


**VIRGINIA STATE
UNIVERSITY**
**DEPARTMENT OF SOCIAL
WORK**
**MASTER OF SOCIAL WORK
PROGRAM**



**FIELD
INSTRUCTOR
ORIENTATION
TRAINING**

Online Module 5
Training 2022+



MODULE 5

Supervision



LEARNING OBJECTIVES

- Define Supervision
- Identify Approaches to Supervision
- Overview of Strategies to address Internship Stages
- Clarification of Field Supervisor and Student Expectations

SUPERVISION

- The relationship between supervisor and supervisee in which the responsibility and accountability for the development of competence, demeanor, and ethical practice take place.
- Supervision encompasses several interrelated functions and responsibilities. Each of these interrelated functions contributes to a larger responsibility or outcome that ensures clients are protected and that clients receive competent and ethical services from professional social workers.

(NASW, 2013)

PURPOSE OF SUPERVISION



Teaching and role modeling practice skills

Sharing professional and ethical knowledge/experiences



Monitoring practice and clinical competence

Socialization to the profession and professional etiquette



Evaluating student self-awareness and functioning

Allows for the process of transference and countertransference issues



APPROACHES TO SUPERVISION

- Administrative Supervision
- Supportive Supervision
- Reflective Supervision

ADMINISTRATIVE SUPERVISION

- Administrative supervision is identical to management.
- It focuses on the implementation of administrative methods that enable social workers to provide effective services to clients.
- Oriented toward agency policy or organizational demands and focuses on the student's level of functioning on the job and work assignments.

Staff Orientation	Work Planning
Communication	Coordination of Work
Task-Centered	Work Delegation
Assessing worker and client needs	Ensuring Compliance

SUPPORTIVE SUPERVISION

- Decreases job stress that interferes with work performance.
- Provides nurturing conditions that complement student success and encourage self-efficacy.
- Promotes a climate of safety and trust, where students can develop their sense of professional identity.

Mentorship

Encouragement

Recognition

Reassurance

Expression

REFLECTIVE SUPERVISION

- Reflective Supervision provides a safe environment for regular collaborative reflection between the supervisor and the intern, that builds on the intern's use of her thoughts, feelings, and values within a service encounter.
- Use of reflective discussions allows the students to gain a more complex understanding of interactions within the field.
- Through reflective supervision students can:

Develop an atmosphere of trust	Acknowledge difficulty of work
Model self-reflection	Increase attention to new ideas
Respect supervision process	Address conflict appropriately
Explore boundaries	Understand emotions and triggers

ADDRESSING INTERNSHIP STAGES



STAGES

Stage 1:

Students feel:

- Like a stranger
- Feeling vulnerable and self-conscious
- Enthusiastic yet fearful

Students need:

- A safe place to share concerns
- Reassurance of learning environment
- Increased self-awareness of strengths
- Clarification of roles, expectations, and policies

Stage 2:

Students feel:

- Stress
- Discouraged with agency and social work skills
- Wanting to give up or change placements

Students need:

- Open communication with field supervisors
- Reflection on handling stressful situations
- Reexamine expectations
- Build solid supervisory relationship

STAGES CONT'D.

Stage 3:

Students feel:

- More competent and confident
- Reach compromise between reality and expectations
- Willing to discuss value dilemmas

Students need:

- More initiative in learning experiences
- Build on strengths and interest
- Identify continued learning needs
- Increased contribution to the agency

Stage 4:

Students feel:

- Ambivalent about closure
- Concerned about meeting higher expectations moving forward

Student need:

- Reflection on past learning experiences
- Start the closure process early
- Reflect on growth and learning
- Use learning to develop new goals and future plans

EXPECTATIONS OF THE FIELD SUPERVISOR

- Ensure student completes Working Contract first week of at agency and sign the document
- Plan appropriate orientation activities for students
- Develop learning objectives conjointly with the student
- Provide a minimum of one hour of supervision time for students weekly
- Monitor educational value of assignments and tasks
- Maximize the students' access to other professional outlets as they impact the student's learning experience

EXPECTATIONS OF THE STUDENT

- **Before Supervision** – send Conference Agenda 24 hours in advance of Supervision to Field Instructor
- Integrate and apply theoretical and conceptual knowledge into field practicum
- Gain an understanding of the methods of the agency and comply with agency work requirements
- Account for weekly field hours and total hours at the end of the semester.
- Communicate any changes with the field calendar with the field instructor and faculty liaison
- Practice self-awareness in all situations and communicate any issues with the field instructor



**THIS ENDS MODULE 5
YOU CAN PRINT THIS
INFORMATION TO REFER TO, AS
NEEDED**