped me a lot. But their training was more Christian based. So, I was always concerned, if you are not a Christian or religious, how will you relate to this type of training. (Anne)

The only source of relief for most participants was their exposure to an orientation course in supervision offered by the University of Namibia on an annual basis, although most participants expressed that its duration is short. They, therefore, requested that it be expanded to, for instance, a week or more, and if possible, be offered as an accredited course.

Prior training in supervision before commencing with field supervision is a key requirement in many countries, such as South Africa, although its full implementation is yet to be rolled out (Poggenpoel, 2018). Namibia is yet to develop a national supervision framework that could guide the training and requirements for supervision.

Haanwickel et al. (2017) state that in New Zealand, field supervisors are required to have usually undertaken an accredited two-stage field supervision course, coupled with experience in practice education or field supervision, prior to commencing with the supervision of students.

Thaver (2012) notes that in the USA and Israel, prospective field supervisors attend a one-day-a-week, year-long training prior to or soon after becoming a field supervisor and they continue to participate in occasional workshops sponsored by the local universities. This intensive exposure to the requirements and qualifications of supervisors is also occurring in Sweden and other countries as indicated in Chapter Two of this document.

6.3.3 Lack of a Supervision Framework in Namibia

The lack of a supervisory guideline or framework in Namibia is a long outstanding concern that has been lamented already by a previous Namibian researcher on supervision (Mujanguue, 2006; 2020). One cannot fathom how, for more than a decade since Mujanguue's study, Namibia still does not have the much-needed supervision framework to guide supervisory services in the country. All eyes are, of course, looking up to the Psychology and Social Work Council of Namibia, which is a regulatory body for the social work profession.

Five participants expressed their wish to see the council becoming more involved in the process of doing more in field supervision, which can be coupled together with other instruments such as the scope of practice for social workers in the country.

The importance of professional social work organisational support towards field supervisors is highlighted in literature with a particular emphasis on the supervision of social work students (Cox & Steiner, 2013). Besides their services of regulating social work services and protecting the public or clientele, professional bodies play distinctive roles in formal as well as informal processes of learning (Kimiru, 2014). These functions therefore make professional bodies to be regarded as socialisation

agents that create opportunities for members' development both formally and informally. Okech and Kimemia (2012) illustrate examples of formal process avenues to include activities such as conferences, workshops, and seminars, while informal learning takes place through activities such as mentorship, networking and committee participation. The development of a policy on supervision for Namibia was strongly recommended by Muinjangu (2006) and this remains a need today.

6.4 Chapter Summary

Although field supervisors scantily received training, it can be deduced that these trainings still seem insufficient as the content was not specific to supervision or field supervision, but rather bits and pieces of supervisory components.

Sufficient evidence is provided by previous studies for a need to train social work field supervisors (Dhemba, 2012; Engelbrecht, 2014; Poggenpoel, 2018; Thaver, 2012; Schmidt, 2013). However, what this training content would look like will vary because of the different contexts and needs.

Considering the subthemes discussed above, social work professional associations and professional bodies alike have so much potential to build the capacity of field supervisors and to recognise this practice as a specialised skill in social work management. It can be concluded that training social work field supervisors is very important and crucial in order to add value to the field supervision practice.

CHAPTER SEVEN

PERSONAL AND PROFESSIONAL DEVELOPMENT PRACTICES UNDERTAKEN BY FIELD SUPERVISORS IN THE KHOMAS REGION

7.1 Introduction

The fifth objective of this study was to determine to what extent social work field supervisors engage in self-care and professional development activities. The findings concerning this objective are discussed in this chapter. This chapter therefore provides an overview of personal and professional development activities undertaken by social work field supervisors.

7.2 Theme, subthemes, and categories

The main theme, subthemes and categories formulated from the data on the nature and extent of personal and professional development activities amongst field supervisors in the Khomas Region are presented in Table 7.1. Only one main theme emerged from the data analysis on this objective, namely, *types of personal and professional development activities*. Four subthemes emerged from the interviews with the study participants: namely, *work-based development activities*, *personal and professional development activities* and *frequency of engagement in personal and professional activities*.

Table 7.1: Themes, subthemes and categories indicating the extent to which social work field supervisors engaged in personal and continuous professional development.

Theme	Subthemes	Categories
1.Types of personal and professional development activities which field supervisors employed in their professional and personal lives	Work-based personal development activities	<ul style="list-style-type: none"> a) Vacation leaves. b) Academic reviews: case reviews c) Workload and time management: flexibility in working hours. d) Professional social support e.g., team relaxation activities
	Personal development activities	<ul style="list-style-type: none"> a) Physical activities such as exercising, yoga, family time, and hobbies. b) Spiritual activities such as meditation, prayers/church attendance c) One-on-one counselling
	Professional development activities undertaken by field supervision	<ul style="list-style-type: none"> a) Organisational funded trainings b) Self-funded supervision-oriented activities c) Postgraduate qualifications trainings. Professional community
	Frequency of engagement in personal and professional development activities	<ul style="list-style-type: none"> a) Regularly b) When the need arises c) Part of professional/personal routine

7.3 Types of personal and professional development activities which field supervisors employed in their professional and personal lives.

Personal development is defined as a set of purposeful behavioural strategies that promote personal well-being, reduce stress and enable the workers to engage effectively with their clients (Lee & Miller, 2013). Professional development on the other hand refers to organisational strategies towards professional development and care (Miller et al., 2018).

Personal development cuts across several dimensions of professional life including professional support, professional development, cognitive strategies and professional resilience (Lee & Miller, 2013; Miller, 2015). Despite these dimensions, Bloomquist et al. (2015) argue that personal development practices require individuals and organisations to purposefully engage in behaviours that contribute to wellness and the reduction of stress.

This implies that personal development does not happen automatically, but that individuals and organisations should make an effort to plan, formalise and implement personal development activities. Moreover, this notion demands that field supervisors should manage self-care at an individual and organisational level. Lee and Miller (2013) affirm that self-care is a serious and real issue for social workers and all helping professionals. Equally, Miller et al. (2018) claim that field supervisors who are also social work professionals who are trained to care for others, often overlook the need for personal self-care, hence the need to be mindful of personal and professional care.

7.4 Work-based personal development activities

Work-based personal development is understood to be a process of purposeful engagement in practices that promote effective and appropriate use of oneself in the professional role within the organisation setting (Lee & Miller, 2013). Given that the ecosystems theory concentrates on the interaction between the person and the environment and how they shape and influence one another over time, the theory is relevant since working conditions are linked to self-care.

The ecosystems theory, if applied fully can help us to understand the fit of field supervisors to the organisational environment as well as the extent of support from the organisation. Findings from this study indicate that field supervisors value the provisions that their organisations avail to balance their well-being. They particularly spoke fondly of wellness provisions, which are enabled through workplace policies and other regulations. Once more these findings affirm that when organisations are rich in the resources required for growth and development, people tend to thrive (Hepworth et al., 2013). Categories that emerged in relation to this subtheme are well-positioned to support the above assumption. The four categories are vacation leave, academic reviews, workload, and time management as well as professional support.

7.4.1 Vacation leave

All participants (20) mentioned vacation leave as one of the important provisions that employers offer to staff to relax and take time off work. This finding is supported by this excerpt:

All the staff here, do get a chance to go on leave. Of course, we always plan ahead to make sure the office is not left unattended. But it is really an important part of oneself care, you always come back refreshed. (BH)

The Namibian Labour Act (2007), make provisions for basic conditions of employment, one of which is a minimum of 20 working days with full pay to allow employees of any given organisation to take vacation leave. The responses above clearly indicate that employers are adhering to the Labour Act's provisions, by allowing their employees to utilise this benefit when needed.

Miller et al. (2018) assert that on a macro level, organisations that accept field placements should ensure that social work field supervisors engage in adequate personal development through organisational broad-based provisions.

7.4.2 Academic reviews

Academic reviews were another interesting and less-known strategy for personal development that is utilised by some participants in their workplace. Although it was only mentioned by one participant, the researcher found it worthy of highlighting as it was hardly spoken of by others. The participant described this activity as a process where field supervisors sit with other social work colleagues to reflect on cases and tap into one another's strengths and expertise in order to deal with difficult cases. This participant reflected on this strategy by stating:

Another thing we do, that I think is part of personal development, but it is also part of work managements, is academic reviews where we talk about difficult cases. We look at what the theory says and best practices.

Because we have discovered that if we don't get back to our books, the world is changing, cases are difficult. We have different strengths, you will find one SW is good at working with youth or elderly, or substance abuse, so, we tune into each other's strengths, and try to train each other on how to do that so that the work does not become burden. (Reggie)

This was particularly useful for field supervisors who are also responsible for other general social work cases, besides field supervision. As mentioned before, field supervisors are normally not only responsible for student supervision alone, but they also deal with the supervision of full-time staff and in some cases with normal casework. These circumstances put an extra burden on field supervisors.

What was interesting also is the discovery that other field supervisors engage in academic review, however, they do it and refer to it differently, with terms such as planning sessions or reflections. All these scenarios explain how field supervisors deal with the management of their supervisory functions as well as related functions coupled with their key job performance.

7.4.3 Social support

Lee and Miller (2013) describe professional social support as a “meaningful resource from which practitioners can solicit encouragement, constructive feedback, guidance and education from peers and colleagues” (p. 100). They further maintain that through this structure, a practitioner’s personal development component is taken care of through the creation of networks or a community of resources to support overall well-being and practitioner efforts to be effective in their professional role. Strategies that

support this structure may include identifying supportive colleagues at one's place of employment or elsewhere and scheduling regular sessions to solve work-related issues.

Most participants (17) acknowledged that their organisations had in place various team relaxation strategies to assist employees in engaging in personal development activities, as cited by this participant:

We have get together sessions that we did in the past few years or so, we would get together, and go to a natural quiet place and just hang out, like at the swimming pool somewhere and just relax. But due to Covid, recently, it has been a bit inconsistent to bring people together. (MK)

In line with the above narratives, the researcher also observed that most organisations in Namibia are well known for engaging in team-building activities. These activities are often held at the end of each year, by taking staff away from the usual office environment to some far away, nature-based places such as lodges, the coast, or restaurants. The researcher is also of the opinion that organisations can invest in enhancing the physical workspaces of employees. Such enhancements can contribute to a positive work atmosphere through simple adjustments such as bright paint colours, installation of live plants in offices or corridors, natural landscape paintings on walls and planting trees and flowers in the outside spaces. Research has also shown that a connection to nature reduces stress and cultivates a sense of meaning and purpose (Eaves, 2018). All of these can enhance a positive state of mind and boost energy levels.

Interestingly, there was no reference to any work-based employee wellness programmes.

The above observation could be linked to what other studies considered to be challenges in the effective implementation of employee wellness programme. Miller et al. (2019) note that some organisations lack structures that support and promote the importance of personal development. For instance, in Namibia, the researcher has observed that some organisations do not have employee wellness programmes, or if they do, such programmes are inactive and are not revamped to cater to employee health and well-being.

Lee and Miller (2013) proffer that the identification of a network of colleagues outside of one's work environment can be a refuge for field supervisors to engage one another and to further receive professional support in terms of enhancing their skills.

Concerning the Namibian context, one participant expressed a wish in this regard by stating the following:

Organisations such as NASWA could come in handy. I think they should come in as a body to see in what ways can they support supervisors, to build on more skills. I mean they can organize workshops or just some kind of interactive sessions for social work supervisors since they have a list of social workers across various sectors. It would be nice to connect with others and just share experiences also. (Mary)

Through the lens of the ecosystem's theory, there is a strong connection between people and their environments in that the environment can either be accommodating

or limiting. Previous authors who studied the social cohesion phenomenon amongst social workers in Namibia have established that there is a lack of social cohesion and professional interrelation among social workers, of course not excluding field supervisors (Ananias & Lightfoot, 2012; Muinjangu, 2020). Similar to these findings, this study also revealed a gap, that professional associations of social workers in Namibia are not actively doing their part in terms of promoting social cohesion amongst professional social workers, as discussed in the previous chapter.

Most field supervisors long for a professional platform to connect and engage with each other. This indicates that there is a need to revive and strengthen NASWA, which has a history of dying natural deaths and being revived as described by Ananias and Lightfoot (2012). Local social workers can also establish another entirely professional association altogether. Professional support in the workplace is a critical component that helps workers deal with work stressors and therefore needs the attention it deserves.

7.5 Personal development activities

Personal development is defined as a process of purposeful engagement in practices that promote the holistic well-being of the self (Lee & Miller, 2013). The need for personal self-care management emerged as a significant activity for social workers undertaking field supervision in this study. Most participants identified various activities they considered to be personal development-oriented activities. Physical activities such as exercising, yoga, spending time with family, spiritual care and engaging in hobby activities were some of the concrete personal development

techniques used by field supervisors to assist them in dealing with work-related stress.

In this regard, the following quote from a participant supports these findings:

I have a very creative side in me that keeps my mind at peace. I indulge in a lot of visual art activities. It really helps when I 'm overwhelmed. So, yes, self-care is very important. (Kalla)

Once more, the ecosystems theory emphasises the interrelationship between individuals and their environments and the impact the environment has on individuals. Workplace factors and climate can be linked to personal well-being. A positive and supportive work environment can lead to well-functioning employees, while unsupportive work environments could be associated with stress and health risks among practitioners. If field supervisors are aware of these impacts and strive to make their work environment supportive, the impact can also trickle down to student's social workers and eventually happy clients.

Some participants did not take care in preventing burnout, until such a time that they needed professional intervention such as counselling. One participant for instance narrated that:

When I was at the head office, it was a bit hectic there. I really didn't take care of myself and hardly took leave to rest. So, there was this time that I experienced burn out, and I had to see someone, for counselling, for my self-care. (Anne)

The above citation indicates that field supervisors experience stress in their work and if they do not manage their stress, their productivity is negatively affected. As Cox and Steiner (2013) emphasise, the more thoroughly field supervisors understand the stressors they face; the better-prepared they will be able to manage them successfully. Interestingly, some participants also revealed that they try to teach student social workers about the importance of personal development in the profession and to learn to incorporate it into their professional lives. Some participants stated:

When we get students, we encourage them to become part of the team...so they fall into our routine. For example, students can get days off or half days off when they have school related work. They don't work long hours like us. (Reggie)

Cox and Steiner (2013) suggest that personal development strategies fall into two categories, namely: lifestyle choices and workplace adaptations. Lifestyle choices include acts such as behavioural changes. For example, an adoption of a lifestyle that involves healthy meals, regular exercise and having a life outside of work can contribute to an overall healthy people. Overall, most participants value personal development activities, and they strive to incorporate those into their routines.

7.6 Professional development activities

As already defined above, professional development refers to an organisational strategy of professional development and care (Miller et al., 2018). Participants in this study indicated that they engaged in several activities, which were aimed at

enhancing their skills in field supervision, although they cautioned that these were just fragmented elements gained here and there.

7.6.1 Organisational-funded professional development trainings

Six participants mentioned that they attended organisation-funded training, of which unfortunately supervision was only a smaller fragment. This again reveals the fact that most employing organisations do not prioritise supervision as a specialised skill. Organisations could go out of their way to identify training opportunities, even if it is beyond the borders, to capacitate their staff members in this regard.

An extensive discussion on this category was also highlighted already in Chapter Five of this study.

7.6.2 Self-funded professional development activities

Fourteen (14) participants indicated that they managed to engage in self-funded activities ranging from formal postgraduate studies, short courses, workshops and reading of books on supervision. One participant's excerpt supports these findings through the statement below:

I have done this through attending conferences, and online workshops here and there. But it would be great if I can get a sponsorship to undergo a full formal post grad qualification in this area (Kalla)

Given the influence of field supervisors on the socialisation of social work students into the profession, professional development is very critical in the context of field

supervision. Field supervisors need to model professional development habits to student social workers (Miller et al., 2018; Smith, 2017).

Miller et al. (2018) further emphasise that it is important for field supervisors to take it upon themselves and seek professional training activities instead of always relying on other parties to do so. This is in line with this study's findings, in that, most field supervisors are keen to go out of the way, to include self-funded activities that will enhance their professional skills or contribute to enhanced personal development. However, their experiences also suggest that many factors impede this process, most of which are financial reasons. However, the current researcher is also of the opinion that with many freely accessible online resources, field supervisors can also engage in extra reading, however, these alone still need to be supplemented by formal training.

7.6.3 Postgraduate qualifications/training

Seven (7) participants indicated that they regard professional development seriously. All these participants were at the time of this study busy with their postgraduate studies either at the Master's level or Postgraduate Certificate/Diploma level or had just recently completed them. This is a significant improvement in contrast to the findings by Muinjangue (2006) over a decade ago, where she established that most supervisors did not take postgraduate education seriously, as the appointment criteria in supervisory positions was and still is the number of years of experience and a BA degree/Diploma in Social work. The concerning fact, however, as echoed in Chapter Four of this study, is that none of the participating field supervisors received any postgraduate training in supervision, more so in field supervision. This status quo is

as is, even though such courses exist abroad, in countries such as Sweden via a university there known as University West. This status quo may be a result of the lack of a supervision framework in the country. It is about time that the HPCNA take this issue seriously.

Research conducted in the Southern Africa context concluded that there is a general lack of post-qualifying training opportunities for social workers in field supervision. (Petersen, 2010; Poggenpoel, 2018; Dhemba, 2012). In Namibia, the HPCNA does not spell out post-qualifying training as a requirement for field supervision nor does it have a supervision framework. On the contrary, neighbouring South Africa has adopted a formal supervision framework which stipulates that supervisors must receive training. The shortcoming with the latter, however, is that there are no clear guidelines as to what the training must entail, how long it should be or who should provide it (Poggenpoel, 2018; SACSSP, 2017).

Poggenpoel (2018) strongly recommends that CPD training sessions should be held with fieldwork supervisors on topics such as “teaching and learning, student supervision skills, contemporary social work theories and learning needs of the students” (p. 127). She further recommended that fieldwork supervision should be prioritised and that fieldwork supervisors should undergo regular training and re-training where necessary. Schmidt (2013) asserts that offering formal, structured training for field supervisors could assist in empowering them with the necessary skills for any successful field placement and learning programme. Based on these findings, one can conclude that social workers’ access to CPD training on student and practice supervision is crucial.

Acker (2018) affirms that professional development enables social workers to become competent in their different roles and work activities. Ongoing training is especially important during the first years of practice when inexperienced workers are faced with administrative demands and new practice methods. Furthermore, professional development may include training programs, meetings (within and outside the agency), and financial support for continuing education courses (Miller, 2015).

7.6.4 Professional community

Six participants reported a lack of systems for connecting with other practitioners which resulted in feelings of isolation. They highlighted that these platforms could really help field supervisors in relating to one another because real-life experiences matter. Again, in relation to field supervision, this stance emphasises the ecosystem theory assumption that individual units (field supervisors) exist within a framework of other subsystems (organisations, associations, and professional bodies) within their environment and that a balanced interaction between these subsystems is essential for effective delivery of field supervision services, professional growth and personal wellbeing. This is confirmed by an excerpt from one participant below:

There are really no network systems, like, support groups for field supervisors to just come together and share experiences. You know, one can learn a lot from others experience. (Martha)

Literature has evidence to suggest that field educators learn from each other if given the opportunity, which links with the findings above. Experienced field supervisors report that they value the networks and informal support that come from support systems with experienced practitioners (Acker, 2018). Chilvers (2017a) notes that

there is a significant risk that field education work can lead to burnout, even at the early stages of developing an identity as a field supervisor. Connections with supportive colleagues may therefore be an important part of the professional socialisation process, particularly in the absence of formal training.

7.7 Frequency of engagement in personal and professional development activities

This study revealed that although field supervisors recognise, value and incorporate self-care activities into their personal and professional lives, the frequency of engaging in these activities differed. It was concerning to note that half of the participants (10) engaged in these activities only when the need arose. Only five participants mentioned that they engaged in self-care activities regularly, mostly as part of their own personal routines with their families. What is further concerning as well, is the discovery that 15 participants engaged in these activities at the mercy of their employing organisations. This is worrisome because organisations do not necessarily provide for these activities regularly. These contrasts are reflected in the statements below between these two participants:

Eish, except for the retreat we had last month with colleagues, I do not have any track record to share with you. I realise I need a serious programme for me to exercise on a regular basis. Because these ad hoc things. I don't think they are working. (Martha)

I do engage in regular walks and jogging with my family, at least three times a week. Then in between we compliment with things like yoga, stretches and so on. (Tara)

Field supervisors need to own up to self-care and integrate it into their personal and professional lives. The risk of burnout in field supervision is real and highly likely, just like it is for any other social work practitioner (Acker, 2018). Inconsistency in the application of self-care amongst some participants confirms what other studies have already established. Few studies that have explored this topic concluded that there are a few social workers who engage in self-care practices, while the rest only do so moderately and not at the level expected. For example, Bloomsquit et al. (2015) explored the relationship between self-care practices and professional quality of life. These authors established that while social workers valued self-care, they only engaged in self-care sparingly.

Miller et al. (2017) examined the self-care practices of social workers employed in healthcare settings. Similarly, these authors concluded that social workers only engaged in self-care at a moderate level. Miller et al. (2018) explored the self-care practices of field supervisors. Their findings suggest that field supervisors employed at profit-making organisations engage in significantly higher personal and professional self-care practices than those employed at non-profit organisations. Their findings point to an interesting dynamic regarding the connection between employer type and self-care. The dynamic between employment sectors is not necessarily significant for this study, because the researcher did not note any significant difference

in the behaviours of self-care engagement between field supervisors employed in the public versus those employed in the private sector.

7.8. Chapter Summary

This chapter's findings established that field supervisors engage in self-care activities, however, they are not engaging in regular self-care. In addition, there is also a tendency to rely on organisation-initiated self-care activities, such as vacation leaves which may or may not be approved, or which may not be long enough. Other organisation-based activities such as team building are not necessarily sufficient always. All these factors have implications on field supervision activities in that supervisors may not model appropriate self-care habits to student social workers. This may also interfere with their abilities to effectively render their supervision services (Miller et al., 2018). More concerted efforts by all stakeholders, starting from employing organisations, professional associations, regulatory bodies, and educational institutions are needed to provide training or self-care resources for field supervisors. This will eventually create room for student social workers to observe and learn self-care strategies they can also adopt. Personal development practices, therefore, require individuals and organisations to purposefully engage in behaviours that contribute to wellness and reduced stress.

CHAPTER EIGHT

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

8.1 Introduction

This chapter provides a summary of the findings according to the study objectives. Subsequently, the researcher presents the conclusions, implications of findings, recommendations, and limitations of the study.

8.2 Research aim

The overall aim of this research was to develop a training programme as an intervention to empower field supervisors, based on this study's needs assessments. The training programme was developed and attached hereto as Annexure Q. Therefore, the overall aim of the study was achieved.

8.3 Study approach

This research applied an intervention research design or model as a framework based on Rothman and Thomas' (1994) intervention model. The research project was executed in two phases. The first phase focused on the needs assessment as discussed in chapters five, six and seven. It further employed an exploratory and descriptive design located within the qualitative research approach. Semi-structured one-on-one individual interviews were held with 20 social work field supervisors and ten student social workers. The second phase centred on the development of the training

programme and subsequent review of the programme content by a panel of experts as discussed in Chapter Nine.

8.4 Research objectives

Based on the findings, the following objectives were set for this study and were achieved.

The objectives of this research were:

Objective 1: To explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and private sectors. These experiences are presented in Chapter Five of this dissertation report.

Objective 2: To provide a comprehensive discussion on the nature of and historical facts on field supervision in social work. This literature analysis is presented in Chapter Two as outlined in this research report.

Objective 3: To establish the types of support provided to the social work field supervisors by their employers, institutions of higher education, and professional bodies. Findings regarding this objective are described in Chapter Six of this dissertation.

Objective 4: To describe the ecosystems theory, the seven-eyed model of supervision and the Knowles Model of adult learning theory in relation to field supervision in social work. An extensive literature review yielded a proper presentation and an extensive overview of these theories and perspectives, as discussed in Chapter Three of this dissertation.

Objective 5: To determine to what extent social work field supervisors, engage in self-care and professional development activities. The field supervisors' practices in personal and professional development are illustrated in Chapter Seven of this dissertation.

Objective 6: To develop a training programme aimed at empowering social work field supervisors in the facilitation of field education supervision. The process of programme development is discussed in Chapter Nine, and the developed programme is included in this dissertation as Annexure Q.

8.5 Summary of research findings

A summary of the findings emanating from this research is presented below in relation to the set objectives.

8.5.1 Objective 1: To explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and private sectors.

This objective was met through engaging in semi-structured one-on-one individual interviews with 20 social work field supervisors and ten student social workers in the Khomas Region, Namibia. The aim was to establish current experiences and practices in relation to student supervision.

8.5.1.1 Key findings in respect of social work field supervisors

a) Experiences of field supervisors in relation to student supervision

The study concluded that field supervisors did not receive additional training for their role in student supervision. It also emerged that there is limited local-based training in this area. The orientation programme hosted by a local university annually was deemed inadequate due to its shorter duration by most participants, coupled with misrepresentation of those who were selected to participate.

There was unanimous feedback that the employing organisations also did not provide training opportunities to capacitate the field supervisors for this role. Most of the field supervisors relied on their own subjective experience, attitude, skills, knowledge, personality, and intuition of individual supervisors, as echoed by some participants. Their knowledge of models and approaches to supervision was very limited. All participants emphasised the need for training to increase capacity in this function, in order to yield a positive impact on the student and the status of the profession overall.

Of concern, however, were several field supervisors who, despite expressing joy in rendering supervision to students, also felt that this is a cumbersome exercise which often goes unrecognised and unrewarded. They called on the local social work professional association and the Health Professions Councils of Namibia to acknowledge and accord the status that supervision as a specialised skill deserves.

The consequences of lack of training and a standardised approach to supervision are believed to be detrimental to the practice of student supervision. It cannot be assumed that every social worker will hit the ground running when it comes to supervision (Maidment, 2015).

It also emerged that field supervisors are faced with a variety of challenges ranging from high workloads coupled with their other additional administrative and managerial responsibilities. This resulted in limited time devoted to student supervision. Moreover, some field supervisors expressed their frustrations regarding facility-related challenges such as inadequate office space and limited transport, which have detrimental effects on the effective implementation of outreach-related practical work. In addition, challenges in relation to students were also noted which ranged from students' personal problems, attitudes and poor social work values, lack of student readiness for the field practice, student's psychological disorders, behavioural problems and poor interpersonal skills, mistreatment of students by fellow colleagues and integration of theory into practice amongst others.

On a more positive note, most participants acknowledged the benefits associated with having students placed at their organisations. For most field supervisors, students' social worker attachment was highly associated with newer technological-based approaches and interventions, creativity, reduced workloads, alleviation of manpower shortages at organisations, mutual learning from each other and professional development and growth of the field supervisors.

b) Experiences of student social workers in relation to field supervisions

Interesting subthemes emerged under this main theme, namely, orientation into host organisations, student-supervisor relationship, students' perceptions of their field supervisor's theoretical knowledge as well as key highlights in relation to their experiences.

Overall, the study concluded that most students were satisfied with their placements, citing key highlights such as the relevancy of assigned cases, supportive relationships with their field supervisors as well as proper and timely induction into the host organisations. However, some challenging factors also emerged.

Most host organisations were noted to be adequately prepared to receive and induct students; however, it is also worth noting that a considerable number of participants were not inducted, and some were assigned cases already on day one without proper acquaintance with the organisational services and functions. One could argue that orientation provides an overview of the organisation's organogram, functions, mission, and vision, as well as the types of services provided to clients. Student orientation is an administrative function of field supervision, whose absence could impact a faster process of learning and lead to negative perceptions of field supervision on the part of the students.

Even though most student-supervisor relationships were described to be healthy and supportive, few students' social workers felt that the relationships with their field supervisors were unsupportive and judgmental, associated with victimisation patterns

on the part of field supervisors, especially when it comes to final assessments of students. Moreover, in contrast to the uncertainties' expressed by field supervisors when it comes to assisting students to connect theory to practice, most students 'felt that their supervisors were well-versed with social work theories and were therefore, able to assist them make the connection between the two.

Students also expressed several safety concerns, especially when engaging in field visit services and in the place of work. However, safety concerns are not necessarily an issue to be confined to host organisations only, they can also be part of wider systemic and societal challenges. More findings also suggest regular absenteeism of field supervisors which impacted negatively on field supervision. The issue of non-registered social workers supervising social work students was noted to be another challenge encountered by students in the field. One case in particular, involved a psychology professional supervising student social workers. All these cited factors had a negative impact on the quality of field supervision and overall students' experiences and career projections.

8.5.2 Objective 2: To provide a comprehensive discussion on the nature and historical facts of field supervision in social work.

This objective was achieved by drawing on relevant literature to present an extensive overview of student supervision, and the history of student supervision from a global, continental, and local perspective. Types and models of student supervision, a clear distinction between student supervision and staff supervision and the significance of student supervision in the grooming of future social workforce were also discussed. The presentation of this extensive literature was necessary to help form a basic frame

of reference when engaging with this topic of student supervision and its significance in social work education.

8.5.3 Objective 3: To establish the types of support provided to the social work field supervisors by their employers, institutions of higher education, and professional bodies.

This objective was met through individual interviews with the participants. Rich descriptive information emerged as a result in the form of three subthemes namely, continuous professional development, lack of support at an organisational level and limited professional associations support. The findings are summarised below.

a) Continuous professional development

Participants expressed their dissatisfaction regarding the inadequate and lack of formal training in field supervision, through CPD opportunities. They further felt that there was a lack of preparation prior to commencing the student supervision role. A common trend is that none of the field supervisors interviewed ever mentioned that they received formal training or qualification in student supervision or staff supervision for that matter.

b) Limited support at an organisational level

Many participants expressed their dissatisfaction towards their employers with regard to what they deem and consider insufficient support in equipping them with skills

needed to effectively carry out student supervisory functions. The orientation meeting that a local university hosts once annually does not adequately orientate them in their role as supervisors due to its shorter duration. There was unanimous feedback that most employing organisations did not provide training opportunities to capacitate field supervisors for this role, therefore, many field supervisors relied on their own experience and self-taught knowledge to supervise. Interestingly though, most participants did not as such refer to any specific models and approaches to supervision they were utilising.

The predicament of participants regarding the unavailability of comprehensive supervision-oriented training is a matter of concern to the researcher. However, what participants were unable to express themselves clearly, is what was preventing them from accessing other training opportunities offered elsewhere beyond the country, although a few hinted at financial implications as the main reason. The study was unable to establish and conclude if the supposed lack of training on supervision has anything to do with the lack of training opportunities as such, or if there is lethargy to search for such opportunities, be it regionally or in the international domains. The blame can perhaps therefore not be left squarely on employers but on field supervisors themselves.

c) Professional organisations support

Professional associations in social work and professional bodies that regulate the social work profession are known to play a role in promoting the profession and maintenance of professional standards.

Most participants expressed dissatisfaction with the professional support services they received from a local social worker association. It also emerged that most participants were not members of the association because they did not see value in their membership fees, while some called for a reform in the organisation.

The lack of a supervisory framework was also identified as another gap that needs to be addressed urgently. The lack of a supervision framework in Namibia is a long outstanding concern that has been lamented already by a previous Namibian researcher on supervision (Mujingane, 2006, 2020). The status quo remains the same in the country to date, almost a decade after Mujingane (2006) initially recommended that such a framework was needed.

A supervision framework guides supervisory services in any given country. The HPCNA is yet to take a lead on the development of such an important initiative at the time of writing this report. In Namibia, as opposed to other countries, the HPCNA does not spell out post-qualifying or prior training requirements in field supervision before commencing in student supervision function. This gap could be addressed if a supervisory framework is developed to guide this function in Namibia.

8.5.4 Objective 4: To describe the ecosystems theory, the seven-eyed model of supervision and Knowles's Model of adult learning theory in relation to field supervision in social work.

This objective was met through an overview presentation of the three theoretical perspectives on field supervision. The most important aspect here was the ability to draw the connection between these theories to student supervision. All in all, both

these theories attempted to make the connection between the systems associated with student supervision (students, field supervisors) and the environment in which student supervision learning takes place (the field or placement organisations, policies, and legislations). The findings are summarised as follows below.

a) The ecosystems theory was useful to gain a better understanding of the intersection of systems and the larger environmental context. Applying ecosystems theory to social work supervision provides an opportunity to see field supervisors and their environment (organisation) as a unit that can operate smoothly in a wider systemic context (policies and regulatory frameworks, institutions of higher learning, professional bodies, supervisory function). This link further illustrates that a supportive environment with sufficient resources will promote a well-functioning field supervision system.

b) The seven-eyed model, which is also regarded as an extension of the ecosystem's theory, offers a practical view of what the supervisors should focus on in any given supervision process. The model further shed light on the dynamics between the various systems involved in the supervision process commonly referred to as the supervision relationship matrix. It has since been accepted that many levels are operating at any one time in supervision known as the supervision relationship matrix (Hawkins & Shohet, 2012). The matrix implies that in any typical supervisory context, there are at least five elements involved, namely: a supervisor, a supervisee, a client, a work context (the organisation where placement takes place) and a wider systemic context (professional bodies, institutions of higher learning, the community). All these elements' dynamics need to be understood within the context of social work

professional codes and ethics, organisational requirements and restrictions, social, cultural, political, and economic contexts of the client, supervisee and supervisor.

c) Knowles' model of andragogy illustrates key principles guiding adult learning, which are key in the development and implementation of any training programme aimed at empowering field supervisors. Moreover, the model highlights that adults are keen to learn if they are convinced that the learning will contribute to problem-solving of their work or personal matters.

Highlighting these three theoretical frameworks was significant for this study as it provided a background into the expectations and understanding of the supervisory processes and the development of training programmes for adult learners.

8.5.5 Objective 5: To determine to what extent social work field supervisors engage in self-care and professional development activities.

This objective was met through conducting personal interviews with participants, which revealed descriptive information about the personal and professional development practices of field supervisors in the Khomas Region.

a) Findings

The participants' narratives brought forth interesting subthemes, namely: work-related self-care activities, personal self-care activities, frequency of engagement in self-care and skills enhancement and development in field supervision.

Findings from this study indicate that field supervisors value the role that self-care plays in balancing their professional well-being. They particularly spoke fondly of activities they engaged in the workplace settings that are also enabled by policy provisions in the workplace. An example of this is the Namibian Labour Act of 2007 which makes provision for annual vacation leave up to a maximum of 20 days. Employers can apply for this vacation to take a break from work. Thus far, all employers were considered in compliance with this provision in the sense that staff applications for vacation are hardly rejected, provided proper arrangements were made to have another staff member stand in. Furthermore, at an organisational level, participants described case reviews and reflection with colleagues as an avenue through which they debrief and help one another with challenging scenarios around supervision or other functions they carry. Through these avenues, they tap into one another strengths and expertise, to enable them to deal with difficult cases.

On a negative note, participants expressed being uncomfortable with a high workload and what appears to be an uneven distribution of work and eventually poor time management which has a direct impact on self-care. The study further established that some field supervisors do not prioritise self-care in their personal capacity and have suffered unwanted consequences. Some field supervisors relied on work-based self-care initiatives which are not adequate as these need to be complemented by self-care activities at personal and professional development levels. There is, therefore, a need to balance self-care across all three spheres, namely physical, emotional, professional, and spiritual well-being.

These findings imply that field supervisors may not model appropriate self-care habits to student social workers, which may interfere with their abilities to effectively render their supervision services. This will eventually create room for student social workers to observe and learn self-care strategies they can also adopt. Self-care practices therefore require individuals and organisations to purposefully engage in behaviours that contribute to wellness and reduced stress. All these factors call for skills impartation to field supervisors in enhancing their self-care practices.

8.5.6 Objective 6: To develop a training programme aimed at empowering social work field supervisors in the facilitation of field education.

The programme was successfully developed based on the research findings from phase one of this study, as well as literature analysis of previously developed programmes for field supervisors. The programme was subsequently presented to a panel of experts both locally and internationally for further refinement.

The reviewers were positive about the viability and feasibility of the programme as discussed in section 9.6. of Chapter Nine of this research report. The experts were happy with the content and were particularly impressed with topics such as technology use in field supervision, emotional intelligence as well as cited literature. They further expressed their satisfaction with the fact that this is the first of its kind training programme in Namibia. Suggestions for further improvement were also noted and incorporated to improve and finalise the programme. These ranged from additional content on student assessment and associated processes, learning stressors amongst

student social workers and how to deal with those, experiential learning activities, principles of adult learning, supervisory styles and students' learning styles. Adjustment and realignment to the module order, time frames and self/group activities were equally done per the experts' suggestions. This objective was therefore achieved.

8.6 Contribution of research findings to the body of knowledge

The findings from this study produced valuable information about the challenges experienced by the social work field supervisors as well as student social workers from a Namibian context. In addition, the outcome of the situation analysis which was phase one of this study informed the development of a training programme to empower social work field supervisors in the execution of field supervision. As a result, this study contributes to the scientific body of knowledge in the following ways:

- a) The study highlighted unique experiences as described by field supervisors in the social work profession.
- b) This study has provided a distinct contribution to the body of knowledge in social work education in the form of a training programme to empower social workers in the facilitation of field supervision of social work students.
- c) This study has provided a distinct contribution to the body of knowledge in social work education in the form of a training programme to empower social workers in the field supervision of social work students.
- d) The training programme will not only be used by social workers in Namibia, but it can also be slightly adapted to suit any other context.

- e) The training programme is designed as a five-day training programme for CPD points.

Since the CPD activities are a legal requirement for social work practitioners in Namibia, it is anticipated that once implemented, this programme will contribute to the professional development of social workers. The programme will further become an appropriate platform through which social workers can engage, network, and exchange skills and experiences about the practice of field supervision.

8.7 Recommendations

In view of the findings, the following recommendations towards student social workers, field supervisors, academic support staff, host organisations, the Namibian Social Work and Psychology Council, the Namibian Social Work Profession Association and future research are presented.

8.7.1 Recommendations for student social workers

- a) Students should be empowered and sensitised to speak out and alert academic support staff at their respective universities regarding potential problems they encounter in the field. This will ensure timely intervention to address such problems.

- b) The practice of screening students prior to admission into the BSW programme should be maintained to ensure the right fit for the profession.

8.7.2 Recommendations for Field Supervisors

- a) Field supervisors should utilise the administrative function of supervision to provide proper orientation to student social workers which will help to set out clear goals and expectations from the onset.
- b) Social work field supervisors should keep abreast of the latest trends and theories in social work. The responsibility is therefore on field supervisors themselves to seek training opportunities from accredited service providers.
- c) Fieldwork supervisors need to be re-trained, regarding the importance of linking theory with practice and not see this as a separate function. The training can be sought from any accredited service provider be it locally or abroad.
- d) Innovative means should be explored and benchmarked against international best practices to enhance the practice of field supervision.

8.7.3 Recommendations for Academic Support Staff

- a) The academic support staff should conduct site visits regularly and maintain regular communication with field supervisors and student interns alike, in order to detect problems and address them on time.
- b) Work readiness skills need to be prioritised by universities. Students need to be prepared for the reality of workplaces. They need to know that workplace

relationships cannot be predicted as people differ in many ways and their behaviours and characters may not be as welcoming as anticipated.

- c) The triad relationship between the student, field supervisors and the university's placement coordinator need to be strengthened to alleviate and timely address some of the challenges such as field supervisors' absenteeism, and non-social workers supervising social work students, amongst many. Postgraduate formal training in supervision is needed in the country, in the form of a postgraduate certificate or diploma course.
- d) The orientation workshop offered by a local university for field supervisors needs to be expanded, from a few hours' session to a more desired duration and content.
- e) There is a need to recognise social work field supervisors' real-life professional experience and skills in relation to field supervision. Universities should consider utilising social workers on the ground to do sessions with the students before field attachment commences to share with them tips for success in the field.
- f) Fieldwork lecturers/academic support staff should have reduced teaching loads to be able to coordinate and focus on supporting the stakeholders and students.

8.7.4 Recommendations for host/placement organisations

- a) The practice of assigning non-social work practitioners as supervisors of student social workers should be abolished immediately as it is illegal and can lead to

detrimental effects on the overall professional grooming of a social work intern.

- b) Rotational supervision should be encouraged in the Namibian context, as it has the potential to expose student social workers to a variety of services offered within the social work profession fraternity.
- c) Host organisations should prioritise field supervisory functions. Field supervisors are overwhelmed by other workloads and there is little time for student supervision.
- d) For field supervisors to be able to provide high-quality supervision with respect to the key supervisory functions, they need to have the necessary knowledge, skills and attitudes. Therefore, investing in supervisors' professional development should be prioritised.
- e) Host organisations should utilise local student placement funding support schemes such as the National Internship Support Programme initiated by the Namibia Mobile Telecommunication Company (MTC), to assist needy students with transport fees to and from places of work.
- f) Training of social work field supervisors is very important and crucial as it has the potential to add great value to the field supervision practice.

8.7.5 Recommendations for the Namibian Health Professions Council and National Associations for Social Workers in Namibia.

- a) Financial support to interns, preferably driven from a national level, needs to be explored and formalised, so that all student interns can be supported with transport and meals, while on practical field attachments.
- b) Field supervision is a specialised skill in social work practice and should be regarded with the merit it deserves. Therefore, local national associations and professional bodies should take the lead on this.
- c) Incentives and rewards for fieldwork supervisors are encouraged from all levels. For instance, this can be in the form of a six-month break from supervision or supervision activities to be awarded CPD points in any given year.
- d) There is an urgent need for the HPCNA to develop a local supervision framework to guide the operations of student supervision and supervision in general, in Namibia.
- e) Considering the study findings, social work professional associations and professional bodies alike have so much potential to build the capacity of field supervisors and to recognise this practice as a specialised skill in social work management.

8.7.6 Recommendations regarding future research

Based on the findings from the study, the possible areas for further research would include the following:

- a) Policy, framework, or guideline on fieldwork supervision in social work.
- b) Programmes or guidelines on self-care and wellness in social work field supervision.

- c) Long- and short-term evaluation study on the impact of the implementation of the training programme developed in this study.

8.8 Limitations of the study

Hornby (2015) refers to limitations as shortcomings or influences that a researcher is unable to control during a research study. The researcher encountered several limitations during the process of this study.

The COVID-19 pandemic had a direct impact on the overall timeframe of this study. The data collection of this study happened during the epicentre of the COVID-19 pandemic in Namibia, particularly during the year 2020 to 2021. Everyone was in panic mode, coupled with a lot of anxiety and uncertainty about the future. As a result, one-on-one interviews were stretched beyond the expected time frame due to, at times, interruptions related to lockdowns, the trauma of losing loved ones or potential candidates getting infected with COVID-19 themselves. Letters of response from participating organisations were also delayed due to the reasons stated above. The researcher herself also suffered from the COVID-19 infection during the process of this study, which further prolonged the duration of this research.

Despite all these encounters and delays, through persistent follow-ups, the researcher was able to acquire all the necessary permission letters to collect data. The researcher also managed to reschedule individual interviews with participants who postponed them due to reasons related to COVID-19. Finally, the researcher managed to re-adjust her time schedule in order to finish this study within the prescribed time by the study funder.

8.9 Dissemination and way forward

After this study, the researcher shall disseminate the findings and outcomes of the study in the following ways:

- a) Submission of the training programme to the Health Professions Council of Namibia for CPD accreditation.
- b) Full implementation of the training programme with field supervisors.
- c) Publication of articles/papers.

The following articles/papers are proposed for publication:

- a) Experiences of field supervisors in relation to field supervision in Namibia.
- b) Experiences of student social workers in relation to field supervision in Namibia.
- c) Types of support provided to the social work field supervisors in Namibia.
- d) Self-care practices amongst field supervisors in Namibia.
- e) Development of a training programme to empower field supervisors in student supervision.
- f) Implementation of a training programme to empower field supervisors in the student supervision function.

The following are some of the journals that will be considered for publication of the papers:

- a) International Journal in Social Work
- b) Social Work/Maatskaplike Werk Journal
- c) Journal of Community Practice
- d) Journal of Social Work Education and Practice
- e) The Field Educator Journal
- f) Other journals/Books Chapter projects as deemed appropriate.

8.10 Chapter Summary

This chapter outlined the purpose and conclusions of the study. The conclusions were based on the six objectives of the study as indicated above. The purpose and objectives of the study were achieved. In addition, the chapter further discussed the limitations that were encountered during the study. The chapter explained the study's contributions to the body of knowledge. The main contributions are the development of a training programme to empower social work field supervisors and the contribution of additional knowledge through the description of unique experiences as shared by field supervisors and student social workers themselves, from a Namibian context.

The recommendations that were made from the study were further described in the chapter. The recommendations focused on placement organisations, social work field

supervisors and students, academic support staff, the National Association on Social Work as well as social work professional bodies and further research. Finally, the researcher is optimistic that should the developed programme and recommendations be implemented, they will effectively improve the quality of field supervision practices.

Social workers play an essential role in the grooming and professional growth of future social workers. This task requires skills that are not necessarily inborn, but rather acquired through additional exposure in the form of trainings, conferences and workshops. It can be concluded that the training of social work field supervisors is very important and crucial. Moreover, it would add greatly to the value of the field supervision practice.

CHAPTER NINE

DEVELOPMENT OF A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF FIELD SUPERVISION

9.1 Introduction

The sixth objective of this study was to develop a training programme that is aimed at empowering social work field supervisors in the facilitation of field education supervision. This chapter is based on Phase 4 of the Intervention Design and Development model of Rothman and Thomas (1994), which was adjusted to the design phase in this study. In this phase, the developed training programme was reviewed by a panel of experts to assess its feasibility and to further enhance it.

This chapter presents an overview of the developed training programmes for social work field supervisors. The chapter further presents a discussion on the process followed in the development of the training programme, a schematic outline of the programme, a summary overview of the programmes' modules, and the outcome of the expert reviewers' inputs on the programme content.

9.2 Overview of training programmes in social work field supervision

9.2.1 The concept of a training programme in social work

According to Zhou (2019), training programmes in social work are described by some as a goal, as a process and by others as an intervention. A training programme is also considered to be “a time-limited training specifically developed to train people in an area where they lack knowledge and skills” (Ogunyewo, 2016, p. 227). Ogunyewo (2016) further notes that over the years, the essence of work-based training has been found to be essential for knowledge and skills acquisition. For the purpose of this study, a training programme refers to a series of planned activities intended to empower and support social workers who supervise student social workers.

In the context of social work, training programmes can generally be looked at as empowerment programmes, because they are aimed at enhancing the current skills and knowledge of individuals to bring about a change in an individual’s ability to function (Ogunyewo, 2016). Empowerment refers both to “the state where people feel that they can control their destiny and can take action to achieve their goals and to the processes that enable them to attain that state” (Zoabi &Gal, 2020, p. 2).

Zoabi and Gal (2020) note that the empowerment process involves three levels, namely intrapersonal, interpersonal and community level. On the intrapersonal level, empowerment involves acquiring knowledge, skills and coping tools needed for personal growth. Moreover, it increases a person’s confidence in taking decisions which in turn supplements their ability to rely on their inner strengths to carry out and complete their tasks. At the interpersonal level, empowerment increases a person’s ability to work in teams. Finally, at the community level, empowerment involves increasing one’s awareness of existing resources in one’s community environment.

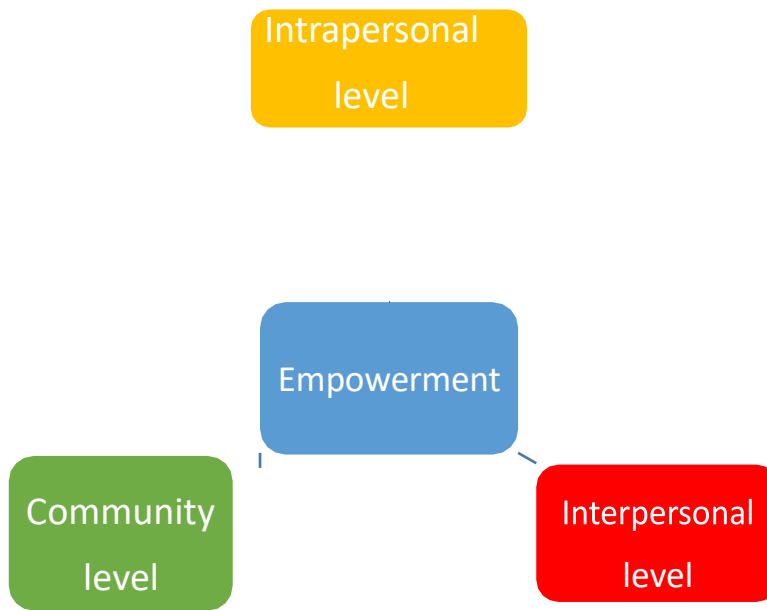


Figure 9.1: Researcher's own illustration of the three levels of the empowerment model

The development of the training programme in this study focuses on the intrapersonal level as the aim is to support field supervisors in acquiring additional skills and knowledge to execute their role effectively, thereby enhancing their sense of personal power and self-worth by reinforcing positive feelings about their professional roles. Based on the above, the intended programme is both educational and empowering, because it will impart skills to participants and tools to enhance supervisory activities. Zhou (2019) asserts that CPD providers are uniquely positioned in training field supervisors on practical supervisory functions through the required continuing educational activities. This suggestion has been validated by Patterson and Whincup (2017), who shared their experiences of delivering an accredited post-qualifying supervision course for close to 12 years to date in Scotland.

9.2.2 Components of training programmes from international and local perspectives

This step was achieved by carrying out an integrative review of the existing programmes that have been developed for social work field supervisors in the facilitation of student supervision. The integrative review helped in analysing the important aspects of those programmes and their outcomes.

9.2.3 Identification of functional elements of training programmes

Rothman and Thomas (1994) suggest that a researcher should first study and analyse what interventions have been done in a particular area by others, to avoid repetition or duplication. They further recommend that when designing training programmes, it is necessary that the developer study the functional elements of other successful programmes.

This process implies that programmes can be developed either as an addition to existing programme/s, refining of an existing programme or development of an entirely new programme. In this study, the researcher reviewed the literature to see what other scholars have done in respect of programmes designed for social work field supervisors, in order to develop a new programme.

This process involved a detailed search for information from different sources. In sourcing information for this study, the researcher looked at literature in social work, particularly those with a focus on the development, implementation, and evaluation of intervention programmes for social work field supervisors.

9.2.4 Review questions

The following questions and sub-questions, as adapted from Ogunyewo (2016) guide the researcher in identifying successful elements of educational programmes.

The main review question and sub-review questions that helped the researcher in this process were:

What functional elements of successful programmes are necessary to develop a suitable intervention programme for social work field supervisors with regard to field supervision of social work students?

a) The sub-review questions.

- a) What types of programmes have been developed for social work field supervisors?
- b) What were the aims of those programmes?
- c) What are the key elements identified in those programmes?
- d) What were the outcomes of those programmes?

9.2.5 Information sources and eligibility criteria

The computerised databases used included: ERIC (Educational Resources Information Centre), Google Scholar, The Field Educator and Taylor and Francis Online. The assistance of the faculty librarian was also sought in this regard. In

developing the search strategy, a set of keywords and descriptors were selected and applied to guide the search process. The following set of descriptors and search terms were used in searching for the relevant materials: social work field supervisors training, intervention, intervention studies, intervention models, intervention programme, education, training, mentoring and empowerment.

Training content of programmes conducted between the period 2001 to 2021 was included in the review. This range was purposively selected after a review of the literature showed the scantiness of intervention programmes on enhancing field supervisors' role performance. The programmes whose content was inconclusive regarding their evaluation outcomes were excluded. However, there was an exception to one Namibian-based orientation programme. It was necessary to include it in this study because participants in this study made a lot of reference to it. The initial search yielded 25 papers/articles. A series of filtering took place based on the inclusion and exclusion criteria. The number of remaining articles reviewed is nine (see Table 8.1).

9.2.6 Data extraction

A standard format was created which summarised the authors, the design, sample, aims, findings, and limitations of the research information. The summary of this process is presented in Table 8.1.

Table 8.1: Summary of characteristics of included studies

	Author and name of programme	Intervention	Design & methodology	Duration	Sample	Aim	Content topics	Findings	Limitations
1	Deal, Bennett, Mohr, and Hwang, 2011. USA. The Developmental-Relational Approach to Field Supervision	Educational programme	Quasi-experimental design	16 hours, over three days.	64 students 48 field supervisors	To Educate FSs and SSW on The Working alliance.	Supervision working alliance, Theoretical Underpinning s: Developmental Theory and Attachment Theory, Ethical Issues in Supervision	the training improved the supervisory alliance from the FS perspective, it had no effect on students' perspective of the alliance; on average all FS' ratings of their students' competencies increased over time.	The training, had no effect on students' perspective of the alliance; Study only measured attitudinal behaviours rather than, changes that occurred
2	Saspi and Reid, 2002. USA	Modification of a Model	Exploratory developed and refined through pilot testing using design and development principles (Rothman & Thomas, 1994),	?? not	10 students	to modify and improve the model through pilot testing to aid student learning in the practicum	• The supervisor/supervisee relationship, self-awareness	The result is a model that provides detailed guidelines and strategies for field instruction through systematic study	Small sample size, only students participated in the evaluation, but not field supervisors
3	Barlow, Rogers and Coleman, 2004. Canada	Peer collaborative Mentoring Training Seminar	Descriptive	4 hours training	12 Field Supervisors	To create a platform for field supervisors share with other counterpart in a systemic manner	To outline the purpose and value of peer collaboration;	The seminar was have increased participant self-confidence and self-competence, and an Ability to self-reflect work with students	Generalist ions from this project are limited due to the sample size of the focus group
4	Miller J J, Owens-Grise E, and Pachner T M (2019), USA	Training programme (The Self-Care Wellshop)	exploratory evaluation design	3.5-hour training, with CE credits	40 field supervisors	Not indicated	Not indicated.	analyses reveal significant increases in self-care knowledge and value associated with self-care	The sample was overwhelmingly Caucasian/ White and female all sample
5	Marilyn Peterson Armour, Bonnie Bain and Ruth Rubio (2014) USA., Texas state.	Diversity Training for Field Instructors Training programme	Exploratory, evaluation pilot study	six, 3-hour sessions	11 field instructors	The goal of the training was to provide field instructors with tools to recognise avoidant	The diversity training targeted three domains: relationship with self, relationship with the supervisee, relationship with the	Findings: Participants expressed that discoveries from the training increased self-knowledge and empowered them to take the Initiative to address diversity issues with the agency, student, or client system.	This model needs to be replicated using larger samples & control group.

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9.2.7 Findings relating to sub-review questions.

9.2.7.1 Findings relating to sub-review question: What types of programmes have been developed for social work field supervisors?

A total of nine (9) programmes were identified and reviewed as per table 8.1. Seven programmes were developed exclusively for social work field supervisors, while two were developed both for student social workers and field supervisors. There was no evidence of any training programme developed for field supervisors in the southern African context and in Africa at large. Most programmes discovered were American and Canadian-based. Furthermore, the only local programme found from Namibia is an orientation programme developed by the University of Namibia's Social Work section, which focuses primarily on orientation to the field supervisory process itself. The identified programmes reflect the following design forms: training programme (one) educational programme (five) orientation programme (two) and mentoring programme (one).

For this review, each of the intervention programmes was examined for their nature and relevance as discussed below:

a) Training programme

A training programme focuses on enhancing attitude, knowledge, and skills to achieve effective performance in each activity (Hawkins & Shohet, 2012). Training comes in handy when there is a need to fill knowledge, and skills gaps, as well as enhancement of an employee's ability to function effectively. Training programmes come in many forms, ranging from induction of new employees, remedial intervention for current employees and intervention to address short- and long-term goals of an organisation

(Mak, 2013). The content of any training programme would depend on the purpose they are meant to serve. They should align with the needs of targeted staff, hence the need to carry out a needs assessment prior to the development of any training programme (Bennet & Deal, 2012). Ogunyewo (2016) notes that it is important that a series of reflective learning activities are involved in this type of programme, such as brainstorming, constructive feedback to participants and handouts to ensure factual transfer of information to participants.

b) Educational programme

Educational programmes' focus is on imparting knowledge to individuals or workers in an area where there is limited knowledge (Ogunyewo, 2016). The models for developing education programmes vary. However, Rothman and Thomas (1994) propose that the development of educational programmes should at least include three phases, namely pre-intervention, intervention and post-intervention phases. The pre-intervention phase entails the determination of the need for the programme itself. The intervention phase is concerned with the actual application of the intervention to address the identified needs, while the post-intervention phase is concerned with the evaluation of the intervention to determine if the programme has met its goals. This type can further be measured in terms of post-training designs to determine if there are notable changes in participants' attitudes, behaviours, and skills (Ogunyewo, 2016).

c) Orientation programme

Orientation is an activity that is designed for new workers to acquaint them with the goals, technical arrangements, and social relationships of an organisation with the

intention of building a good initial experience with the ultimate focus on staff retention (Ogunyewo, 2016). In simpler terms, this type of programme aims to reduce staff turnover, enhance adaptation to the new work environment and promote efficiency in the delivery of services.

d) Mentoring programme

Mentoring is a process of nurturing a newly employed person in meeting the expectations of the organisation (Zhang et al., 2007). A newly employed worker may lack a particular needed skill in order to discharge his or her functions well in an organisation. Such a worker needs to be mentored in those identified areas to gain knowledge which would build confidence as he/she navigates the world of work (Ogunyewo, 2016).

9.2.7.2 Findings relating to the sub-review question: *What were the aims of those programmes?*

The intervention programmes developed for field supervisors as illustrated in Table 8.1 above have respective aims which they were designed for. The training programme focused on addressing knowledge gaps concerning the skills needed to carry out role performance. The mentoring programme focused on creating a platform for field supervisors to share their experiences with their counterparts through peer interaction and collaboration, the establishment of peer support groups, and knowledge enhancement towards their role performance in field supervision. The educational programmes addressed the educational needs of field supervision as well as

management of the supervisory working alliance. The orientation programme aimed at introducing field supervisors to the role and importance of field supervision, orientating them to the requirements and expectations of educational institutions. Overall, all eight training programmes aimed at enhancing the knowledge and skills of field supervisors in their various roles.

a) What are the key elements identified in those programmes?

From the review of intervention programmes that have been evaluated, some key elements emerged. This exercise helped the researcher to determine whether these programmes have been implemented, and how successful they were.

b) Knowledge of the subject matter and understanding of the content

Knowledge of the subject matter and understanding of the content is critical in any intervention programme as this is the heart of the matter. The purpose of an intervention programme is largely to increase the knowledge and skills of individuals in performing their roles effectively. Any facilitator of an intervention programme, therefore, needs to broadly study and understand the topics to be covered in the training programme.

c) Variety of facilitation methods

It is crucial that any training programme incorporates a variety of facilitation methods. What stood out as the most preferred method of facilitation were the practical and engaging activities, as well as the lecture method. They are illustrated further below.

d) Practical reflections and engaging activities

Some researchers have conducted studies to evaluate the effectiveness of existing supervision training programmes to determine what aspects of the training programmes are particularly beneficial. In evaluating a training programme for social work supervisors, Mak (2013) established that field supervisors preferred an interactional and practical approach to help them apply theories of supervision to real-life supervisory situations.

Patterson and Whincup (2017) also reached similar conclusions in that supervisors valued active participation the most in their training sessions. Hawkins and Shohet (2012) equally recommend that training programmes should have practical activities and provision of feedback to participants. For example, participants can engage in role-play where they are observed by others and given feedback on where they should improve. It is also important for participants to switch roles so that they know what it feels like to be a supervisee, supervisor, and observer. This part has been reported to be the most valuable for many participants.

Hawkins and Shohet (2012) further noted that field supervisors consistently stated that one of the most helpful aspects of training programmes was the opportunity to learn from each other. Both new and experienced field supervisors discussed the desire to learn new and creative ideas that others have found to be effective in working with their students. Even the most experienced field supervisors expressed an interest in hearing what others are doing to be more effective in their roles (Hawkins & Shohet, 2012). Thus, peer-to-peer learning should be incorporated into training programmes

as it appears to be an important and valuable activity from the participant's point of view.

e) The lecture method: This approach involves the presentation of information by a facilitator to the participants. This method is noted to be useful when disseminating large amounts of information (Ogunyewo, 2016). The facilitator is expected to be well acquainted with the topic to be covered (Mak, 2013). The same author further stresses that it is necessary for the facilitator to supplement this approach with interactive engagement with participants to reduce boredom.

f) The core curriculum: Hawkins and Shohet (2012) recommend that the core curriculum of any training programme for social work supervisors should cover: the purpose, the principles and the process of supervision. There is also consensus among multiple authors in the literature about the importance of topics to include in training programmes for social work field supervisors (Mak, 2013; Hair, 2013; Patterson & Whincup, 2017; Mak, 2013; Bennet et al., 2013; Dimo, 2013; Poggenpoel, 2018). These authors asserted that content areas for field supervisors' training should at least focus on incorporating the following:

- The theoretical or knowledge base relevant to supervisory functions.
- Development and refining of supervision skills.
- Integration of the theory and skills into a working supervisory relationship.
- Development and enhancement of the professional identity of the supervisor; and

- Integration of theory into practice, adult learning concepts, cultural issues, creating a climate for learning and working with challenging students and evaluation/assessments of students as key components of training programmes.

During phase two of this study, which sought to explore the experiences of social work field supervisors on various themes as explained in Chapters five, six and seven of this dissertation, relevant themes were identified by social work field supervisors, which informed the possible focus areas of the educational programme.

❖ *Some of the topics suggested by social work field supervisors were:*

- Overview of supervision
- Time management and planning
- Emotional intelligence
- Application of technology to Social Work interventions
- Tools to detect plagiarism
- Communication skills and conflict management
- Social work theories and assessments

The researcher is however of the opinion that curriculum content must be informed by the perceived needs of the field supervisors themselves. This will ensure that the training content is relevant. In this study's programme development process, a balance was struck by balancing between what literature suggested, the availability of reliable

sources of information to support a comprehensive content cover of the topics as well as the perceived training topics needs by field supervisors themselves.

g) What were the outcomes of those programmes?

The review indicated the outcomes of the respective programmes. Seven intervention programmes were evaluated for effectiveness while one orientation programme was never evaluated. The results here therefore only apply to programmes that were evaluated.

The result of the educational programmes reveals that the programmes improved the supervisory alliance from the field supervisors' perspective. On average all field supervisors' ratings of their students' competencies increased over time. The developed model was perceived to provide detailed guidelines and strategies for field supervision respectively. Participants acquired knowledge to enhance their teaching and practice and an increased sense of competency.

The mentoring programme which focused on peer collaboration, was productive as all participants perceived that they had increased self-confidence, enhanced sense of competence and ability to self-reflect in their work with students. Moreover, participants felt that the programme greatly reduced the feeling of isolation from other field supervisors.

The programme which focused on self-care reveals that self-care practices and self-care knowledge among field supervisors improved. Overall, findings indicate that participants were satisfied with the training.

Some of the limitations of the programmes include: inability to generalise findings to larger populations due to smaller sample size, lack of utilisation of control groups, little time allocated to important topics such as integration of theory into practice, amongst many. Programmes that included both field supervisors and student social workers as participating clients, appeared to have no positive effect on students' perception of field supervisor's skills and competencies.

This review indicates a gap in terms of certain topic areas such as technology use and field supervision, application of technology into social work, emotional intelligence and ethical issues in field supervision, which were not covered. Moreover, most programmes were not comprehensive and were likely to focus on one topic or area of field supervision. The programme developed in this study will address some if not all these mentioned gaps.

9.3 Knowles model of adult learning

The development of the training programme to support social work field supervisors adopted Knowles' theory which advances that learning and teaching methods should be in line with the learning needs of adult participants. Adult learning is a theory which maintains that adults are self-directed learners who engage in purposeful learning aimed at solving real-life situations. Adult learners often draw on their experiences to relate to the content of learning (Palis & Quiros, 2014). As illustrated already in

Chapter Three of this study, Palis and Quiros (2014) emphasise six principles of adult learning that should be considered when developing training programmes for adult learners. These principles were applied in the programme development for field supervisors in this study. These principles make a distinction between adults and children in the way they approach learning. The characteristics of adult learners are depicted in the Table 8.2.

Table 9.2: Knowles' Andragogic learning theory principles as applied by the researcher to the training programme (Palis & Quiros, 2014)

Number	Principle	Explanation of principle	Illustration of principle in practice
1	Need to learn	Adults need to know the reason for learning to avoid the mistake of teaching content they already know or that they will find irrelevant to their needs	a) Introduction of the purpose and objectives of the programme at the beginning of the training will help participants to understand the need to attend the training.
2	Experience	Adults draw upon their experiences to aid learning	a) Learning will be practical and relevant, and b) Participants' work experience in field supervision will be acknowledged to make them feel respected, and their contributions valued during learning.
3	Self-Concept	Adults need to be responsible for their decisions on education and involved in the planning and evaluation of their learning.	a) Participants will be encouraged to be self-directed learners. Active learning will be encouraged through debates, questioning and case resolution, instead of passive learning, where participants sit back and expect to be fed with information by the facilitator.
4	Readiness:	Adults are ready to learn what they need to know to cope with the situations they face in their real lives.	a) There will be a strong relationship between the content of the educational programme and the participant's practical circumstances. For eg., most topics suggested by field supervisors interviewed in this

			study's need assessment phase, were incorporated.
5.	Orientation	Adults learn best when content is problem-based rather than generic	a) The content of lectures will be relevant to what learners need to cope with in their daily practice.
6	Motivation	As a person matures, their motivation to learn comes from internal factors. The most powerful motivators for learning are internal pressures (the desire for increased job satisfaction, self-esteem and quality of life.)	a) Motivation to participants on why they need this type of training will be emphasised. CPD credits will be applied to the programme so that it also adds professional values to the participants.

9.4 Outline and brief discussion of the programme.

9.4.1 Purpose of the training programme

The general aim of this training programme (attached hereto as Annexure Q) is to empower and equip social work field supervisors with the knowledge, skills and tools needed to improve their efficiency in terms of field supervision. The programme content can also be applied to field supervisors in other contexts. The long-term goal of this programme is therefore to contribute to the competencies of social work field supervisors in Namibia and beyond.

9.4.2 Objectives of the programme

The objectives of the programme are:

- a) To sensitise participants to the concepts of field supervision, its related guiding frameworks and procedures, and ethical aspects and differentiate it from staff supervision.

- b) To enhance participants' competencies in the rendering of field supervision
- c) To equip participants with skills to engage in adequate self-care activities.
- d) To acquaint participants with theories and perspectives in field supervision
- e) To contextualise Namibian field supervision unique practices
- f) To sensitise participants to the advantages and disadvantages of technology application to the field supervision practice and emotional intelligence in field supervision
- g) To familiarise participants with the assessment process in field supervision

9.4.3 Programme justification and evidence of demand

Phase One (situational analysis) of this study whose findings are discussed in detail in chapters five, six and seven revealed that even though social work field supervisors are strategic in the grooming of professional future social workers, they are also faced with some challenges that need attention. These challenges were experienced by both social work field supervisors and student social workers alike. Moreover, this study's findings indicate that there is a need for a comprehensive training programme for field supervisors in Namibia. The data analysis highlights the following key sub-themes as problematic areas for field supervisors and student social workers:

- a) Most field supervisors felt inadequate and ill-equipped to take on the role of field supervision without prior training to prepare them for the roles and responsibilities associated with field supervision.

- b) Uncertainties on the part of field supervisors if they are assisting student social workers accordingly with regard to the integration of theory into practice.
- c) Inadequate and lack of opportunities to engage in CPD activities that are focused on field supervision-related activities.
- d) Limited engagement in regular self-care activities
- e) Limited professional support services available for field supervisors
- f) Poor supervisory working alliance, social work students' high workloads, priority clashes between host organisations, student social workers and institutions of higher learning.

In addition to these five problematic areas, field supervisors expressed a need to engage in extended training on aspects covering field supervision, even specifying specific areas to which they felt every field supervisor and broadly social worker must be exposed. The researcher's literature review indicates a current gap in the country, in the sense that no comprehensive field supervisors training programme exists, except for an orientation programme offered by the UNAM's social work section. This programme however was described by most participants as inadequate and very short in duration. All these factors, in addition to information deduced from literature, informed the content of this programme.

9.4.4 Mode of delivery

The programme was developed to be implemented in the form of a workshop. The mode of facilitation can be adapted to suit both online and face-to-face modes of facilitation. The programme took into consideration the fact that it is targeted at adult

learners, therefore, facilitation strategies that are appropriate to adult learners have been incorporated.

9.4.5 Target clients/participants

All registered social workers can participate in this programme. However, it can benefit more social workers who are involved in field supervision or who intend to engage in field supervision.

9.4.6 Duration of programme

The programme is estimated to be covered in about 40 hours. The hours can spread across five days.

9.4.7 Number of CPD points.

CPD points will be determined by the HPCNA when an application for accreditation of the course is submitted as part of the post-doctoral project plan by the researcher.

9.4.8 Evaluation methods

Each day's training will be evaluated using questionnaires as tools to evaluate the most useful and least useful aspects of the programme, facilitation skills and suggestions for improvement. The workshop's evaluation will be used to further refine and improve the programme periodically.

9.4.9 Design of the programme

The development and content of the programme were based on literature analysis of other training programmes developed for social work field supervisors, Knowles' model of adult learning and findings from phase one of this study. Topics covered and those suggested by previous authors in field supervision are illustrated in Section 8.2 of this chapter.

A fundamental principle of social work practice is to start where the client is. Starting where the client is and accepting that the client is the best person to identify his/her needs is a way of showing respect and gaining cooperation from participants (Caspi & Reid, 2002). Based on this assumption, the topics suggested by social work field supervisors, as well as findings from phase one of this study as discussed in chapters five, six and seven were considered.

Change occurs when the helper (in this case the researcher) collaborates with the clients (in this case the field supervisors) and establishes a mutual and equal relationship with them (Caspi & Reid, 2002). On this basis, this programme development was based on the key principles of adult learning theory, as illustrated in Section 8.3 of this chapter and Chapter Three of this dissertation. It was therefore important to strike a balance and ensure that the programme content incorporates international best practices from literature, but at the same time also addresses local needs as raised by field supervisors and student social workers in this study.

9.4.10 Programme structure

The training programme has a modular design consisting of modules, study units, contents, learning materials, facilitation strategies and allocated time frames. Nine modules were developed for the purpose of this training programme (see Table 8.3 below). Each module covers important aspects related to knowledge, skills and attitudes needed by social work field supervisors to be able to effectively carry out their field supervisory function. Each module is divided into units/topics. Most units contain reflective questions, exercises and extra reading references which are intended to stimulate further thinking. Reading materials sources are cited and can be online or hard copy materials.

9.4.11 Exit learning outcomes

Table 9.3: Exit learning outcomes.

Module	Exit learning outcome
Introduction to the programme	This module aims to assist participants to get at ease, gain a broader understanding of the programme objectives, modules and learning outcomes, and it sets the tone for the overall orientation to the programme
Concept of student supervision	This module consists of units that will help participants gain a broader understanding of student supervision, differentiate between staff and student supervision, explore the theories in social work field supervision, illustrate the three stages of the field supervisory relationship and be introduced to the social developmental perspective to field supervision and its applicability to the Southern African context.
Principles of adult learning, supervisory styles and student learning styles	This module will introduce participants to the principles of adult learning and Knowles's model of andragogy. It will further equip participants to be aware of students' learning styles, the impact of emotional stressors on learning, supervisory styles and students' learning styles and their influences on the supervisory relationships and learning experience of students. Most importantly, it will equip participants with tools to assist students navigate the emotional terrain of field supervision thereby enhancing the learning experience and atmosphere of students.
Roles and responsibilities of field supervisors	This module aims to introduce field supervisors to a broader understanding of their roles and responsibilities and ethical responsibilities in field supervision. Participants will understand the scope of practice of social workers in Namibia (including those of field supervisors). Participants will also be exposed to the field supervision framework of South Africa.
Roles and responsibilities of field supervisors	This module intends to familiarise participants with the assessment concept and processes in field supervision, how to navigate and deal with difficult students in the process of ongoing evaluation, as well as evaluation tools currently used in Namibia.

Roles and responsibilities of field supervisors	In this module, participants are provided with information on important competencies required in order to carry out field supervision efficiently.
Self-care in Social Work	This module will expose participants to the importance of self-care in the social work profession as well as different self-care strategies. Participants will be able to draw up their own personal self-care plan at the end of the module
Emotional Intelligence	This module intends to introduce participants to the concepts of emotional intelligence in general, and its applicability to field supervision, and also equip them with skills on how to utilise emotional intelligence to resolve conflicts in the working alliance with student social workers and in the workplace.
Application of technology into social work field practice	At the end of this module, participants will be exposed to the importance of using innovative technologies within the social work field supervision and practice in general, the advantages and disadvantages of utilising technologies, ethical considerations in the world of social media.

9.4.12 Schematic outline of the training programme

A schematic outline of the programme is illustrated below.

Table 9.4: A schematic outline of the programme

TITLE: A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF FIELD EDUCATION SUPERVISION					
DAY ONE					
Module 1: Introduction and orientation to the programme					
SESSIONS	STUDY UNITS	CONTENT	PROGRAMME ACTIVITIES/LEARNING MATERIAL/TOOLS	TIME	DURATION
Session 1	Study Unit 1.1. Introduction and orientation to the programme	Getting acquainted (icebreaker) Explore Member expectations, clarify objectives. Hand out pre-test questionnaire	Ice breaker: Who am I? <i>Group /Pair discussion: How Do I understand the field supervision?</i> PowerPoint presentation: Programme objectives, purpose and outline	8h00 to 10h00	2 hours
MORNING TEA BREAK 10h00-10h15					
Module 2: Concept of Student Supervision					
Session 2	Module 2 Study unit 2.1 Overview of student supervision/field supervision	What is student supervision (student supervision vs staff supervision)? History of student supervision Models of student supervision	Ice breaker: define the concept of student supervision PowerPoint presentation on the concept Student Supervision. Learning resource: <i>CSU - A guide to supervision in social work field education.</i> CSU Guide Social Work Field Education Revised Edition Final Edits.indd	10h15 - 13h00	3h15 min
LUNCH BREAK 13h00 -14h00					
Session 3	Study unit 2.2 Theories & perspectives in field supervision	Theories in student supervision: Social developmental perspectives	Powerpoint Supervision: Theories and approaches to Student Supervision. <i>Reading Article: Ncube, E, M. 2019. Process Model of Social Development Supervision in Social</i>	14H00 to 17h00	3 hours

			Work https://doi.org/10.25159/24155829/4960		
END OF DAY ONE					
DAY TWO					
Session 4	Study unit 2.3 Phases of student supervision	Beddoe (2000) three developmental stages of the field supervisory relationship that can assist field educators Beginning, middle and termination phases Evaluation of Day 1	a) PowerPoint presentation: The three phases in the field supervision process. Reading materials: b) Iowa School of Social Work 2022 Developmental Stages of Students in Field Developmental Stages of Field School of Social Work - The University of Iowa (uiowa.edu)	08H00-10h00	2 hours
MORNING TEA BREAK 10H00 to 10h20					
Module 3: Principles of adult learning, supervisory styles, and student learning styles					
Session 5	Study unit 3.1 Adult Education Principles	Knowles Principles of adult learning	PowerPoint presentations and discussions	10h20 - 13h00	2 hours, 40 min
	Study Unit 3.2 Student Learning Styles	Honey and Mumford's learning stages and cycles	PowerPoint presentations and discussions		
LUNCH BREAK 13H00 TO 14H00					
Session 6	Study unit 3.3 Supervisory styles	What is the supervisory style? Tips on how a field supervisor can adjust and apply good supervision style	PowerPoint presentations and discussions Activity: Role play: Student vs Field supervisor: Navigating the first few weeks of field placement. Participants to reflect back to the times they were students: what should have been handled differently, and how would they tap on such experiences to improve the current ones.	14h00-17h00	3 hours
	Study unit 3.4 Emotional triggers to learning among students	Emotional triggers to Learning among students	Group discussions		
END OF DAY TWO					

DAY THREE					
Module 4: Roles and Responsibilities of Field Supervisors					
Session 5	Study unit 4.1 Ethical and legal responsibilities	What are ethics in social work	Reading documents: Namibian Regulation relating to the scope of practice of social workers, social auxiliary workers and students: Social Work and Psychology Act, 2004	08h00 - 10H00	2 hours
	of field supervisors	Overview of the Scope of Practice of social workers and Student Social Workers in Namibia (scope of practice).	<p>Group activities (choose one):</p> <ul style="list-style-type: none"> Share your experience with ethical dilemmas in field supervision. The facilitator will present a scenario to participants; they should break into pairs of two and reflect on the topic under discussion. 		
MORNING TEA BREAK 10H00 – 10H20					
Session 6	Study unit 4.2 Role expectations of field supervisors	Role shift, from practitioner to supervisor	PowerPoint presentation: Role of field supervisors. Group Discussion: What do participants know about the role expectations of field supervisors?	10h20 to 13h00	3 hours
		The role of the field supervisors in the professional development of students			
		Specific roles in field supervision (role model, mentor, resource person, observer, assessor)			
LUNCH BREAK 13H00 TO 14H00					
MODULE 5 ASSESSMENT OF SOCIAL WORK STUDENTS DURING FIELDWORK TRAINING					
Session 7	Study unit 5.1 5.1 Overview of assessment in field supervision	Definition Objectives Who assess Social Work students during fieldwork training?	PowerPoint presentation: overview of assessment in field supervision Activity: Review the UNAM assessment tools by doing a mock assessment activity.	14H00 - 17h00	3 hours

		The process of fieldwork academic assessment (handouts) Challenges facing field assessment Tips for dealing with challenging behaviours Evaluation of Day 2	a) An example of a competency scale for social work with individuals b) Mid-placement review form c) End of internship/final evaluation form		
END OF DAY THREE					
DAY FOUR					
MODULE 6: COMPETENCIES NEEDED IN STUDENT SUPERVISION					
Session 8	Study unit 6.1 skills needed in student supervision	Time management & planning	PowerPoint presentation on competencies needed in field supervision.	08H00	2h, 30 min
		Integration of theory into practice	a) Activity: Discussion (questions and answers) and sharing of experience among volunteers	– 10H30	
		Managing supervisory Alliances			
TEA BREAK 10H30-11H00					
MODULE 7: PERSONAL AND PROFESSIONAL DEVELOPMENT IN SOCIAL WORK					
Session 9	Study unit 7.1 Self-care strategies for field supervisors	Ice breaker (explore what self-care mean to you) Identify barriers to self-care	Reading article: Listen to a real-life story: consequences of not valuing self-care.	11H00- 17H00	3 hours
		Explore self-care strategies on personal and professional level	PowerPoint presentation: Self-care strategies in social work. Home activity 1. How I take care of self/ personal self-care plan (plenary feedback)		
		Develop an individualised self-care plan	Group Activity: Stress management technique Video: Self-care in Social work (YouTube)		
END OF DAY FOUR					
DAY FIVE					
MODULE 8: EMOTIONAL INTELLIGENCE IN SOCIAL WORK					

Session 10	Study unit 8.1 Application of emotional intelligence into social work field supervision.	What is emotional intelligence Value of emotional intelligence in the supervisory relationship & workplace	PowerPoint presentation: EQ and its applicability to field supervision.	08H00 - 10H00	2 hours
MORNING TEA BREAK 10H00 TO 10H20					
		How to improve your EQ Evaluation of Day 3	Video: What is emotional intelligence Homework activity: Free online emotional intelligence test: Emotional Intelligence Test - Global Leadership Foundation Activity: Write down your best 10 qualities.	10H20 to 13H00	2 hours, 40 min
LUNCH BREAK 13H00-14H00					
MODULE 9: APPLICATION OF TECHNOLOGY INTO SOCIAL WORK FIELD PRACTICE					
	Study unit 9.1 Technology devices and platform	Social media tools (Facebook, WhatsApp, YouTube) Ethical issues and technology	Powerpoint presentation: Technology and field supervision, types, uses, advantages and disadvantages, ethical considerations Hand out: Tips for social workers when applying technology into their professional line of work' Activity: Are you a person who is comfortable in the online world, and used to navigating different communication platforms, or is this a more unfamiliar way of communicating for you.	14h00 - 15h00	3 hours
GROUP PHOTO, NETWORKING, REFRESHMENTS AND CLOSURE: 15H00 TO 17H00 GRAND HOURS TOTAL 38.2					

9.5 Guidelines for the facilitation of programme modules content

This section attempts to give a brief guideline of each module implementation, as a general guide to the facilitator.

A. Module 1: Introduction to the programme

Module objectives

- a) To facilitate member introductions.
- b) To explore the members' expectations.
- c) To outline and clarify the purpose of the training programme.
- d) To create a relaxed and conducive atmosphere, break barriers and help participants and facilitators to get to know each other.

Module activities

- a) The group facilitator and co-facilitator introduce themselves and welcome all the members to the group.
- b) The group facilitator will ask participants to introduce themselves by means of an icebreaker which aims to create a relaxed atmosphere.
- c) Participants will be requested to introduce a partner sitting next to them and to say one interesting fact about that person, as well as at least one expectation of the workshop. This will not only encourage members to know each other,

but it will also break barriers between participants and will help with energising and motivating them.

- d) The group facilitator captures and summarises the participants' expectations and will reflect on these by getting more clarity where necessary.
- e) The training facilitator will then share the training objectives and relate them to those shared by participants.
- f) Workshop rules will be discussed by both the group facilitators and the participants. Rules will be written on a flipchart and pasted on the wall as a constant reminder.

B. Module 2: Concept of student supervision

Module objectives

This module consists of units that will help participants to:

- a) gain a broader understanding of the student supervision concept, differentiate between staff and student supervision,
- b) explore the theories, models and developmental approaches in social work field supervision and its applicability to the Southern African context,
- c) demonstrate an understanding of theories of field supervision by being able to identify and describe them,
- d) illustrate the three stages of the field supervisory relationship.

Module activities:

- a) The facilitator will introduce the concept of student supervision or field supervision.
- b) Participants' knowledge of the concept will be tapped by asking them to give the definition in their own understanding and to differentiate between student and staff supervision.
- c) Thereafter, the facilitator will present a PowerPoint presentation that will cover the definition of field supervision, its history, models of field supervision, theory and models in field supervision, as well as the three phases of field supervision.
- d) The facilitator will also reflect on the social developmental approach to field supervision and its relevancy in the Southern African context. Include some facts about how these theories/perspectives influence the field supervision process.
- e) The facilitator will ask participants questions on the topic presented and engage participants to reflect on real-life experiences in relation to the topics.
- f) A breakaway group discussion will be incorporated to assist participants to reflect on their own professional experience in relation to field supervision, by taking written or mental notes of such experiences.
- g) The facilitator will then summarise the main aspects of the session.

C. Module 3: Principles of adult learning, supervisory styles and student learning styles

Module objectives

- a) To introduce participants to principles of adult learning and Knowles model of Andragogy.

- b) To help participants be aware of students' learning styles and the impact of emotional stressors on learning.
- c) To help participants become aware of the supervisory styles and their influences on the supervisory relationships and eventually learning experience of students.
- d) To equip participants with tools to assist students navigate the emotional terrain of field supervision thereby enhancing the learning experience and atmosphere of students.

Module activities

- a) The facilitator will introduce participants to the principles of adult learning and illustrate the five steps of the Knowles Model of Andragogy.
- b) Participants will further be introduced to the students' learning styles, by explaining the Model of Honey and Mumford learning stages and cycles.
- c) The facilitator will run participants through different supervisory styles and equip them with tools on how field supervisors can adjust and apply good supervision styles.
- d) Participants will be assisted to recognise emotional triggers and barriers to learning in student social workers, to enable them to recognise these and better assist students overcome anxiety and make the best out of field placement.
- e) Participants will be taken through a practical exercise in which they will role-play and navigate the stages of field placement. Field supervisors will place themselves

in the shoes of students. They will be asked to reflect on the times they were students as well and share how they would have preferred their situations to be handled.

D. Module 4: Roles and responsibilities of field supervisors

Module objectives

- a) This module aims to introduce field supervisors to a broader understanding of their roles and responsibilities, as well as ethical responsibilities in field supervision.
- b) Participants will understand the scope of practice of social workers in Namibia (including those of field supervisors).

Module activities

- a) This session will start with a recap of the topics of the previous day on the concept of field supervision and associated factors as discussed.
- b) The facilitator will provide a presentation, outlining the ethical aspects of social work, and an overview of the Scope of Practice of social workers and student social workers in Namibia.
- c) Participants will be challenged to reflect on their experience and share what they have experienced in terms of ethical dilemmas in field supervision and how they dealt with those.
- d) The facilitator will then summarise and connect the dots between participants' experiences as discussed in groups, by linking it to facts based on the presentation.

- e) The facilitator will further expose participants to the challenges of preparing for the role of becoming a field supervisor with supportive literature.
- f) Focus will also be placed on personal reflections by challenging participants to think about the specific roles and expectations of a field supervisor. Feedback will be provided in a plenary format. The facilitator will guide the participants by linking what they shared with factual information per the prepared presentation on this topic.

E. Module 5: Assessment of social work students during fieldwork training

Module objectives

- a) To introduce participants to the concepts of assessment and its significance in fieldwork evaluation.
- b) To familiarise participants with the assessment processes in field supervision.
- c) To be equipped with skills on how to deal with challenges facing field supervisors in the assessment process of students.
- d) To navigate and deal with learning blockages among students' social workers in the process of ongoing evaluation.
- e) To engage in an assessment exercise using evaluation tools currently used in Namibia.

Module activities

- a) The facilitator will do a recap of the previous session, to show the link between assessment and the role of a field supervisor. The highlight will be the fact that assessment is also one of the key roles of a field supervisor.

- b) The facilitator will provide a PowerPoint presentation on the definition of assessment, its objectives, types of assessment and its processes as well as role players in the assessment process.
- c) Participants will be introduced to challenges facing field supervisors in the assessment process of students as well as tips on how to deal with those effectively.
- d) Participants will further be made familiar with learning blockages amongst student social workers.
- e) Participants will be engaged in a practical exercise to see how assessment is conducted using current evaluation tools of the University of Namibia.

F. Module 6: Competencies needed in student supervision.

Module objectives

- a) In this module, participants are provided with information on important competencies or skills required of social work field supervisors, such as time management, integration of theory into practice and management of the supervisory working relationship.

Module activities

- a) The facilitator will provide a PowerPoint presentation to highlight the skills needed in field supervision and elaborate on time management and tips on how to effectively apply good time management.

- b) Participants will be introduced to a '*Priority Matrix Box*', as adapted from Tomaszewski's 30+ Time Management Skills, 2022) as a tool for field supervisors to differentiate between urgent and important in time management.
- c) Participants will also be exposed to tips on how to manage supervisory relationships between the field supervisor and the student's social worker.
- d) The facilitator will empower participants by sharing tips on how to manage these relationships.
- e) The facilitator will link the content to relevant literature, including local literature findings.
- f) Reflective questions and group discussion activities will be incorporated.

G. Module 7: Self-care in social work

Module objectives

- a) This module will expose participants to the importance of self-care in the social work profession as well as different self-care strategies.
- b) Participants will be able to draw up their own personal self-care plan at the end of the module.

Module activities

- a) The session will start with a recap of the previous day's activities to help participants relate and create a link with the topic of self-care.

- b) The facilitator will introduce the concept of self-care in field supervision. As an ice breaker, participants will be paired in two, to discuss how they understand this concept and how they apply it in their personal and professional life.
- c) They will then share their reflections randomly. A discussion will follow to help participants realise that if they take good care of themselves, they will not only model such good behaviours to student social workers, but it will also help them to efficiently carry out their responsibilities as field supervisors.
- d) The facilitator will then proceed to emphasise, through a PowerPoint presentation the importance of self-care in the social work profession, and more so in field supervision.
- e) Information on the types of self-care, barriers and tips on self-care will be discussed with the participants.
- f) Real-life scenarios will be incorporated by asking a social worker to share a lived experience of neglecting self-care and associated consequences.
- g) The facilitator will empower the attendees with tips for preventing burnout by drawing up a personal self-care plan.
- h) The session will end with a meditation exercise or a stress reduction exercise with the participants.

H. Module 8: Emotional intelligence in social work

Module objectives

- a) This module intends to introduce participants to the concepts of emotional intelligence in general, and its applicability to field supervision and equip them with

skills on how to utilise emotional intelligence to resolve conflicts in the supervisory alliance with student social workers, and in the workplace generally.

Module activities

- a) Supervisor's emotional intelligence (EQ) is noted to have a significant impact on their ability to lead others and meet company goals and expectations. Goleman (1998) asserts that emotional intelligence could be a better success predictor of job performance and leadership ability than IQ.
- b) Through a PowerPoint presentation, the facilitator will outline the concept of emotional intelligence and its applicability to field supervision. The facilitator will define emotional intelligence as the ability to recognize emotions in oneself and others, understand how such emotion works and be able to manage such emotions (Goleman, 1998).
- c) Participants will also be introduced to other terms referring to emotional intelligence.
- d) The different components and characteristics of emotional intelligence will be unpacked.
- e) Participants will be introduced to a video titled: What is emotional intelligence? by Daniel Goleman, a leading author on this subject content.
- f) Participants will be asked to brainstorm the value of emotional intelligence in field supervision and the workplace. Thereafter, the facilitator will link the discussion to factual presentations of EQ's value in the workplace.

- g) Participants will be empowered by getting tips on how to improve their emotional intelligence and tips on how to apply EQ in the workplace.
- h) Participants will finally be requested to take a free online test from the Global Leadership Foundation to determine their EQ either in the venue or at home if time will not allow.
- i) Module 9: Application of technology into the social work field practice

Module objectives

- a) At the end of this module, participants will be exposed to the importance of using innovative technologies within social work field supervision and practice in general, the advantages and disadvantages of utilising technologies, ethical considerations, and the Standards for Technology use in social work.

Module activities

- a) We live in a rapidly changing world and technology is one of those developments that can no longer be ignored.
- b) Public health concerns related to infectious diseases such as the recent COVID-19, had fuelled a need for field supervisors to rethink and reflect on the use of technology.
- c) The facilitator will provide a presentation on the importance of adjusting to the latest trends and highlight the importance of technology application in field supervision.

- d) An icebreaker will be applied to the activities by asking participants to jot down on a piece of paper, the types of technology they use, as well as its associated advantages and disadvantages.
- e) The facilitator will then help with a discussion around this reflection by listening to participants' experiences and linking such to recent research findings.
- f) Participants will be empowered by sharing tips for social workers when applying technology into their professional line of work'; adapted from (Martin et al., 2017), as well as standards for the use of technology in social work.

9.6 Validation and review of the training programme by experts

This section outlines the process engaged in the presentation of the proposed training programme to a panel of experts in the field of social work, to validate and review the programme content.

According to Barret and Heale (2020), seeking the opinion of experts is a useful practice when reviewing newly developed training programmes. Furthermore, programme review is designed to assist the programme developer to test the programme for adequacy, quality, effectiveness, and practicality. The application of this process in this study assisted in the further refinement and finalisation of the programme. Two important aspects during this stage are feasibility and acceptability of the programme. Acceptability refers to participants' opinions of the intervention with respect to being appropriate, while feasibility refers to the programme's various elements to determine if it has the potential for success (Fraser & Galisnky, 2010).

Fraser and Galinsky (2010) suggest that some criteria that must be looked at include: programme objectives, adequacy of learning content, appropriateness of training methods and allocated time. These criteria also served as the basis for the guiding questions to a panel of experts.

9.7 Engagement procedures with the panel of experts

The review of a training programme requires careful planning around the following aspects: recruitment, engagement process, outcome analysis, results and discussions (Ogunyewo, 2016). They are illustrated as follows:

9.7.1 Recruitment of experts

According to Schurink, Fouché and De Vos (2011), the validation and reviewing process may involve the collaboration of researchers, service providers, professional experts and prospective clients of the programme in order to determine that the intended programme will indeed address the needs of the population appropriately.

The experts were selected based on their expertise in field supervision and supervision in social work in general, research background and publications in this area in Namibia and the Southern Africa region. Their willingness and availability to commit to the process within the due date suggested by the researcher was also another factor considered. The experts included a social worker from the Namibian Social Work and Psychology Council, a social worker from the University of Namibia, and a Social Work Professor from the University of Stellenbosch in South Africa with extensive

research in field supervision and social work supervision. All experts hold senior and supervisory positions, with more than 20 years of experience.

Against this background, seven social work experts in this area were approached to serve as a panel of expert reviewers. Subsequently, three social work professionals (2 local and 1 international), provided their review reports using an evaluation tool developed by the researcher. The remaining four were unable to deliver due to very busy schedules.

9.7.2 Engagement process

Social work experts were invited by email to seek their availability to commit to this process. Upon positive responses and confirmation, a formal invitation letter, accompanied by the training programme, implementation guideline and evaluation tool were emailed. The experts were accorded three weeks to go through the document and provide their input. Some experts requested more time, and this was granted accordingly. They utilised an open-ended evaluation tool which focused on acceptability and feasibility as guiding rubrics. There were about 11 sub-questions in total under the two guiding rubrics. The completed evaluation reports were signed off by experts and were emailed to the researcher. The evaluation tool is annexed here as Annexure N.

Inclusion criteria

- a) The expert participants must be social workers by profession with experience in field supervision.
- b) They must be familiar with some of the concepts related to field supervision.

- c) They must possess at least five years of experience.
- d) They must be available and willing to commit to the process within a given due date.

9.7.3 Experts' inputs overview

9.7.3.1 Acceptability of the programme

Participants expressed their satisfaction with the programme content. They were appreciative of the way the training content was packaged and organised. This came to light through the following quotes:

- a) *“This programme has the potential to put the implementers of the programme on the forefront of social work practice education in the region”*. Reviewer 1
- b) *A training programme is to a great extent the most important aspect of field practice as many social workers did not receive supervision themselves and might not understand the total relevance and impact of supervision to students. In addition, to be a practicing social worker does not necessarily mean that you have the skills and knowledge to become a competent supervisor*. Reviewer 2
- c) *“The literature shared in the programme is extensive and very detailed. Good theories and supporting literature”*. Reviewer 3

9.7.3.2 Content of the programme

- a) *“Study Unit 6.1 Technology devices and platform is an excellent innovation and is usually an aspect in the training of field supervisors which is neglected. So well done!”* Reviewer 1
- b) *“I embrace the fact that emotional intelligence is part of the training, I think it is an important area and should be included in a training like this.”* Reviewer 2.
- c) *“I support the fact that each module covers important aspects related to knowledge, skills and attitudes needed by social work field supervisors to be able to effectively carry out their field supervisory function.”* Reviewer 2.
- d) *All topics are relevant because they support the professional growth of the supervisors and strengthen skills on how to prepare before the actual function commence.”* Reviewer 3.

9.7.3.3 Feasibility/viability of the programme

- e) *“Sufficiency of the programme duration and time allocated per module can accurately be determined once the actual workshop is taking place. As it is now it seems sufficient time is allocated, but the needs of the group that will be trained will determine the time they want to spend on each topic.”* Reviewer 2.
- f) *“The learning content appears to have a good spread of different activities, which is positive and may contribute to the flexibility of allocated time, especially if participants have to take ownership of the learning by doing some self-study.”*
Reviewer 1.

a) *“The programme is viable because it will empower and equip social work supervisors with knowledge and skills to render proper supervision to students and field social work supervisors. There is room of improvement in social work management, particularly field supervision, the implementation of this programme will strengthen supervision.”* Reviewer 3.

9.7.3.4 General comments/remarks

- a) *“Congratulations with this very innovative study and endeavour! The programme is already appropriate as it stands, but the essential aspects that I have highlighted in point 6 may add considerable value to the programme, as these aspects were findings from both my Master’s and PhD studies (albeit many years ago ☺), and training experience spanning over 3 decades, as aspects that are not usually covered in training of supervisors of students. The absence of these aspects may in actual fact hinder the supervision dyad and students’ readiness for practices. I am available for further consultation if needed, as I am intense interested in the training of supervisors of professional social workers and students. Good luck and well done again!”* Reviewer 1.
- b) *“Maybe to train TOTs and not to make it a once off project but incorporate it in all future placements.”*
- c) *Head of student placement organizations and responsible for placements staff members should form part of the training.”* Reviewer 2.
- d) *“It is designed and well-structured programme. I further like to comment that it is good to see a study unit on technology devices and social media platform. With*

the COVID-19 pandemic, we ‘ve learned new ways of learning and teaching which is very essential. Finally, I am pleased with the development of the training programme because it is needed and essential in the field of social work management.” Reviewer 3.

9.7.4 Suggestions for improvements

There were a few suggestions from the reviewers, which ranged from suggestions to re-arrange the order of modules, additional topics, content and activities. All these were incorporated in order to finalise the programme. The researcher carefully examined the reviewers’ inputs and attended to those which had sufficient literature support to enable additional information from trustworthy sources.

Also, it is important to note that the programme was written from an academic exercise point of view. Therefore, certain principles of academic writing such as acknowledgement of authors through citation and referencing were maintained. Some of the suggestions and actions taken by the researcher are reflected below. With the incorporation of these, the training programme was thus revised and finalised. The reviewer’s evaluation reports are attached hereto as Annexure P. The reviewer’s details are removed to ensure the confidentiality of the reviewers.

Table 9.5: Reviewers' suggestions and counteraction by the researcher.

Reviewers' suggestion	Researcher's action to address them
<p><i>In the supervision process, more emphasis may be needed (even an entire module) on the assessment of the student's work, modes of assessment and execution thereof (also as part of the administrative function of supervision).</i> Reviewer 1.</p>	<p>The researcher added an entire Module 5: Assessment of social work students during fieldwork training which covers:</p> <ul style="list-style-type: none"> • Overview of assessment in field supervision • The process of fieldwork academic assessment • Challenges facing field supervisors in the assessment process of students. • Tips to facilitate a smoother evaluation process.
<p><i>As part of the education function of supervision, I am missing (maybe even an entire module) on adult education principles, learning styles and associated teaching strategies/tools, that are vital to understand when supervising students. Social workers, in general, are not acquainted with educational theories in pedagogy and andragogy.</i> Reviewer 1</p>	<p>The researcher added an entire module, Module 3: Principle of adult learning, supervisory styles and students learning styles, which covers:</p> <ul style="list-style-type: none"> • Adult education principles. • Students learning styles Supervisory styles. • Emotional barriers to learning among students. • Tips to address stressors to learning barriers
<p><i>There are limited activities on experiential learning (where participants learn from each other's experience).</i> Reviewer 3</p>	<p>The shortcomings were addressed by incorporating more ice breakers and group work activities that are geared towards exchanging of experience between participants</p>
<p><i>Supervisors should know how to assess and evaluate each task the students had performed. On the job evaluation as you go, so that the student can improve as they perform different tasks. If evaluation takes only place after the placement the development of the student social worker can be less, then it could have been.</i> Reviewer 2</p>	<p>Additional information on the assessment processes in details were added to Module 5: Assessment.</p>
<p><i>Although the section on self-care is appreciated, this section could specifically focus on how to instil self-care. in supervision in order to enhance wellness and wellbeing/mental health of students.</i> Reviewer 1</p>	<p>This section was left as is, as it is believed that when field supervisors practice self-care, they model such behaviours onto the students. Some behaviours are</p>

	better taught via modelling/practice rather than through theoretical means.
<i>A comprehensive overview on the outcomes or standards of the social work training programme, in order for the supervisors to understand where and how they fit into the teaching and learning of students and attainment of outcomes/standards. Reviewer 1</i>	The section on exit learning outcomes was also left as is, as the information contained therein are considered sufficient enough for the participants to understand the expected learning outputs.

9.8 Chapter Summary

In this chapter, the development process of the proposed training programme for social work field supervisors is outlined. The availability of formal training courses or programmes for field supervisors remains very scarce, especially on the African continent and more so in Namibia. It therefore is of essence that training programmes to support social work field supervisors are deemed as a priority.

The training programme was developed based on the study's phase one data analysis results as well as literature review, whose evidence made it clear that there is a gap in local literature and a need to develop a comprehensive training programme for field supervisors in Namibia. The programme has specified exit learning outcomes to empower field supervisors with knowledge and skills to manage this important function effectively. The programme was reviewed by a panel of experts in the social work profession to further refine and improve its content.

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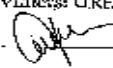
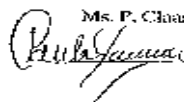
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ANNEXURES

ANNEXURE A: UNAM ETHICAL CLEARANCE

 UNAM UNIVERSITY OF NAMIBIA
ETHICAL CLEARANCE CERTIFICATE
Ethical Clearance Reference Number: FHSS/079/2019 Date: 8 August, 2019
This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty / Centre / Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.
<u>Title of Project: An Educational Programme To Support Social Workers In The Facilitation Of Field Education Supervision In The Karas Region, Namibia.</u>
Student: LOVISA K NGHIPANDUJWA
Student Number: 8704191
Supervisors: <i>Dr. J. Ananius (Main) UNAM Prof. E. Lightfoot (Co) Minnesota</i>
Take note of the following:
(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty / Centre / Campus Research & Publications Committee) at the end of this Project or as may be requested by UREC.
(d) The UREC retains the right to:
(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected.
(ii) Request for an ethical compliance report at any point during the course of the research.
UREC wishes you the best in your research.
Dr. J.E. de Villiers: UREC Chairperson Ms. P. Claassen: UREC Secretary
 

ANNEXURE B: SAMPLE PERMISSION LETTER TO ORGANISATIONS

L Nghipandulwa

P.O. Box 50443

Bachbrecht, Windhoek

The Executive Director/ Social Services Manager Name of Organization

Date

Dear Sir/Madam

Re: Request for permission to conduct research with registered Social Workers.

I am a Social Worker by profession currently enrolled for my PHD studies with the Social Work department, University of Namibia under the supervision of Dr. J. Ananias, University of Namibia and Prof P Tanga, University of Fort Hare, South Africa. My topic for my dissertation is: **A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF FIELD EDUCATION SUPERVISION.**

I am hereby seeking your permission to conduct research interviews with social work supervisors who are in the employment of the social work department at your Ministry/Organization as well as student Social Workers who are on field attachment at your organizations regarding the topic under investigation. I will require social workers who have supervised fourth year levels of social work students from any institution of higher learning whether locally or internationally in the past 10 years to date.

Given that your organization has over the years consistently served the academic institutions in this capacity and played a significant role in the practical training of

social work students, the input of the staff and students concerned is regarded as critical and will certainly add value to this research.

The outcomes of this research will certainly be beneficial to key players in the training and development of future social workers. I will ensure that proper arrangements and appointments are in place to minimize any disruptions that may impact on the clients that your organization serves.

To assist you in reaching a decision, attached please find a copy of my dissertation proposal which includes an interview guide and a copy of the approval letter from the UNAM Research Ethics Committee Upon completion of the study, I undertake to provide the department with an electronic version of the full research report.

If you require any further information, please do not hesitate to contact me at the provided contact details. Thank you for your time and consideration in this matter.

ANNEXURE C: MOHSS PERMISSION LETTER MARCH 2021


REPUBLIC OF NAMIBIA

MINISTRY OF HEALTH AND SOCIAL SERVICES
OFFICE OF THE EXECUTIVE DIRECTOR

Ministerial Building
Harvey Street
Private Bag 13198, Windhoek

Ref: 17/3/3/LKN
Enquiries: Mr. A. Shipunga

Ms. Lovisa K. Nghipandulwa
PO Box 50443
Bachbrecht
Windhoek

Tel: No: 061-203 2507
Fax No: 061-222 558
Annoesa.Shipunga@mohss.gov.na

Date: 10 March 2021

Dear Ms. Nghipandulwa

Re: An educational programme to support social workers in the facilitation of field education supervision in the Khomas Region, Namibia.

1. Reference is made to your application to conduct the above-mentioned study.
2. The proposal has been evaluated and found to have merit.
3. **Kindly be informed that permission to conduct the study has been granted under the following conditions:**
 - 3.1 The data to be collected must only be used for academic purposes;
 - 3.2 No other data should be collected other than the data stated in the proposal;
 - 3.3 Stipulated ethical considerations in the protocol related to the protection of Human Subjects should be observed and adhered to, any violation thereof will lead to termination of the study at any stage;
 - 3.4 A quarterly report to be submitted to the Ministry's Research Unit;
 - 3.5 Preliminary findings to be submitted upon completion of the study;
 - 3.6 Final report to be submitted upon completion of the study;
 - 3.7 Separate permission should be sought from the Ministry for the publication of the findings.
4. All the cost implications that will result from this study will be the responsibility of the applicant and not of the MoHSS.

Yours sincerely,


BEN NANGOMBE
EXECUTIVE DIRECTOR



All official correspondence must be addressed to the Executive Director.



ANNEXURE D: PERMISSION LETTER FROM MGECW TO CONDUCT RESEARCH



REPUBLIC OF NAMIBIA

OFFICE OF THE PRESIDENT

MINISTRY OF GENDER EQUALITY, POVERTY ERADICATION AND SOCIAL WELFARE

Tel: +264 61 283 5111
Fax: +264 61 283 941/240 898
E-mail: genderequality@mgecw.gov.na
Website: www.mgpcw.gov.na

Private Bag 13359
Windhoek
Namibia

Our Ref: 18/211
Your Ref: _____
Inquiries: Ms. H. Andjamba

29 October 2020

Ms. Lovisa Nghipandulwa
P. O. Box 50443
Buchbrecht
Windhoek

Dear Ms. Nghipandulwa

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS WITH SOCIAL WORKERS

The Ministry of Gender Equality, Poverty Eradication and Social Welfare hereby acknowledge receipt of your letter on the above mentioned subject.

The Ministry is hereby granting you permission to undertake the research, you will be working closely with the social workers of Khomas Region. Considering the objectives of the study as per your request, the Ministry would gladly support it since the outcome might also inform future programme formulation for the social workers and stakeholders that are providing support services.

It will be good if you can contact Ms. Connie Manghona, Control Social Worker at Cell: 0812430744.

Upon completion, you are requested to provide a copy of the project results to the MGFPESW.

Yours sincerely,


Ms. Esther Lusepani
PERMANENT SECRETARY



All official correspondences must be addressed to the Executive Director

ANNEXURE E: PERMISSION TO CONDUCT RESEARCH LETTER FROM



REGAIN TRUST
P.O. Box 23652
Windhoek
Namibia
Tel.: +264 81 636 2566
www.regain-trust.org

01 November 2021

Att: Ms Lovisa K Nghipandulwa
P.O Box 50443
Bachbrecht
Windhoek
Namibia

Att: Ms Nghipandulwa

RE: REQUEST TO CONDUCT INTERVIEWS WITH SOCIAL WORKERS AT REGAIN TRUST ON YOUR RESEARCH TITLED "AN EDUCATIONAL PROGRAMME TO SUPPORT SOCIAL WORKER IN THE FACILITATION OF FIELD EDUCATION SUPERVISION IN THE KHOMAS REGION.

Reference is made to your request to conduct research interviews related to the above-mentioned study.

This letter serves to inform you that permission is hereby granted to conduct interviews with selected Social Workers at Regain Trust.

Wishing you success in your research work.

Yours Sincerely,

Constance Muparadzi
Head Social Worker

REGAIN TRUST

**ANNEXURE F: PERMISSION TO CONDUCT RESEARCH LETTER FROM
UNIVERSITY OF NAMIBIA**

University of Namibia, P.O. Box 13300, Windhoek, Namibia
Tel: +264 61 25 1211/1212, Fax: +264 61 25 1213
E-mail: unam@unam.na



Att: Ms Lovisa K Nghipandulwa
P.O.Box 50443
Bachibrecht
Windhoek

9 April 2021

Dear Ms Nghipandulwa

SUBJECT: REQUEST TO CONDUCT INTERVIEWS WITH SOCIAL WORKERS AT THE OFFICE OF THE DEAN OF STUDENT ON YOUR RESEARCH TITLED "AN EDUCATIONAL PROGRAMME TO SUPPORT SOCIAL WORKER IN THE FACILITATION OF FIELD EDUCATION SUPERVISION IN THE KHOMAS REGION".

Reference is made to your request to conduct research interviews related to the above mentioned study.

This letter serves to inform you that permission is hereby granted to conduct interviews with selected Social Workers under the employment of the Office of the Dean of Students, University of Namibia.

Wishing you success in your research work.

Sincerely Yours

A handwritten signature in black ink, appearing to read 'Tangeni Velikoshi'.

Mr Tangeni Velikoshi
Acting Dean: Office of the Dean of Students

**ANNEXURE G: PERMISSION TO CONDUCT RESEARCH FROM
LIFELINE CHILD LINE**

Feb 17,
2021, 4:29
PM

Good afternoon Lovisa

Thanks so much for your mail. I hope you are doing well too.

I do have to also apologise. I remember your request from last year, I started only in August at LLCL, and hit the ground running. Also, I remember we only had one social worker registered at the time and intern social workers with everyone's workload very high.

However, _____ (cc'd in here) is our social worker who supervises students. Two of those who did internships with us last year is still continuing with counselling in the department. She will be able to assist you with organising dates and times for the interviews.

Again, apologies for not responding earlier! All the best with your studies.

Kind regards

Sanmari Steenkamp | Programme Manager: Counselling

LifeLine/ChildLine Namibia | A: 45 Bismarck Street | P.O Box 5477 Windhoek

T: +264 61 555 400 | F: +264 61 226 894 | D: +264 61 555 427

E: counselling@lifeline.org.na | W: www.lifelinechildline.org.na

ANNEXURE H: INTERVIEW TRANSCRIPT WITH A STUDENT SOCIAL WORKER

ANNEXURE H: INTERVIEW TRANSCRIPTS WITH A STUDENT SOCIAL WORKER...

Participant pseudonym: P.7..

Date: July 14th, 2022 (40 Minutes)

SECTION 1: DEMOGRAPHIC DATA

Level of study: 4 th year, Age: 27 years	Year of study:
Current placement for field instruction: XXXXXXXX (NGO, name withheld here due to confidentiality)	Previous field instruction placements:
Nature of Agency you are placed: Child protection services.	Model of field education currently being used by your university: <i>Probes: Credits, hours in the field, type of placement, preparation, supervision, manuals?</i> <i>Block attachment</i>

SECTION 2: INTERVIEW TRANSCRIPT

1. What was your first 2 weeks like at your agency?

Uhm, the first time I came we were introduced to the place of work. Then they showed us around. The staff were friendly as well. They introduced us to the call center and a bit orientation on how to handle customers etc. at first it was nerve wrecking.
Researcher (follow up question) And later, how was it?
Candidate: Uhhh, it slowly became fine. I started to adjust as I got to know people around here. Plus, they are really friendly people, quite nice, and welcoming. So I think that helped a lot.

Probes: How were you received, orientation, office space etc.?

2. Describe the agency where you are currently working as a student social worker.

<i>Here we do mostly one on one. Jaa, that s what I have mostly seen.</i>
Probes: Individual, group, telephonic, other _____?
8. How often do you see your supervisor?
<i>I just started, we have met formally once, and otherwise we can meet any time. Remember the open door policy I stated earlier? (Smiling).</i>
9. Describe the highlights with regard to fieldwork supervision
<i>Uhm, I have not been here for too long, but I am learning a lot, interms of what really happens in the field, what goes on behind the scenes. The cases assigned to us as students, we are learning through them. It's like an eye opener. There are serious issues and challenges going on in our society. These issues one only get really to know and understand them, once you are on the round. A lot of ground work needs to be done, especially interms of prevention and awareness raising.</i>
10. Describe any challenges not already mentioned that you have experienced through
<i>One of the challenges is safety. Because there is no security guards and lots of strangers walking around, not that I have experienced anything directly, but it is just a general feeling that anything may happen.</i>
<i>Sometimes also they don't provide us with taxi money for transport, and we have to visit some places or areas that are really not safe, and as you know most social work students are female, so that can be quite problematic at times.</i>
Probes: how do you cope with the challenges of field instruction?
11. Are there any recommendations you feel could be made to improve field instruction supervision models and practice in the Khomas Region?
<i>Not directly on supervision, except what I just mentioned. That all social workers must initiate proactive approach. We cannot always sit and wait for cases to come. We must also educate, especially children on what to do to speak out while early, and also parents and guardians on how to protect their children. Especially when it comes to child abuse.</i>
12. What can be done to facilitate effective field education supervision of social work students by social work field supervisors in the public and private sector in the Khomas Region

Face to face counselling, telephonic counselling, and play therapy with children. They deal with children , gender based violence and LGBTI.

Probe: Relevant to theoretical training, relevant exposure, sufficient exposure

3. Describe your agency field instructor and the relationship that you have with them.

My supervisor is good, we have a good relationship. She has an open door policy, any time I can go to her, but, it is more of a they are here to guide you and you need to listen, type of a situation.

Probes: Supportive, open door policy, problem solving process, supervision

4. What are your perceptions of your supervisor's skills, knowledge and understanding of Social Work Theory?

I experience some challenges. The way we were taught is not how it works in reality. For instance, at the call center, it provides some kinds of limitations. And here we follow procedures and guidelines in the workplace.

5. Describe your understanding and experience of field education supervision

I think generally, what I have noticed is that clients are sometimes reluctant to participate, because, due to limited resources they feel we only make empty promises, because continuation is a problem, after you leave sometimes what you thought you could link the client to, no one else will do it. And sometimes they are reluctant to engage in case work or counselling session because they know you are only there for a short period of time.

6. How relevant are the cases/activities assigned to you at your agency , to your training?

Probes: Enough/not enough exposure, Theory respond/does not to practical settings of the agency etc

The cases are relevant. But the nature of the agency limits my exposure to social work methods. I can mostly apply case work here. There is variety of cases, especially suicidal ideation and child abuse cases. So cases are relevant, the only problem is, I don't get exposed to all social work methods. hence my commuting between my organisation and another one to apply group and community work. I go to another centre, a school for children with special needs and do group and community work. But all in all, this arrangement works out well still, in the end. It's a win-win situation between mv and these two organisations (laughing).

7. What models of field education supervision is being utilized at your placement agency?

I think, they should remain closer with our academic supervisors. That way issues can be resolved timely. I also think field supervisors must be open to learning new things from us as students. We may have newer ideas that we can introduce for efficiency purposes.

13. Any other comments?

No, thanks

Thank you for your time.

I think, they should remain closer with our academic supervisors. That way issues can be resolved timely. I also think field supervisors must be open to learning new things from us as students. We may have newer ideas that we can introduce for efficiency purposes.

13. Any other comments?

No, thanks

Thank you for your time.

ANNEXURE I: PARTICIPANT'S CONSENT FORM SAMPLE

ANNEXURE I: PARTICIPANT CONSENT FORM

I am Lovisa K Nghipandulwa, currently registered for a Postgraduate Program at the School of Social Work, University of Namibia. As part of the programme my dissertation topic focuses on the development of a training programme to support social workers in the facilitation of field education supervision in the Khomas Region, Namibia. The purpose of this document is therefore to obtain your consent for participation in this study. My Supervisor/Project Leader for this dissertation is Dr. J. Ananias from the University of Namibia, and Prof Pius Tanga, University of Fort hare, South Africa.

The following represents a brief overview of the nature of the study.

a) Project Title

A training programme to empower social work field supervisors in the role of student supervision.

b) Statement of the Projects Aims

It is proposed that the aims of this research would be:

1. To explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and private sectors.
2. To provide a comprehensive discussion on the nature of and historical facts of field supervision in social work.
3. To describe the theoretical philosophies underpinning field supervision in social work.
4. To determine to what extent social work field supervisors, engage in self-care activities to enhance professional and personal well-being.
5. To develop a training programme aimed at empowering social work field supervisors in the facilitation of field education supervision.

6.

This study will be conducted in the Khomas Region, at social welfare agencies where Social Work students are placed for their field education attachment and supervision. It is envisaged that this study will empower social work field supervisors in their supervision role, and that it will assist agencies and institutions of higher learning provide better support to the supervisors whose role in the overall grooming of student social workers is essential.

b) Autonomy of Participants

By virtue of your role at your organization as a field education supervisor, and or / by virtue of you being student social worker on field attachment, you have been identified as a key participant to be interviewed for the purpose of this study. The duration of the interview will be approximately 60 minutes long, during which you will be given the opportunity to share your experiences, concerns and recommendations which will add value to the critical aspect of field education supervision.

I..... (Full name), do hereby confirm that:

- a) I understand the content of this document and the nature of this research study.
- b) I consent to participate in this study at my own free will.
- c) I fully understand that I am at liberty to withdraw from this study at any time should I so desire without fear of negative consequences or loss of benefits, if any.
- d) I understand that my identity will not be disclosed to anyone.
- e) I am assured that anonymity of my employer/ organization/agency will be ensured at all times.
- f) I understand that there will be no payment or reimbursement for participation in this study.
- g) I understand that recorded data will be kept safely by the researcher, and will be destroyed/deleted immediately after transcription, and that written data (transcripts) will be destroyed after a period of two years.
- h) I consent to **be recorded/ not to be recorded** during the interview.

Please print your name and sign to confirm your participation in this study.

Name :Signature :

Signed at.....on thisday of.....20.....

Signature of Researcher:

Signed at..... on thisday of 20.....

ANNEXURE J: TRANSCRIPT INTERVIEW WITH A FIELD SUPERVISOR

ANNEXURE J: TRANSCRIPT OF ONE-ON-ONE INTERVIEW WITH A SOCIAL WORK FIELD SUPERVISOR

Participant Pseudonym: Reggie

DURATION OF INTERVIEW: 55 MINUTES, Date 12 may 2021

A. INTRODUCTORY/ BIOGRAPHICAL RELATED QUESTIONS

Ok, good afternoon Ms. R, um thank you very much for making time to participate in the study. Most welcome, and thank you for choosing me to participate. I do trust that whatever I will share will be of good use to your study and the profession.

Most certainly. Uh, as indicated earlier, I am a PHD student with the University of Namibia and the main purpose of this interview today is to obtain rich and detailed information from you particularly on your role as a social worker field supervisor. The study is for academic purposes and it will strictly be managed under the ethical codes and guidance, which I will now explain to you. And of course I will also require you to sign this consent form as a sign that you are freely and willingly participating in this study.

Great, now that we are done with the formalities, Let us start. How many years have you worked as a social work practitioner?

Hmm, Since 2005, hmm, that's how long now?

Hmm.

Don't worry I will do the calculations

(both laughing).

How many years have you been a social work field supervisor of University students?

Since 2010. I have been a senior's social worker, since then, Ja.

How long have you worked in your current agency?

Since 2005

How many students have you supervised up to date?

Laugh, usually an average of 2 students per year, since that time. So you can do the maths. Laugh

Yes I can do the maths later, giggle.

<p>From which institution of higher learning are they from?</p> <p><i>Most, I have had students, and those two per year, are from UNAM, excluding other training institutions.</i></p> <p>Other institutions like?</p> <p><i>Uhm, Tulipohamba, Philippi Trust, IUM Hiv Programme and... It is only that with Covid we haven't had students from different institutions since last year. But we had students this year. So the 2 students are from UNAM alone, and 1 from other institutions. The others are usually 2 students per year, from other institutions.</i></p>
<p>What is the highest qualification you hold?</p> <p><i>I hold Masters</i></p> <p>In Social Work?</p> <p><i>No, in Hiv Management</i></p>
<p>Besides supervision for students, How much supervisory responsibility (other than students) does your current position involve?</p> <p><i>I supervise staff and students</i></p> <p>Ahaa, so it's quite a lot on your plate</p> <p><i>Giggle, yes, and support staff.</i></p> <p>Ooh, who are those?</p> <p><i>Hmm, admin officer, hmm sometimes cleaners assigned to the department. Right now we don't have cleaners assigned, but past years there will be cleaners or other officers assigned.</i></p> <p>UHmm</p> <p><i>Jaa</i></p>
<p>B. QUESTIONS ON SUPPORT SYSTEMS AND CONTINUOUS PROFESSIONAL DEVELOPMENT/SELF-CARE</p>
<p>I want to know whether you had any formal training in supervision to boost or build capacity in your role as a supervisor.</p> <p><i>Back then we had a subject administration and supervision, as part of social work, we had that subject.</i></p> <p>Uhm</p> <p><i>We, I also did the ALL... what is ALL, the African Leadership Institute, uhm, training on leadership, which had components of supervision or managerial skills. uhhm, my studies, in getting my masters, they also touched on leadership and monitoring and evaluation and staff like that, which a lot touched on supervising and staff. so, not something that stand alone on its own, apart from the Unam, uhhm, part of</i></p>

my bachelor training on supervision and admin, but definitely components of supervision and other managerial skills were integrated in a lot of those programmes I mentioned.

Right, Was the training useful for you?

Extremely useful. I think we, we assume that, that managerial skills are innate, or inborn, but as you see more students, different personalities, different backgrounds, different training levels, and also different students. Uhm, students are different in their class of the content work. And also you get staff members who also have, who have similar, dynamics.....uhm, what can I say, different backgrounds, levels of training, culture different understanding, different culture, so , you realise that it becomes a challenge, and you can't use a blanket approach to management. So, uhm, one has to take personality types into consideration. So the training was for me, was very useful, esp the Ali training was incredibly helpful, the SW training undergraduate programme was good in providing fundamental skills, and highlighting the fact that supervision is a skill, it's not an inborn thing. And so that gave be a good back up. But when I started working, I faced challenges, and so I realized I faced that gap, so these courses gave me..... and I also started reading on it, buying books and reading up.... So it is not something we should take for granted, because it is a skill.

It seems to me, what I am picking up, despite the UNAM training, the Ali and Master training, were self-initiated?

No, the ALI was a ministry sponsored activity, and its ongoing to government employees, it a a very nice course, demanding, but worth it. And it touches a lot on managerial skills with an emphasis on self-improvement leadership start with yourself, so that was very helpful

Jaa, The masters was very helpful, in the sense that you need to be good at what you do.

May be we can talk a bit about your experience so far, esp in supervising students, can you narrate a bit deeper, esp. with reference to cultural and personality difference.

Ja, uhm, you get different students. The, students are usually from 21 to 24. That's normally the age range we get. Mostly high schools graduates who goes straight to the university. They are young in age, inexperienced, and very keen on passing, not learning, (laughing/giggling), but passing. So when they come in the field, they have this level of energy, like I wanna pass and do well. Uhhh, they come with this energy, and my experience is that I have been trying to balance this energy with learning.

Jaa

You get students that are eager to pass, but in the field, they come here to learn in a safe environment and apply their skills under the guidance of a supervisor.

They shadow and the supervisor sit in, coach them and mentor them, and and sometimes that can be a shock to them because they wanna pass, which is, we all want to pass as students, but practice or Internship is more than passing, it's a no longer about putting the knowledge into your head and writing it down, it's about can you do the work? Once students are faced with that, a lot of things then comes out. Personality issues comes out, supervisors have their own personality, students also,

What you find is that some students are fast, they catch things easily, some students are not so fast,

Uhhh

And then you get students who are theoretically strong, and weak in practices. Some are weak academically, but very hard working.

And then you get some that are more mature than others, and some are simply lazy. And then you need to tell them, listen, you are getting into a field which is demanding. So being kids, I am old, so they all look like babies to me, so telling them, you may be good academically, but you need to pick up your socks and put efforts in your work. Jaa sometimes they react well and other times not so well.....

And then you get students that are both, either weak or strong in all areas.

And then there are some cultural issues, uhhh, w come from different backgrounds, so there are some expectations they look at you either as an authority figure, some rebel against this authority figure and others embrace you.

Uhhh, that are eager to, they are team players and other that are not so much team players. So, you and so you get quite a lot of dynamics, and that's the more reason why one need to be skilled in supervision, in how to manage ourselves in relation to students, because we can do a lot of damages if we are not careful. Uh I am a fast paced, by nature, detail oriented, but I get students that are not so fast paced or detail oriented, and at the beginning I used to try and shake them up. But over the years as I also learn, I realize that all these qualities (fast and slow) are needed in social work, they are equally capable. But we need to adapt to their style of learning and interacting.

Tell me more about, have you ever experienced a situation where you felt there was a Mismatch between theory and practice?

I think UNAM's curriculum is in line, with what is happening in the field. The challenges with the students is them seeing the connection, the link, in practice, in action. So it is the responsibility of the supervisor to draw that link.

Uhhh,okay

I like new knowledge, I think social work is evolving just like any other profession.

So the students come with this new knowledge, new information and technology. So you are not only teaching them, but they are also teaching you. So we need be open minded, when dealing with students coming in with new knowledge and technology.

Uhm, one of my social work student last year from UNAM did a zoom group work, and she was struggling at the beginning, and later she was like, can I do a zoom, is that allowed? and I said jaa... and she did it successfully and passed her group work

Woow

So I think, sometimes students might feel challenged if we don't embrace the new IT and new ways of dealing with social work. And also if don't draw the connection between... you see, Uhhh, we have so much experience in the field, but we might not be up to date with the theory and academic lingua.... giggling, and sometimes we are talking about the same thing, but using different words and concepts, that's why I am saying we need training in supervision so that we also do not discourage students, and we can encourage them to move forward in new ways of doing things. Jaa, and they are really CREATIVE.

There is this thing that I have also picked up, once in a while you get students that wants the easy way out, esp, I don't know why, esp students that are strong academically. I don't know if they underestimate the practice, or if they are rigid in their thinking, I don't know, I have really come up with a reason... but sometimes they really struggle with application

Of what?

Of theory and practice.

Okay, what you were just referring to?

Yes, so Sometimes they can be very defiant, when they realize that practice also requires work, you can't just copy and paste it.

Uhm

and also because the practice of social work, takes into consideration all the ethical values.

Uhhh,

..... if for instance elderly couple comes in, you need to be mindful of your language and the way you dress respectful, you need to do a proper assessment, take into consideration the cultural practice of these people and their generation. So it is a lot of things to put in one basket and to present yourself as this social worker. And sometimes students struggle with that.

I don't know if I am making sense?

Yes, I am with you

So, sometimes students take time to understand that aspect. So you have this theory, and you have good grades and all that, but you gonna have to sit with people with actual issues, and sometimes they are shocked to realize to find how raw the problems in life are, it's not make-believe anymore, it's not teenage pregnancy anymore but it's now deeper. For instance, why is a client not willing to talk about the father of the baby, then you realise, because it breaks her heart. Then you ask them to probe, i.e how old is she tc.

So the students will come back and say, I think she was right. So you see the rawness of social work, sometimes hit them in ways they dint expect, because at fourth year level, they are required to go in-depth. Sometimes it becomes challenging to them, esp, also we had students who had similar problems as their client and they couldn't deal with that. Which makes the need for supervision as a skill even more important, at one point I thought this student was just avoiding work and I couldn't understand it, until I sat down with the student.

And that when the students started to reveal past situations that were similar to the trauma that her patient were encountering.

Hmm, and maybe they never dealt with it

Jaa, so it's quite a lot that goes into supervising students. Sometimes I've been called strict.

But you need some level of preparedness for students, especially with regard to proper assessment and interviewing skills, even if the intervention is not good. So it is a lot for student to digest all that in 6 months. One has to be understanding but at the same time push for the work to be done because they need to graduate, but you also don't want them to graduate knowing that you went soft on them on certain skills that are essential in their social work career. It is a delicate balance. Jaa.

Have you encountered a situation where you had to provide counselling to a student or refer them for further counselling?

Yes, I can recall two examples. Once we went as far as consulting the institution where the student came from, and it turn out that the students was already being seen by a psychologist but she could not cope.

The family took over the care of the student, but it was sad that as the students was about to graduate, it became devastating for them.

The other case involved a student who, kept avoiding work. And I don't know if it is my limited skills or the busyness of my work, and the student not opening up. We dint see it coming. By the time we realize the student was having trouble handing in her work and all of that, a lot of time has passed. But I think maybe we could have done a better job. Because she even avoided speaking her native language.

Ooh, really?

Jaa, she was only speaking English. So later on when she repeated, and I think the experience was good for hr. she came across as mature when she was repeating, so it turns out for the best.

I sometimes reflect and wonder if we could have done a better job at helping the student.

That triggers another question. Does your employer or maybe yourself in the office designed some kind of instrument that can guide you in your supervision process?

Normally we use the form that come with the students from UNAM. Uhm, what we do with regard to supervising students, because the hospital is made up of different discipline, the students rotate. So when they rotate they sit with different social workers.

Okay

So we have the initial the midterm and final assessment. The important one is the midterm and final. We sit down as a group and discuss student performance and their attitudes towards the profession. So in the three months for example, the students would have sat with three social workers.

Hmm

...so... we look at things like ethical consideration etc. ...

Because we are not so much into the academic, but more into behaviour, attitude and conduct we look at things like ethics.

And so we sit as a group and discuss the student, because that help to avoid biasness. Certain personalities (giggle) goes better together etc, so.

So to avoid biasness we come together, for the midterm and final review... and we have to agree on that score.

Okay

And it has worked out well because we are human... (giggle).

Of course

Like I said I am fast paced, so I tend to gravitate towards faster students, especially in the beginning. But then I've learned, to, with my colleague's inputs, to treat students as equal despite their differences in learning styles, personalities and pace.

So, having that group evaluation is a good practice we incorporated. So it is not only up to the chief social worker, or senior to score students, but the whole department.

It is a commendable practice

Jaa, and when we also give students the feedback, we do it as a group. They of course get their individual feedback from their supervisors, but they overall evaluation, we sit with them for the mid-term and final term.

Woow, it is a commendable practice.

jaa

Do you have any success stories from student that you would like to share, maybe some key highlights, projects or interventions?

From students?

Yes

Ooh, uhm, students are always surprising, they are really creative. Uhm, we had students who went to the kangaroo mothers, doing different projects, and students who did yoga with the pregnant mothers and the mothers liked it so much so they would come early morning, to do their yoga before they go into the Doctor's appointment. so the mother would come early in the morning for their yoga. I was so surprised by how, you know our people, (giggle) you know yoga is from the middle/ Asian... but our mothers were so much into it, and they loved it, they embraced it very much.

uhm

Uhm, we had students who worked with HIV teen clubs. Students that, did wonderful work and kids really liked them, the youthfulness of it and the workshop, and the kids participated. Uhm,

Uhm we even had students that were very good in case management. Very mature in their approach despite their young age and little experience. So, there are so many examples of students doing a great job. So there is more good, then, I wouldn't say bad, it is just challenges that they need to overcome.

C. QUESTIONS ON SELF CARE ACTIVITIES

Now, with all these responsibilities, supervising students and staff, What self-care activities do you engage in in this role? Just to offload, not to burn out?

Giggle, uhms, it is also one thing we try to teach students, when they come. Uhm, self-care.

Jaa

Because this hospital is quite fast paced. And so we, the workload is quite a lot compared to the number of staff members. So whatever have tried to do, we do planning meetings on Monday, where social workers share their weekly plan... and we get to share, if for instance you have overcommitted yourself, you can ask others to run your wards for that week. So that communication of the workload, is where we practiced self-care.

Where staff members get to plan their week, and the other thing is time flexibility. Uhm, we believe in work smart vs long hours. So, when we get students we encourage them to become part of the team...so they fall into our routine. For example, students can get days off or half days off when they have school related work. Uhm they don't work long hours like us.

Uhm, in terms of staff members taking care of ourselves, we need to take our vacation leaves. We have get together sessions. Uhm we have been able to do it the past year or so, due to Covid, but, we would get together, and go to a swimming pool somewhere and just relax.

Woow

Jaa

Do you normally do it with each other in the hospital or do you network with other social workers?

We normally do it with each other, mostly because of time conflict.

Uhhm

And, another thing we do, that I think is part of self-care but it is also part of work managements, we call it academic reviews. We have what we call academic review, where we talk about difficult cases. What the theory says and best practices. Cuz w have discovered that if we don't get back to our books, the world is changing, cases are difficult. And if we have different strengths, you will find one SW is good

at working with youth or elderly, or substance abuse, etc, so , we tune into each other's strengths, and try to train each other on how to do that so that the work do not become burdensome.

Hmm,

So you can have one case per day, but by 3 o'clock you are finished. So being social work is not an 8 to 5 job, strictly speaking, it's about, how much you can cram into that time, and move away and rest.

Right.

And the social workers have their gym membership.

Oh okay, is it something offered by the Ministry?

No it's personal. So they have their exercise routine, bottles of water, and stuff like that. Hmm.

Okay.

Do you have any suggestions on specific topic to cover in the training programme for field supervisors?

Uhm, basically supervision itself as a topic. Uhm, planning, coordination, and also interestingly something I have discovered, emotional intelligence, uhm, and uhm, I know, and I have seen most our clients can do it, uhm, virtual IT training on how to better SW using technology, interns of zoom sessions with clients. Like, people don't have to move out of their houses to come to our offices all the time.

Ahaa,

And for the ministry to work on upgrading its facilities and giving us the resources, we can do that. And being trained in the Microsoft packages.

And I know we are talking about supervision, so I am not sure is this is related, but a central data base, client data base for the whole country.

Ahaa, Why do you think a database is necessary?

Uhm, I feel like our clientele, we don't have a uniformed picture of psychosocial services being rendered. And I think sometimes it comes out as if SW are not doing a lot. And we are doing a lot, but resources are not backing us up. And I think if we have may be a central database where we report on desired intervention, plus what was actually done and outcomes, and expected outcomes should we have had the resources. I just feel like our work need to be reflected in ways that are practical, giggle, I don't know, maybe I am going out of topic?

No, any key recommendations that will come out of this study, I will see where to fit it into the study and make it part of the recommendations. So, no ideas or suggestions is wrong.

And, paying students. Uhm, allowance for students. I don't know if the old programme wasn't working or what. But I feel like we need to have a full programme for students where students are paid, because they are rendering a service. Thy should get an allowance or something. So I feel like this needs to come back.

Medical students get allowances; why don't other allied health categories also get the same allowance? And maybe they will have better motivation, because students are sometimes pre-occupied with financial issues. You find a student, they have to come to work and looking formal, and they don't have the clothes or even toiletries, and they are coming into a work environment which they must represent with pride. I don't think they should be paid a lot, just a small an allowance. Even a N\$1000.00 to a student, will mean a lot. Thy are working 8to 5, going into the community, for those 6 months.

Jaa,

Have you ever attended the Field supervisor's orientation offered by UNAM.?

Yes, I have. It is useful.

May be I can just add, something that can be improved upon. UNAM spent 3 years and a half with students before thy hand them over to us for internship. It would be nice, you know, I was talking about emotional intelligence.

Nowadays people have access to information and the world is moving towards EQ, emotional intelligence. So I think when you send students into the field, there should be some kind of pre assessment of eq. maybe not something so formal, but just something to say this is the student's strength and weaknesses.

Even if it is just a self-administered questionnaire to measure maturity, and uhm, how you respond to authority. Because sometimes you get students who will just surprise you. And you are like, how did UNAM not pick this up.

Like I remember this one time I asked one student to do a presentation and she got angry, and she went to present and when I wanted to ask question she shut me down and I was like what's going on?

Just a heads up about types of students we are getting, problems encountered success and what we need to focus on with individual students. I know the group is big but, even if it is just a self-administered

questionnaire. That they can be scored on and say this one is more problematic, this is idealistic and so on.

Which leads me to another question. Do higher education institutions create a platform really for you to engage each other,

They do, but I think it is more academic. But to me honest in the field it is not about academic, but it's more about professional conduct, ethical issues, understanding what the profession is about, connecting to the community. We are not really looking at things like the writing, yeah I can do some editing and help the student here and there, but I am more interested in student's conduct, how they understand the profession and if they are a good fit for the profession, because we kind of assume all students will be a good fit for the profession. I am more concerned about cultural acceptance of diversity, team work, creativity... that's what we are looking at because that's what we do. because all have the same qualification, we graduated in different classes with...this one was a cum laude, this one is a what what, but, uhm, when it comes to the profession every day the certificate is not so much as important as our conduct and acceptance of professional values. So, I think, that this is a "ka" tiny discrepancy, that can be looked at.

But the training programme for social work at UNAM is one of the best. We get good materials, good candidates. We just need to improve on things like EQ.

Question: any other additions, comments on how to improve field education in general

Uhm, it may be helpful for higher education institutions to work on students soft skills, Jaa, just maybe a bit of more focus on soft skills. Uhm, we had a student who almost fought with another student, so it is not just the attitude towards us, but also the attitudes towards others. Another student just gave a remark, uhm, maybe you could have done it better this way Oh my goodness, fire. (Both laugh.) fire, Hey, you are not my supervisor, you can't tell me what to do.

Thank you for your time and for agreeing to the interview, it is highly appreciated.

The end.

ANNEXURE K: OPEN ENDED INTERVIEW GUIDE FOR SOCIAL WORK FIELD SUPERVISOR

ANNEXURE K : OPEN ENDED INTERVIEW GUIDE FOR SOCIAL WORK FIELD SUPERVISORS
Please make sure that you have given your written consent before taking part in this research study, also note that everything that will be shared during this interview will only be used for the research project and pseudonyms will be used to ensure anonymity.
Date of interview:
Pseudonym:
Age:
Gender:
Agency (Government/ NGO/CBO/FBO):
Duration of interview:

This interview schedule is to address the following research objective:

1. To explore and describe the lived experiences of social work students and social work field supervisors in terms of field education supervision in the public and private sectors.

INTERVIEW SCHEDULE

A. INTRODUCTORY/ BIOGRAPHICAL RELATED QUESTIONS
1. How many years have you worked as a social work practitioner?
2. How many years have you been a social work field supervisor of University students?
3. How long have you worked in your current agency?
4. How many students have you supervised up to date?
5. From which institution of higher learning are they from?
6. What is the highest qualification you hold?
7. Other experience in the Social Work field?
8. Other experiences in the role of an agency field supervisor?
9. What field of practice represents your current place of employment?
<i>Child Welfare, Medical, Correctional services, Family welfare, Family violence, Child Protection, Elderly, Outpatient/Nursing services, Rehabilitation/Substance abuse, Homelessness/Shelter, Others....</i>

S

10. What type of position do you currently hold at your place of employment?
<i>Social worker, Supervisor/Middle Manager, Supervisor/Administrator/Senior Manager</i>
11. How much supervisory responsibility (other than students) does your current position involve?
None, Minimal amount, Moderate Amount, A Lot
B. QUESTIONS ON SUPPORT SYSTEMS AND CONTINUOUS PROFESSIONAL DEVELOPMENT/SELF-CARE
12. What type of training have you received in being a supervisor?
13. Describe the support you received and from whom, in your role as supervisor.
<i>Probes: Agency, University, Professions Council</i>
14. In what ways do you manage to keep yourself updated with the changing trends and dynamics in the field of Social Work supervision?
<i>Probes: Attending workshops, conferences, short courses, academic study.</i>
15. What would have assisted you or equipped you further in your role as a supervisor?
16. What self-care activities do you engage in, in this role?
17. What can be done to facilitate effective field education supervision of social work students by social work field supervisors in the public and private sector?
C. QUESTIONS ON EXPERIENCES, PERCEPTIONS
18. How do you see your role as the field Supervisor?
<i>Probes: Exposure to context, practice of methods of SW, intensive guidance, planning, assessment of students, liaising with the university. Act as a role model.</i>
19. What criteria did your agency use in selecting you as a student supervisor? <i>Explain</i>
20. Describe your experiences of supervising social work students
<i>Probes:</i>
<i>What was most enjoyable/ useful/demanding/frustrating?</i>
<i>How was time for supervision managed?</i>
21. Describe the challenges with regard to fieldwork supervision
<i>Probes: Students, Agency, University, Personal, Professional</i>
22. Describe the highlights with regard to fieldwork supervision

23. Explain the support structures available to fieldwork supervisors from the university, employer, Profession Council etc
<i>Probes: Mentoring, meeting, availability</i>
24. In your role as the agency supervisor elaborate on some advantages that you or your agency benefitted from as a result of having a student placed at your agency
<i>Probes: Financial and workload, exposure to academic work and theory in relation to service delivery</i>
23. Explain the support structures available to fieldwork supervisors from the university, employer, Profession Council etc
<i>Probes: Mentoring, meeting, availability</i>
24. In your role as the agency supervisor elaborate on some advantages that you or your agency benefitted from as a result of having a student placed at your agency
<i>Probes: Financial and workload, exposure to academic work and theory in relation to service delivery.</i>
25. How do you feel about continuing to supervise students in the future? <i>Explain response</i>
26. What competencies do field supervisors need to possess to effectively supervise students in the Namibian context?
27. What support mechanisms should be in place to support field supervisors?

E. Concluding questions:
28. Would you like to add anything else that you think might be beneficial for the research project?
29. Do you have any recommendations regarding fieldwork supervision for your work context, and generally in Namibia?
30. Do you have any other questions or concerns?

ANNEXURE L: OPEN ENDED INTERVIEW SCHEDULE FOR SOCIAL WORK STUDENTS.

ANNEXURE L : OPEN ENDED INTERVIEW SCHEDULE FOR SOCIAL WORK STUDENTS
Please make sure that you have given your written consent before taking part in this research study, also note that everything that will be shared during this interview will only be used for the research project and pseudonyms will be used to ensure anonymity.
Date of interview:
Pseudonym:
Age:
Gender:
Agency (Government/ NGO/CBO/FBO):
Duration of interview:

SECTION 1: DEMOGRAPHIC DATA	
Level of study:	Year of study:
Current placement for field instruction:	Previous field instruction placements:
Nature of Agency you are placed:	Model of field education currently being used by your university: <i>Probes: Block placement, Semester in field, rotational basis etc.</i>

SECTION 2: INTERVIEW SCHEDULE
1. What was your first 2 weeks like at your agency/organisation? <i>Probes: How were you received, orientation, office space etc?</i>
2. Describe the agency/organisation where you are currently working as a student social worker. <i>Probe: Relevant to theoretical training, relevant exposure, sufficient exposure</i>
3. Describe your agency/organisation field supervisor and the relationship that you have with them. <i>Probes: Supportive, open door policy, problem solving process, supervision</i>

4. What are your perceptions of your supervisor's skills, knowledge and understanding of Social Work Theory/ies?
<i>Probes: Up to date, Out dated,</i>
5. Describe your understanding and experience of field education supervision
<i>Probes: Can you explain this concept, how do you feel about learning in this way, is it relevant to the training you have received over the last few years?</i>
6. How relevant are the cases/activities assigned to you at your agency , to your training?
<i>Probes: Enough/not enough exposure, Theory respond/does not to practical settings of the agency etc</i>
7. What models of field education supervision is being utilized at your placement agency?
<i>Probes: Individual, group, telephonic, other _____?</i>
8. How often do you see your supervisor?
9. Describe the highlights with regard to fieldwork supervision
10. Describe any challenges not already mentioned that you have experienced through your training as a social work student that relate to field education in general.
<i>Probes: how do you cope with the challenges of field instruction?</i>
11. Are there any recommendations you feel could be made to improve field instruction supervision models and practice in the Khomas Region?
12. What can be done to facilitate effective field education supervision of social work students by social work field supervisors in the public and private sector in the Khomas Region
13. Any other comments?
Thank you for your time

**ANNEXURE M: A SAMPLE LETTER TO PANEL OF EXPERTS TO
REVIEW THE DEVELOPED TRAINING PROGRAMME**

Lovisa K Nghipandulwa

P.O.Box 50443, Bachbrecht,
Windhoek

7 June 2022

Attention: Mr./Ms./Mrs. /Dr/ProfXXX

Professional title of the addressee

Name of organisations

City/Country

SUBJECT: REVIEW OF A DEVELOPED PROGRAMME TITLED: A TRAINING PROGRAMME TO EMPOWER SOCIAL WORK FIELD SUPERVISORS IN THE ROLE OF STUDENT SUPERVISION.

Dear XXXXX

You are nominated to serve as a reviewer on the panel of experts to review, critique and provide inputs on the developed training programme (attached hereto as annexure I) that is aimed at empowering field supervisors in their role of student supervision. Your nomination was made based on your professional expertise, knowledge and experience in the social work profession, as well as your keen interest in matters related to social work management and supervision.

The programme was developed as part of a Doctor of Philosophy in Social work study carried out by the undersigned between 2020 to 2022, whose needs assessment established the status quo with regard to the experiences and needs of field supervisors and student social workers in the Khomas Region, Namibia. The study was carried out under the supervision of **Prof Janet Ananias, University of Namibia, Namibia and Prof Pius Tanga, University of Fort Hare, South Africa**. The key findings centred around these factors for both students and field supervisors, amongst others: field supervisor's limited awareness and preparation for this role and associated responsibilities, challenges with integration of theory into practice, challenges in applying technology to field supervision especially amidst COVID-19 pandemic, poor time


management and high workloads.

Literature confirms that provision of effective field supervision to social work students depends on adequately prepared and well-supported social work field supervisors. Moreover, literature analysis revealed that there is limited local training programme for field supervisors, and the one that exists is deemed not adequate in terms of duration by the above referred study participants. Against this background the attached programme, was developed as an intervention to address the identified need. The programme is therefore being presented for further scrutiny, to determine its feasibility, content adequacy and relevancy, amongst other factors.

Based on this information, I am therefore humbly appealing to you, to avail time from your busy schedule, and provide feedback on the training programme using the attached guiding evaluation tool (attached hereto as Annexure II). The due date for your feedback is **27 June 2022** or preferably earlier, and you can send it via the email provided below.

Thanking you in advance and looking forward to your feedback, to help in refining this programme.

Sincerely Yours

<p>Mrs. Lovisa K Nghipandulwa +264 811 662280 Emails: knghipandulwa@unam.na, lknghipandulwa@gmail.com</p>	
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ANNEXURE N: PROGRAMME EVALUATION GUIDE FOR PANEL OF EXPERTS

ANNEXURE N: EVALUATION TOOL FOR PANEL OF EXPERT

PANEL OF EXPERTS EVALUATION OF THE DEVELOPED PROGRAMME TITLED: AN EDUCATIONAL TRAINING PROGRAMME TO EMPOWER SOCIAL WORK FIELD SUPERVISORS IN THE ROLE OF STUDENT SUPERVISION

NB: The programme was developed as an intervention to identified needs. The topics contained in the programme were suggested by the study participants, and others were identified from literature based on the availability of supporting literature, viability and applicability not only to the field supervision practice, but also to the Namibian context.

Guiding Rubric:

*Acceptability refers to experts' opinions of the intervention in respect of being appropriate

*Feasibility refers to experts' opinions in respect of the programmes' various elements to determine if it has the potential for success

A. ACCEPTABILITY OF THE PROGRAMME	
1. To what extent is the relevance of the training programme to the practice of field supervision ?	
2. How well does the programme meet its stated objectives?	
3. What do you like most about the programme?	
4. What do you like least about the programme?	
FEASIBILITY / VIABILITY OF THE PROGRAMME	
5. How relevant are the topics?	
6. Are there any aspects that should be included, but not part of this programme? (If yes, please specify)	

7. Is the duration, and allocated time per each module sufficient? (Please explain)	
8. How sufficient is the learning content in relation to allocated time per module? (Please justify your answer)	
9. Is the time allocated to the whole programme sufficient? (Please explain)	
10. What would you suggest to improve the workshop?	
GENERAL COMMENTS/REMARKS	

REVIEW DONE BY:

Full name	
Affiliated institution/Professional status	
Programme Supported/Not Supported	
Signature and Date (electronic signature are also accepted).	

ANNEXURE O: LANGUAGE EDITING LETTER

ACET Consultancy

Anenyasha Communication, Editing and Training

Box 50453 Bachbrecht, Windhoek, Namibia

Cell: +264814218613

Email: mlambons@yahoo.co.uk / nelsonmlambo@icloud.com

2 November 2022

To whom it may concern

LANGUAGE EDITING – LOVISA KANDALI NGHIPANDULWA

This letter serves to confirm that a **DOCTOR OF PHILOSOPHY IN SOCIAL WORK (SOCIAL WORK EDUCATION)** dissertation titled **A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF FIELD EDUCATION SUPERVISION** by LOVISA KANDALI NGHIPANDULWA was submitted to me for language editing. The dissertation was professionally edited and track changes and suggestions were made in the document. The research content or the author's intentions were not altered during the editing process and the author has the authority to accept or reject my suggestions.

Yours faithfully

DR NELSON MLAMBO

PhD in English

M.A. in Intercultural Communication

M.A. in English

B. A. Special Honours in English – First class

B. A. English & Linguistics

ANNEXURE Q: TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS
IN THE FACILITATION OF FIELD EDUCATION SUPERVISION.
SUPERVISION

[ANNEXURE Q A TRAINING PROGRAMME TO SUPPORT SOCIAL WORK
FIELD SUPERVISORS IN THE ROLE OF STUDENT SUPERVISION - Google
Docs](#)

ANNEXURE R: TEXT LAYOUT AND FORMATING LETTER

10 March 2024
P.O. Box 98121
Windhoek Namibia

To whom it may concern

RE: TEXT LAYOUT AND FORMATING – LOVISA KANDALI NGHIPANDULWA

This letter serves to confirm that a **DOCTOR OF PHILOSOPHY IN SOCIAL WORK (SOCIAL WORK EDUCATION)** dissertation titled **A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF FIELD EDUCATION SUPERVISION** by LOVISA KANDALI NGHIPANDULWA was submitted to me for Text Layout and Formatting.

The dissertation services rendered are as follows. A structured layout for clarity and coherence. It comprises sections such as title page, abstract, introduction, literature review, methodology, results, discussion, conclusion, references, and appendices. Consistent formatting with appropriate font, spacing, margins, and citation style ensures academic standards are met effectively.

Yours Sincerely



Nigel M'kwaira

nmkwaira@unam.na | +264 61 206 4929
Creative Designer | University of Namibia

ANNEXURE S: PROFESSIONAL PROOF READING AND COPY EDITING



01 March 2024

To whom it may concern:

RE: CONFIRMATION OF PROOFREADING AND EDITING

This letter serves to confirm that the document detailed below has been proofread and edited by Dr Justina Amakali. The editor has concentrated on the following: spelling, grammar, cohesion, accuracy, consistency, tone, structure, and the referencing style.

Upon completion of editing, two documents were sent to the author, the document with the track changes and the ready-to-submit document.

TITLE: A TRAINING PROGRAMME TO SUPPORT SOCIAL WORKERS IN THE FACILITATION OF
FIELD EDUCATION SUPERVISION

STUDENT NAME: LOVISA KANDALI NGHIPANDULWA

STUDENT NO: 9704191

Sincerely,

Dr Justina Amakali

Justina Amakali, PhD (English Studies) UNAM; MPhil (Second Language Studies) Stellenbosch University; B. Hons (ETD)UJ; Further Diploma (English Language Teaching) UJ; Diploma (Proofreading & Copy-editing) Black Ford Centre, UK.