CSSW Workshop Supervision

12 /2/15

RMIT
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Agenda

Supervision and supervisory Relationships

Developmental approach to placement

Adult Learning Principles

Learning styles

Supervision in placement

Supervised practice in a **work place** environment which provides opportunities for **experiential learning** and **reflecting** upon relationship between **knowledge gained from study** and its **application** in the agency

Developing critical thinkers

- The process by which people learn to recognise how uncritically accepted and unjust dominant ideologies are embedded in everyday situations and practices….. Practice as a WHIRLPOOL OF CONTRADICTIONS….ZONE OF AMBIGUITY…the contrast between the neatness of professional training and the apparent chaos of clinical experience…(Brookfield, 2009, p.293-294).

Supervisory Relationships

- Consider a positive relationship with a supervisor that you have had

- What made it positive ?

What works? You actually know what works………..

▸ The relationship is central to good practice (Tsui and Ho, 1997; Davys and Beddoe, 2010;)

▸ Students want placement supervisors who are available, respectful, fair, objective, and who are knowledgeable and able to directly communicate their knowledge, encourage autonomy, observation and feedback and facilitate (Barretti, 2009, p 50-51)

▸ Benefits for supervisors in supervising students include mastery of new skills, enhanced self esteem, increased self awareness and capacity to analse their own work (Urdang, 1999)

▸ Little evidence that that supervisors improved greatly with experience alone (Worthington, 1987)

▸ Concepts and models consistent with Kolb's experiential learning cycle with reflection as one of the four phases was most used in supervision(Milne et al, 2008)

Key challenges

- The need to maintain balance between teaching, information giving and instruction and facilitating review and reflection

- Fostering of reflection in situations where there is limited experience overlaid with high levels of student anxiety

- Sources of anxiety potentially from nature of the work, interpersonal dynamics and student assessment

- Management of dependence-autonomy continuum as student's test their new knowledge and skills in the real world

Functions of Supervision (Morrison, 2001)

- Managerial/Normative

- Developmental/Formative

- Support

- Me

- What might be the tasks you would classify under each?

From Practitioner to Educator

- What qualities comprise a good role model

Reflections on the first few weeks

- **Confusion about what their role was in the agency**

- **Dealing with the culture shock of being at an agency and having clients**

- **Working out the learning plan**

- **Working out liaison visits**

- **Dealing with one hundred emotions at the same time**

- **"good, uncomfortable, happy, sad, useless, positive, elated, 'pissed off', a team player, a loner, inexperienced, ...but most of all, I feel that I'm a sponge, soaking up all that is going on around me"**

Developmental approach (Beddoe, 2000)

Begining phase - Construction

This phase includes activities such as

- planning, building rapport, clarifying expectations and establishing

- boundaries.

- Power differentials, the expression of difference, need for structure, autonomy and (in) dependence, need for approval and Self-awareness

Middle phase – Consolidation

This phase includes deepening trust

- reviewing expectations, testing boundaries and when necessary,

- managing conflicts

- Writing skills, stress and burnout, working with diversity, Occupational health and safety

Termination phase - Closure.

This phase includes evaluating the

- relationship, managing the emotional impact

- complete unfinished work, transfer work to ongoing workers, and complete unfinished

Stage	Practice learner response	Process of change	Strategies for support and development
Acute self consciousness	•Insecurity and uncertainty as temporary •Longer for beginning practice learner. •Anxiety when presented with task, sometimes paralysing	•Task should be manageable practice encourage and support to respond as professional practitioners •Direct information and advice required	Support, encouragement, anticipation of response and practising 'doing'
Sink or swim adaptation	•Understand something in the situation to which they can respond •insensitive and preoccupied •may be a longer stage •talk practice intently •struggle to put it into practice, understand the purpose behind it or respond with the level of sensitivity expected •Dependent on approval or disapproval from others	Discrete tasks to undertake. Encouragement, stimulation and challenge Support to learn from their mistakes Identify ways in which their approach could have been enhanced	Repeated activities, support encouragement
Understanding the situation without power to control it	•Beginning understanding but not always able to take appropriate action. •Understand the appropriateness of professional behaviours and the priorities in practice. •Can intervene appropriately in the practice situation, not always consistent in response	•Support and challenge to try out different ways of working • Try out skills in new areas •Challenges required to consider why actions were taken •how practice skills can be improved and developed.	•Support, encouragement, challenges to learn from practice experience, stimulation to analyse situation, •assistance to respond sensitively and consistency
Relative mastery	•Practice learners understand and control their activity and practice •Experience becomes Integrated •Relate new skills to old •Apply knowledge to the solving of problems •More independent and monitoring their own actions	•Progress in new areas •Maintaining supervisory relationship that creates space for ongoing critical reflection Ongoing development of knowledge and skills	•Challenging supervisor support and encouragement to take on news areas

Anxiety and stress

- Expect student anxiety

- The empathic supervisory relationship addresses and reduces anxiety

- Other commitments: both work and family

Case Study: How might we begin the relationship with Jack ?

- Jack has been placed with you, he is a male aged 21. He has little idea of what social work is about, but chose it because he wanted a vocational qualification. He has heard that there are many jobs available for social workers in your agency. He is keen to do well in this placement in the hope that he may be offered employment at the end of his course.

Learning styles questionaire

Adult Learning Principles

- • the adult learner is an autonomous learner and able to direct her or his learning

- • the adult learner brings life experience to learning. This life experience provides a valuable resource for new learning

- • a higher level of learning is likely if the learner is able to use life experience in the generation of new knowledge

- • new knowledge is directly applicable to real-life situations in the present rather than the future.

Figure 10.2 Reflective Learning Model for students

Source: Reproduced with permission from Davys, A. and Beddoe, L. (2009) 'The Reflective Learning Model: Supervision of Social Work Students.' *Social Work Education* 28, 8, 919–933, available at www.informaworld.com.
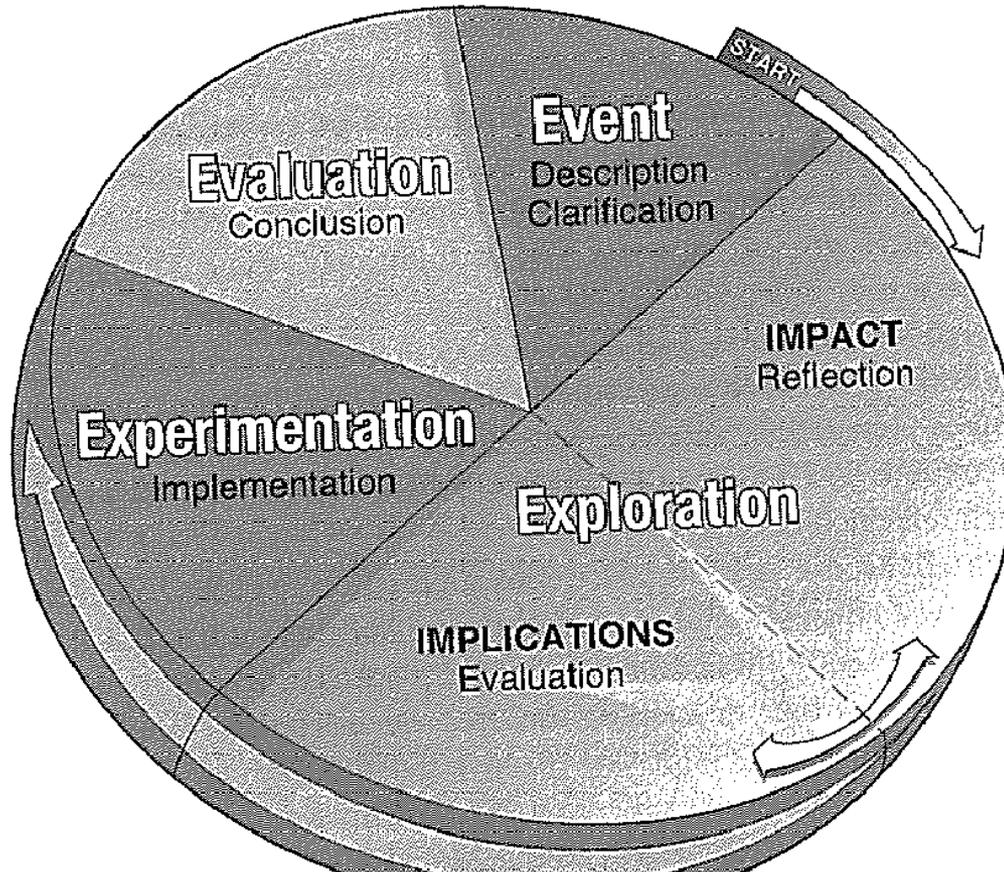
EVENT

- Identify priority to discuss in supervision

- Encouraging the telling of the story which provides student perspective and enough detail to understand the issue and then to hold the student and problem in broader context

- What does the student wants from the supervision ?

Exploration : Impact

- This is where the issue is explore/understood and potential solutions developed

- IMPACT

- Student encouraged to reflect on issue;

- How it has impacted on them;

- What meaning this event has in terms of current or previous experience; how has she felt about issue/ how has she responded to these feelings; what ideas, thoughts, judgements and opinions

- To help student locate herself in the event

Exploration: Implications

- Move beyond the focus on student to a broader focus on the context of the event with reference to policy, legislation, treatment options and professional ethics

- Supervisor needs to assess the student's knowledge and awareness from the discussion; ask questions to promote reflection on power and authority
  - How she might have wanted it to be?
  - What was her goal?
  - What was her role ?

Experimentation

- Explicitly attends to how students will move forward with the issue ?

- Is this the best plan?

- What are the limitations ?

- What will happen if plan fails?

- What resources are needed ?

Evaluation

- This marks the conclusion of the period of learning and it's important to reflect on placement challenges and progress