

Supervision Guideline

**For Pusat Dukungan Anak dan Keluarga (PDAK)/
Child and Family Support Centre Social Workers
in Working with Children and Families**



Susan Morwood

Supervision Guideline

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The International Save the Children Alliance is the world's leading independent children's rights organization, with members in 30 countries and operational programmes in 120 countries.

Yayasan Sayangi Tunas Cilik is the implementing partner of Save the Children International in Indonesia. We fight for children's rights and deliver lasting improvements to children's lives worldwide.

- Our Vision is a world in which every child attains the rights to survival, protection, development and participation.
- Our mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives

Our values:

- Accountability
- Collaboration
- Ambition
- Collaboration
- Creativity
- Integrity

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The first workshop on the guideline has been carried out in May 2015 and then followed with second workshop in July 2015 after participants practiced supervision and made consultation with Susan through email. Participants are case workers and senior case workers from PDAK/Child and Family Support Centre Bandung, Yogyakarta, Cianjur, Yogyakarta and Lampung.

This project was carried out with support from ANCP DFAT Australia Government. Karen Flanagan, Child Protection Technical Unit Manager from Save the Children Australia has provided communication and inputs for Terms of Reference and the development of the guideline. Many thanks Susan, Tata and Karen for this piece of work that will strengthen social work practices with children and families in Indonesia.

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Part One: Introduction and definition

Guideline Statement

1. These guidelines:
 - Define and formalise the supervision structure and process
 - Highlight the roles of all parties involved in supervision, the areas to be covered in supervision, criteria for selection of supervisors and the importance of adequate resourcing for supervision
 - Outline minimum standards of access to, and quality of supervision across PDAK services
 - Define supervision responsibilities at the level of the organisation, district, service, supervisor and case worker
 - Highlight the role of supervision in relation to performance and development of staff and case management governance.

Underlying principles

1. Social work supervision is a formal process that encompasses administration, education, support and reflective functions. Supervision is about both the empowerment of staff to develop best practice case management services, whilst meeting agency service parameters and ensuring children and their families receive quality care.
2. Supervision is a core function of PDAK services –all staff of PDAK case management services receive supervision that is explicitly resourced, planned, managed and evaluated.
3. Supervision is integral to PDAK staff's mental health, case management role requirements and job descriptions.
4. Clinical supervision is one aspect of a wider framework of case management governance activities that are designed to support staff, manage and monitor the delivery of high quality services and effective outcomes for children and their families.
5. Ongoing supervision for all PDAK staff involved in the delivery of case management services is critical to ensure quality assurance in case management, regardless of experience and level of appointment.
6. A variety of supervision models may be used, depending on the research evidence, best practice, context and staff requirement.

7. Effective and ethical supervision means that PDAK supervisors are trained, can demonstrate recency of training and experience, and participate in supervision of their supervision.
8. Access to supervision and supervision training is to be supported by a range of methods for the provision and development of all participants' knowledge and skill sets. These methods to take into consideration the level of competency of the participants and the context of the case management services being delivered.
9. Supervision is coordinated within PDAK and it is the responsibility of the districts/facilities to manage and ensure the efficiency, effectiveness and availability of clinical supervision.
10. Supervision will be audited, evaluated and documented at an individual practitioner, district and program level.
11. Clinical supervision involves appropriate information management and confidentiality processes.

Supervision defined

Case manager Social work supervision is a designated interaction between two or more case managers, within a safe and supportive environment, which enables a process of reflective, critical analysis of service provision, to ensure quality care and service delivery to children, their families and community.

Social work supervision incorporates the three elements of education, support and accountability. To work successfully the case manager requires a varying combination and changing quantity of all three aspects of supervision. The combination of each will depend on the supervisee's skill level, personal and professional context and complexity of the children and families they are working with.

Supervision can be both formal and informal. Formal supervision occurs on a regular basis, within a specific time frame and has a defined agenda. Informal supervision occurs in response to a practise or professional issue, which by its nature, requires thought and planning at the time of the event or soon after.

Purpose of supervision

Supervision is a formal process of professional support and learning which enables individual case managers to:

- develop knowledge and skills competence
- manage and allocate work load
- reflect and receive feedback on the content and process of their work
- explore ethical implications and associated work dilemmas within case management services
- identify measures to manage workplace stressors
- assume greater responsibility for their practice
- clarify boundaries between the practitioner, consumer, clinical supervisor, line manager, and others such as referring agents
- plan and utilise their personal and professional resources more effectively
- enhance consumer protection and safe high quality consumer care
- develop accountability for the quality of their work and offer assurances to those who monitor that accountability.

Part Two: Supervision contract

The development of a supervision contract is an essential element of the supervision relationship. The contract is a formal documentation of key expectations and goals of the supervisory relationship. The supervision contract is required to be developed at the start of the supervision process and to be reviewed regularly, a minimum of every twelve months.

The contract covers both the conduct (time and place) and content (what is to be discussed).

What does the supervisee/supervisor need to prepare for the meeting?

- What notes/reports are required to be brought to supervision?
- Who will be told about what is said in supervision and when will this happen?

Standard of conduct of supervision

Quality of the supervisory relationship

The quality of the supervisory relationship is fundamental to performing the functions of supervision. The establishment of a supervisory relationship based on mutual trust and respect between the supervisor and supervisee is fundamental for the provision of effective supervision. In a safe and trusted reflective space the supervisee is then able to explore the challenges of critical self-reflection and professional growth.

Organization of supervision

The supervisor, in consultation with the supervisee, is responsible to establish a time and place for supervision to occur.

- Timing of supervision to occur within work hours for both the supervisor and supervisee
- Frequency of supervision to meet best practice standards and take into consideration the case manager's knowledge and skill development requirements, personal and professional issues as well as complexity of client allocation.
 - o Recent graduates (less than three years) receive the equivalent of weekly supervision for the minimum of an hour
 - o Competent case managers fortnightly supervision for 1.5 hours
 - o Attendance at staff meeting and professional development training does not acceptable substitutes of supervision
- Should the supervisee require further supervision time how this is to occur to be discussed with the supervisor at the time of supervision.

- Supervision to occur in an environment which meets work place practice standards:
 - o Confidentiality of discussions of sensitive client and professional material
 - o Occupational Health and safety standards

Negotiating the supervision contract

- Take a supervision history –
- Previous supervision styles that were previously useful
- Gaps in training and knowledge
- Commitment of supervisee to the process
- Case workers values, motivation and style and how they developed them
- Acknowledge skills and contribution to case practice
- Acknowledge the power differences and how these will impact on the supervision relationship
- Clarify the organizational requirement for supervision and responsibility for reporting

Organization of the supervision session

The supervision session requires an agenda to be developed for each supervision session, how this is developed is part of the supervision contract. There are a range of options for development such as the supervisor and supervisee bringing the agenda items to the session and a discussion then occurs to prioritize the items. The agenda may be set prior to the meeting via emails, or at the end of the previous session. How the agenda is developed is less important than its development. The supervision contract outlines the agreements for the process of the development of the agenda so that all parties are clear on the time frames and specific responsibilities for the identification and acceptance of agenda items.

The agenda for supervision

The agenda may include:

- Feedback on the previous session
- Urgent tasks/cases/issues to address
- Case allocations
- Plan for issues/resources required to undertake tasks
- Review of outcome of previously identified tasks for case manager and their client
- Case discussions -Work with a client is presented and knowledge and skill frameworks that exist/need developing identified
- Goals for client work identified/reviewed
- Strengths and areas for development in knowledge/skills identified
- Goals set for skills/knowledge development
- Review of skill development outlined
- Occupational health and safety issues
- Debriefing time- how are you going with the work

Documentation of supervision

Information in the supervisee's record can be used for:

- Evidence of supervisee's performance
- Case load management
- Occupational health and safety

Both the supervisor and supervisee has a responsibility to document the supervision session

Supervisor documents:

- Details of supervision, names, date and time of supervision
- Supervisee's attendance or absence from supervision
- Observed practice- direct observation, progress notes, video/audio
- Skill and knowledge strengths and challenges
- Children and families- assessment, goals and progress
- Number and difficulty of children and families
- Training needs, strategy and evaluation
- Occupational health and safety issues
- Any specific directions given to supervisee's about case management
- Ethical and professional strengths and challenges
- Case note/report writing goals and how theses are monitored
- Discussion of secondary practice issues (team relationships, response to work demands)
- Personal or carer development

Supervisee documents:

Supervisee is responsible to document in their supervision notes:

- Goals for continued learning
- Issues for further development in terms of professional or personal management
- Responses to Occupational health and Safety issues

Supervisee is responsible to document in client files:

- Case material discussed and decisions made in supervision to be placed on the case file as evidence of tasks set, accountability and quality assurance- Who is required to take what action by when.

Process of supervision

Supervision can be seen as having three aspects: administration (normative), education (formative) and support (restorative).

Administration

The supervisor creates opportunities for the supervisee to develop good working standards that are in the best interest of the children and families they work with, meet the policies of the organisation and are within the code of good behaviour and the law.

- Provides access to and current information on agency policies and relevant legislation
- Identifies and organizes training required in this area to meet practice standards
- Manages work load so that the supervisee is able to conduct their work to meet case practice and Occupational health and safety requirements.

Education

The supervisor helps the supervisee develop skills and understanding about the way they work and the needs of the people they work with.

- Regular space for reflection on both the content and process of their work
- To receive information and another's perspective on both process and content of the work
- To develop understanding and skills within the work
- To receive information and another's perspective concerning the work

Support

The supervisor works with the supervisee on how they are emotionally managing the work stresses and demands. Explore the joys and accomplishments of the supervisee in the work, as well as the challenges of the job.

- Validated and supported as both a person and a worker
- To make sure the worker is not left managing on their own difficult situations, people and problems

Feedback style

Feedback by the supervisor is an important element in supervision. Feedback is not always easily accepted, particularly when it involves feedback in areas the supervisee has had difficulty. In order to increase the usefulness of feedback it is to be:

- Clear- be clear about the feedback to be given
- Owned- feedback is one person's opinion not an ultimate truth
- Regular- Feedback is given regularly about successes as well as challenges
- Balanced- Feedback is balanced with what worked as well as what could have been done differently
- Specific- Feedback which is specific and includes an example from the material discussed facilitates understanding, relevance and learning.

Specific responsibilities for supervisors and case managers

In the development of a respected and trusted supervisory relationship there are specific rights and responsibilities of each party.

Supervisor's rights

- Provided with the resources (time, material and monetary) to provide regular quality supervision
- Access to appropriate training in both the areas of service delivery and supervision
- Provided with resources to undertake their own supervision

Supervisor's responsibilities

- Develop a safe space for the case manager to speak about their work in their own way
- Give useful feedback
- Support the case manager explore and clarify their thinking
- Share information, knowledge and skill appropriately
- Challenge practice which is considered unethical, unwise, incompetent
- Challenge personal and professional blind spots
- Be aware of professional and ethical obligations to provide quality services to the employer, client, professional group and community
- Attend professional supervision for a minimum of one hour a month
- Maintain training and currency in supervision skills

Case manager's rights

- Provided with the resources (time, material and monetary) to access regular quality supervision
- Receive supervision which identifies both strengths and areas for development in practice
- Access to appropriate training in areas of service delivery and supervision skill development
- To raise difficult issues for assistance
- To get feedback and direction on case management and case work

Case manager's responsibilities

- To identify practice issues which they need help in
- To develop a level of trust in supervision to share their work issues
- Identify what type of response is useful to them
- Be open to feedback
- Request feedback by more clear if it was not understood
- Ask for feedback that has not yet been given and would assist in the development of skills and knowledge
- Monitor tendencies to justify, explain, defend
- Discriminate in what feedback is useful
- Be aware of professional and ethical obligations to provide quality services to the employer, client, professional group and community

Part Three: Quality of practice

Best practice standards

Working to ensure children are protected from harm requires sound and professional judgments to be made. It is demanding work that can be distressing and stressful. All those involved in this work should be able to access a range of supports from peers, managers and other key professionals.

Those people providing identified supervision support such as managers and peer supervisors are required to have advanced skills, knowledge and training in both their particular area of expertise as well as in the skills of supervision.

Their knowledge of the provision of quality supervision should be current and take into consideration up to date knowledge of legislation, policy and recent research to safeguard and promote the safety and well being of children and their families.

Meeting organizational standards

Supervision to meet the needs of the supervisee within the organization's administrative guidelines.

- Monitoring of work load based on a formula which takes into account the number and complexity of cases
- Review of written work, case files, written reports, letters and emails to be reviewed on a regular basis until an agreed level of confidence and competence is reached
- Client outcomes regularly discussed, goals identified and monitored
- Discussion of the case workers' relationships within the service system they work to identify tensions between significant partner agencies
- Discussion of the complexity of ethical issues identified and addressed
- Supervisee's long term professional development needs are identified, goals set and a plan for achievement developed

Ethics



Working with children and families at risk creates a rewarding and challenging work place. Complex ethical issues can quickly arise in the process of case management due to a mix of each case worker's own value base, the complexity of the child and family's situation, availability of resources, responses from other professionals, demands of the job and personal life challenges.

PDAK ethical framework to consider the identification of ethical dilemmas and required responses are:

- Human dignity and worth- every child has the right to live safely in their family
- Social justice- equitable distribution of resources, fair access to public services to meet children's best interests
- Service to humanity- work to allow children to meet their potential in their family, foster care or out of home care
- Integrity- case managers uphold a high quality of professional conduct and behave with dignity and responsibility
- Competence- PDAK values proficiency and competence in case management practices
- Priority of client's best interests- case managers will work toward the best interest of the child as a priority, having reasonable considered the needs of other people involved.
- Conflicts of interests- will be identified and PDAK informed to enable those involved to develop a solution
- Self determination- Case managers will work to enable children and families to make informed decisions about their futures and work to resource them in the making of these decisions

- Informed consent- Case managers will work with children and families so they understand the decisions about their future they are making and have the required information to make these decisions and give their informed consent
- Confidentiality- Case managers will take care that records kept contain information only for the purpose that is required to benefit the client. These records to be documented in a way that is respectful of the child and their families. Only necessary information for the benefit of the child or family is disclosed to other professionals. When possible, the child and their family give written/verbal permission for this information to be disclosed.
- Supervision will focus on the work being undertaken and not become preoccupied by the emotional and psychological needs of the supervisee undertaking the work. Should this occur the need for a referral for personal work will be discussed with the supervisee.

Confidentiality of supervision

In general supervision remains confidential between supervisor and supervisee. If there are issues raised in supervision that require the breach of confidentiality of supervision (Occupational Health and Safety or Duty of Care requirements etc.), the supervisee will be informed of this need to breach confidentiality as soon as practicable.

Process of release of information from supervision

- The supervisor will inform the supervisee of the reason for release of information from supervision to be made and the details of to whom, when, how and for what purpose.
- As appropriate this will also be given to the supervisee in writing a week prior to the release of information.
- The supervisee has the right to give verbal and/or written response to the material being released and this will be included in the final document.

In general information from supervision remains confidential, but may be used as the basis to complete performance management reviews as agreed by the supervisee and supervisor.

Selection of supervisors

The effectiveness of supervision requires the supervisor have a professional and personal level of competence in both the PDAK case management role and in the delivery of effective supervision.

- A minimum of five years of case management practice
- Competency in areas relevant to supervisee's needs
- Same or higher level of practice skills than supervisee
- Competency in supervision skills
- Current supervision training
- Attendance of own supervision a minimum of once a month
- Commitment to the delivery of supervision services to a high level as outlined in these supervision guidelines

Managing conflict

Supervision will not be successful in achieving the identified objectives if there is unresolved conflict in the supervisory relationship. The supervision contract is required to set out the steps for conflict resolution that fits with PDAK policy.

1. The supervisee and supervisor to discuss concerns professionally and respectfully in supervision
2. A nominated and agreed upon third party to be identified in the supervision contract to act as dispute resolution facilitator
3. Agency management to arbitrate in the conflict to develop steps to resolution

Evaluation and review of supervision

To occur between the supervisor and supervisee on a regular identified time frame and address:

- What was useful or could be done differently by both the supervisor and supervisee?
- Review learning objectives for supervisee
- Identify training needs
- Identify good practice and how to do more of this
- Identify areas for change and goals for development in these areas to occur in the next review period.

Audit of supervision within PDAK

On average an audit of supervision practice to occur every two years.

- Where and when supervision is occurring
- What is addressed in supervision
- Impact of supervision on practice
- Supervisor's recent training undertaken
- Examples of best practice
- Audit of worker management issues and how these have been resolved

Remedial action should supervision guidelines not be met

Quality assurance systems are required should supervision guidelines not be met by either the supervisor or supervisee. Such systems will meet organizational policies and guidelines for performance management. Supervisor and/or supervisee informed of:

- Expectations of their role in supervision, as set out in these guidelines
- Process of evaluation and audit of supervision
- Process for managing conflict
- Performance management policies and processes

Part Four: Case allocation matrix

This case allocation matrix was developed by participant in the supervision workshop held on 27 to 29 July 2015.

It is a suggested model for the consideration of the level of challenge of cases and the ability of the case manager.

The number of cases allocated to each case manager is discussed with the case manager in supervision and noted in the supervision contract.

Case managers are expected to work with five separate cases across a six month period and be able to bring each case to either the evaluation or termination stage.

Competency level of case manager

Level	Competencies	Experience
Level 1	Basic understanding values, knowledge of child development & social work	0 – less than a year of experience
Level 2	Fair understanding values, knowledge of child social work, child protection, case management, networking, good parenting, CSP, attachment, resiliency permanency planning	1 - 2 years with previous experience of handling various of cases
Level 3	Good understanding values, knowledge of child social work, child protection, case management, networking, good parenting, CSP, attachment, resiliency, permanency planning, basic advocacy	More than 2 years with previous experience of handling various of cases

Case difficulty scale

Challenges	Geographical (Distance etc)	Risks & Safety	Complexity
Level 1	Municipal & nearest districts	Minimum Risks	Single issue
Level 2	Nearest districts (6 hours travel back & forth, including the event)	Moderate	Maximum 2 issues collated
Level 3	Further districts (more than 6 hours travel back & forth and possible for stay overnight, including the event)	Severe	More than 2 issues collated

Case allocation matrix based on level of skill of case manager and level of case complexity

Supervisee Level	Case Difficulties		
	Level 1	Level 2	Level 3
Level 1	4	1	0
Level 2	2	2	1
Level 3	1	1	3

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- Appendix: 1 Supervision Contract
 Presentation by participants of workshop 2

Appendix I: Presentation by participants of workshop 2

Save the children Indonesia Supervision training

Lets start to develop our relationships

- Your name and organization
- How long you have been a supervisor
- Number of people you supervise
- 1 aspect of your supervision you are proud of

Content for the workshop

- Defining supervision
- Supervision v's management
- Model's of supervision
- Process and content of supervision
- Introducing the Guideline of Supervision
(1st Draft)

Content for day 1

- Defining reflective practice
- Defining supervision
- Benefits of effective supervision
- The supervisor- roles and responsibilities, skills and knowledge
- Supervision v's management
- Workplace challenges and support

Reflective practice

A process that occurs now to think about the past in order to do better in the future.

A process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice.



Reflection- your own experience of supervision

Think about the supervisors you have had:

- What helped/hindered?
- How did you respond then?
- What has been the influence of this experience on you now?

Supervision

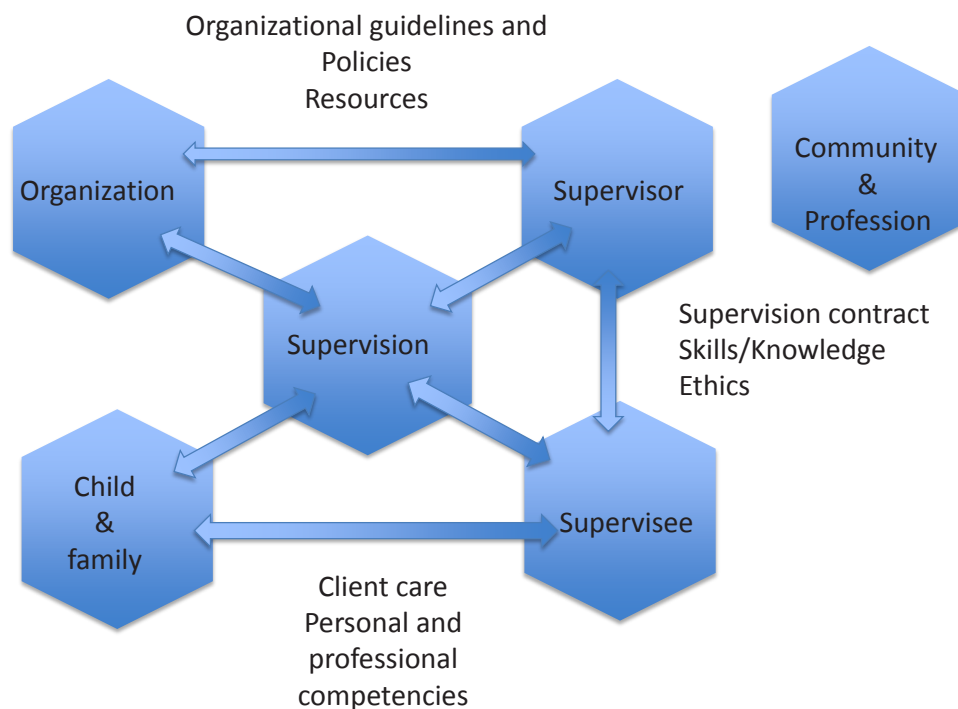
Primary purpose of supervision is to ensure the quality of client care whilst the social worker can learn and grow professionally.

Jane Campbell (2000)

Supervision requires mediation between the organisation and the worker, with the supervisor being an advocate on behalf of the organisation, the worker, and the social work profession.

AASW Supervision standards (2000)

The centrality of supervision



Benefits of effective supervision

Benefits for interagency work	Benefits for clients
Benefits for PDAK program	Benefits for case managers and supervisors

Benefits of effective supervision in child protection: Tony Morrison

Benefits for multidisciplinary work <ul style="list-style-type: none"> Helps workers to interpret the policy and approaches of other agencies Promotes the importance of collaborative relationships with other agencies Prepares practitioners for interagency meetings Helps clarify –practitioners role with other agencies 	Benefits for clients <ul style="list-style-type: none"> Practitioners are purposeful with their intervention with families Risk assessments are more fully formed and better articulated Clearer plans are developed More observant of strengths and risks More emotionally resilient
Benefits of Effective Supervision	
Benefits for the Child Protection Program <ul style="list-style-type: none"> Clearer communication across all levels Improved consultation with team members Lower turnover rates More professional workforce Greater respect from other agencies 	Benefits for practitioners <ul style="list-style-type: none"> Clearer role accountability Work is reviewed Effective feedback is given Judgements reflected upon Assessment issues reviewed and clarified Professional development attended to Emotional resilience promoted Poor practice challenged Worker valued and not isolated Team work is enhanced

The supervisor

Roles and responsibilities



Skills and Knowledge



Reflection on your current role as a supervisor

Step 1 - Individual reflection

Think of your current role as a supervisor.

What are the roles and responsibilities you are performing every day?

What are the skills and knowledge you use regularly in your supervision?

Step -2 Small group reflection

Create a list of:

- Roles and responsibilities
- Skills and knowledge

Which of the above are listed most frequently

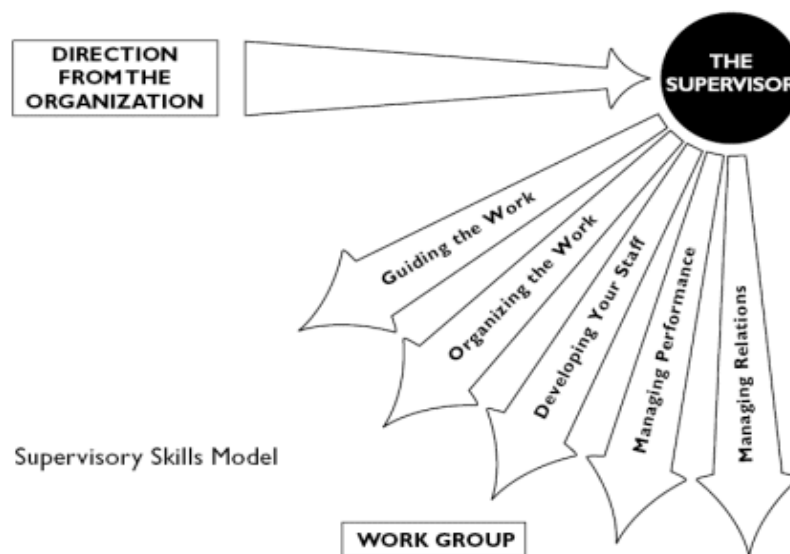
The 'good enough supervisor'

The 'good enough supervisor':

- Understands their own strengths and limitations
- Care about the people you supervise
- Care about the outcomes for children and families
- Seek to continuously improve the way you deliver supervision

Tony Morrison (2001)

Supervisory skills model



Supervision v's Management

Supervision

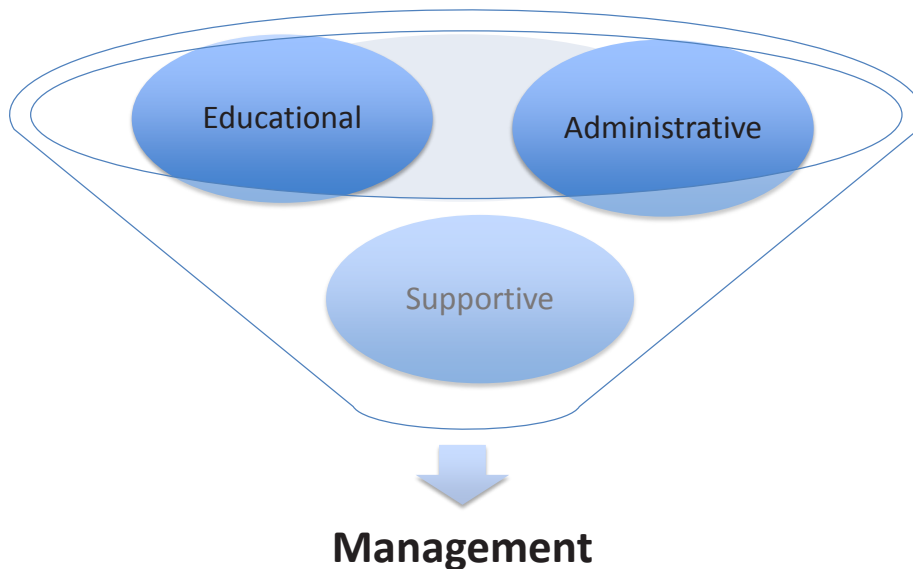
An organised time and ongoing process of reflection on practice.



Management

The organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of defined objectives

Management



Management

The organisation and coordination of the activities of a group of people in accordance with certain policies and in achievement of defined objectives of the organization

Develop relationships and environments that enable people to work together and respond to change

Supervision

Reflective practice facilitated by the supervisor to support the supervisee:

- Understand the strengths of and challenges to their skills and knowledge
- Reflect on the case material to develop an understanding of the issues, goals for change, strategies to achieve these goals, resources required and process of evaluation
- Manage the personal and professional challenges of the work so they remain enthusiastic and committed to their work

Qualities of effective supervisors

The better the supervisor's:

- Self-esteem
- Communication ability
- Personal congruence
- Role flexibility

the more likely the supervisory relationship will foster exploration, learning and development.

Virginia Satir (in Campbell, 2000)

Welcome to Day 2

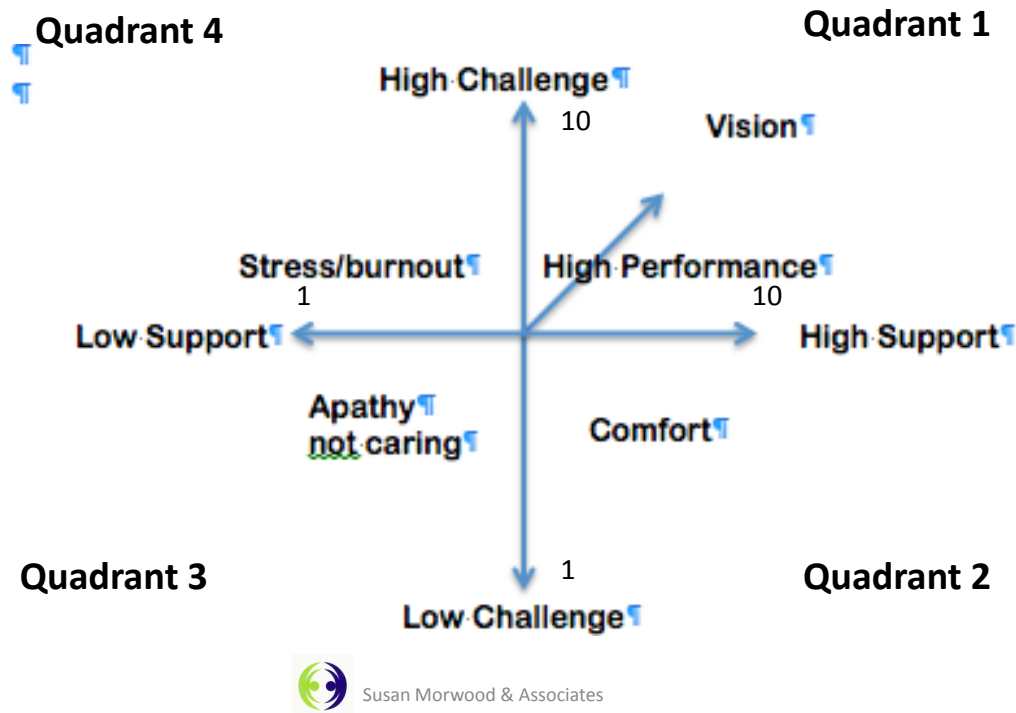
- Review of yesterday
- Check learning goals

Agenda

- Challenges and support
- Proctor's model of supervision
- Seven eyed supervisor

Work place - Challenges and Support

(Cassedy, 2010 P. 80)



High Support

High challenge Quadrant 1

- Leads to motivated and challenging work places
- Supervision -support the supervisee hold onto to their successes and use this energy, skills and knowledge to work through the next level of challenges.

Low challenge Quadrant 2

- Supervisee beginning practice and new relationship in supervision
- Supervisor can use coaching and educational skills
- Advocating for further training and skill development for supervisee



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Low support

Low challenge Quadrant 3

- Supervisee is experienced
- Supervision relationship established
- Supervision is about the strengths and challenges in an open and free environment

High challenge Quadrant 4

- Supervisee is experienced
- Work is challenging
- Supervision is not available or useful
- Without high level of alternate support, burn out and stress at work may develop.



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Challenges & Supports in Supervision

Thinking about a Supervisee :

- Mark on the scale of challenges where they are in their work
- Mark on the scale of support where they are in their work
- Transfer this to the challenges and support graph



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Reflection

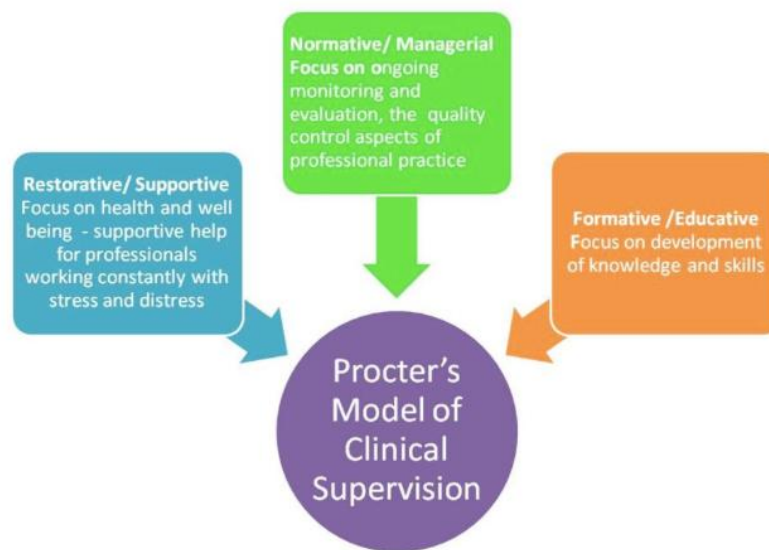
Self reflection

- What does this mean for the supervisee?
- What does this mean for you the supervisor?
- What does this mean for supervision?

Group discussion

- What was it like to reflect on the challenges and level of support for your supervisees.
- What would it be like to do this exercise for yourselves?

Proctor's model of supervision



Normative

The supervisor helps the supervisee to think about their work and develop good working standards that meet policies of the organisation, it is in the client's best interest and is within the codes of good behaviour and the law.

In the Normative phase

Skills- Rapport building, listening, development of trust, goal setting, clarification, advising, demonstrating, explaining, offering opinions

Supervisor is able to:

Model ethical behaviour

Carry out administrative tasks

Competent to supervise at this level

Understand there are issues that cover- agency/ professional/ personal

Formative

The supervisor helps the supervisee develop skills and understanding about the way they work and the needs of the people they work with.

A time for:

Reflection- what worked, do better next time

Feedback- what worked, what could be added to skills knowledge set

Skills used in the Formative phase

Skills:

Listening skills, Empathy, Goal setting
Coaching, Mentor, Monitor, Facilitate

Able to:

- Reflect on practice
- Put theory into practice
- Encourage and enthuse supervisee

Restorative

The supervisor works with the supervisee on how they are emotionally managing the work stresses and demand.

Explore the joys and accomplishments of the supervisee in the work as well as the challenges of the job.

Restorative- goals and skills

To explore:

- What the supervisee is reluctant to talk about and why
- Joys of the work and learning process

Supervisor is:

- Non judgmental; nurturing, calm & generous
- Can share their skills, knowledge and experience, including mistakes

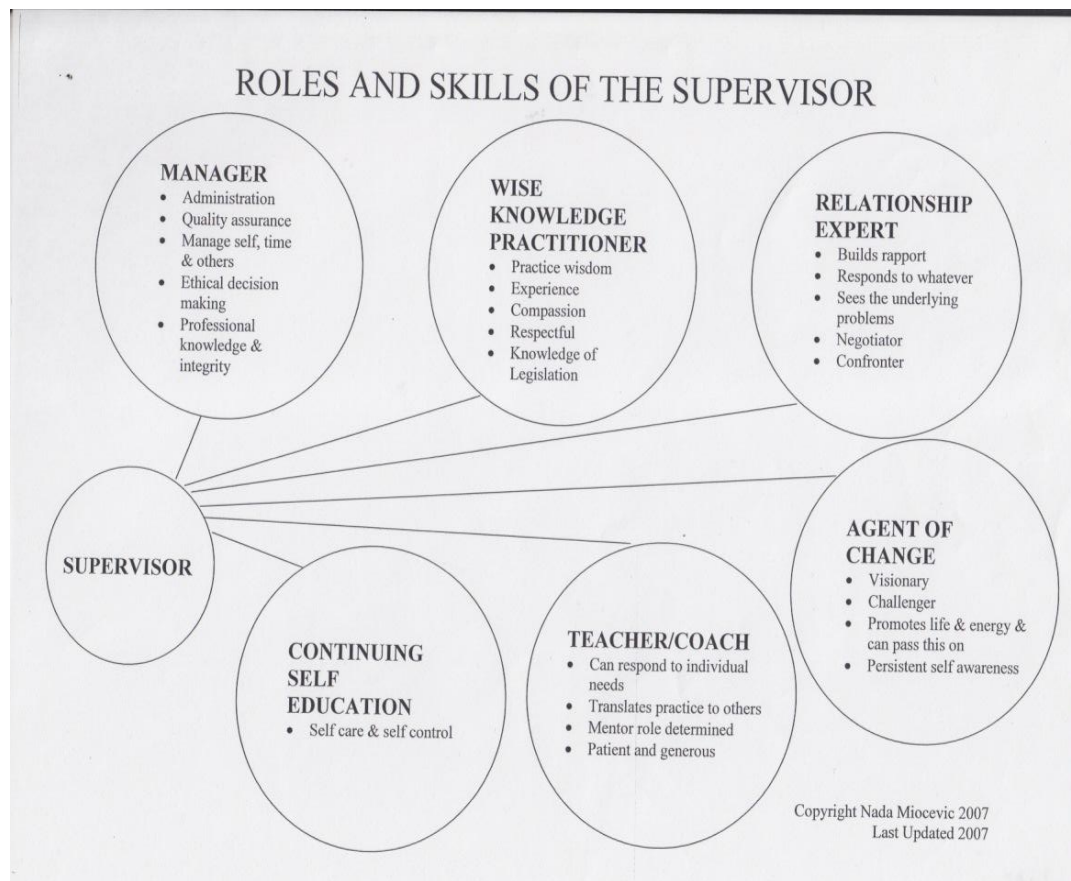
Small group

List the qualities, skills and tasks you as supervisors need in each of the three phases of supervision.

Normative

Formative

Restorative



Small group exercise: Skills in supervision

Supervisee

Supervisor

- | | |
|---|---|
| <ul style="list-style-type: none"> • List the skills your supervisee requires to undertake the case manager role • level of skill requirement • Beginning, competent advanced case manager | <ul style="list-style-type: none"> • List the skills you require as a supervisor • Beginning, competent, advanced |
|---|---|

Welcome to Day 3

Agenda

- Review of yesterday
- Check learning goals
- Supervision- how do you currently do it?
- Administrative and reflective supervision
- Supervision contract
- Who supervises the supervisor?
- Impact of good supervision
- Ethical practice

Day 3- Process of supervision

- Supervision- how do you currently do it?
- Seven eyed supervision model
- Administrative and reflective supervision
- Supervision contract
- Who supervises the supervisor?
- Impact of good supervision
- Ethical practice

How do you currently 'do' supervision

Small group discussion

How do you conduct supervision

Document supervision

Manage occupation health and safety

Give feedback

Manage conflict

Others

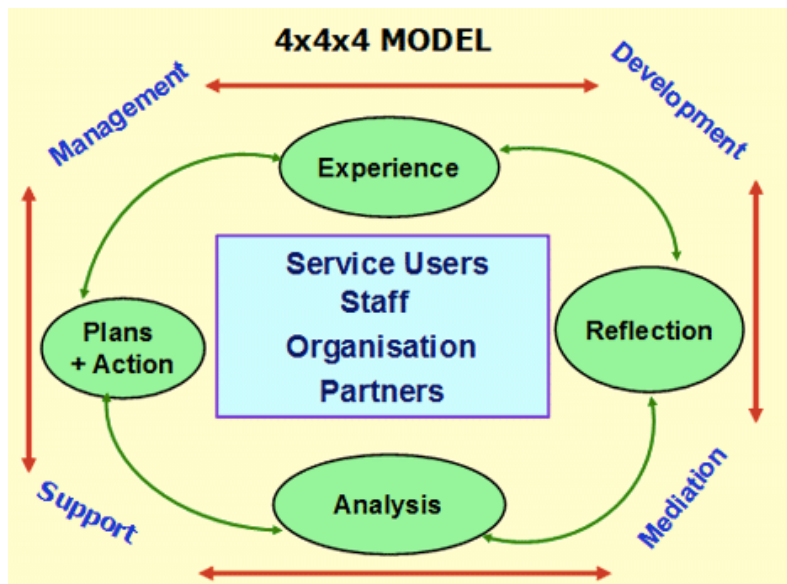
Administrative supervision

- New staff orientation
- Reviewing organizational policies and procedures
- Documenting time, work, expenses
- Documenting training experiences
- Conducting performance and/or contractor reviews
- Reporting on client's rights, incidents, or ethics issues
- Accessing resources

Practice supervision

- Case reviews
- Skills/knowledge development
- Examination of biases and issues impacting on the work
- Modeling, observing techniques
- Case presentations
- Team or peer clinical scenario training
- Exploring and consulting re: ethical & legal issues

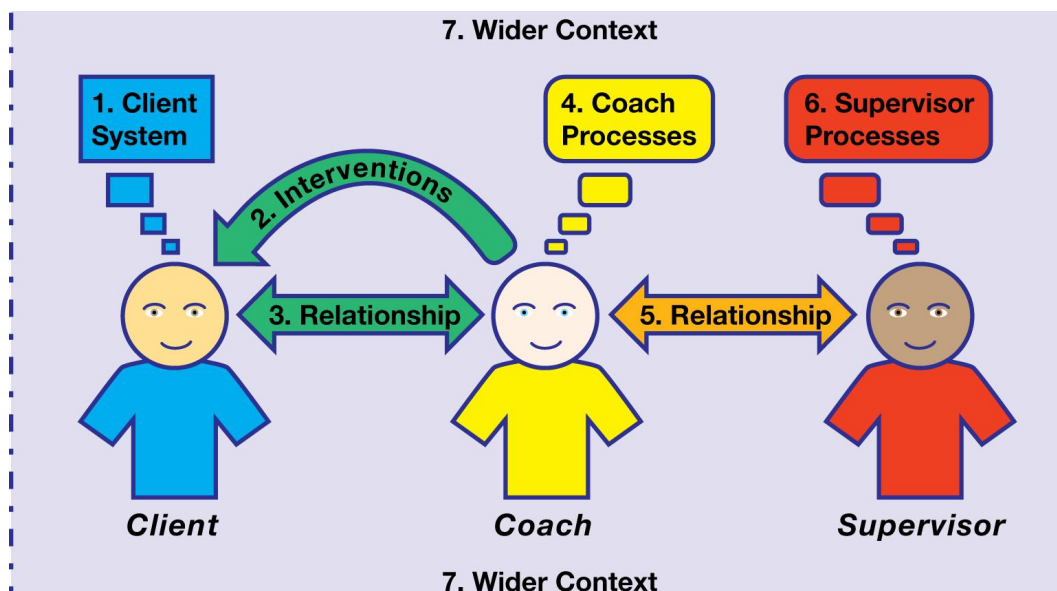
Supervision is complex



Seven eyed supervisor

- Reported content (situation/problem)
- Interventions (What has been tried)
- Supervisee- client relationship (Dynamic between supervisee and client)
- Supervisee reaction to client (What is getting in the way of work with the client)
- Parallel process (process within the client/supervisee relationship can be replicated in the supervisee/supervisor relationship)
- Supervisor's reaction, self reflection
- Systems involved (ethical, organisational, contractual, social and cultural aspects of the work)

Seven eyed supervision model



How supervision occurs

- Individual supervision
 - Peer/group supervision
 - Audiotape reviews
 - Videotape reviews
 - Telemedicine/teleconferencing
 - Transcript reviews
 - Direct observation
- NOTE: Effective supervision requires some direct observation.

Reflection exercise: Supervision of direct practice

- How do you supervise your supervisee's direct practice?
- If you do not how could you include it?
- How is this useful or would be useful?
- How could you do direct supervision differently to challenge your own supervision practice and benefit your supervisee and the family and children they work with?

Why have a supervision contract?

- The development of a supervision contract is an essential element of the supervision relationship.
- The contract is a formal documentation of key expectations and goals of the supervisory relationship.

Supervision contract

- The supervision contract is required to be developed at the start of the supervision process and to be reviewed regularly, a minimum of every twelve months.
- The contract covers both the conduct (time and place) and content (what is to be discussed).

Group exercise

- Develop a format for a supervision contract
- What are the key elements that need to be recorded in supervision notes
- Who records what?
- Who has access to what is recorded?
- How are the records used?

Supervision contract- an example

Name of Supervisor:

Signature:

Name of Supervisee:

Signature:

Date:

We agree on the following:

Time/Hours: One hour fortnightly, one to one
Contacts /consultancy between the sessions.

Place: PDAK office

Emergency Contact: Home/mobile phone number for urgent debriefing,
consultation: Work: ----, mobile:----

Clear lines of responsibility to be articulated-
Who does what in an emergency and the lines of
responsibility.

Case Presentation: Verbal, video/audio, in vivo, with genogram,
case notes pertaining to the case/situation.

Case Load: Who nominates case load numbers and complexity?

Style: What is the style of supervision?

Supervision contract example cont.

Supervisory Goals:	What each supervisor and supervisee expect from the supervision process: new skills/approaches/styles, review of ones professional, evaluation/research, professional/personal support etc.
Responsibility for the Client:	Line management responsibility within PDAK
Grievance:	If you have concerns about each other's practice or personal behaviour, bring it to the supervision session for discussion. If it not resolved satisfactory, find a third person who is impartial to both of you. If no satisfactory resolution occurs, then the formal complaint in writing to be lodged as per agency/professional body policy.

Case allocation matrix

What is your current case allocation matrix?

What are your parameters of case complexity?

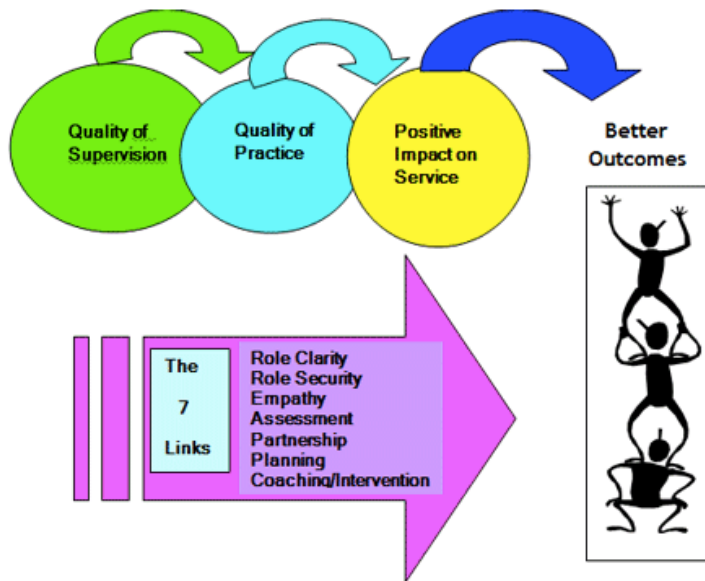
Example -

- Active/complex 1.5 characteristics defined
- Active not complex characteristics defined
- Not active/not complex characteristics defined

Example-

- Active
- Complex
- Beginning
- Finishing

Impact of a good supervisor



What to do

- Develop an approach that meets the needs of the supervisee
- Manage boundaries- be a supervisor, refer to a therapist
- Be interested and up to date (professional currency)

Professional currency

- What was your last professional development you attended for
 - Supervision skill development
 - Area of expertises
- What was the last professional journal or book you read?
- When did you last have your own supervision?

What not to do



What not to do:

- Be rigid in the model of supervision you use
- Unprepared to manage boundaries (supervision becomes therapy)
- Professionally lazy (not believing in professional development)
- Unethical behaviour (unreliable, unavailable, self preoccupied)
- Inappropriate (racist, sexist other ...ists)
- Avoiding effective evaluation of supervisee and supervision

Conflicts in supervision arise from:

- Supervisor's mistakes or miscommunications
- Lack of required level of skills (supervisor and supervisee)
- Interpersonal relationship dynamics
- Unclear expectations (supervisor and supervisee)
- Supervisor's lack of empathy and dismissal of thoughts and feelings



Ethics in supervision

What are the three key ethics you uphold in your supervision practice?

Competency
Boundaries
Power
Dual relationships



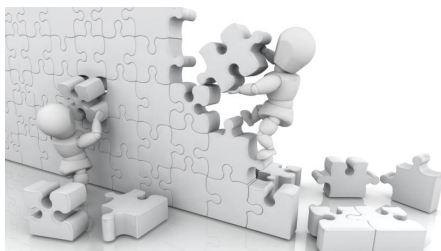
Is this supervision or is this therapy?

Supervision

Therapy

Is about the work

Is about the emotional and psychological life of the supervisee



Documentation of supervision

How are you currently documenting supervision?

- When is it documented?
- What is documented?
- Who document's what?
- Where is it stored?
- Who can access it?
- How often is it reviewed?



Effective written communication

- Situation- What are you writing about
- Complication- What is complicating the situation
- Resolution- What is your proposal for resolution
- Action- What you will do, what you would like the other to do
- Politeness- Finish with a polite note- with thanks

Review

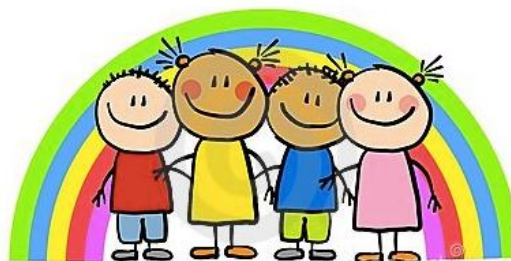
- Review learning goals
 - Questions/Discussion
- Planning for next workshop
- Tasks to strengthen supervision skills and knowledge
 - Content for next session
 - Support and resources required

With thanks

For your:

- Time
- Enthusiasm
- Knowledge
- Commitment

Good supervision
Builds strong case managers
Who support families to
Create happy children.



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