

**SUPERVISED INTERNSHIP IN SOCIAL SERVICE: SHARING EXPERIENCES AND THOUGHTS
EXPRESSED IN A PUBLIC UNIVERSITY**

**ESTÁGIO SUPERVISIONADO EM SERVIÇO SOCIAL: COMPARTILHANDO EXPERIÊNCIAS E
REFLEXÕES EXPRESSAS NUMA UNIVERSIDADE PÚBLICA**

**PASANTÍA SUPERVISADA EN SERVICIO SOCIAL: COMPARTIENDO EXPERIENCIAS Y
REFLEXIONES EXPRESADAS EN UNA UNIVERSIDAD PÚBLICA**

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Lesliane Caputi¹

Rita de Cássia Lopes de Oliveira Mendes²

The reflections in this article refer to the supervised internship in social work considering its particularities, ethical and political debate in the professional category, as well as the strategies for realizing this compulsory curriculum activity in the undergraduate degree in Social Work at the Federal University of Triangulo Mineiro, MG-Brazil. Expressed in the field of professional practice the sense of supervised training and inseparability with the process of probation supervision. The Center for Training in Social Work, Course of Social Work, is the dynamics of the course with regard to the inclusion of students in the fields of training, the relationship with professional social workers in Uberaba Area, MG, Brazil, and the responsibility to vocational training.

Descriptors: Social work; Internships; Professional training.

Este artigo tem como objetivo refletir sobre a materialização teórico-prática do estágio supervisionado em Serviço Social, no curso de graduação, da Universidade Federal do Triangulo Mineiro. Refere-se ao estágio supervisionado em Serviço Social considerando suas particularidades, o debate ético-político da categoria profissional, bem como as estratégias de materialização desta atividade curricular obrigatória. Expressa no campo da práxis profissional o sentido do estágio supervisionado e a indissociabilidade com o processo de supervisão de estágio. O Núcleo de Estágio em Serviço Social representa a dinâmica do curso no que se referem à inserção dos alunos nos campos de estágio, à relação com os assistentes sociais de Uberaba e Região, e a responsabilidade com a formação.

Descritores: Serviço Social; Estágios; Capacitação profissional.

Las reflexiones en este artículo se refieren a la práctica supervisada en el Curso de Trabajo Social de la Universidad Federal del Triángulo Minero, teniendo en cuenta sus particularidades, el debate ético y político en la categoría profesional, así como las estrategias para la realización de esta actividad curricular obligatoria. Expresa en el campo de la práctica profesional el sentido de entrenamiento supervisado e inseparable con el proceso de supervisión de pasantía. El Núcleo de Pasantías en Trabajo Social del Curso de Servicio Social, es la dinámica del curso con respecto a la inclusión de los estudiantes en los ámbitos de la formación, la relación con los asistentes sociales en la ciudad de Uberaba, MG, Brasil y la responsabilidad de la formación profesional.

Descritores: Servicio Social; Pasantías; Capacitación profesional.

¹Social Worker. Master and PhD in Social Work. Professor, Department of Social Service, Federal University of Triangulo Mineiro (UFTM). Vice-Coordinator of the Internship Center for Social Service (NESS). Member of the study group GEFORMSS- Group of Studies and Research in Vocational Training in Social Service/UNESP/Franca. Member of the Praxis Laboratory - Social Service/UFTM. lesliane@ielachs.uftm.edu.br

²Social Worker. Master and PhD in Social Work. Professor, Department of Social Service, UFTM. Coordinator of NESS. Member of LabDes research group - Laboratory of Social Studies for Development and Sustainability UNESP/FAPESP, member of Praxis Laboratory - Social Service). ritamendes.uftm@gmail.com

INTRODUCTION

This article aims to discuss the materialization of supervised internship in Social Service, Federal University of Triangulo Mineiro-UFTM. However, it is necessary to discuss the concept of internship, since over time, it has gone through several changes and expresses the historical moment experienced by the profession and its vision of man and world.

According to the vocational training project of Social Service in Brazil, widely debated by the category, Supervised Internship is understood as:

[...] compulsory curricular activity that is configured from the introduction of students in institutional social space aiming to enable them to exercise the professional work, which requires systematic supervision. This supervision will be held by the supervising teacher and by the field professional, through reflection, monitoring and systematization based on internship plans drawn up jointly by Teaching Unit and Internship Unit, with reference to the Law 8662/93 (Profession Regulatory Law) and the Professional Ethics Code (1993). The Supervised Internship is concomitant to school semester¹.

Supervised Internship in Social Service is one of the pedagogical elements of vocational training for reaching graduation in Social Service, with concrete and central possibility of materialization of curricular logic, in view of Ethical-Political Profession Project.

Supervised training is guided by the indivisible principles of theoretical and methodological, ethical-political and technical-operative dimensions, coordinating training and professional practice, university and society, unity between theory and practice, teaching-research and extension. Therefore, the supervision of internship must be direct and systematic, held in conjunction with the academic supervisor (teaching social worker) and the field supervisor (social worker legally employed by the training field institution, in good standing of their professional practice), as Social Service Ethics Code, 1993²; Profession Regulatory

Law No. 8662/93²; Federal Council of Social Service Resolution (CFESS) number 533/2008³, which regulates the direct supervision of internship and the National Policy for Internship of 2010, in line with the Internship General Law number 11788/2008⁴.

The direct supervision of internship refers a field of discussion and debate in which internship and supervision are conformed as actions and relations intrinsic to knowledge and practice of Social Service. Such supervision is a private allocation of social workers and all its dynamics and regulation is linked to other socio-political and regulatory processes, that is, have implications for processes that take place in the context of higher education, the labor market and internal processes to the profession. The complexity involved in internship and supervision in Social Service is regard the fact that training and professional practice are immersed in a set of social relations, which makes its understanding goes beyond the strict sense of professional acting in the everyday. This article aims to bring reflections on the theoretical and practical embodiment of supervised training in Social Service at the undergraduate level at the Federal University of Triangulo Mineiro (UFTM), and address particular aspects of internship management, in this education institution.

METHOD

Reflections in this article are based on the Marxist theoretical framework that enables the interpretation of the professional praxis in Social Service. Thus, it is an experience report in supervised internship management in the course of Social Service at UFTM, whose reflections are summaries of the specific theoretical field, of the laws that support such activity and of the practice that embodies the internship in Social Service, in line with the ethical-political project of the profession.

RESULTS AND DISCUSSION**Materialization strategies of Supervised Internship in Social Service**

Consistent with what law number 11.788/2008⁴ advocates on internship in a general context, the Resolution of the Federal Council of Social Service number 533/2008³, which regulates the direct supervision of internship, and the National Policy for Internship in Social Service, 2010¹, to carry out the mandatory curricular internship in the Social Service course at UFTM, it is necessary:

- a) The student's inclusion in activities related to the profession;
- b) Ensuring academic and field supervision;
- c) Requirement of semi-annual reports;
- d) Document proving the workload fulfilled in the internship field;
- e) Prerequisite subjects that address content related to Professional Ethics, Social Issues and Historical, Theoretic and Methodological Foundations of Social Service, for insertion in this activity, which further supports the realization of the internship only from the fifth semester of the course and, completing, until the eighth semester, 450 hours, i.e. 15% of the minimum hours required for concluding the undergraduate course as a whole: three thousand hours;
- f) The professor responsible for the supervision of these internships should accompany the intern through meetings with students; assessment of ethical and technical conditions of the training field and the linkage of student activities provided in Internship Plan and in the agreement entered between the University and the grantor institution;
- g) Use of the instrument evidencing the frequency in the field; guidance and review interns' reports;
- h) The mandatory curricular internship and the academic supervision are necessarily offered as subjects.

Supervised training in Social Service takes place both in the mandatory curriculum mode (completion of compulsory hours), as in non-compulsory

mode (optional activity, added to the regular and mandatory hours, with the same requirements of guidelines, documents and supervising of the mandatory mode, i.e., it is also held from the fifth semester). Internship, in other periods of the course that does not have in the curriculum the discipline of academic supervision and supervised training, is not allowed, even if not mandatory.

Supervised Internship in Social Service of UFTM, in line with the resolutions of the National Council of Education/CNE and debate of the professional category, brings the perspective of not-simplified or minimized internship process, such as the mere presence or visit by the student in an institution. It must be designed and materialized jointly by the institutions involved, which have responsibilities, duties and commitments to the training of students, with the programs implemented and the population served, as the Ethical-Political Project of the profession states.

The workload related to the complementary activities of the Social Service course do not account for internship workload of any kind, as well as mandatory and non-mandatory internships do not count hours for complementary activities.

Extension Projects are only configured as training field if they meet the requirements of the law 11.788/2008⁴, the CFESS resolution 533/2008³, the CFESS resolution 493/2006⁵, Law 8.662/1993 - Social Service Ethics Code of 1993², National Policy for Internship of 2010¹ and ABEPSS Curricular Guidelines⁷. Meeting the Curriculum Guidelines - CGs, proposed by ABEPSS (1996)⁶ and, guided by CNE/MEC (2002)⁷; the National Policy for Internship (2010)¹; Resolution no. 533/2008³, which deals with the direct supervision of internship in Social Service and the hegemonic debate of the category about vocational training, in particular supervised internship, implemented in 2009 in UFTM, the Internship Center in Social Service/NESS, as a pedagogical

strategy for the execution of this compulsory curricular activity that involves the inseparability of teaching, research and extension dimensions in vocational training.

NESS is configured as specific space of the Social Service course of UFTM to work full extent of supervised training; it is part of the course structure in its pedagogical, ethical-political and administrative aspects of internship.

The NESS team and the internship coordination have central presence in this space, so the activities in NESS are directly related to the attention to students on completion of compulsory curricular activity of internship and non-compulsory (when incorporated in PPPC - Pedagogical Political Project of Course).

NESS develops the survey prerogatives of internship fields and establishes the Commitment Agreement of the student with the training field institution; referral of students to internship opportunities depending on availability of receipt of supervisors and schedules of students; guidance to students and supervisors on internship documentation, consistent with the Profession Training Policy and Internship Regulations of the course, approved by the joint committee thereof; analysis and archiving of internship documents of students; visit to the internships fields; systematic contact with field and academic supervisors for monitoring internship process, and strengthening of supervisors in carrying out this task provided in Profession Regulatory Law no. 8662/93², which includes meetings with supervisors, phone contacts, email, socialization of information about courses, profession reports, handouts and justification for the exercise of professional work; according to the precepts of Resolution No. 533 of CFESS September 29, 2008³, which deals with the Regulation of Direct Supervision of Internship in Social Service, and provides training field in NESS itself.

These activities are consistent with NESS assignments, which are expressed as:

I - to divulge to students the Internship Regulation and internship locations and their respective field and academic supervisors;

II - to develop criteria aimed to supplement or amend the Internship Regulation regarding the accreditation and loss of accreditation of internship locations, assessment of interns, ethical infraction, requests of prerequisites breaks, among others;

III - to propose, for consideration of the Board Course, professors and social workers to academic supervisor and field supervisor positions, in the beginning of each semester or as institutional and educational needs of NESS arise;

IV - to propose and support meetings, forums and regular meetings between academic supervisors, field supervisors and coordinator of the course;

V - to account for administrative and pedagogical issues related to supply and demand of Internship in Social Service;

VI- to provide accreditation and loss of accreditation of training locations;

VII- to guide supervisors and interns as the regulatory standards for Internship in Social Service;

VIII - to archive documents of the students' internship;

IX - to summon academic supervisors and field supervisors for meetings aimed at monitoring and evaluation process of internship, according to a joint agenda between both groups;

X - to monitor and visit the internship location to meet the conditions offered in view of its accreditation, loss of accreditation, disqualification or even the knowledge about the institution and/or actions developed by interns;

XI - to decide, together with field supervisors, issues involving dismissal of interns of the internship location;

XII - to keep the records of partner institutions updated, for forwarding students, research, periodic reporting to the Regional Council of Social Service - CRESS, among others, as established in Law 8,662/93² which regulates the profession

and the Social Service Ethics Code². In this sense, NESS aims to:

- *Manage the internship policy in line with the relevant laws to this activity as well as Internship Regulations and Pedagogical Policy Project of the Course;
- *Systematize the internship activity advocating the inseparability of academic and field supervision;
- *Facilitate guidelines for implementation of internship activity consistent with the criteria and objectives of vocational training with the participation of academic supervisors, field supervisors, and students.

NESS is also configured as a formative space and therefore is presented as training field. Internship is a mandatory curricular activity that seeks to:

[...] create opportunities for the student to establish mediate relations between the theoretical and methodological knowledge and professional work, technical and operational training and the development of skills necessary for practicing the profession, as well as the recognition of commitment of professional action to worker classes, in this political-economic-cultural context under capital hegemony¹.

The supervised internship held at NESS provides the intern to:

- *Know the professional work carried out in NESS through the tasks performed by internship coordination and social worker;
- *Provide contact with the internship field institutions of the course via internship supervisors;
- *Allow the reflection on the importance of internship documentation in the process of internship activity and importance of documentation in the practice;
- *Know the working tools inherent to the educational and administrative management of internship in Social Service;
- *Provide the construction and production of knowledge and learning about the training linked to the internship experience;
- *Allow the knowledge of investigative and interventional dimension of Social Service;

*Display the ethical-political dimension of professional work.

Activities developed by interns in NESS are directly linked to the consolidation of the internship of Social Service course of UFTM, along with the actions of the supervisor social worker and coordination, in these activities.

Activities developed in NESS have the participatory involvement of interns and direct supervision of the social worker and internship coordination, as proposed in the Resolution No. 533/2008 CFESS³, which regulates the direct supervision of internship in Social Service. Supervision is performed constantly, i.e., happens during the development of activities, so the intern is continuously monitored, besides the specific times of supervision for purposes of reflections, summaries and construction of mediations.

Internship supervision involves the teaching-learning process, assuming the integration of components that support vocational training in all areas that this process is performed (both in teaching units, and in the training field units) as well as "[. ..] internship supervision, since it articulates training and professional practice, comprises understanding, analysis, proposal and intervention in social processes, composing the dynamics of the relationship between theory and reality"⁸.

The evaluation process of supervised internship is conducted by the field and academic supervisor after the completion of compulsory hours of internship planned for the semester. The field supervisor, at the end of this activity, makes assessment by assigning a grade (ranging from 0 to 10), based on indicators developed by NESS. Through academic supervision, all internship documents are evaluated and discussed with the intern. It is said that with that the evaluation is built procedurally while performing the supervised internship in Social Service.

Evaluation of activities regarding the coordination of the NESS is (re) evaluated constantly, along with the NESS

team, which can modify the actions and/or the operation thereof during the semester. The actions, projects, portfolios, reports, and other documents that explain the movement and consolidation of NESS work plan, are reviewed continuously.

However, NESS seeks to materialize the guidelines and guiding principles of supervised internship in Social Work, included in the National Policy of Supervised Internship in Social Work/PNE (2010)¹, accepted by the professional category and which legitimizes the vocational training project.

In its daily execution, it faces challenges of this embodiment itself, which are also encompassed in PNE (2010)¹ and on endogenous debates of the profession. Therefore, it can be said that such challenges are consistent with the national reality of training and professional work in Social Service.

CONCLUSION

Currently, with the changes in the world work, intensified by globalization and conducted by the new way to produce from the productive restructuration, the social issue remains, which requires professionals with an ethical-political, consistent theoretical-methodological stance and technical-operative acting that expresses the praxis. Within this dynamic, it is important that the everyday professional struggle constantly seeks freedom, social justice, democracy, and equity.

Enforcing rights, within a capitalist society, in which economic development model is based on profit, exploitation and intensification of social inequality, is a big challenge for professionals in social service. Therefore, training should be consistent, aiming to form social workers trained to intervene in the various expressions of the social issue, in an ethical, committed, proactive and competent way, considering the construction of spaces that will ensure emancipatory social relations.

The supervised internship is essential to the formation of social worker. It is the

first contact of the student with the intervention, socio-occupational space, which provides them appropriate technical and operational conditions for the learning of professional intervention, articulating the ethical-political and theoretical-methodological dimensions, contributing to the understanding of theoretical-practical unit and expressing their synthesis. In addition, internship also allows the creation of competence, not the competence focused on what the market waits for in the sense of knowing how to do it and doing it well, but the competence category that carries with itself a political difference, when one has a vocational training based on a critical social theory.

The NESS - Internship Center for Social Service of UFTM is a collective construction between its staff, students, field supervisors, professors and others involved. All subjects are essential in the creation of their identity and in vocational training that goes beyond the market requirements.

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CONTRIBUIÇÕES

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