

# Module 3: Principles of Effective Supervision



*“Tell me and I’ll forget;  
Show me and I may remember;  
Involve me and I’ll understand”  
Chinese Proverb*

# Learning Objectives:

- Define function of supervision
- Identify and review approaches to supervision
- Expand understanding of focus of supervision under the different approaches to supervision
- Overview of Stages of Internship and Strategies to address the various stages of internship
- Review general principles of supervision
- Clarify student and Field Instructor expectations

# Why Supervision?

- Provides context for learning and professional development
- Help student focus on application of knowledge
- An opportunity to step back from the immediate, intense experience of the work we do and consider what the experience really means
- Allows the supervisee to examine their thoughts and feelings about their work and identify interventions that best meet the need of the client being served
- Goal is to create an environment in which the supervisee can do their best thinking
- Allows for the process of transference and counter-transference issues as they emerge.

# Working Definition of Supervision

Kadushin, A.E. & Harkness, D. (2002). Supervision in Social Work. 4<sup>th</sup> ed.

- A cluster of functions -- administrative, educational and supportive -- performed within the context of a positive relationship by a person (supervisor) to whom authority has been delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisee(s) for whose work s/he is held accountable.
- The primary goal of supervision is the establishment of an on-going relationship in which the supervisor designs specific learning tasks and teaching strategies related to the intern's development as a professional. The supervisor empowers the intern to enter the profession by helping them understand the core competencies of the profession. The supervisor guides the relationship to help them achieve success.

# Administrative Supervision

Administrative supervision is oriented towards an agency or organization's policy and public accountability. It is here that objectives are translated into tasks to be performed by social workers. The major responsibility of the administrative supervisor is to ensure that the work is performed.

Staff recruitment and selection	Staff orientation and placement
Work planning	Work assignment
Work delegation	Monitoring, reviewing and evaluating work
Coordination of work	Communication
Administrative buffer	Community liaison

# Educational Supervision

Educational supervision (also called clinical supervision) establishes a learning alliance between the supervisor and supervisee in which the supervisee learns therapeutic skills while developing self-awareness at the same time. It is also concerned with teaching the knowledge, skills, and attitudes important to clinical tasks by analyzing the social worker's interaction with clients. The supervisor teaches the social worker what they need to know to provide specific services to specific clients.

Emphasis is on professional development of supervisee

Identification of knowledge and skills necessary to do the work

Provision of teaching/training/learning resources

Socialization to professional values and identity

# Supportive Supervision

Supportive supervision is concerned with increasing job performance by decreasing job related stress that interferes with work performance. The supervisor increases the social worker's motivation and develops a work environment that enhances work

Performance by providing the following:

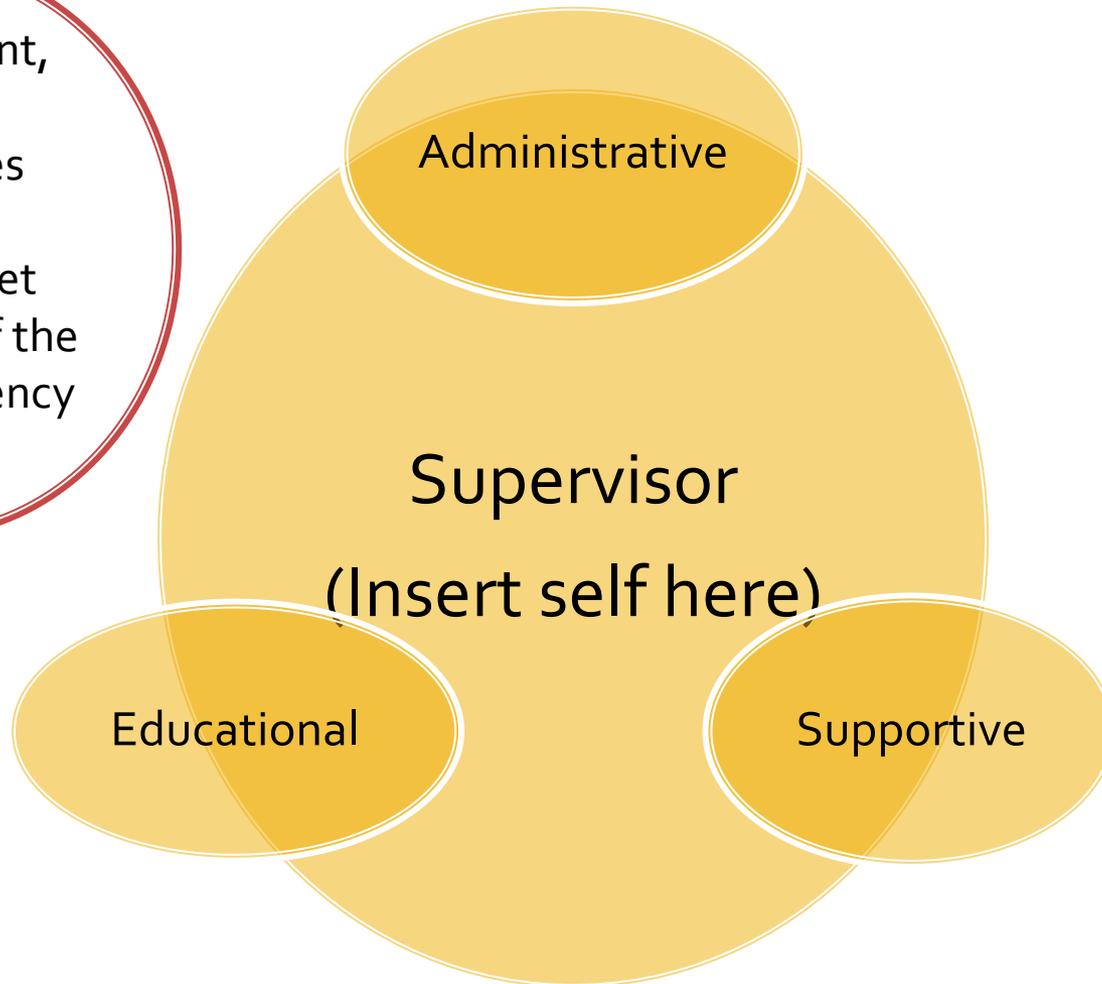
Reassurance	Encouragement
Recognition	Approval
Containment	Flexibility
Opportunity to "vent"	Perspective

# The primary foci of supervision (Hawkins and Shoet 1989; 2006)

FOCUS OF SUPERVISION	TYPE OF SUPERVISION
To provide a regular space for the supervisees to reflect upon the content and process of their work	Educational
To develop understanding and skills within the work	Educational
To receive information and another perspective concerning one's work	Educational/Supportive
To receive both content and process feedback	Educational/Supportive
To be validated and supported both as a person and as a worker	Supportive
To ensure that as a person and as a worker one is not left to carry unnecessarily difficulties, problems and projections alone	Supportive
To have space to explore and express personal distress, transference or counter-transference that may be brought up by the work	Administrative
To plan and utilize their personal and professional resources better	Administrative
To be pro-active rather than re-active	Administrative
To ensure quality of work	Administrative/Supportive

# Evaluating your supervision style

At some point, a supervisor encompasses one or more styles to meet the needs of the student, agency and clients



# Seven General Principles of Supervision

- 1. Interpersonal interaction:** Supervision is an interpersonal transaction between two or more persons. The premise of supervision is that an experienced and competent supervisor helps the supervisee and ensures the quality of service to clients.
- 2. Agency objectives:** The work of the supervisee is related to the agency objectives through the supervisor.
- 3. Flows of authority, information, and feelings:** In the process of supervision, there are the use of authority (the organizational/ administrative function), the exchange of information and ideas (the professional/educational function), and the expression of feelings (the emotional/supportive function).

# Seven General Principles of Supervision (cont.)

- 4. Professional values:** As part of the indirect practice of social work, supervision reflects the professional values of social work.
- 5. Job performance:** The supervisor monitors job performance, conveys professional values, knowledge, and skills, and provides emotional support to the supervisee.
- 6. Evaluation criteria:** In order to reflect both the short- and long-term objectives of supervision, the criteria for evaluating supervisory effectiveness include staff satisfaction with supervision, job accomplishment, and client outcomes .
- 7. Involving parties:** From a holistic point of view, supervision involves four parties, namely the agency, the supervisor, the supervisee, and the client.

# Developmental Stages of Internship

<b>STAGE</b>	<b>INTERNS FEELINGS, BEHAVIORS AND THOUGHTS</b>	<b>FIELD INSTRUCTOR STRATEGIES</b>
Anticipation	<ul style="list-style-type: none"><li>• Excitement</li><li>• Anxiety about self, supervisor, co-workers, field site, clients, life context</li><li>• Worry about fitting in and having the knowledge necessary to do well</li></ul>	<ul style="list-style-type: none"><li>• Discuss learning objective</li><li>• Be clear about expectations</li><li>• Allay anxiety by discussing fears openly</li><li>• Plan and structure supervision time</li><li>• Provide encouraging feedback</li><li>• Challenge faulty assumptions about the work</li></ul>

# Developmental Stages of Internship (cont.)

<b>STAGE</b>	<b>INTERNS FEELINGS, BEHAVIORS AND THOUGHTS</b>	<b>FIELD INSTRUCTOR STRATEGIES</b>
Disillusionment	<ul style="list-style-type: none"><li>• Unexpected emotions</li><li>• Ethical issues and hard work expose a different side of practice outside of the classroom</li><li>• Questioning adequacy of skills</li><li>• Understanding breadth of demands</li><li>• Disappointment with supervisor/co-workers, clients or tasks</li></ul>	<ul style="list-style-type: none"><li>• Help student work through challenging issues</li><li>• Challenge students to face and explore ethical issues</li><li>• Model the process of ongoing learning and inquiry</li><li>• Help the student see the difference between classroom and real world</li><li>• Expose student to positive models of effective practitioners</li></ul>

# Developmental Stages of Internship (cont.)

STAGES	INTERNS FEELINGS, BEAHVIOIRS AND THOUGHTS	FIELD INSTRUCTOR STRATEGIES
Confrontation	<ul style="list-style-type: none"> <li>• Expectations have to be revisited</li> <li>• Students must explore interpersonal and intrapersonal issues</li> <li>• Confidence should be increasing as greater competence in the work</li> </ul>	<ul style="list-style-type: none"> <li>• Field instructor can provide encouragement and support to student</li> <li>• Assure and model commitment to excellence in work</li> <li>• Help in the understanding of the need for advocacy</li> </ul>
Competence	<ul style="list-style-type: none"> <li>• Shift to identifying with professional vs student</li> <li>• More productive in the work roles</li> <li>• Capable of completing more complex tasks</li> <li>• Investment in work</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce student to professional community</li> <li>• Discuss career and job strategies</li> <li>• Create more advanced learning tasks</li> <li>• Help student attend professional trainings</li> </ul>

# Developmental Stages of Internship (cont.)

STAGE	INTERNS FEELINGS, BEHAVIORS AND THOUGHTS	FIELDINSTRUCTOR STRATERIES
Culmination	<ul style="list-style-type: none"> <li>• End of field placement</li> <li>• Termination with clients</li> <li>• Case management issues</li> <li>• Redefine relationship with supervisor, coworkers, faculty, peers</li> <li>• Ending studies</li> <li>• Post internship plans</li> </ul>	<ul style="list-style-type: none"> <li>• Assist the student in termination</li> <li>• Help student feel pride in work</li> <li>• Recount the learning that has occurred</li> <li>• Assure student they are prepared for practice</li> <li>• Consider writing a letter of reference for student</li> <li>• Refer possible job opportunities</li> </ul>

# Supervisors' expectations of students

- **Always be professional:** That includes being on time, maintaining a professional appearance, attitude and attire, being reliable, and respectful.
- **Cooperation:** The ability to be cooperative and willing to work and learn alongside co-workers, colleagues, and peers is essential to a successful internship.
- **Initiative:** Interns are expected to complete whatever duties they are assigned. More importantly, however, is an intern's ability to be resourceful and to look around, see what needs to be done, and do it if they can.

# Supervisors' expectations of students (cont.)

- Willingness to learn: Learning about the job, assigned duties, the agency and the agency culture is important. Supervisors appreciate interns who know when to say, “I don’t know” or “I need help”.
- Willingness to follow directions: Following directions and being able to work on well-established routines without direction are valuable skills supervisors expect.
- Open and receptive to feedback: Among the many functions of a supervisor is to provide constructive feedback. An intern’s ability to take in feedback and integrate it into their learning and overall performance will go a long way in your internship and future professional experience in the field.

# Students' expectations of supervision

- **Training:** Provide training necessary for student to do the assigned tasks and duties. Students expect to be taught how to effectively accomplish the task at hand.
- **Communication:** Clearly articulate expectations of the student. Explain any important policies, rules, and regulations of the agency that the student should know. Additionally, clearly state any consequences should the student not follow rules and regulations, or if they don't live up to what is expected of them.
- **Professional development:** Help them develop new skills.
- **Be available:** for consultation on difficult cases and guidance.
- **Redirect their efforts:** when they make a mistake or need help to perform their work more effectively.

# Students' expectations of supervision (cont.)

- **Keep them in the loop:** Inform the student of any changes in their duties and responsibilities, and about anything else which affects the student and their work.
- **Provide feedback and evaluation:** Evaluate the student's performance including providing feedback on what they are doing well and make suggestions on how they can improve.

Ultimately, students want someone who will listen, teach and guide them into embracing and fulfilling their burgeoning professional identity.

# In Conclusion...

The supervisory relationship is both personal and professional. Supervision is recognized as one of the major determinants of the quality of service to clients, the level of professional development of social workers, and the level of job satisfaction of social workers.

We encourage Field Instructors to print this module and review with your assigned interns.



# References

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**THANK YOU**

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THE END