

## THE FIELD INSTRUCTION PROGRAM MANUAL

### Department of Women and Development Studies

#### **I. Rationale of the Field Instruction Program**

The FIP aims to help students integrate feminist theories and practice by engaging in collaborative work with women's groups and mixed gender organizations with a women's program or desk. This may be in the area of women organizing, training and education, research and documentation, consciousness-raising, advocacy work, program/project planning, administration and evaluation.

The FIP was conceptualized based on the belief that women's studies should be attuned to and directly relevant to the realities of women in the field – the grassroots women, organized women's groups and mixed gender organizations with women's program or desk that are working with grassroots women. Through the FIP, the students are expected to refine feminist praxis as they learn with these women, as well as further enhance their knowledge, attitudes, and skills for their personal and professional development as women and as advocates of grassroots women.

The Field Instruction Program (FIP) is an integral component of the Graduate Program of the Department of Women and Development Studies (DWDS). It is part of the requirements in the Masters in Women and Development Studies and Diploma in Women and Development Studies. The FIP is composed of two courses – the WD 280 and WD 281. A student under Plan A (with thesis) is required to take up Field Practice I (WD 280) only while a student under Plan B (comprehensive examination) is required to take up both Field Practice I and II (WD 280 and 281).

#### **II. Course Descriptions**

##### **A. Field Practice I (WD 280)**

Course Title: Field Practice I (WD 280)

Course Description: A three-unit course of supervised field practice in actual community immersion and community work with focus on women's situation and gender relations.

Course Objectives: At the end of the fieldwork, the students are expected to:

- 1.) develop the students' critical analyses of women's specific situation and needs vis-à-vis broader realities and issues affecting them;
- 2.) mobilize women to collective action based on their identified needs & problems through the use of a range of strategies (e.g. community education & training, socio-economic work, issue advocacy, research, etc.) appropriate to their conditions;

- 3.) document the process they have undertaken and to reflect on feminist concepts & methodologies operationalized, evolved and/or developed; and
- 4.) proposed recommendations for organizational and/or program development to the partner organization where she has been fielded and for the improvement of the FIP.

Pre-Requisite: A student should have finished all the WD core courses  
Required number of hours: Minimum of 250 hours

#### B. Field Practice II (WD 281)

Course Title: Field Practice II (WD 281)

Course Description: A three-unit course of supervised field practice for students to develop critical analyses of the situation of women and men, to implement interventions and to develop specialized skills in organizational & program management and other aspects of development work

Course Objectives: At the end of the fieldwork period the students are expected to:

- design a program of response strategies that will heighten social consciousness of women's issues and to develop collective action of women's groups;
- facilitate the development of knowledge and skills among grassroots women in planning & implementing a short-term project feasible within the fieldwork period;
- document the process undertaken and to reflect on feminist theories and processes being operationalized, evolved and/or developed;
- provide students with opportunities for critical reflection on community realities, issues and conditions;
- apply and test theories, knowledge & skills as a result of fieldwork experience;
- provide opportunities for students to synthesize their ideas & experiences on feminist theory & practice.

Pre-Requisite: WD 280

Required number of hours: Minimum of 250 hours

#### Guidelines in Enrolling in WD 280 and 281 courses:

- 1.) A student is qualified to enroll in WD280 only when s/he has taken up all the WD core courses.
- 2.) For students under Plan B, they are required to take up WD 280 and 281 one at a time, this on the assumption that majority of the WD students have full time jobs.

However, there are circumstances when a student is allowed to enroll in WD 280 and 281 simultaneously. Such situations include:

- the student is a full-time student and has finished all the required coursework;
- s/he has already finished all the required courses except for the fieldwork courses for her/him to take up the comprehensive examination;
- s/he is already affected by the maximum residence rule (MRR) of the university; and
- s/he is a shiftee from Plan A to Plan B.

3.) A student under Plan B who incurred a grade of incomplete (INC.) is not allowed to enroll in WD 281.

4) All WD students who are enrolled in WD 280 and 281 are required to get insurance prior to fieldwork.

### **III. Fieldwork Phases**

The FIP consists of four phases, these are: (1) FIP Orientation, (2) Supervised Actual Fieldwork, (3) Fieldwork Sharing, and (4) Fieldwork Evaluation.

#### **1. *Field Instruction Program (FIP) Orientation:***

This phase shall be held in the classroom prior to students' actual fieldwork. Students are required to attend this session, as failure to attend would mean a grade of incomplete (INC.). Likewise, the faculty and the agency supervisors are encouraged to attend. The objectives of the FIP Orientation are:

- to get to know one another;
- to level off on requirements, expectations, and roles, tasks and functions;
- to acquire brief knowledge on field placements;
- to finalize field placement and assignment of faculty supervisors; and
- to draw up initial plans for fieldwork.

The activities in this session include the following:

- Personal introductions and Expectation Setting (leveling off on hopes, fears and limitations of students)
- Orientation about the FIP requirements
- Discussion of related and expected problems pertinent to fieldwork activities
- Distribution of pertinent materials (FIP manuals, MOA, class cards, etc.)
- Team building, discussion about the agency programs and activities and drawing up of a tentative plan (agency, faculty and students)

The FIP Coordinator (a faculty at the DWDS) facilitates the Orientation session. After the announcement of the final field placements and assignment of faculty supervisors, the class is

divided into sub-workshop groups (composed of the student/s, the assigned faculty supervisor and the agency representative) to discuss the fieldwork and do some team building activities.

## 2. *Supervised Actual Fieldwork*

This phase takes place in the field and shall be equivalent to a period of four weeks. Within this period, the students shall consider varied activities such as:

- Familiarization and immersion in the agency and the community;
- Involvement in the planning, implementation, administration and evaluation of a program or project of the agency or women's organization in the community;
- Participation in consciousness-raising activities, mobilizations, and advocacy work;
- Assessment of women's conditions and their responses in the light of broader issues/ realities as well as feminist practice
- Documentation of activities and processes in the field; and
- Planning, consultation and evaluation with faculty and agency supervisors.

### Guidelines on Actual Fieldwork:

1.) Prior to community entry, a tripartite meeting is done and participated in by the student/s, the faculty supervisor and the agency supervisor. The purpose of the meeting is three-fold:

- To orient the student/s about the vision, mission, goals and programs of the agency and the fieldwork community;
- To formulate a feasible plan of action for the semester
- To define the expected outputs & results, roles and functions of all parties concerned (the student/s, the faculty supervisors and the agency supervisor) that shall be integrated in the memorandum of agreement.

2.) A memorandum of agreement (MOA) shall be signed by concerned parties to bind and formalized all fieldwork-related agreements. This shall be done prior to actual fieldwork. The MOA shall consists of the following:

- A general MOA duly signed by the student, the agency representative, the faculty supervisor, and the DWDS FIP Coordinator;
- A work plan of the student for the period of a semester signed and approved by both agency and faculty supervisors; and
- A detailed list of student's outputs and deliverables, the support (financial, material, information, and human power) support to be provided by the agency, and the support to be provided by the faculty and signed by the student, the agency and faculty supervisors.

3.) The MOA shall be in four copies – one for the student, another for the agency supervisor, another one for the faculty and another copy shall be submitted to the DWDS FIP Coordinator.

4.) Has there been any change in actual fieldwork not stated in the MOA, the matter shall be discussed prior to implementation of the change. Particular situations may include the following:

- Change of agency requirements and area assignment shall be discussed with the affected student/s, the agency supervisor and the faculty supervisor;
- Change of student's activities and deliverables shall be discussed with the faculty and agency supervisors;
- Change in faculty supervisor or agency placement shall be discussed with the affected student/s, the agency, the former and the new faculty supervisors, and the FIP Coordinator.

### 3. *Fieldwork Sharing*

While the field placement and the succeeding supervision and consultation are essentially between the individual student and the supervisors, all FI students are required to come together for sharing and discussion of fieldwork experiences. The fieldwork sharing sessions are pre-scheduled at the start of the semester.

There are two fieldwork-sharing sessions within the semester, of which, one is held in the middle of the semester (Mid-semester Sharing) and the other at the end of the semester (End-of-Semester Sharing). These sessions provide venues for collective sharing of experiences, lessons and insights gained during the actual fieldwork.

The expected participants in the sharing sessions consist of the following: the WD 280 and 281 students, the faculty and agency supervisors, other DWDS faculty members, and the FIP Coordinator. The FIP Coordinator facilitates the sharing sessions while the documentation and synthesis portions are assigned to the students.

The fieldwork sharing sessions consist of the following activities: 1) introduction and orientation of the flow of the session, 2) per student or team presentation/reporting, 3) supervisors' feedback sessions and open forum, and 4) synthesis of lessons and learning.

#### Guidelines on Fieldwork Sharing:

- 1.) WD 280 and 281 students are required to attend the two fieldwork sharing sessions. A student may incur a grade of incomplete (INC.) due to failure to attend any of these sessions.
- 2.) The FIP Coordinator shall provide the students with guidelines for the reporting/presentation two weeks prior to actual field sharing sessions. At the minimum, this guide shall serve as the required content of the report. However, the students are given room for innovation and creativity in presentation of their reports.
- 3.) Each reporter or team is allotted a one-hour period for presentation, feedback and comments. S/he or they shall notify the FIP Coordinator if a LCD is needed during their presentation.

- 4.) Each reporter or team is required to provide the FIP Coordinator a copy of her/his or their report for the DWDS documentation purpose.
- 5.) The tasks of documentation and synthesis of experiences and learning shall be assigned to the students on a rotation basis.
- 6.) It is required for each student or team to seek an assessment of the fieldwork experience with her/his or their supervisors prior to the presentation to avoid unexpected reactions.
- 7.) Students are required to come on time for the sharing and to actively participate in the discussion. The quality of the students' presentations and participation in the sessions will comprise one of the bases for the final grade.

#### 4. *Fieldwork Evaluation*

The fieldwork evaluation is an important component of the FIP. It shall be done at various levels:

- At the agency level – to be attended by the student/s, the faculty and agency supervisors. An evaluation at this level shall be conducted prior to the two fieldwork sharing sessions and at the end of the fieldwork.
- At the Department level – to be attended by the DWDS Chairperson, the faculty supervisors, and other faculty members. This shall be held in campus after the students return from the last fieldwork period. It is also called the end-of-semester evaluation/ sharing session.

Activities during this phase include the following:

- Sharing and exchange of fieldwork experiences
- Preparation and finalization of requirements
- Summation and evaluation of learning and lessons gleaned from the fieldwork experiences
- Students' evaluation of the program, supervisors and self (SET)

#### IV. Fieldwork Placement

The fieldwork placement is arranged with women's organizations, women NGOs or mixed gender organizations with a women's program or desk that are directly working with grassroots women or sectors of grassroots women such as women workers, peasant women, urban poor women, women in fishing and indigenous women.

#### Criteria for Fieldwork Placement:

In identifying institutional partners for FI placement, the FIP has identified the following criteria:

- pro-women standpoint of the agency
- diversity of areas of concern of agencies
- rich experience for WD students in terms of skills in WD work (i.e. feminist research, advocacy, community education, organizing, etc.)
- capacity to supervise students in the field
- smooth placement and coordination with FIP based on experience
- expressed interest in institutional partnership.

## V. Field Supervision

### A. Objectives of Field Supervision

In general, the purpose of field supervision is to assist the students to achieve their fieldwork objectives and targets. In particular, the objectives are:

- to provide guidance and direction to the students' in the field;
- to draw out mutual learning from the experience;
- to facilitate regular reflections on the students' experiences;
- to assist the students in applying classroom-learned concepts and principles to actual field settings, to assist them in assessing field experience, and to help them synthesize these experiences toward theory –building.

### B. Roles, Tasks and Responsibilities related to Field Supervision

- The Faculty Supervisor

In general, the role of the faculty supervisor is to facilitate the learning process within a particular fieldwork setting by providing relevant and adequate framework that can structure the concrete experiences and practical knowledge acquired by an individual student. Her role and responsibilities center on her liaison functions between the DWDS and the agency in terms of fieldwork aspects and the curriculum. She primarily focuses on the student's learning in the field in relation to student's total academic experience.

The faculty supervisor has specific tasks in the different fieldwork phases – pre-fieldwork, actual fieldwork, and post fieldwork as listed in the table below:

Tasks/Responsibilities (Pre-Fieldwork Phase)	Tasks/Responsibilities (Fieldwork Phase)	Tasks/Responsibilities (Post-Fieldwork Phase)
<ul style="list-style-type: none"> <li>• She coordinates with the Agency on administrative matters concerning student/s' placement (e.g. fieldwork schedules, schedules of meetings, etc.)</li> <li>• She plans with the student/s and agency supervisor for a feasible</li> </ul>	<ul style="list-style-type: none"> <li>• She monitors student/s' performance in the field and holds field-based classes to discuss and assess: <ul style="list-style-type: none"> <li>• learning goals &amp; how fieldwork experiences can be maximized</li> <li>• knowledge and skills gained</li> <li>• problems encountered in the course of doing the fieldwork.</li> </ul> </li> <li>• Upon student's request or based on her judgment and in consultation with the FIP Coordinator, she provides counseling assistance or referral when the student's personal problem hinders the fulfillment of fieldwork learning goals.</li> <li>• She attends, when necessary, a selected number of</li> </ul>	<ul style="list-style-type: none"> <li>• She synthesizes with the student/s the latter's fieldwork experiences at the end of the semester</li> </ul>



<p>supervisor for a reasonable program of activities to be undertaken by the student/s during the semester.</p> <ul style="list-style-type: none"> <li>• She provides the Agency supervisor with adequate background information on the student/s to assist the Agency supervisor in assigning tasks to student/s.</li> <li>• She initiates team-building activities when there is more than one student under her scope of supervision.</li> </ul>	<p>planning, conferences, study sessions, e-evaluations, community meetings, and other activities of the student/s with the agency and the community.</p> <ul style="list-style-type: none"> <li>• She reads and comments on the student's journal and report</li> <li>• She provides assistance to the agency supervisor to strengthen the fieldwork experience of the student/s.</li> <li>• She confers with the student/s &amp; agency supervisor, at least 4 times during the semester specifically on the following: <ul style="list-style-type: none"> <li>• placement meeting to introduce, plan and finalize the fieldwork activities of each student under her supervision;</li> <li>• consultation meeting shortly after the student's assimilation into her/his fieldwork assignment</li> <li>• mid-semester consultation/evaluation</li> <li>• end-semester assessment for final evaluation of fieldwork.</li> </ul> </li> </ul>	<p>the end of the semester;</p> <ul style="list-style-type: none"> <li>• In consultation with the Agency supervisor and the student/s, she determines the evaluation and final grade of the student/s.</li> <li>• She submits report of the fieldwork experience to the FIP Coordinator at the end of the semester.</li> </ul>
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- The Agency Supervisor

The role of the agency supervisor is to facilitate the learning process within the agency setting by selecting appropriate tasks and creating the appropriate working climate to maximize the student/s' performance. The specific tasks and responsibilities of the Agency supervisor are:

- She plans with the faculty supervisor and with the student/s a feasible program of activities for the student/s and takes direct charge of the student/s in terms of agency program;
- As the main link between the agency and the Department of Women and Development Studies (DWDS), she assists the student/s to be part of the agency and facilitates the orientation of the student/s about the agency and its programs;
- She signs for the agency, in addition to the Agency Executive Director, all documents relevant to fieldwork;
- She holds regular conferences with the student/s and the faculty supervisor to follow up the progress of the student/s;
- She joins the student/s in the implementation of planned program at the field level;
- She assists in providing the student/s with the following support:
  - Relevant data, records, information on agency program and community;
  - Resources (financial or administrative/clerical);
  - Guidelines as to formal introduction to community and local government officials in the community.
- She reads the recordings and documentations of the student/;
- She submits a written evaluation of the student/s' performance at the end of the semester;
- In consultation with the faculty supervisor and the student/s, she determines the Agency's final grade of the student/s; and
- She amends, whenever possible, meetings and important student/s-agency planning and assessment sessions sponsored by the DWDS that aim to strengthen the FIP.

#### C. The Field Supervision Process

Field supervision should be seen within the context of actual fieldwork of the WD 280

and 281 courses. The supervision process involves the following:

1. The student/s and the faculty supervisor (optional for the agency supervisor) participate in a general fieldwork orientation, usually scheduled during the first week of the start of classes.
  2. By the end of the fieldwork orientation, the class is divided into sub-groups or teams (student/s and faculty as per fieldwork placement) where the faculty supervisor conducts activities and processes for deeper “getting-to-know-one-another” among the team and discussion of individual expectation setting.
- The faculty supervisor and the student/s meet with the agency supervisor for discussion of the fieldwork program. At this point, the agency supervisor conducts an orientation to discuss in detail the agency vision, mission, goals, programs and possible fieldwork area. As an output of this meeting, a feasible plan of action for the semester will be formulated.

The plan of action shall be based on the following:

- objectives of the fieldwork program;
  - major thrust and programs of the agency;
  - expectations, interests and capacities of the individual student; and
  - identified women’s needs and community situation.
- The students and faculty supervisor are introduced to the community key persons and contacts by the agency supervisor.
  - Within the fieldwork period, the faculty supervisor visits the student/s in the community, at the minimum, four times within the semester.

Activities to be performed by the faculty supervisor include:

- reading of logbook and student/s’ journal/s;
- facilitation of fieldwork planning/assessment meetings
- providing input related to the work in the field, when necessary;
- troubleshooting fieldwork-related problems;
- processing of student/s’ experiences during assessment sessions;
- participation in student/s’ activities in the community;
- interacting with community people as need arises.

On the other hand, the agency supervisor assists the student/s during her/his/their entire stay in the community. Assistance may include accompanying student/s in the community, providing community contacts, monitoring student/s’ work progress, giving feedback and inputs when necessary.

- Prior to the mid-semester sharing, the team meets to assess the fieldwork experience in preparation for the classroom-based field sharing. The faculty supervisor facilitates the fieldwork assessments.
- Prior to “pull-out” of student/s from the community, the faculty supervisor processes the entire fieldwork experience of the student/s.

## VI. Course Requirements

The following requirements hold true for both WD 280 and 281 students: (1) time requirements; (2) documentation requirements; (3) attendance in classroom-based sessions of the fieldwork; and (4) integration paper.

### Guidelines for the Fieldwork Requirements:

#### 1.) Time Requirements

- Each course (WD 280 & 281) requires a minimum of 250 hours.
- The students should arrange a schedule of hours with her/his supervisors to which s/he should conscientiously follow.
- At the start of the fieldwork, the student/s, together with the supervisors shall formulate a system of recording her/his/their time inputs.

#### 2.) Documentation requirements

Fieldwork experience can be a more meaningful learning process only if the students keep complete records of their activities and reflections on lessons learned during the fieldwork period.

- Students are required to keep the following records during the entire fieldwork period:
  - **Logbook**, which contains the detailed recording of student's activities relevant to the objectives of the student's work plan and the number of hours spent for each activity.
  - **Fieldwork plan** duly signed by the supervisors, which is a daily plan of activities and accomplishments during the fieldwork period.
  - **Journal**, which contains reflections highlighting field experiences and insights derived. At the minimum, it should contain a description of the activities where the student is involved, the people involved in the activity, why and where it took place, how it was undertaken, results of the activity, the role of the student in the activity, and a reflection on the student's insights about the activity.
- Students are required to submit their journals and logbook every second month for grading of the faculty supervisor.

#### 3.) Attendance in Classroom-based sessions

- Students are required to attend the three field-related classroom-based sessions – the Fieldwork Orientation, the Mid-Semester Sharing, and the End-of –Semester Evaluation/Sharing.
- Failure to attend any of the sessions would mean a grade of incomplete (INC.).

#### 4.) Integration Paper

Each student is required to submit an integrated paper. However, in case two students work as a team (both have same fieldwork area and program involvement) they are allowed to submit one integrated paper, provided that the delineation of tasks in writing the integrated paper is clearly defined, for grading purpose.

The integrated fieldwork paper is a documented summary of the entire fieldwork experience. At the minimum, it shall contain the following:

- ***Introductory section.*** This section contains a description of the fieldwork objectives, agency and community profiles, and work plan.
- ***Program activities and processes section.*** This section includes a description of the program where the student/s is/are involved in, a description of key activities conducted as well as strategies/interventions and processes employed, discussion of issues in the field, and problems encountered and resolutions.
- ***Fieldwork outputs section.*** This section contains all the student/s' output deliverables (e.g. research, documentation of training activities, samples of program/project proposals, feasibility studies, life stories, brochures, etc.) as well as photo documentation of activities in the field.
- ***Reflection and analysis section.*** This section contains an analysis and reflection of the student/s on the entire fieldwork experience.

### VII. Bases and System for Grading Students

1. Grades of the students will be based on the following criteria: (1) performance and (2) written work.

#### 1.) Performance

- ***Attitudes demonstrated.*** This includes resourcefulness, group efforts and teamwork, sense of responsibility, commitment and dedication to the work at hand.
- ***Knowledge applied.*** This includes the demonstration of ability to apply and integrate classroom learning along specific aspects of the curriculum (e.g. feminist theories, gender and development perspectives, women and work, feminist counseling, research, planning and organizing, etc.) with field realities and processes.
- ***Skills developed/demonstrated.*** This may include the use of appropriate interventions in the areas of feminist counseling, research, organizing, documentation, etc.
- ***Work Habits.*** This may include regularity of attendance, punctuality, on-time submission of journal/logbook, etc.

2.) Written work

- Work plan
- Documentation of key activities
- Field journal
- Field work sharing reports
- Integration paper
- Reports/output deliverables

2. The system for grading the students is as follows:

- Faculty supervisor 60%
- Agency supervisor 30%
- Student (peer/self) 10%