



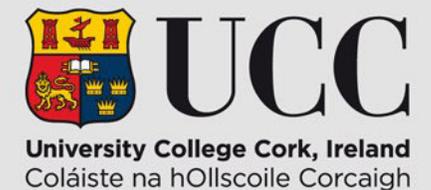
NATIONAL PRACTICE TEACHING IN SOCIAL WORK INITIATIVE

Supervising Social Work Students



Fiachra Ó Súilleabháin & Olwen Halvey

School of Applied Social Studies
University College Cork



Where we come from, What we bring ...



Our Source of Material



Lee Shulman



David Kolb



Tony Morrison

Service Learning (Shulman 2007)

“How are they educated ... where knowing is not enough? You have to be able to do, to act, to perform. Even that's not enough, because in addition to knowing and performing you've got to become the kind of human being whom the rest of us can trust to perform with integrity, responsibility, honesty, and – dare I use an old-fashioned word – virtue?”

(Shulman, 2007, p. 13).

Social Work: Our role in the World!

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing" (IFSW).

CORU Code of Professional Conduct and Ethics for Social Workers (2019)

1. Act in the best interests of service users
2. Respect the confidentiality and privacy of service users
3. Maintain high standards of personal conduct and behaviour
4. Use social media responsibly
5. Comply with obligations regarding registration
6. Address health issues related to your fitness to practise
7. Obey laws, regulations and guidelines
8. Comply with requirements for the protection of children and vulnerable adults
9. Act within the limits of your knowledge, skills, competence and experience
10. Keep your professional knowledge and skills up to date
11. Obtain consent from service users
12. Assess service users' capacity to consent where necessary
13. Communicate effectively with service users and others involved in their care

14. Act in accordance with the principles of open disclosure

15. Assist, advise and support colleagues, recently qualified registrants and students

16. Teach, supervise and assess students and other professionals

17. Supervise tasks that you delegate to others

18. Keep accurate records

19. Assess health, safety and welfare risks

20. Raise concerns about safety and quality of care

21. Maintain adequate professional indemnity insurance

22. Demonstrate ethical awareness

23. Respect the rights and dignity of service users

24. Avoid conflicts of interest

25. Undertake research in an ethical manner

26. Make sure that any advertising is truthful, accurate, lawful and not misleading

27. Responsibilities specific to Social Workers

CORU Code of Professional Conduct and Ethics for Social Workers (2019)

27. Responsibilities specific to Social Workers

You must:

- not knowingly work with a service user with whom you have or have had a personal relationship that may compromise your professional practice
- if you are working with people under a legal mandate, respectfully and clearly state your legal responsibilities and the potential consequence of non-cooperation and also clarify those matters which are open to negotiation and agreement
- seek and engage in supervision in professional practice on an on-going and regular basis, in line with your knowledge, skills, competence and experience.

You *should*:

- promote social justice in your practice, through:
 - challenging negative discrimination and unjust policies and practices
 - respecting diversity, different cultures and values
 - advocating for the fair distribution of resources based on identified levels of risk/need
 - working towards social inclusion.

Let's hear from you?

1. What does supervision look like in Social Work Practice?
2. Define student social work provision?
3. What are the similarities or differences in supervising students and workplace supervision?



Supervision and Professional Development (Hawkins and Shoheit, 1989)

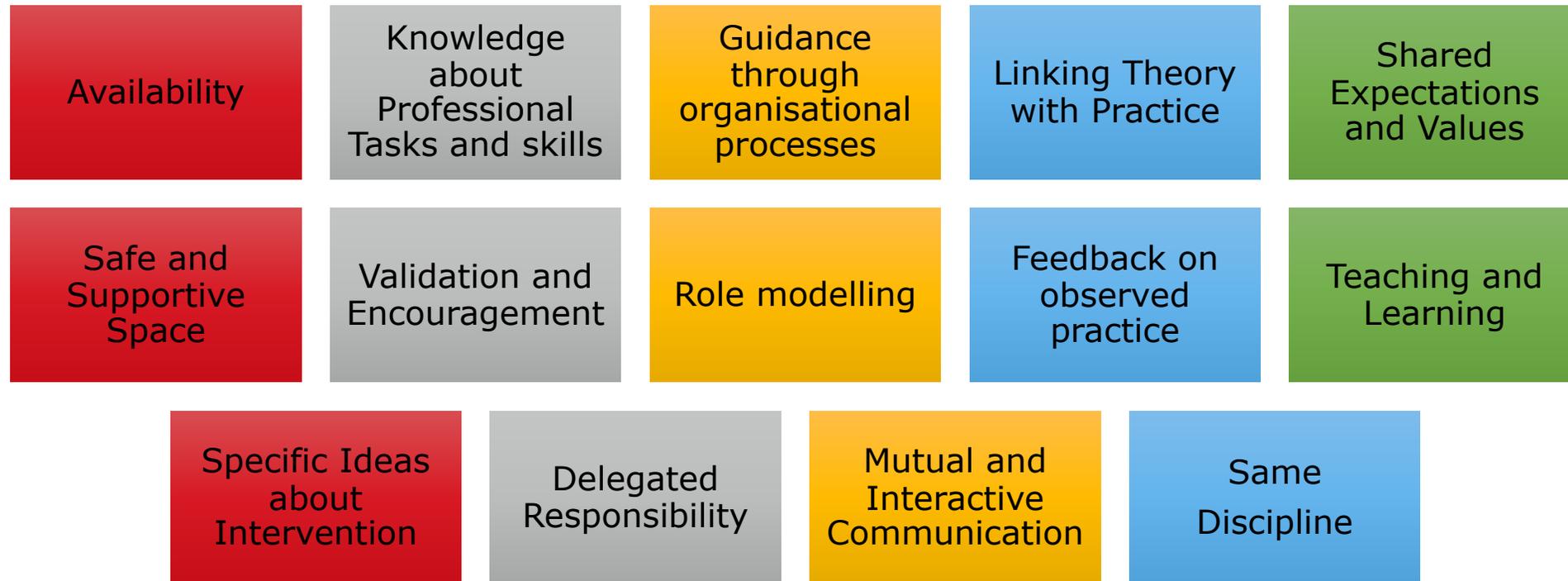
Level 1	Level 2	Level 3	Level 4
Dependent on Supervision	Fluctuates between dependence and autonomy Over-confidence vs overwhelmed	Increased professional confidence Supervision more collaborative Overview of user in context and more fluid adjustment to user's changing circumstances	Professionally autonomous Able to conceptualise and generalise Capable of supervising and teaching
Childhood stage	Adolescent stage	Adult Stage	Sage
Novice	Journey-person	Craftsman	Expert

Supervision and Professional Development (Hawkins and Shohet, 1989)

Level 1	Level 2	Level 3	Level 4
Dependent on Supervision			
Childhood stage	Adolescent stage	Adult Stage	Sage
Novice			

Students on placement are generally in the Novice category!

Supervisees value:



(CWDC, 2010)

Students' views about the Supervisory Relationship:

Social work students consistently report that **the supervisory relationship is the key to their learning.**

It predicts satisfaction with all aspects of the field experience (Bogo, 2006; Fortune *et al.*, 2001; Knight, 2000).

Cleak, H., Roulston, A., & Vreugdenhil, A. (2016). The inside story: A survey of social work students' supervision and learning opportunities on placement. *The British Journal of Social Work*, 46(7), 2033-2050.

<https://doi.org/10.1093/bjsw/bcv117>.

Students' entry into placement supervision:

Students usually begin the supervisory experience with **apprehension**, recognizing the fear of having to perform, to be intellectually and professionally honest, and **having to be graded and evaluated by the supervisor** (Schneider & Berman, 1991).



Ketner, M., Cooper-Bolinsky, D., & VanCleave, D. (2017). The meaning and value of supervision in social work field education. *Field Educator*, 7(2)

The Onus is on Practice Educators!

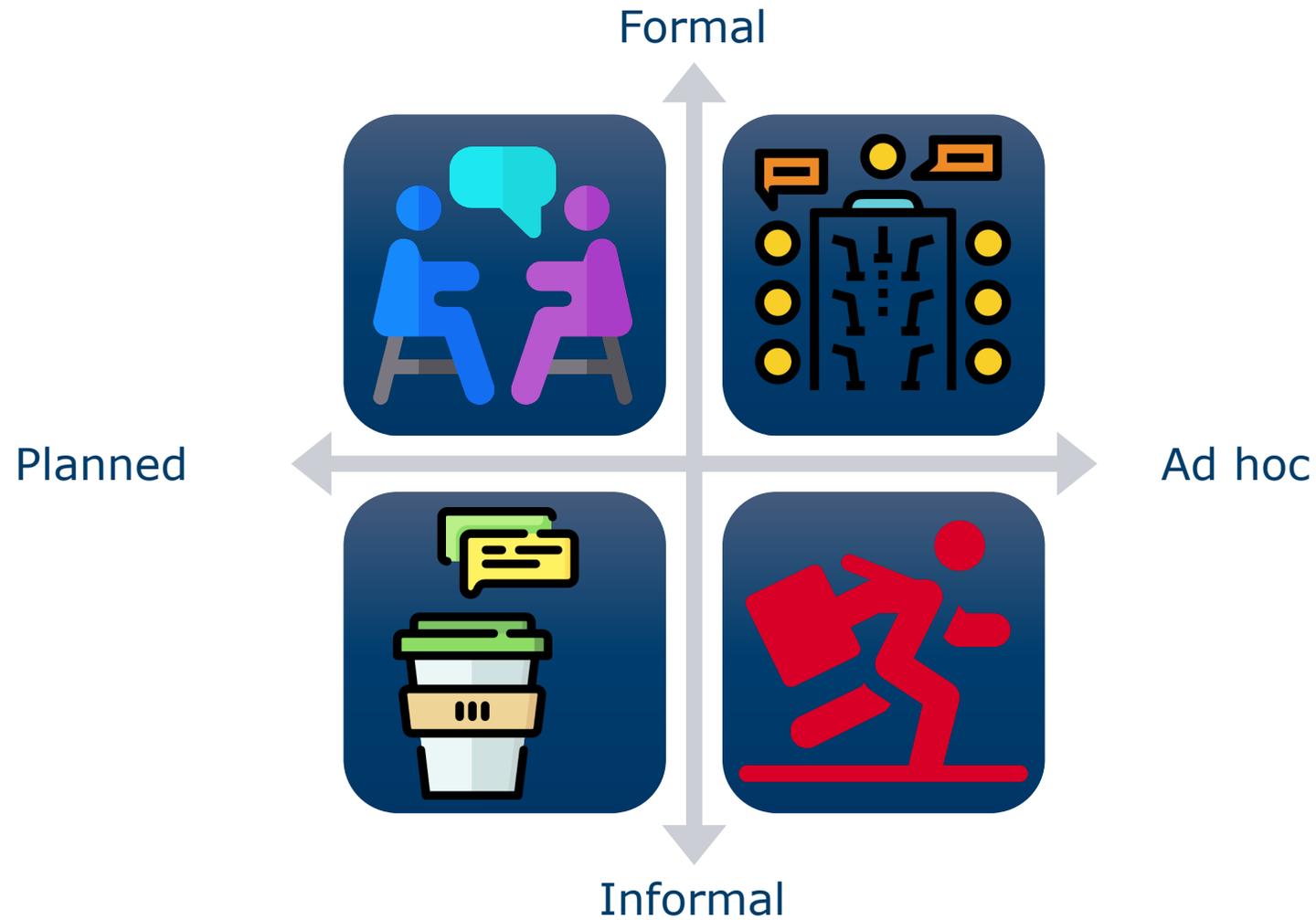
Many social work students do not know how to initiate and sustain a relationship with field instructors (Everett et al., 2011).

Ketner, M., Cooper-Bolinskey, D., & VanCleave, D. (2017). The meaning and value of supervision in social work field education. *Field Educator*, 7(2)

So, what does that mean for you?

The Practice Educator need to take the lead ... to foster trust in the supervisory relationship ... to mentor, to listen, ... to decide the timing and manner and format of feedback.

Supervision on Placement: Spaces and Places



4 x 4 x 4

Stakeholders x Functions x Elements

Supervision:
The sum of all parts?

Morrison

Management

Development



Support

Mediation

The Functions of Supervision



Supervision Functions

Supervision is...



Supervision is not...

- Counselling
- Consultation
- A License to vent

Giving Feedback

- Bogo, Regehr, Power, and Regehr (2007) cautioned that giving only positive feedback is not conducive to student learning!
- A strong, well-established relationship between supervisor and supervisee needs to be in place to enable the giving and receiving of more critical feedback.
- Giving feedback should be systematic, timely, clear, and invite dialogue.

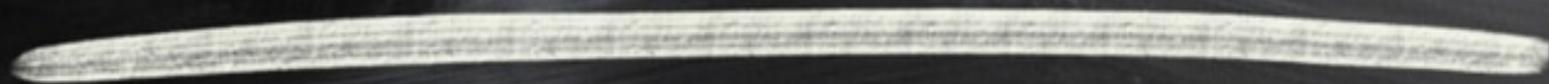
Students value the function of Supervision in their learning journeys:

\\ Supervision to me is a time for me to ask any questions, bring up any concerns and getting to debrief about any cases I was involved in during the week that had remained on my mind. I feel like supervision recharged me because I was able to get everything out that I may have been holding in during the week and got to ask questions if I hadn't already got them answered by staff. //

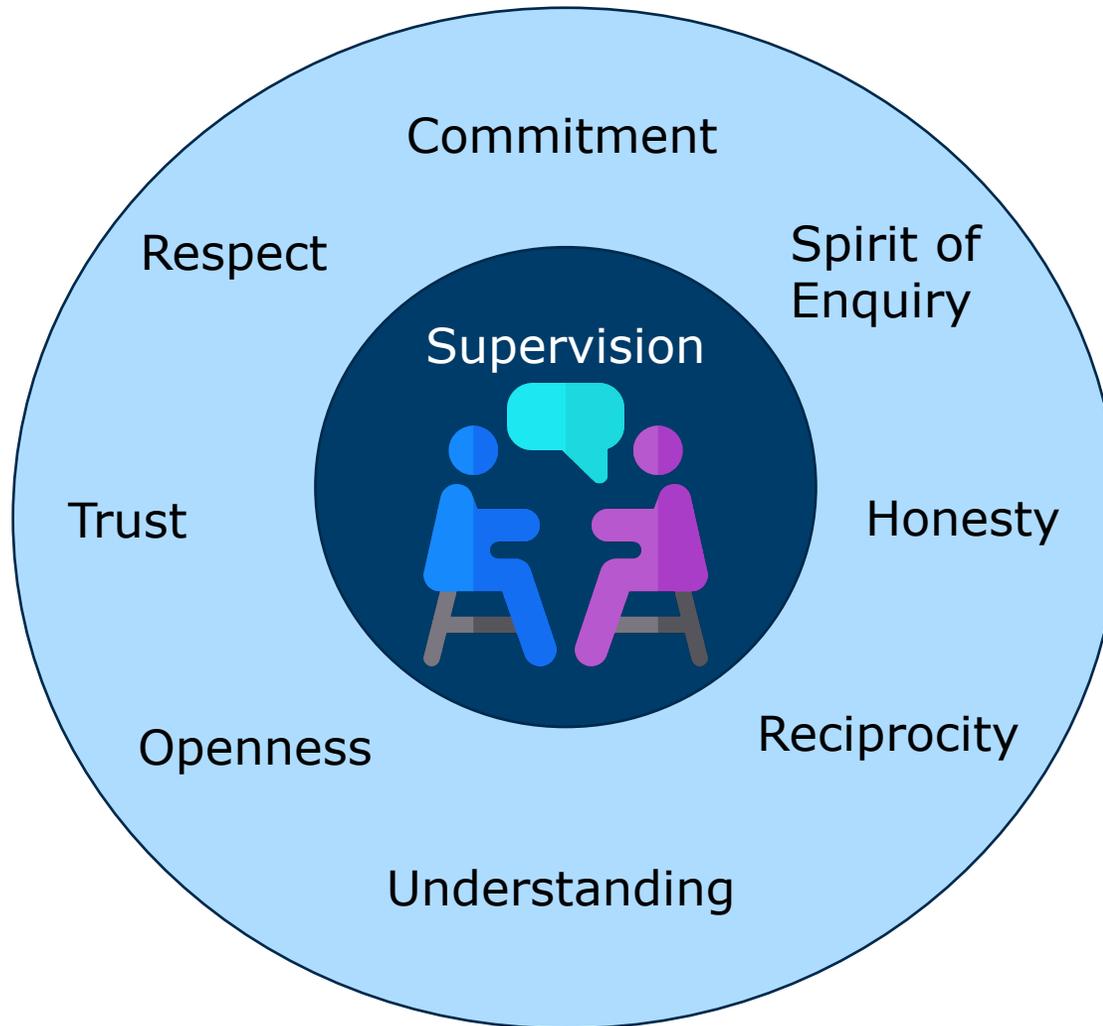
Student Participant in Ketner et al. (2017)

Ketner, M., Cooper-Bolinskey, D., & VanCleave, D. (2017). The meaning and value of supervision in social work field education. *Field Educator*, 7(2)

We BuILD
relationships



Foundations of a good supervisory relationship



These principles underpin the importance of the supervision contract.

Supervision Histories:



Supervision Histories?

Suggested questions to generate discussion

- Tell me about your experiences of being supervised in the past, if you have any experience?
- What do you think are the differences in social work supervision and task-based management (such as your prior experience in ...)?
- Can you identify a supervisor in a work/volunteer space who has been helpful to you in the past?
- What did they do that was helpful? Why was that important to you?
- What was it about that supervisor that you found particularly helpful?
- Did demographic factors such as similarities or differences in terms of age, gender, ethnicity, class, sexual orientation, disability etc. play a part in the level of trust established?
- Have you had experience of supervisors who worked ethically and collaboratively with you or did they misuse the authority of their role? If so, how?
- Have your views about what makes a 'good' supervisor changed since you started your social work programme?



Why ask about students' past experiences?

It incites reflection.

It sets an inquiring tone to the supervision space.

It provides shared insight into the student's learning style – what works for them?

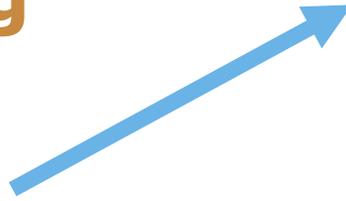
It honors and respects previous experiences – positive and negative?

It provides an opportunity to discuss power as well as dignity and respect in the learning space (including racisms, heterosexism, exclusion, harassment, discrimination etc).

The elements of Supervision

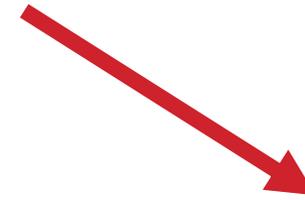
Creating and Maintaining
Learning spaces

Kolb's Learning Cycle



Experience
'The story'

What happened?
What was my experience?
What was the service-user's experience?



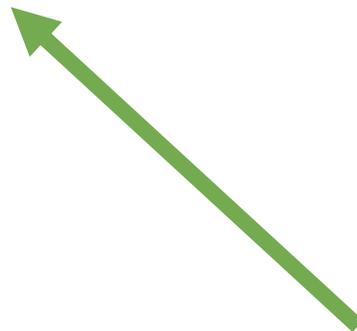
Reflection
'Feelings'

Feelings about the story?

Making sense of
my
experiences

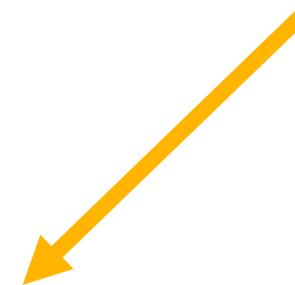
Action Plans
What next?

What is the next chapter in the story?
What will I take from the experience?
What are the implications for me?



Analysis
Seeking to understand

What does the story mean?
For the service-user?
For me?
For the service?
What went well/not well? Why?



Activists

*Enjoy the here and now
Dominated by immediate
experiences*

Pragmatists

*Keen to try out ideas,
theories and techniques
to see if they work in
practice.*

Honey and Mumford's Learning Styles

Theorists

*Think problems through step-
by-step, in a logical way.
Like to analyse and make
sense of situations*

Reflectors

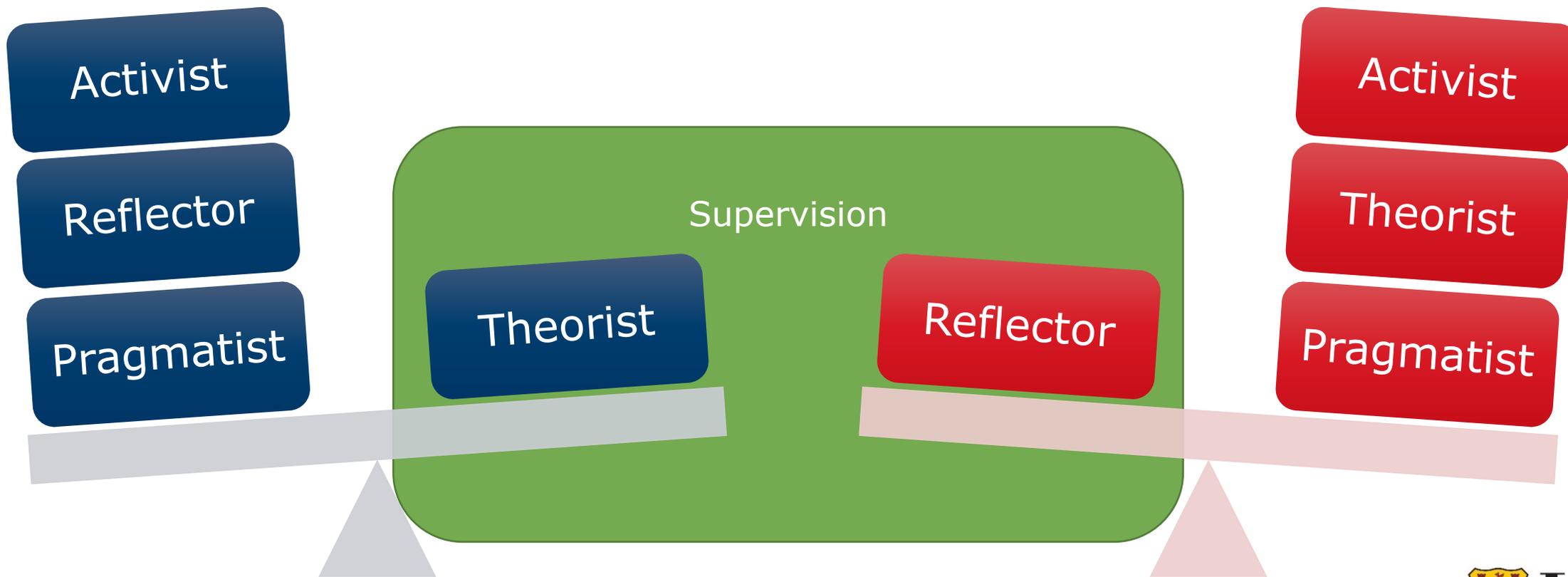
*Like to sit back, ponder
experiences and
observe them for many
different perspectives*

Practice Educator's

Learning Pattern

Student's

Learning Pattern

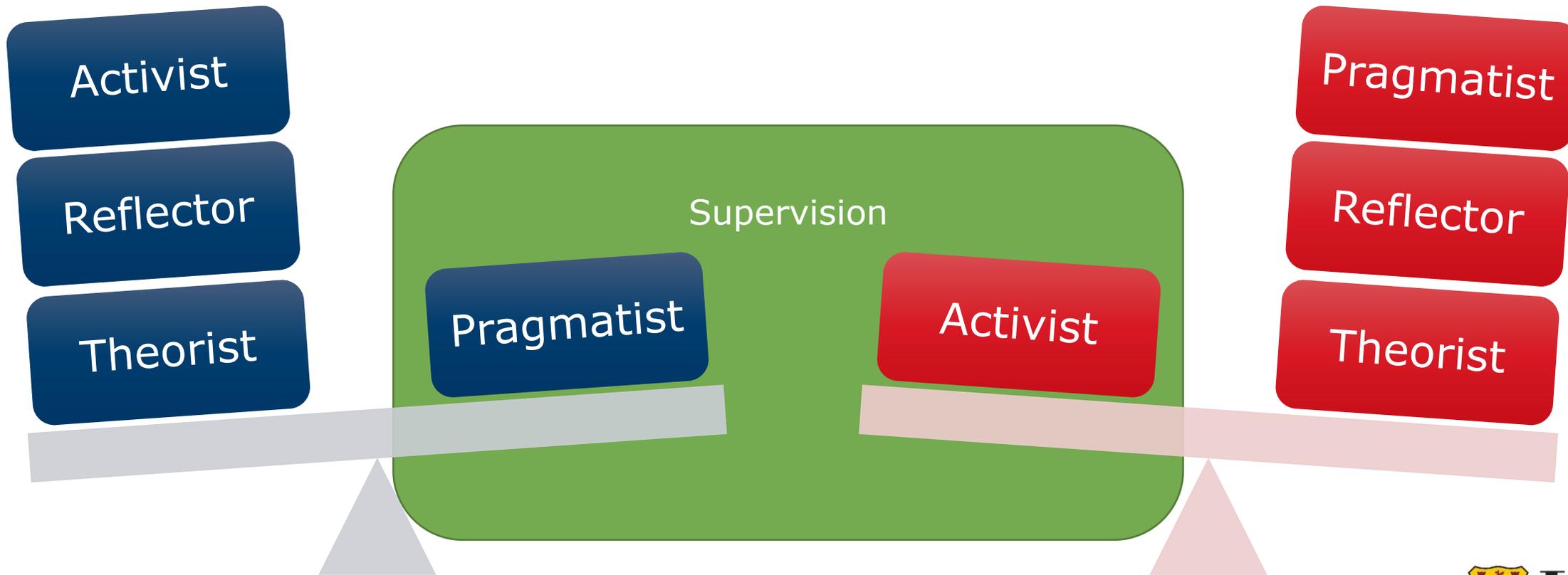


Practice Educator's

Learning Pattern

Student's

Learning Pattern



The Short Circuit

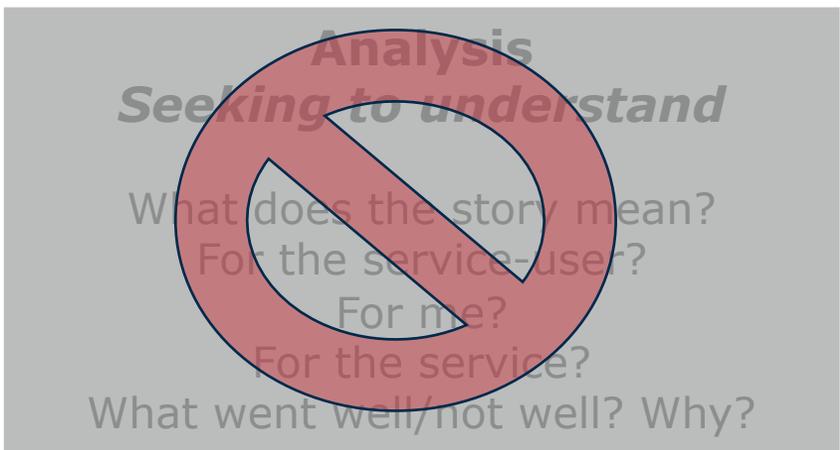
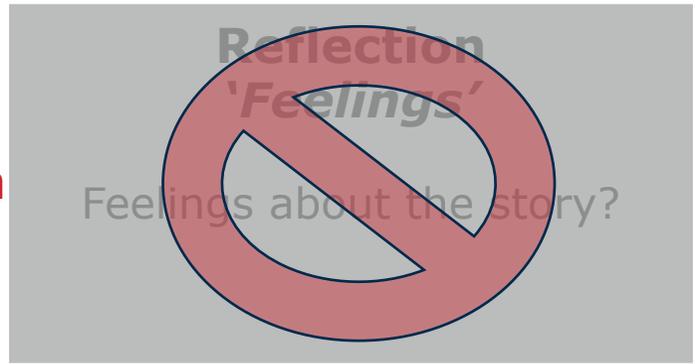
Experience
Here and Now

Problem recurs
Same issues repeated

Active Experimentation
Quick fix

No
Reflection

No
Analysis

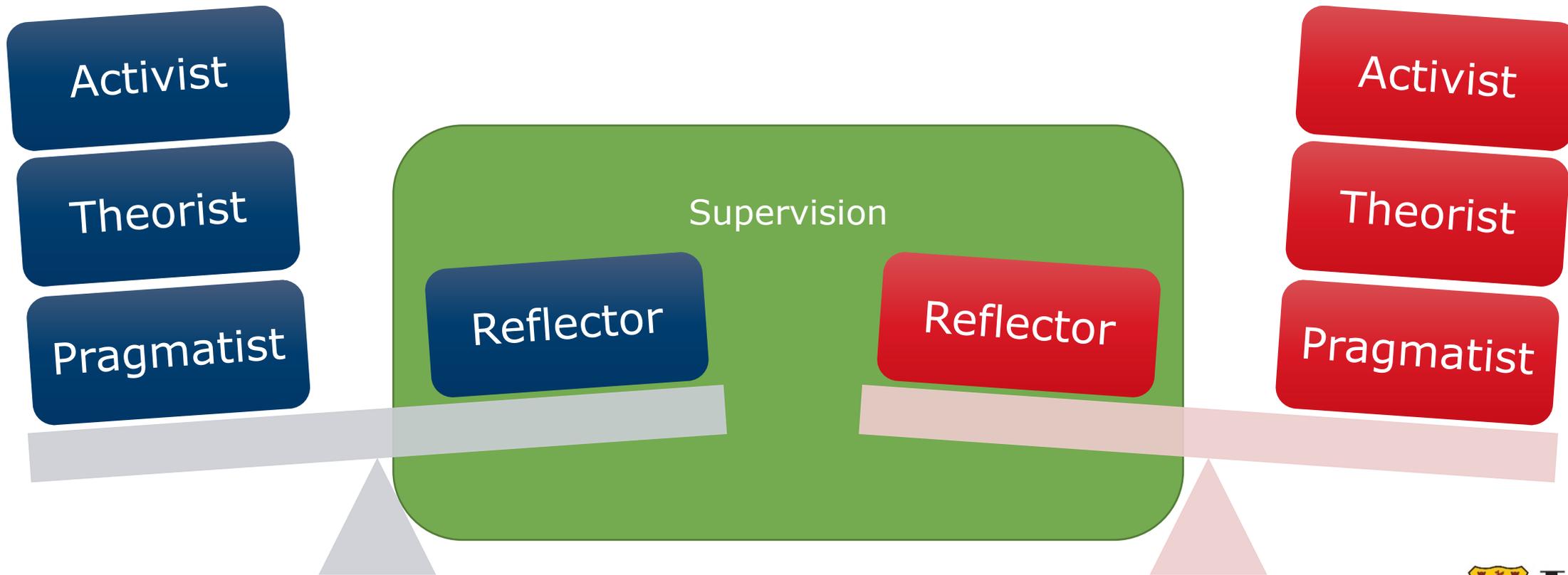


Practice Educator's

Learning Pattern

Student's

Learning Pattern



Experience
'What's the problem?'

The Emotional Depths

Reflection
'Feelings'

Feelings about the story?

No Decisions

No Analysis

Result:
Stuck in the emotional impact

Action Plans
What next?

What is the next chapter in the story?

What will I take from the experience?
What are the implications for me?

Analysis
Seeking to understand

What does the story mean?
For the service-user?
For me?

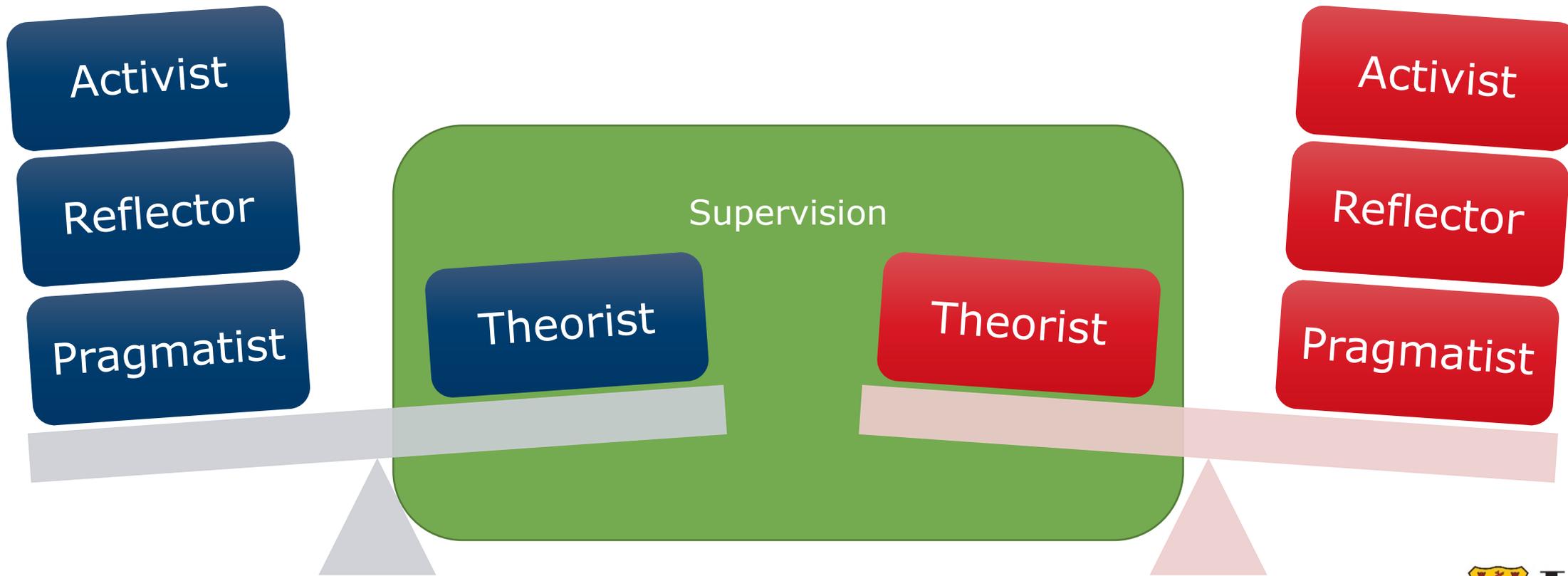
For the service?
What went well/not well? Why?

Practice Educator's

Learning Pattern

Student's

Learning Pattern



Experience
'What's the problem?'

**Stuck in
the Mud**



No Decisions

**No
Reflection**

Result:

ANALYSIS PARALYSIS

Analysis
Seeking to understand

What does the story mean?
For the service-user?
For me?
For the service?
What went well/not well? Why?

Action Plans
What next?

What is the next chapter in the story?

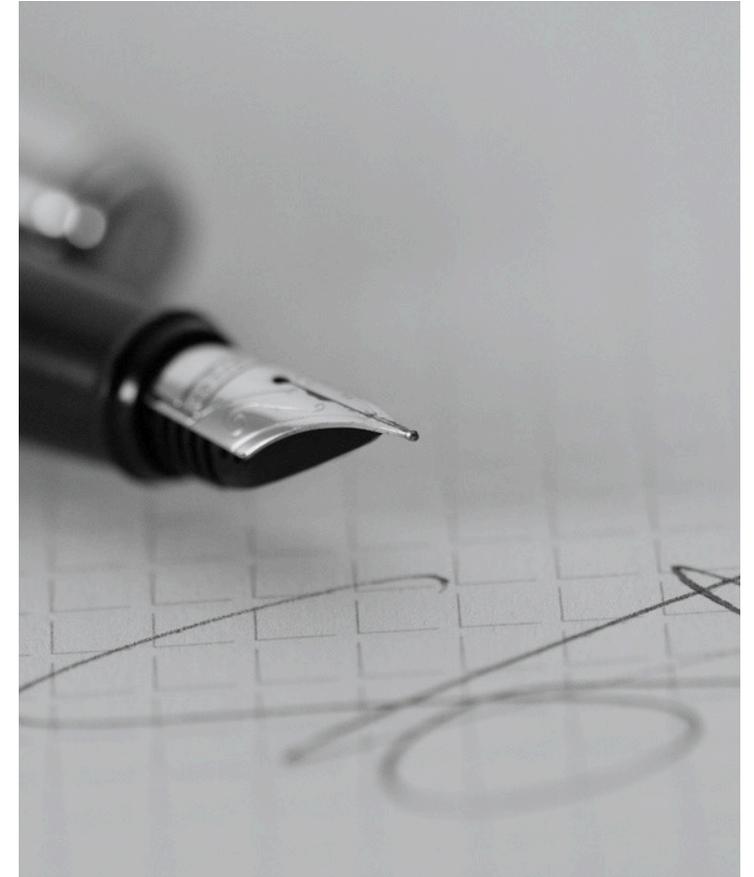
What will I take from the experience?
What are the implications for me?

Reflection
'Feelings'

Feelings about the story?

So what can we do in Student Supervision about Learning Styles?

- **Consider discussing your learning styles in the beginning phase of placement**
 - Discuss each other's learning styles.
- **Use Kolb's Learning Cycle / and Honey & Mumford Learning Styles** to chart case discussions/learning incidents.
- **Be vigilant about drifting into one learning space**
 - Self awareness
 - Honesty – recognise and value different approaches
 - Openness to feedback
 - Willingness to move



Placement Supervision: Emphasising Stakeholders



Supervision and Service-users

Why did we start with this definition?

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing" (IFSW).

Because:

- Social work is and should be a service-user focused profession!
- Therefore, the service-user experience should be central to supervision – especially with students.
- Their experience is mediated by us and through us...so we need to remember that in supervision.

Inciting students'
critical reflection:
Student
Supervision in
Context

***What does
social work do
in, for and
with society?***

Care versus Control

Transformation versus
Reformation/Maintenance

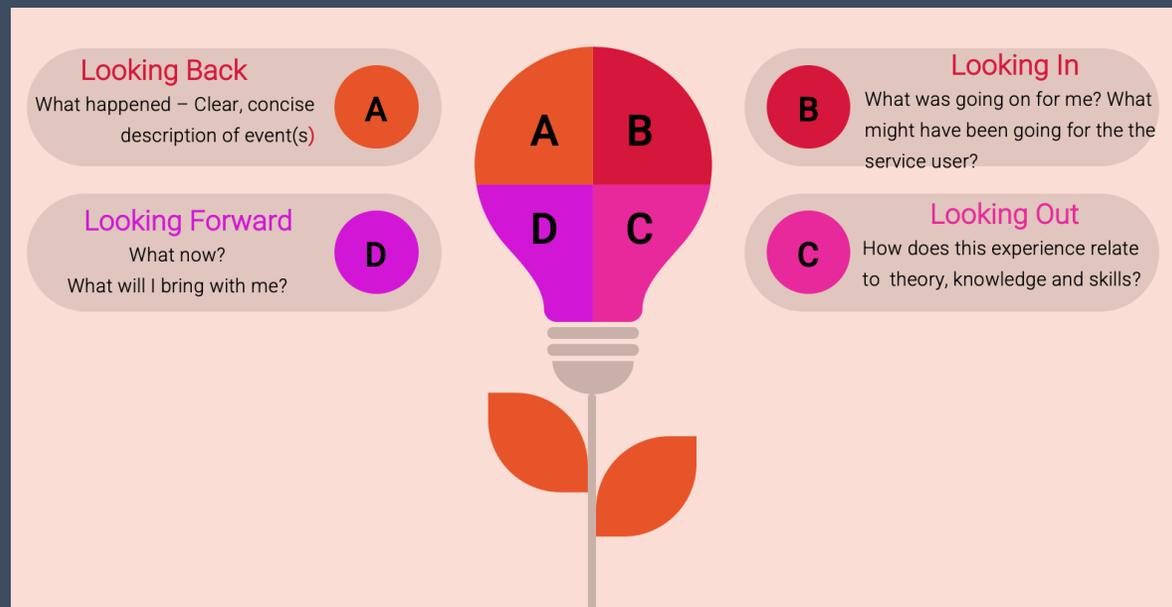
Regulation versus Emancipation

Responsibilisation versus
Relational/Systemic

Powerful versus empowering

Amplifying the Reflective Cycle in Supervision

Connect and Embed personal learning to wider structural systems



Why is critical reflection helpful to placement learning?

It reinforces a socially just approach to practice.

It is not value neutral and reminds students that fairness and equity underpin their work.

It prompts students to look beyond their experience, the specific incident and to see the broader context.

It encourages the capacity to explore and tolerate uncertainty - it enables students to understand that they are not expected to have all the answers at the end of a student placement/learning enquiry.

Adapted for student placements from Fook, J., & Gardner, F. (2007). *Practising critical reflection: A resource handbook*. McGraw-Hill Education

Placement Supervision
Triad

Collaborative
Learning
Environments



Student – University – Fieldwork Setting: Collaborative Learning



- Respectful attitudes
- Clear policies and procedures
- Positive and engaged leadership
- Concern for service-users
- Clear roles and responsibilities
- Sense of belonging, mutual support and shared responsibility
- Clear and open communication
- Positive engagement with other stakeholders
- Commitment to resolve conflicts
- Acknowledgement of feelings
- Commitment to explore practice
- Differences acknowledged and valued
- Supervision seen as a priority
- Theory and research used to assist practice
- Commitment to learning and development
- Willingness to receive constructive feedback
- Positive use of team meetings
- Active participation with and from service-users

A final mantra for Students and for Practice Educators:



"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style."

Maya Angelou

