

SUPERVISION MODEL IN THE SOCIAL WORK PRACTICE



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The article is devoted to the problem of the practical training for social work specialists. Contemporary models of practical training are analyzed and supervision optimal model of practice is defined. It is shown that the model of supervision includes four basic stages (such as practice, worker, team and establishment), which determine its content and act at three levels of the increasing complexity, where the certain phase of the development is represented (inductive, connections, integrations). The necessity of the thorough solution of the practical training problem for social problem is pointed.

Keywords: supervision, supervisor, social work, supervision model, practical training.

МОДЕЛЬ СУПЕРВІЗІЇ В ПРАКТИЦІ СОЦІАЛЬНОЇ РОБОТИ

В статті звернено увагу на проблему практичної підготовки спеціалістів соціальної роботи. Проаналізовано сучасні моделі практичної підготовки та визначено оптимальну модель супервізії для практики. Показано, що модель супервізії включає чотири основні системи, що визначають її зміст (практика, працівник, команда/колектив та установа/заклад) та діє на трьох рівнях зростаючої складності, кожний із яких являє собою певну фазу розвитку

(індуктивна, зв'язку, інтеграції). Відмічено необхідність ґрунтовного рішення проблеми практичної підготовки соціальних працівників.

Ключові слова: супервізія, супервізор, соціальна робота, модель супервізії, практична підготовка.

МОДЕЛЬ СУПЕРВИЗИИ В ПРАКТИКЕ СОЦИАЛЬНОЙ РАБОТЫ

В статье уделено внимание проблеме практической подготовки специалистов социальной работы. Проанализированы современные модели практической подготовки и определена оптимальная модель супервизии для практики. Показано, что модель супервизии включает четыре основные системы, которые определяют ее содержание (практика, работник, команда/коллектив и учреждение/заклад) и действует на трех уровнях возрастающей сложности, каждый из которых представляет собой определенную фазу развития (индуктивная, связи, интеграции). Отмечено необходимость основательного решения проблемы практической подготовки социальных работников.

Ключевые слова: супервизия, супервизор, социальная работа, модель супервизии, практическая подготовка.

Formulating of the problem. From the point of view of N.B. Bondarenko, I.M.Griga, N.W.Kabachenko and others [5], [2] in preparing social workers, a special attention is paid to integration of theory and practice. Taking this into account, researchers consider the most important methods in teaching social work are learning from experience (training on the working place during practice, outreach classes, maximal use of practical examples, the development of applications and research projects, programs, reflective exercises) and problem-oriented approach (studying of cases, working on skills). Learning from experience provides also supervision.

Western experts say that a key to social work as a discipline is a practical approach that focuses primarily not on methods of work but values. As social work is an applied profession, organization of students takes a special place in preparation of social workers. Analysis of the curriculum for social workers in different countries, conducted in 1986, showed that on average, a third of teaching time is allotted for practice. Only in Denmark and Finland practical training takes less than one third of teaching time, while in the UK it takes just a half. According to V.Sydorov, proportion of practice in the training of social workers in Ukraine is 3-16 % (cited in [5]).

Professional training of students - future social work professionals must rely on the unity of educational technologies that are implemented in classrooms of practical social institutions. This profession cannot be learned only by illustrations, such as descriptions, models, although they make up a substantial

part of teaching. Of great importance is the knowledge that can be learned by students during manufacturing practice [2].

Recently, native scientists, followed by foreign ones, more attention is paid to supervision as an effective mode of practical training future social workers.

Supervision is a necessary direction in professional activity and it has enough room for development in the country. In our country, there is still no institution of supervision and supervisors are not trained. There are only professional training and programs that feed supervisors. Supervisor must constantly improve, and does not deny a help from more experienced colleagues. Even if a specialist is professional, he is first and foremost a human, and it'll never be needless to help and professional support[11].

The purpose of the study. The aim of the article is the foundation for introducing a model of supervision in practice of social work in order to improve professional practical training not only students and young professionals but also experienced social workers.

Analysis of recent researches and publications. Due to the fact that Ukraine supervision only starts to develop, it is a logical representation of not many scientific papers on supervision in the field of psychology and their virtual absence of social work. But abroad, for a long time the problem is being actively investigated by scientists (A.N. Kadushyn 1992, M. Richards and others 1990, D. Petters 1979, Eliot Butler 1985, Danbury L. 1986, K. Ford, A.Jones 1987, J. Gardiner 1989 B. Hamfris and others, 1993, CETCW Centre for Education and Training in Social Work / 1991-1993).

Among foreign scholars who have studied the peculiarities of supervision in the practical training of social workers, we can mark the researches of A.Brown A. Bourn, Mary Turner, Audrey Mallender and Dave Ward, K.Heykok and L.Hughes, A.Kadushyn, N.P.Klushina etc.

Native modern science began to enrich the works of such scholars as S.Y.Byelyayeva, N.B. Bondarenko, N.M.Hayduk, I.M.Griga, N.V.Kabachenko, L.Y.Kloss, I.I.Myhovych, T.V.Semyhin, V. Sidorov, S.H.Stavkov etc.

The main material. The practice of social work is work of social services and workers learning the needs of clients, groups and communities, coordination of common activities, providing the necessary services and counseling, developing their autonomy, etc. [7, p.17]. It is done to promote optimal social adaptation of people, families and groups in the care, socio-psychological consulting, to represent and protect their interests, administration, planning and so on. For this work social workers should have the necessary methods, skills, based on a variety of knowledge, theories and models.

Among the models of social work and T.V.Semyhin and I.I.Myhovych distinguish crisis interference focused on the task model of social work, family therapy, psychosocial therapy, socio-educational model of social work (complex model), psychodynamic models of social work, behavior methods, cognitive,

humanistic, existential models, and psychological models, systemic and ecological models, role theory and social radical models usage in social work, etc. [7].

N.P. Klushina believes that during the practice students should learn to see a social sense in their work, the idea of social life not only within their own customers, but within the whole society, which would make it possible to realize the social value of their work. It is necessary to obtain information from many sources, not just from the institution where the student is in practice. Continuous practice can optimally implement these principles - constant practical work of students in the social institution throughout the period of study at universities [2].

Native scientists, such as V.Semyhina, I.I.Myhovych, N.B.Bondarenko I.M.Griga, N.V.Kabachenko etc. define role of the supervisor in social work, N.M.Hayduk, L.Y.Kloss, S.H.Stavkova, C.J.Belyaev etc. pay special attention to supervision in practical training of social workers.

Supervision is the main means by which a certain agency supervisor facilitates the work of staff, individually and collectively, and provides supervision standards of work. A concept “supervision” determined through model analysis and competent solving of situations that arise in the interaction with customers [1].

V.Sidorov believes that the main purpose of supervisor is to promote the growth of professional competence supervised employee. Often supervisor works with students and young professionals, however, he can be contacted by experienced social workers. For example, in connection with professional difficulties or by learning new forms, methods and directions of work [4].

Audrey Mallender and Dave Ward [3] expressed quite widespread idea, according to which the work of social workers with empowerment spirit is impossible, if it's not present at least one supervisor, regardless of the level of competence of supervised people.

M.Terner [8] draws attention to the need of regular meetings with the supervisor by all (without exceptions) social workers. The author singles out the core task of supervisor, consisting in the development of professional autonomy, independence of supervised, stabilizing the world of his thoughts and feelings, creating the model analysis and solve complex situations which arise from interactions with customers.

According to K.Heykokand L.Hughes[9], the supervisor helps supervised:

- keep an eye on the goals and identify priorities better;
- see all the aspects of the case and their role in it;
- understand and overcome anxiety, unpleasant feelings of doubt and uncertainty which arise in specific situations;
- formulate positive judgments with concerning their work and take responsibility for it.

V. Sidorov [4] concludes that many authors have marked mainly such a content for supervision:

- supervised's personality traits, his behavior and responses, values as factors influencing professional activities;
- process of accumulation and development by supervised of theoretical knowledge and their adequate use in their professional practice;
- specific situations and client interaction of supervised.

N.M.Hayduk, L.Y.Kloss, S.H.Stavkova, S.J. Belyaeva [6] see an effective means of supervision in practical training of students. Scientists distinguish direct methods (observation, audiotape, video, group management, common therapy / teamwork, role-playing, observation of experienced staff's work, students' seminars, group meetings interns, collective watching of professional videos and discussing, their views on other workers' agencies who advised and monitored the work of the students) and indirect supervision (registration process, written reports, notes in personal files, correspondence, discussing specific situations of clients, verbal reports, intended reading, diaries, journals registration of students' work, tasks, schedules providing direct and indirect services) determine the characteristics of the process of supervision and principles of assessment.

N.P.Klushyna notes that nowadays there is no social institution in which preparing students would be a major task. As a rule, human resource policy of these institutions are not focused on preparing its own specialists and professionals but oriented on the choosing specialists at the free labor market [2].

The scientists A. Brown and A.Bourn [1] analyze in details the features and particularities of the process of supervision, its variations, different aspects of practice that may complicate supervision of social workers as those who work directly with customers, and also managers at different levels and administrative staff. The authors propose a model of supervision, which includes four major systems that determine its meaning: practice, worker, team / group and institution / establishment.

Understanding of practice makes it difficult to provide varieties of work in social services. P.Howkins and R.Shohet [10] in 1989 used the term "client", describing corresponding systems in consulting and psychotherapy and do not take into account those who receive the service and those who require it.

Understanding the client as a single entity, as contrast to a group or community, can also be misleading. In the past knowledge of laws, policies and procedures was a part of the competence of lawyers, managers and administrators, now it's a part of a practical social work as an activity of social implementation and work, oriented on a human. In addition to helping families and individual consulting, it is also possible such activities as participating in discussing cases, meetings with groups' leaders in the local community,

conducting negotiations concerning services with the organization providing the service.

The system *employee* determines that for completing various tasks of social work employee needs not only possess professional competence but also personal resources. The level how supervised can work effectively, significantly affects the state of his mental health. The system *worker* includes needs of supervised in professional development and learning the proper and improper use of himself/herself.

The system *team/group* was added because how supervised collaborates and interacts with colleagues, significantly affects the quality of their work, whether they complete it together or not. Before this aspect was largely neglected, perhaps because he was considered as a part of the management or administrative functions. Whereas entirely stipulated and determined the impact of political and situational factors on social work, such a merger of terms could cause confusion in understanding of various important influences.

System *institution* includes all the aspects of work identified by institutions as those relating to organizational culture and selection, and regulatory requirements. These may include codes of practice, policies, procedures and guidelines that define the parameters of supervised.

Based on these four systems, it was developed a model that operates at three levels of increasing difficulty, each of which is the stage of development [1].

The first level -inductive phase- suggests that during the process of supervision in research problems can be carried out within each of the four phase systems separately. The second level –phase relation –proposes investigating the problem in terms of relationships between each pair of systems:

- professional aspect (communication between the practice and the employee);
- aspects of cooperation (communication between the employee and the team);
- management aspect (communication between the team and the institution);
- organizational aspect (relationship between the institution and practice).

The third level - the phase of integration - a synthesis of all four systems. The model (fig. 1) allows describing what happens in supervision.

A principle of development is a gradual change in the focus of supervision for a period of time as experience and professional competence of supervised increases from the first level to the second and later to the third level (or phase).

During the *inductive phase* the staff often has specific and urgent needs to meet which they do not always have enough time on a group meeting. Equally supervisor may not have sufficient knowledge or certainty in practice of supervised. Therefore, for both topical common discussions of urgent practical

problems that cannot be fully resolved in the group supervision. Rather, we need to have both an individual and group supervision.

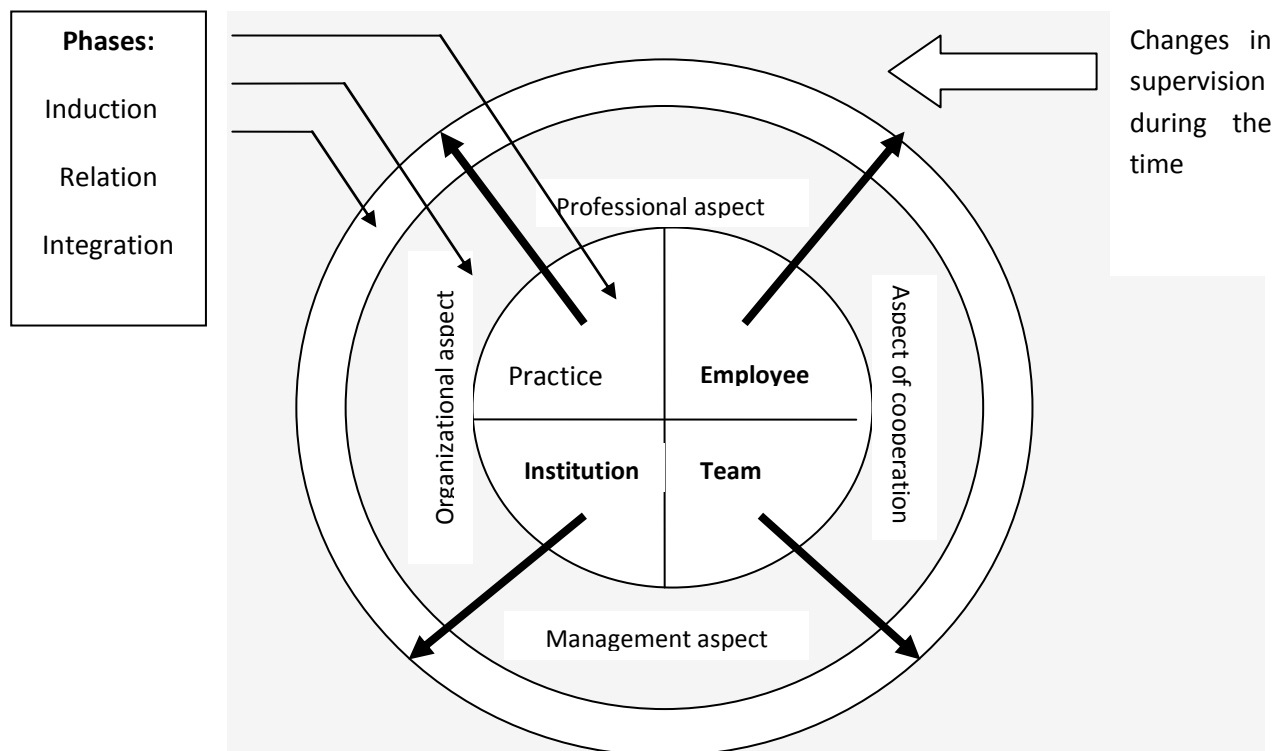


Fig.1. The model of supervision

Inductive phase suggests that during the process of supervision in researching the problems can be carried out within each of the four basic systems (practices, employee, team /group, establishment / institution) separately. At this level of supervision a focus is on each of the four basic systems separately. This requires a precondition as a deep awareness supervised in each of these systems. Supervision focuses on systems in pure form only during the induction phase when supervised must firmly learn the basics and supervisor - make sure that the fundamental aspects of the work are well understood. After the induction phase these basic questions are to be solved on the special events beyond supervision: at the discussion of cases, team / group meetings, business meetings, individual consultations, etc.

During the inductive phase of the supervisor can help social workers to understand better the needs and experiences of clients or the main features of their work with a view to determining the proper strategy to provide effective services.

After solving entrance (inductive) questions supervision takes more difficult and interrelated problems that are likely to require constant revision and cause difficulties in supervised, which has already adapted.

At the time of achievement of relation phase all the urgent problems of supervised had to be solved. Assuming that practical activities of supervised is at least satisfactory, and his anxiety decreased, there is less acute needs in individual supervision. During this phase a supervised sets multifaceted relationships between the various parts of his practice: practice and theory, personal experience, his/her own practice, the team and the institution. It can be extremely useful time. Supervised is likely to arise in the strong needs to share their discoveries, and he, unlike those who are in the phase of induction, is also confident to do so. When supervised has learnt to meet his needs, it will appropriate to replace an individual supervision to a group one. If the group supervision is not implemented, there is a danger of making individual supervision uninteresting and non-confrontational. During this phase, individual supervision performs several functions. The role of the supervisor is similar to the role of "key employee" - providing studying of supervised, giving it due to the sources of advice, consultations and support. Such supervision also continues to be the meeting place, which conducts an annual evaluation and review activities.

The professional aspect: interaction within practice and employee (relation phase). During the phase supervisor faces more difficult relationships between employees and their practice. This could include the study of how self-identity of social worker, his situation and needs affecting the work and how to solve problems in the relationship so that they facilitate rather than hinder the providing services. Recognition of transferring / transference or counter transference of previous relationships at present can also be part of the discussion. Issues of power, its use and its abuse in relationships as non-depressing practice also cause difficulties. At the heart of this is understanding of fact that the use of "self" is a basic tool and a means to practice in social work. Therefore, the supervisor has to be directly responsible for the active help to supervised in maintaining the psychological well-being.

Social workers whose personal time (time to meet their own needs and the needs of those with whom they will share their lives outside of work) is absorbed by the needs of increasingly demanding service users, are needed to ask a few questions, the answers to which are discussed in supervision. "Whose needs are actually being met and, vice versa, whose ones are neglected? ". "Does concern connecting with one area of work cause delays in others? ". No doubt, the employee will satisfy some of his inner needs: perhaps realizes life scenario, supports ardently some ideology or compensates for something in his own life.

Aspects of cooperation: cooperation and team worker (relation phase). In many situations, particularly in residential care facilities and social centers, colleagues can divide the work among themselves. In such cases, the balance of duties, proper communication and working relationships become extremely important. Instead, supervision should help supervised to understand what is

happening, and gain confidence to feel ready enough to work directly on these challenges.

Management aspect: interaction within the team and the institution. Quite often it's observed quite a lively dynamic that originates from that supervised is both a member of the team (close group), and a member of (more distant group). This can lead to what supervised will connect all the negative aspects with the organization, when in fact they are rooted in the team, and eventually can block a possibility to solve the problem. Equally an organization's culture can affect depressing and relationships of supervised within the team, resulting in not realizing by supervised people what happens. As a rule, supervisor/manager supports transparency in supervision on issues of institution/organization and ready (or at least should look like ready) and active attempts to influence policies or practices that are perceived by supervised as depressing.

In some cases, the focus on the team-institution can help supervised to see their difficulties in dealing with other colleagues not only as a personal conflict, but as something more, to recognize that some conflicts are inevitable which are given to the acquired role. It's possible also opposite - when workers deny the existence of interpersonal problems in teams and shifts the responsibility for them to insensitive and poor organization. Supervisors must act honestly and carefully, opposing actions not only humiliate all the participants, but also negate the belief that supervision can be an effective tool.

Organizational aspect: *interaction within institutions and practice (communication phase).* Presentation of the four systems as those with non-linearity and circular interaction, allows to draw attention to the importance of communication between the establishment / institution and practice. In social work is often tension between the people receiving the service, and those who provides it. Supervised may face difficulties in knowing how to proceed in making positive relationship in cases where the nature of these relationships will be far from unconditional and will include activities that conflict with personal desires.

It can be expected that during the integration phase supervised will think over their transformation into a supervisor or trainer. In the early stages of the process they are more likely to seek to return to the individual sessions because they want to get as unique tips on the process and observe the supervisor as not like the model for practice, but as the model for the supervisor. Simultaneously, group supervision is transformed into a place where you can check your personal theories and experience new roles, to see if they are comfortable. If the group supervisor does not understand this development process, he can accept it as a challenge and threat.

At the first level of supervision the focus is made in each of the four basic systems separately. This requires such a precondition as a deep awareness of each of these systems by supervised. As a rule, supervision focuses on systems in pure form only during the induction phase when supervised must firmly learn the

basics and supervisor - make sure that the fundamental aspects of the work are well understood. After the induction phase these basic questions are to be solved on the special events beyond supervision: team / group meetings, individual consultations, etc.

After solving entrance (inductive) questions supervision undertakes complex and interrelated challenges that are likely to require constant revision and cause difficulties in supervised that have already acclimatized.

Integration: Focus on the job as a whole (integration phase). Focusing on the work as a whole likely will be in the supervision of experienced staff. Supervised gets a chance to step back and see the work as a whole: its shape, balance, character and direction, as well as an opportunity for reflection on the long-term perspectives including career planning. The approach development recognizes that experienced social workers act based on a more intuitive and learned set of rules, each of which becomes flexible when necessary to apply the general principles to specific cases.

According to A.Brown and A.Bourn, supervision is to help supervised in challenging and rethinking the synthesis and accumulated wisdom, thus keeping them as a mechanism to respond and adapt. Skilled workers can be "trained" superviseds who know their needs and how they can be met in the course of supervision [1].

Conclusions. In the basis of the idea of supervision there is an active use of experience that has been gained during practice. Introduction of supervision institute will promote the development of social work, improving its quality.

Indisputable is necessity to implement a model of supervision in the practice of social work in order to improve professional practical training not only students and young professionals, but also experienced social employees. The main questions in supervision of experienced social workers are, on the one hand, to prevent stagnation and the other - to encourage creativity and to provide an incentive for self-development of young professionals. Supervisor has to admit that he should not give answers to questions of supervised but push him to solving them himself.

In contemporary Ukraine supervision is still not widely used. However, it deserves serious attention because along with innovative organizational and substantive forms of social work which are already used, it can be a very effective way to work.

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