

**SOCIAL WORK
SUPERVIS^{OR}ON:**

**CHALLENGES
& ADV^{ANCE}NCES**

SEMINAR 2015

SOCIAL WORK SUPERVIS[!]ON: CHALLENGES & ADV[^]ANCES

Proceedings from ***“Social Work Supervision: Challenges and Advances” Seminar 2015***

Organized by the Social Work Accreditation and Advisory Board (SWAAB)

Supported by the Ministry of Social and Family Development (MSF) and Singapore Association of Social Workers (SASW)

Prepared by:

SWAAB Secretariat in collaboration with the Office of the Director of Social Welfare, MSF

Printed:

1st Print: Jan 2016

2nd Print: Apr 2016

Material from the proceedings belong to the respective authors. It may not be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system now known or to be invented, without written permission from the authors.

SWAAB Supervision Seminar Workgroup 2015

Chairman	Dr Peace Wong	Senior Lecturer Department of Social Work National University of Singapore
Member	Ms Maureen Fung	Lecturer (Part-time) UniSIM
Member	Mr Udhia Kumar	Executive Director THKFSC @ Tanjong Pagar
Member	Ms Lee Jiwen	Senior Medical Social Worker Care and Counselling Department Tan Tock Seng Hospital
Member	Ms Chan Lay Lin	Deputy Head Medical Social Work Department National Healthcare Group – Institute of Mental Health
Member	Chua Sok Hoon	Assistant Manager HR Capability Development, Sector Manpower Human Capital & Organisation Development Group National Council of Social Service
Member	Ms Yogeswari Munisamy	Principal Social Worker Child Protective Service Ministry of Social and Family Development
Member	Mrs Lilian Ong-Seah	Principal Social Worker/ Manager Fei Yue FSC (Bukit Batok)

Details as at April 2016

CONTENT PAGE

1. Foreward	6
Ms Ang Bee Lian	
 <i>The material in this book was presented at the "Social Work Supervision: Challenges and Advances" Seminar 2015, held on 18 – 19 May 2015. This seminar was organized by the Social Work Accreditation and Advisory Board (SWAAB) and supported by the Ministry of Social and Family Development (MSF) and the Singapore Association of Social Workers (SASW).</i>	
2. Opening Address	7
By Mr Chan Heng Kee	
3. Day 1 Keynote 1:	
Features, Nature and Culture of Social Work Supervision	10
By Professor Tsui Ming-Sum	
4. Day 1 Keynote 2:	
Research and Knowledge Building on Social Work Supervision	15
By Associate Professor Kieran O'Donoghue	
5. Dialogue Session: Dilemmas in Social Work Supervision and the Way Forward	24
By Professor Tsui Ming-Sum, Associate Professor Kieran O'Donoghue, Dr Peace Wong Facilitated by Ms Lee Yean Wun	
6. Day 2 Keynote 1:	
West Meets East: Sharing of Supervisory Strategies and Skills – Dialogue and Demonstration – Part 1	30
By Professor Tsui Ming-Sum	
7. Day 2 Keynote 2:	
West Meets East: Sharing of Supervisory Strategies and Skills – Dialogue and Demonstration – Part 2	33
By Associate Professor Kieran O'Donoghue	
8. Closing Address	37
By Ms Ang Bee Lian	

Workshops

- 9. Workshop 1: Group Supervision in Social Work Practice:
A Systemic Approach** 40
By Ms Ruth Chua and Ms Rebecca Lo
- 10. Workshop 2: Challenges and Responses of Social Work Supervisors
with Managerial and Clinical Roles** 44
By Dr Peace Wong
- 11. Workshop 3: PPIS Coordinated Multi-Pronged Supervision Programme:
Towards An Evidence Based Approach'** 53
By Ms Maimunah Mosli
- 12. Workshop 4: An Experience of Reflecting on Supervision** 61
By Mrs Jade Low and Mrs Annie Lim
- 13. Workshop 5: Harnessing Supervisees' Feedback to Enhance Supervision
Practice: Sharing on AWWA's FSC's Supervision Review Journey** 62
By Ms Charlotte Chen
- 14. Workshop 6: Teaching, Empowering and Discovering Supervision:
Supervision Ideas Worth Sharing** 67
By Mr Udhia Kumar
- 15. Workshop 7: Am I a Mindful or Mind-full Supervisor?** 76
By Ms Yogeswari Munisamy and Ms Patricia Wee
- 16. Workshop 8: Clinical Supervision and Case Management Supervision:
Contention to Marry the Two** 85
By Mr Elijah Sim
- 17. Workshop 9: Partners for Change Outcome Management System (PCOMS)
and its Application in the Supervision of Individual/Family Counseling** 93
By Ms Chan Lay Lin
- 18. Workshop 10: Structure, Process and Theories of Clinical Supervision:
Fei Yue's Journey in Clinical Supervision** 105
Mrs Lilian Seah-Ong

Foreward

Good supervision in social work helps young staff to grow and develop in the profession. Good practice in social work is about being able to consistently practise in an ethical and professional manner. With good supervision, clients and communities can benefit from a good standard of practice that is regularly supported by supervisors who transmit good knowledge, skills and mentorship. Becoming good supervisors to facilitate such a process of growth in others is an art and skill honed by peer learning and reflective practice.

Social Work Supervision: Challenges and Advances" Seminar 2015 is a platform for supervisors to learn as a community of supervisors and to initiate reviews on current supervisory practices. This is one of a few initiatives in the sector that hopes to advance supervision practices in social work.

Ang Bee Lian

Director of Social Welfare and Chairman, Social Work Accreditation and Advisory Board

Opening Address

Chan Heng Kee

Permanent Secretary

Ministry of Social and Family Development

Introduction

Mr Chan began by thanking the Social Work Accreditation and Advisory Board (SWAAB) for inviting him and the participants for attending. He also welcomed the overseas speakers who shared keynote speeches at this conference.

Reflecting on Singapore's Progress

Mr Chan expressed that SG50 was a good time to reflect on the progress made as a country and to rededicate ourselves to the kind of society that we want to build in Singapore. He shared that Singapore has made a common aspiration to build a fairer and more inclusive society, a place where every citizen has hope for a better future, a society with a heart for those who have less and those who need help and a place where all of us can call home.

Mr Chan expressed that the government is making significant shifts in social policies to move towards this direction. This can be seen in the area of housing and healthcare, support for low income and retirement adequacy. The government has increased funding for expanding services, enhancing and supporting interventions and is making legislative changes to support the most vulnerable in society (eg. the Vulnerable Adults Act). However, he also expressed that having been in MSF for the last 4 years, he believes that we need more than policies, funding and legislations. For children from disadvantaged homes to have a good start, for at-risk families and individuals to build resilience, for persons with disabilities to lead dignified lives and for the vulnerable elderly to feel included, many of them will need people with the passion, skills and stamina to journey with them.

He concluded his introduction by stating that social service professionals, especially social workers, are at the core of the transformation towards a more caring and inclusive society. He added that more has to be done to widen and deepen the pool of social workers.

3 Areas to Work On

In order to widen and deepen the pool of social workers, Mr Chan expressed 3 areas to work on.

1. Widen the Talent Pipelines

Mr Chan expressed the need to attract more young people and not-so-young people to join the social work profession. MSF has started outreach efforts to schools to raise awareness and interest students in pursuing an education and career in social work. The National Council of Social Service (NCSS) through the Social Service Institute (SSI) has been reaching out to mid-career professionals. He notes that over the last 5 years, over 150 professionals have made a mid-career switch to pursue social work. He added that since he

began working in MSF, the ministry has gotten 80 MSF officers without social work qualifications to pursue their graduate diploma or masters degree in social work.

To capitalise on the increase in interest in social work, efforts have been made to increase the number of university places for social work students. MSF has worked with UniSIM to expand the intakes of their part-time graduate diploma and bachelor's programmes in social work. In 2014, 120 graduated from these two programmes, compared to 90 a few years ago. This year, the National University of Singapore (NUS) has also had a 40% increase compared to the previous year for its two batches of social work students. In addition, MSF has also been working with UniSIM to introduce a new full-time undergraduate program in 2016, which will add about 40 more social work graduates to the profession from 2020 onwards.

To ensure that the salaries remain competitive, NCSS has started publishing salary guidelines to guide employers on the remuneration of social workers. MSF and MOH have also increased support to VWOs providing government funded services.

2. Training and Development

To expand training and development, Mr Chan expressed that several changes have been put in place. Training programs in SSI have been subsidized and more support has been given to through the VWO Capabilities Fund (VCF) in terms of funding for scholarships, post-graduate studies, overseas training and clinical supervision. This has led to more than 40 people receiving full time scholarships over the last four to five years to pursue both undergraduate and master's degrees.

There are also efforts in place to put more structure into training. An example of this would be the National Social Work Competency Framework that MSF and MOH are hoping to roll out later this year so as to set up the core competencies and career milestones for social workers. It will serve a useful purpose in guiding training courses, developing career maps and professional development plans. Mr Chan noted the momentousness of such an effort as it is the first time the social and healthcare sectors are coming together for such a major effort. In addition, the FSCs are also implementing a Code of Social Work Practice so as to guide their practice.

3. Nurture a Culture of Peer Learning and Effective Supervision

Mr Chan expressed that learning does not always have to take place in a formal setting, within a classroom, or taught by an instructor. Less formal learning can be just as important, especially when it comes to transmitting tacit knowledge and values. It is therefore important to nurture a culture of peer-learning, mentoring and effective supervision in the social work fraternity. He added that Ms Ang Bee Lian, Director of Social Welfare, MSF has been involved in many of these efforts with initiatives such as the "Tuning in to the Leaders" – a series organized together with SSI where seniors in social work practice share their experiences with social work students and younger social workers. She also pens a series called "Letters to Social Work Students" to help them understand what social workers do. SSI has also been promoting Communities of Practice (CoP), where social service professionals with common interests come together to share experiences, insights and expertise. They started with a modest two CoPs in 2012. Since then, they have facilitated 19 CoPs. Of these, 6 have completed their work while 13 are ongoing.

Mr Chan expressed that a lot of the learning can also take place at the workplace and this is when good supervision and supervisors will come in. At the Principal Social Workers' Seminar organized by the Office of the Director of Social Welfare in February 2015, a workgroup on supervision recommended that change has to occur on 3 levels in order to strengthen social work moving forward. They commended that social workers need good supervision and support for their day-to-day work. And they need it for professional growth in knowledge and skills and in the transmission of tacit knowledge and values. They need it in order to reflect on their practices and what they are doing. To strengthen social work supervision, they recommended changes at three levels. Firstly, at the professional level, the social work fraternity must stand together to promote social work supervision and to be willing and deliberate in sharing practice wisdom. This means being clear in how one supervises and how one transmits values and practices. It is important not just to be willing, but also to be deliberate and competent in doing so. Secondly, at the organizational level, employers and the management have to support and create a culture of supervision. It is important to set aside time for effective supervision, not to overload experience social workers with case work without effective supervision. Thirdly, as a sector, the social work fraternity must regularly get together to assess the state of social work supervision and undertake collective efforts to improve it.

Mr Chan opined that Singapore has to build the social work supervision system and competencies for supervision faster with greater determination and momentum. This is because services and pipelines are expanding fast. There is a need to ensure services are not only expanded but provided well, to ensure that learning does not stop for young graduates once they enter into the workplace and to ensure that there is no disjoint between what graduates learn in the university and what they practice.

He emphasized that there must be a collective effort among the government, employers and social workers to strengthen the supervision framework. He assured the participants that MSF and NCSS will give their full support and to play more involved roles (eg. the development of the National Social Work Competency Framework and what NCSS is doing through SSI) where useful and appropriate.

Conclusion

Mr Chan concluded with saying that he believes that the excellent response for this seminar is a good start and a promising sign of the sector coming together to move the profession forward. He stated that he has great confidence that the sector can succeed to build a stronger social work fraternity that lies at the core of a collective effort to build a more caring and inclusive society.

Day 1 Keynote 1: Features, Nature and Culture of Social Work Supervision

Professor Tsui Ming-Sum

Hong Kong Polytechnic University

Department of Applied Social Sciences

Introduction

Prof. Tsui began by noting that he believes supervision simplified, is learning from one's boss or superior. He then flashed a picture of two hands clasping together to illustrate the collaborative and supportive aspects of supervision. Traditionally, the aim of social work supervision is simply for supervisees to learn from their supervisors. He moved on to explain that supervision should move away from the traditional model to aim to ultimately improve the well-being of the client. This would start with supervision enhancing the professional competence of the worker, which will increase the job satisfaction of the worker which will in turn cause an increase in the quality of service and the client outcome.

Integration of 11 Models of Supervision

Prof. Tsui moved on to share a proposed 3-D model of social work supervision that integrates 11 different models of supervision. He shared that 4 parties are involved in supervision, namely, the client, the supervisee, the supervisor and the agency.

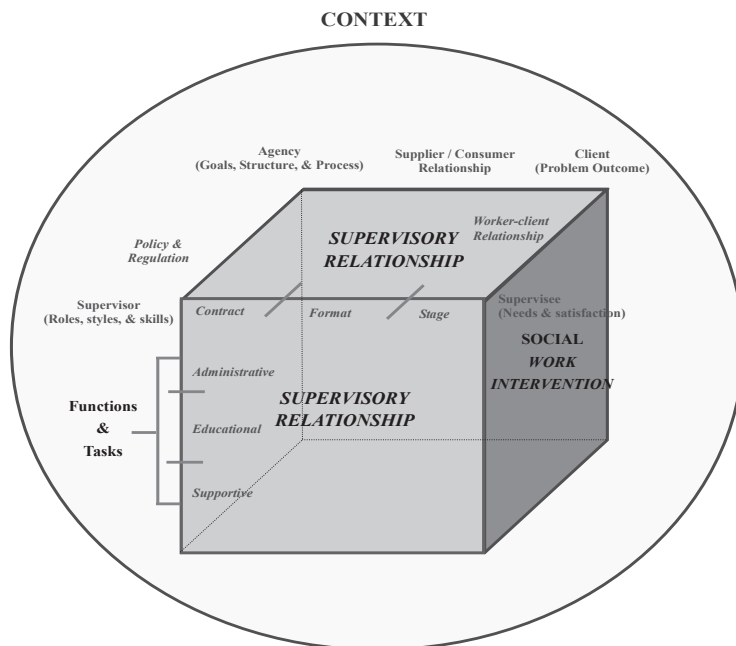


Figure 1: A Proposed Model of Social Work Supervision
Developed from Western Literature

Taken from Slides Presented at SWAAB

The four corners of the 2-D square at the top of the cube represent the four parties involved in social work supervision:

- The client: different clients have different kinds of needs and problems. The aim of social work supervision is ultimately to help solve or stabilize the client's problem.
- The supervisee (frontline social worker): Different supervisees have different satisfaction levels and needs.
- The supervisor: different supervisors have different roles, styles and skills (both professional and social skills).
- The agency: Every organization has their own goal, structure and policies.

The four lines joining the 2-D square at the top of the cube represent the relationship between the parties.

- Between the client and the worker, there is a worker-client relationship.
- Between the supervisor and the supervisee, there is the supervisor-supervisee relationship which consists a supervision contract, the agreed format of supervision and the developmental stage of each party. First, the supervisory contract and format of supervision have to be decided upon. However, Asian countries often do not make use of written contracts. Prof. Tsui therefore suggested that a verbal contract or agreement is reached instead. He emphasized that there should be no silent contract. Secondly, he raised the issue of age, and indicated that some difficulties may arise if the supervisor is supervising an older supervisee. Thirdly, it may also be challenging if the supervisor and supervisee are of different genders. Lastly, differing political ideologies, cultures and races may pose a challenge in the supervision process. The supervisor therefore has to be culturally competent and sensitive so as to navigate the challenges that may arise.
- Between the supervisor and agency, there are policies and regulations that guide the supervisor-agency relationship.
- Lastly, the relationship between the agency and the client is one of a supplier and a consumer. The agency has to be accountable to the client.

Principles of Social Work Supervision

Prof. Tsui raised several principles of supervision in social work.

1. Interpersonal transaction and transformation
 - Transaction represents an exchange
 - Transformation is a type of growth that involves reflection and changes. Changes are difficult but valuable
2. Organizational objectives
 - Not personal objectives
3. Use of authority, exchange of information and expression of feelings
 - There is a power hierarchy (supervisor then supervisee)
4. Professional values of social work
5. Monitors job performance, conveys values, knowledge & skills, and provides emotional support
6. Staff satisfaction with supervision, job accomplishment & client outcomes
7. Parties involved: supervisee, supervisor, agency & client
8. Professional & personal practice in cultural context
 - Supervision is not only a professional or organizational practice, it is also a personal and cultural practice.

- Prof. Tsui formed an acronym with the word 'practice' with the key aspects that a social work supervisor has to juggle: Program, Research, Assessment, Casework, Teamwork, Interaction, Community, Emotional Support

Differences Between Social Work and Business

There are several differences between social work and business that were raised by Prof. Tsui. Firstly, in social work, those whom social workers work with are referred to as clients. In business, they are referred to as customers. A customer is a service consumer and a bill payer. However, clients often do not have bills to pay. As such, frontline social workers have to be accountable to their supervisors and thereby establishing an indirect accountability between the client and the service supplier (top management, supervisor and frontline worker). Frontline social workers have to be monitored to ensure quality of service and behaviours. This moves supervision beyond the clinical aspect, where supervisors simply tell supervisees the "hows" of social work. Supervisors have to provide supportive supervision (showing personal care and concern) to their supervisees to ensure that social work does not become mere technical work. There is a professional commitment (eg. values commitment) to the client.

The second difference is related to the first, it is in the different identities that the clients have. For instance, a client in the social work context can be a client, patient, customer, consumer, service user or partner. In contrast, a client in the business context is only but a client.

Lastly, in social work there are multiple accountabilities that must be managed. In contrast, there is only a single accountability that has to be managed in business. In social work, one has to manage accountability in these areas: professional, political, administrative, financial and personal.

Suggestions for Humanistic Practice

Prof. Tsui had several suggestions for a humanistic practice.

1. The client is different from a customer and must be treated as such.
2. Staff are not just employees but professionals.
3. The manager should not be the only decision maker.
4. Life experience, common sense and professional knowledge (not only management knowledge) should be taken as important components of human service technology.
5. Our society and community (not market and sales outlets) should be the primary environments of professional practice.
6. Service effectiveness is always more important than managerial efficiency.
7. Care and concern are more fundamental than case and contract in human services.
8. Social work involves professional care and personal concern. eg. escort clients to the frontdoor of your organization when they leave
9. Clients are human beings and have an identity and individuality. They are not just a case or a file.
10. The emphasis should be about the process and outcome.
11. Social workers need to have ID, EQ, AQ and AhQ – a fictional Chinese character – someone who is full of confidence in himself. This prevents self-doubt.
12. Social worker must give more time and space to their clients.
13. Social workers should provide choices instead of imposing standards.

14. Money should be used to provide services and not services used to make money.
15. Money comes from the people, it is the public's money and not our own. Social workers have to be accountable to the society, to the people and to the heart.
16. Human services should be focused on life and the quality of life (wellbeing of clients). This cannot be quantified by money.

Change of Roles from Frontline Practitioner to Supervisor

Prof. Tsui went on to list some changes when moving from being a frontline practitioner to a supervisor:

1. Distance from clients: In the changing of roles from a frontline practitioner to a supervisor, the amount of distance from clients changes as well. Initially, there is direct contact between the client and the worker. However, with supervision, the supervisor works with the client indirectly by working with the frontline worker.
2. Change in job nature: The supervisor will work more with the different personnel: public relations, information technology and finance instead of the client.
3. Change of mentality
4. Increasing responsibilities & tension
5. Psychic overload
6. Change of peers
7. Greater emphasis on efficiency versus effectiveness. Efficiency has to do with the means while effectiveness has to do with the end. The supervisor therefore has to pay attention both to the efficiency in the completion of a task and the effectiveness of the eventual outcome.
8. From a committed social worker to a "committed" social worker: as a supervisor, one starts to be part of many committees.

Functions of Social Work Supervision

Prof. Tsui described the functions of social work supervision as being fourfold. Firstly, supervision should be supportive. This pertains to the personal aspect of supervision. Giving support is a good entry point for the supervisory session. Secondly, it should be educational, referring to its professional nature. Thirdly, there should be an administrative (organizational) aspect to it. Lastly, there should be some therapeutic support in supervision.

Additional Supervisory Functions in Hong Kong

Prof. Tsui explained that in Hong Kong, there are additional functions of supervision. In Hong Kong, both supervisor and supervisee try to find a consensus in terms of the purpose of supervision. Also, supervisors use individual supervision sessions to discuss personal matters in a private manner. In addition, group supervision is used to play a team building function.

Influence Of Chinese Culture On Social Work Supervision

Prof. Tsui introduced four Chinese characters that he felt had an influence on social work supervision in Hong Kong. The first character was 情 (qing). This character means relationships in Chinese. He expressed that this was at the heart of social work as social work is all about relationships such as those between client and worker, client and systems, and client, worker and the agency. The second character is 緣 (yuan). This means fate in Chinese which refers to a predetermined relationship by God and that there is a reason

why worker and client have been preordained to meet. The third character is 恩 (en) or gratitude. This means to be thankful for the work that the staff does and to repay that with little favours or souvenirs that show your appreciation. The fourth is 报 (bao), meaning to return the favour. The last is 面子 (mian zi) or 脸 (lian) or "face". This refers to one's status in the social network. If you are of high prestige, others will give you 'face'. Consequently, if you do something shameful, you will lose 'face'.

Difficulty in Conducting Professional Supervision

Six focus group interviews with 36 social work supervisors in Hong Kong have revealed some difficulties in conducting supervision:

1. Lack of clear direction and specific objectives for professional practice
2. An overwhelming amount of administrative supervision
3. Supervise many different kinds of services
4. Supervisor-supervisee ratio is often inadequate
5. Knowledge and technology of the supervisor is often outdated.
6. The supervisor has been separated from direct service for too long
7. Supervisors are too young and lacking experience
8. Lack of information for supervisory sessions,
9. Supervises professionals from different disciplines
10. Too much emphasis on personal relationships
11. Lacking effective and specific evaluative tools of service quality
12. Supervisors spend too much time on administrative tasks

Types of Supervisory Support

Some of the necessary support that supervisors can give include emotional support, appraisal support in the form of feedback, instrumental support in the form of provision of tools and instruments and informational support.

The Truth of Social Work Supervision

Prof. Tsui shared 4 key points that he felt were pertinent to supervision. Firstly, he believes that there is no such thing as super-vision, only a shared vision. This refers to the collaborative effort that must exist between supervisor and supervisee for effective supervision. Secondly, support is always the most important thing in supervision. In all things, the supervisor should always seek to provide the necessary support to the supervisee. Thirdly, the supervisor could share his or her values, knowledge and skills with the supervisee. This will enhance the job satisfaction, professional competencies and quality of services of the supervisee. Lastly, the supervision process should be a journey of "co-reflection" between the supervisor & supervisee(s).

Conclusion

Prof. Tsui concluded by saying that the life experience and common sense of the supervisor will contribute to the direct practice experience of the worker which will in turn lead to a much better supervisory experience as a supervisor in the future. He also expressed that there is no need for the supervisor to be 'superman'. Instead, he/ she should seek to make full use of the expertise of his/ her colleagues. He also shared that there is no need for the supervisor to be well-loved by all. Often, as supervisors, one has to be comfortable with making tough decisions and to stick firmly to one's own principles. Finally, Prof. Tsui used the analogy of the chopsticks to illustrate the partnership between supervisor and supervisee, indicating that they should work collaboratively, with much interaction.

Day 1 Keynote 2: Research and Knowledge Building on Social Work Supervision

Associate Professor Kieran O'Donoghue

Massey University

Head of School – School of Social Work

Introduction

A/P Kieran began by stating that the aim of his address was to review the development of social work supervision knowledge, discuss the implications of this knowledge for supervisory practice and the development of supervision nationally and internationally.

Development of Social Work Supervision

Social work supervision knowledge was developed over time through practice wisdom, the application of practice theory and models from casework, empirical research and the development of supervision models and approaches.

Practice Wisdom

Early supervisors developed knowledge about supervision through reflecting on their experiences, and deriving understanding and new practices from it. Accumulated practice wisdom was shared through the early writing and oral transmission at conferences. At the beginning of the 20th Century Brackett (1903, p 4) notes that the individualised form of social casework supervision started to emerge as the result of, "Observation, comparison and study" and the formulation of casework methods. The primary focus of this early supervision practice was to conceptualise the elements within supervision and to understand the developing pattern of supervision (Burns, 1958; Munson, 1979). This in turn contributed to the development of knowledge about the purpose and methods of supervision, which were focused on teaching the social casework method (Burns, 1958).

Practice Theory And Models

The adoption of psychoanalytic theory within casework coupled with the advent of formal social work education set the foundation for practice theory and models to form the base knowledge for supervision (Burns, 1958). The advent of formal social work education, particularly, the supervision of students' field experience provided a means for the transmission of casework practice theory into supervision. The application of psychoanalytic theory to supervision influenced the structure, format and processes of supervision, as well as reinforced the individualised session based approach. The therapeutic emphasis of psychoanalytic theory also resulted in supervision being conceptualised as therapy for the caseworker and the supervision relationship being conceived for a time as a therapeutic one (Rabinowitz, 1987). This therapeutic element did not endure within the social work supervision, and between 1937 and 1950 it disappeared from the social work supervision literature. Burns, (1958) attributes the reasons for its demise and disappearance from the literature to firstly the depression of the 1930s, wherein the focus of practice shifted from clients' psychological needs to their basic welfare, and secondly to an emphasis on the role of supervision in the training and development of social caseworkers within the social work supervision literature.

The role of supervision in the training and development of social caseworkers was the focus of the first book on social work supervision, *Supervision in social casework*, by Virginia Robinson, which was published in 1936. Robinson (1936) defined supervision from

an educational perspective and emphasised the role supervision had in the professional development of practitioners. She also provided the first clear unified conceptualisation of social casework supervision, which consisted of administration, teaching and helping components, together with a theory of learning. The unified conceptualisation of social casework supervision enabled a consolidation to occur across all three components of supervision.

The administrative component was strengthened through improvements in the performance evaluation process, which included innovations such as job descriptions and performance standards (Burns, 1958). The teaching of casework within supervision was furthered by the recognition of the role anxiety played in the supervisee's readiness for learning. This in turn played a part in the helping component through providing a stronger endorsement to the role that supervisors had in helping workers identify and address their resistance and reluctance to learn within supervision (Zetzel, 1953). The developments of this period cemented supervision as a mainstay of casework practice and thereby made it inseparable from the casework method regardless of the theoretical approach taken (Rabinowitz, 1987).

Over time there were changes to social work's connection with psychoanalytic theory (Munson, 2002). These mirrored those occurring in counselling psychology, which were due to the rise of other psychodynamic schools, as well as behaviourist and humanist approaches. Munson (2002) notes that in the 1950s there was a backlash against psychoanalysis within social work, which contributed to social workers turning to a social science theory base to conceptualise their practice rather than a psychological one. During this time, systems theory and social psychological theories (e.g. functional theory, role theory and communication theory) entered social work. The social science theories helped restore a social emphasis within social work in contrast to the psychological emphasis that had been prevalent since the 1920s (Munson, 2002). This in turn contributed towards a more balanced psychosocial approach to social work and supervision. Examples of this were found in models that integrated social science theories such as Perlman's (1957) problem solving approach and Hollis' (1966) psychosocial therapy. Changes in practice theory were also reflected in supervision, which continued to mirror practice theory (Munson, 1979). The resulting theoretical pluralism in practice theory was also reflected in the supervision literature, which incorporated ideas from transactional analysis, task-centred practice and role theory perspectives (Kadushin, 1968, 1976; Munson, 1979; Pettes, 1979). Moving forward to the 21st Century, this situation continues with O'Donoghue (2010) finding that participants in his study reported using ideas drawn from strength-based (Cohen, 1999) and task-centred approaches (Caspi and Reid, 2002) in supervision whilst also appearing to eclectic in their use of a range of ideas from several supervision approaches.

Empirical Research And The Development Of Supervision Specific Models And Approaches

Prior to the 1970s, the social work supervision literature mostly consisted of reflections on practice, literature reviews and theoretical ideas posited by experienced practitioners and social work educators, with the theories and models used being derived from casework and organisational function (Munson, 1979). The turning point was Kadushin's (1974) national survey on social work supervision in the United States of America. This study involved a random sample of 1500 subjects (750 supervisors and 750 supervisees) and provided a description of social work supervision in the United States of America, plus an empirical foundation for defining supervision in terms of administrative, educational, and

support functions, which subsequently developed into Kadushin's functional model of supervision (Kadushin, 1976).

Another influential study was Carlton Munson's (1975) doctoral dissertation on the uses of structural, authority and teaching models in social work supervision. Munson (1975) surveyed 65 workers, by way of individual interview and 60 supervisors by self-administered postal questionnaire. He found that the teaching style and structure of supervision had little effect on workers perceived satisfaction. Authority, however, did to the extent that supervisors who were perceived to operate from a competence model had a greater influence and a more positive affect upon their supervisees, than those who used a sanctioned or role-based model. Munson (1975) also recommended that an analysis of the interactional processes involved in supervision be applied to address issues pertaining to conflict and authority in supervision regardless of the structure used. He also commented that the dual model whereby the two roles of "administrative supervision and clinical consultation" were clearly distinguished deserved further consideration, particularly when these roles were vested in different individuals (Munson, 1975, p.237).

The third influential study was that of Shulman, Robinson and Luckyj (1981). This study involved a sample of 780 respondents (109 supervisors and 671 supervisees) and concerned the content, context and skills of supervision in social work, nursing and residential settings across Canada. From this study, Shulman et al. (1981) developed a scale of supervisory skills, which Shulman (1982, 1993, 2005, 2010) later applied in a further study to test an interactional model of social work supervision and from which he also determined that parallel process was part of social work supervision.

The research of Kadushin, Munson, and Shulman resulted in the development of their supervision specific models and approaches which were published in their respective books (Kadushin, 1976, 1985, 1992a; Kadushin and Harkness, 2002, 2014; Munson, 1983; 1993, 2002; Shulman, 1982, 1993, 2010). These three authors' texts are the most highly cited publications on social work supervision and often referred to by others as the starting point from which they developed their supervision approaches (O'Donoghue, 2010). The further development of supervision specific models was discussed by Bruce and Austin's (2000) in their review of seven major North American social work supervision texts, which were:

- Supervision in social work (Kadushin, 1976, 1992a);
- Supervisory management for the human services (Austin, 1981);
- Competent supervision: Making imaginative judgements (Middleman and Rhodes, 1985);
- Supervision and performance: Managing professional work in human service organizations (Bunker and Wijnberg, 1988);
- Supervising in human services: The politics of practice (Holloway and Brager, 1989);
- Clinical social work supervision (Munson, 1993);
- Interactional supervision (Shulman, 1993).

According to Bruce and Austin (2000, p. 99), these texts provided the basis for "an evolving framework of supervisory practice" across the macro-micro multidimensional nature of social work supervision. The texts, also clearly illustrated that a shift had taken place in social work supervision literature from practice theory based approaches towards supervision specific models.

Empirical research and the development of supervision specific models have continued to be the primary means by which formal supervision knowledge has been produced. O'Donoghue and Tsui (2015) identified that over forty years (1970-2010), supervision research has increased in the number of research articles, and spread across the globe. In addition it has diversified with regard to the research designs (i.e. from cross-sectional surveys, to qualitative and more recently mixed-methods studies) as well as showed an increasing rigour in the analysis with regard to validity, reliability and credibility. The knowledge base this research provides for supervision is that it describes an evolving theory of supervision. It demonstrates the importance of supervision within the child-welfare field and in relation to worker outcomes, as well as, makes the argument that supervision contributes to practice and client outcomes (O'Donoghue and Tsui, 2015). In other words it provides evidence to inform supervisory practice and potentially the basis for an evidence-informed approach.

O'Donoghue and Tsui (2012) explored 18 supervisors' views concerning what, informed their supervisory practice. They found that the supervisors' practice was contextually based, and informed through an integrative reflection upon the person, situation, and the interactional process occurring within both the practice discussed and the supervisory interaction. The supervisors also drew from a set of personal, professional, and technical rules derived from their: (a) experiences within supervision; (b) supervisory practice wisdom and approaches; (c) direct practice approaches, style, and assessment checklists; and (d) emotional intelligence. These rules were applied reflexively in response to the practice setting, content and process of supervision, and the person of the supervisee.

O'Donoghue and Tsui (2012) noted that they were surprised that none of the supervisors in this study specifically referred to being informed by research or evidence-based practice or practice-based evidence. One explanation for this is that up until the last decade that social work supervision research has not been easily accessible and that supervisors in this sample have learned to supervise from their experience and practice backgrounds rather than through any formal education (O'Donoghue, 2010; O'Donoghue and Tsui, 2015).



Figure 1: The Knowledge-base for Social Work Supervision

One of the implications from O'Donoghue and Tsui (2012) is that supervisors use practice wisdom and develop their practice wisdom by ensuring that they draw upon the learning they have had from their previous supervisory experiences in their ongoing supervisory practice. One way supervisors may enhance their practice wisdom is to keep a reflective journal of their supervision experiences that is focused on their learning and development

in relation to themselves, and their supervision practice skills and knowledge. Two others ways for supervisors to develop their practice wisdom are to seek feedback from supervisees towards the end of each session and to discuss their supervisory practice in their own supervision.

In regard to the use of practice theory and models, supervisors use these to: a) frame their general approach to supervisory practice; b) to make sense of the material presented by the supervisee particularly through using their personalised assessment checklist; and c) to facilitate the interactive problem-solving process that occurs within session (O'Donoghue and Tsui, 2012). This highlights the importance of supervisors being current with the latest practice theory and models, as well as, asking questions concerning how particular theories and models might apply to situations raised by supervisees in supervision. Supervisors can develop their use of practice theory and models in practice through discussing this topic in their own supervision with their own supervisor and by making entries in a reflective journal describing how they used practice theory and models in a particular session and how this might be further developed.

The development of a specific model or approach for supervisory practice is important because it forms the basis of how supervisors work with supervisees and how supervisors explain their approach to their supervisees and supervisors. Reading books which outline supervision models and approaches is one way to aid this development (Davys and Beddoe, 2010; Shulman, 2010; Weld, 2012; Wonnacott, 2012), while other ways involve identifying one's own model through reflection on one's practice over time and discussion with one's supervisor. Another pathway to supervisory model development would be through formal social work supervision education and training.

For supervisors, the use of empirical research in supervisory practice is challenging, because this research is not easily accessible and often its application for supervisory practice is often not clear (O'Donoghue and Tsui, 2005). The development of evidence-based or evidence-informed approaches within the clinical supervision field is still in its infancy. In clinical psychology, Milne (2009) has produced an evidence-based approach for clinical psychology supervision based on a best evidence synthesis. While in social work O'Donoghue (2014b) made the case for an evidence informed approach for clinical social work supervision which was derived from the evidence pertaining to the supervision relationship or alliance, the supervision process, the supervision of practice, and the supervision of the practitioner. In this approach, the supervisor is mindful of ensuring that they are attuned to supervisee's needs and priorities within the supervision relationship and create a safe relationship characterised by trust and support. In terms of the supervision process, this mirrors the social work interview which means that the session is structured in terms of engaging and orientating the supervisee to supervision, establishing the agenda for the meeting, then interactively processing the issues through a reflective dialogue that assists them. The session concludes with a review that identified the actions and learnings and the practicalities of setting another session and finishing the notes. Applying an evidence-informed approach to the supervision of supervisee's practice with the client involves, firstly, keeping the focus on the client, their issues, and outcomes (O'Donoghue and Tsui, 2015). This is followed by an exploration of the supervisee's awareness, understanding, and consideration of evidence-informed interventions and may involve Google Scholar to search for evidence. A discussion could then follow on the selection and how the selected research evidence could inform the supervisee's practice with the presenting situation. The fourth dimension of an evidence-informed approach concerns the supervision of the practitioner and pertains to attending to the supervisee's

well-being and development as a practitioner. This involves the provision of practical help, emotional support, and positive interpersonal interaction by the supervisor (Mor Barak et al., 2009).

National and International Implications

The implications for national social work professional bodies in regard to knowledge building concern the development of a social work supervision literature base, the education and training of supervisors, the setting of standards and policies for supervision within the profession, and furthering the development of research and evaluation within social work supervision. In other words, the role for national social work professional bodies is to advance the development of a professional social work supervision culture. To further the development of social work supervision internationally, there is a need to bring together the international knowledge and to develop international standards. Another development could be an international network of social work supervisors and researchers which shares knowledge across jurisdictions and engages in comparative international research studies. Supervision knowledge could also be advanced by a supervision specific stream in regional and global social work conferences and congresses.

Conclusion

This paper has examined knowledge building within social work supervision through reviewing how knowledge has developed over time by way of practice wisdom, practice theory and models, empirical research and specific supervision models and approaches. The implications of this framework of knowledge building for supervisors have been explored with regard to the ways in which they can develop a more informed approach to supervision. Such an approach would be derived from practice wisdom, practice theory and models, specific supervision models and approaches and the use of supervision research evidence.

The implications for the profession at a national and international level have also been discussed with suggestions made in regard to advancing a professional supervision culture at national level, as well as, how to build an international infrastructure for knowledge for the advancement of social work supervision. In conclusion, the key messages of this paper are: a) for supervisors to develop their knowledge for supervisory practice and be more mindful of how they use knowledge in supervisory practice; b) For the profession at national level to develop and synthesise the supervisory knowledge-base to advance a professional supervision culture; and c) to develop the infrastructure to support the international advancement of social work supervision.

Citations

Austin, M. (1981). Supervisory management for the human services. Englewood Cliffs, NJ: Prentice-Hall.

Brackett, J. (1903). Supervision and education in charity. New York: MacMillan.

Bruce, E., and Austin, M. (2000). Social work supervision: Assessing the past and mapping the future. *The Clinical Supervisor*, 19(2), 85-108.

Bunker, D. R., and Wijnberg, M. H. (1988). Supervision and performance: managing professional work in human service organizations. San Francisco: Jossey-Bass.

Burns, M. (1958). The historical development of the process of casework supervision as seen in the professional literature of social work. PhD Dissertation. The University of Chicago, Ann Arbor, MI: University Microfilms International.

Caspi, J. and Reid, W. (2002). Educational supervision in social work: A task-centred model for field instruction and staff development. New York: Columbia University Press.

Cohen, B. (1999). Intervention and supervision in strengths-based social work. *Families in Society*, 80 (5) 460-466.

Davys, A., and Beddoe, L. (2010). Best practice in professional supervision: A guide for the helping professions. London: Jessica Kingsley Publishers.

Hollis, F. (1966). Casework: A psychosocial therapy. New York: Random House.

Holloway, S., and Brager, G. (1989). Supervising in the human services: the politics of practice. New York: Free Press.

Kadushin, A. (1968). Games people play in supervision. *Social Work*, 13(3), 23-32.

Kadushin, A. (1974). Supervisor-supervisee: A survey. *Social Work*, 19 (3), 288-298.

Kadushin, A. (1976). Supervision in social work. New York: Columbia University Press.

Kadushin, A. (1985). Supervision in social work (2nd ed.). New York: Columbia University Press.

Kadushin, A. (1992a). Supervision in social work (3rd ed.). New York: Columbia University Press.

Kadushin, A., and Harkness, D. (2002). Supervision in social work (4th ed.). New York: Columbia University Press.

Kadushin, A., and Harkness, D. (2014). Supervision in social work, (5th ed.) New York: Columbia University Press.

Middleman, R., and Rhodes, G. (1985). Competent supervision: Making imaginative judgments. Englewood Cliffs, N.J.: Prentice-Hall.

Milne, D. (2009). Evidence-based clinical supervision: Principles and practice. Hoboken, NJ: Wiley.

Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *The Social Service Review*, 83(1), 3–32.
doi:10.1086/599028

Munson, C.E (1975). The uses of structural, authority and teaching models in social work supervision. Unpublished DSW Dissertation, University of Maryland, Ann Arbor, MI:University Microfilms International.

Munson, C.E. (1979). *Social work supervision: Classic statements and critical issues*. New York: Free Press.

Munson, C.E. (1983). *An introduction to clinical social work supervision*. New York; Haworth Press.

Munson, C.E. (1993). *Clinical social work supervision* (2nd ed.). New York : Haworth Press.

Munson, C.E. (2002). *Handbook of clinical social work supervision* (3rd ed.). Binghamton, NY: Haworth Social Work Practice.

O'Donoghue, K. (2010). *Towards the Construction of Social Work Supervision in Aotearoa New Zealand: A Study of the Perspectives of Social Work Practitioners and Supervisors*. PhD thesis, Massey University, Palmerston North. <http://hdl.handle.net/10179/1535> [Accessed 12 January 2015].

O'Donoghue, K. (2012). Windows on the Supervisee Experience: An Exploration of Supervisees' Supervision Histories. *Australian Social Work*, 65(2), 214-231. doi: 10.1080/0312407x.2012.667816 .

O'Donoghue, K. B. (2014a). Towards an Interactional Map of the Supervision Session: An Exploration of Supervisees and Supervisors Experiences. *Practice*, 26(1), 53-70. doi: 10.1080/09503153.2013.869581

O'Donoghue, K. B. (2014b). Towards an Evidence-Informed Approach to Clinical Social Work Supervision. In M. Pack, & J. Cargill (Eds.), *Evidence, Discovery and Assessment in Social Work Practice* (pp. 295-308). Hershey, PA 17033, USA: IGI Global. doi:10.4018/978-1-14666-6563-7.ch014.

O'Donoghue, K., Munford, R., and Trlin, A. (2005). Mapping the Territory: Supervision within the Association. *Social Work Review* 17 (4), 46-64.

O'Donoghue, K., & Tsui, M. -S. (2005). Towards informed supervisory practice: Knowledge, theory, and methods. In L. Beddoe, J. Worrall, & F. Howard (Eds.), *Supervision Conference 2004: "Weaving together the strands of supervision"* (pp.131-137). Auckland, NZ: University of Auckland.

O'Donoghue, K. B., & Tsui, M.-S. (2012). In Search of an Informed Supervisory Practice: An Exploratory Study. *Practice*, 24(1), 3-20. doi: 10.1080/09503153.2011.632678

O'Donoghue, K., & Tsui, M.S. (2015). *Social Work Supervision Research (1970–2010): The Way We Were and the Way Ahead*. *British Journal of Social Work*, 45(2), 616-633. doi: 10.1093/bjsw/bct115

Perlman, H. (1957). *Social casework: A problem-solving process*. Chicago: University of Chicago Press.

Pettes, D. (1979). *Staff and student supervision- A task-centred approach*. London: Allen and Unwin.

Rabinowitz, J. (1987). Why ongoing supervision in social casework: An historical analysis. *The Clinical Supervisor*, 5 (3), 79-90.

Robinson, V. (1936). *Supervision in social casework*. Chapel Hill: The University of North Carolina Press.

Shulman, L., Robinson, E., & Luckyj, A. (1981). A study of supervision skill: Context, content and process. Unpublished manuscript, University of British Columbia, Vancouver, Canada.

Shulman, L. (1982). *Skills of Supervision and Staff Management*. Itasca, Ill.: Peacock Publishers.

Shulman, L. (1993). *Interactional supervision*. Washington, DC: NASW Press.

Shulman, L. (2010). *Interactional supervision* (3rd ed.). Washington, DC: NASW Press.

Dialogue on “Dilemmas in Social Work supervision and the way forward”

Panellists:

Professor Tsui Ming Sum

Hong Kong Polytechnic University

Department of Applied Social Sciences

Associate Professor Kieran B. O'Donoghue

Massey University

Head of School – School of Social Work

Dr Peace Wong Yuh Ju

Lecturer

National University of Singapore, Department of Social Work

Facilitated by:

Ms Lee Yean Wun

Principal Social Worker

Kampong Kapor Family Service Centre

Introduction

After a day of meaningful presentations by the keynote speakers and various workshops led by local practitioners, participants at the seminar had the chance to interact with the 3 panellists, individuals who are deeply involved in the field of social work supervision. The dialogue session discussed the numerous dilemmas in social work and involved the panellists sharing their perception regarding an appropriate way forward for supervision in Singapore. The dialogue session was facilitated by Ms Lee Yean Wun, Principal Social Worker from Kampong Kapor Family Service Centre.

Findings from the “My Perceptions of Supervision in Singapore” Survey (as at 16 May 2015)

To begin the dialogue, Ms Lee shared key findings that had been gathered from the “My Perceptions of Supervision in Singapore” survey, which was completed by participants prior to the seminar. The analysis of the results provided an interpretation of supervision from the point of view of the participants and also helped to indicate where social work supervision in Singapore was headed. The survey found that social workers recognised that supervision has a key role in the field, with 99.2% of respondents stating that it was an important area of social work practice. When asked about whether they were satisfied with the supervision they received, about 54.5% indicated that they were satisfied with the supervision they were receiving. With regards to quality supervision, only 16.3% of respondents indicated that they were getting quality supervision. This highlighted that there is a need to distinguish between quality and satisfaction. Although about half of the respondents indicated that they were satisfied with the supervision they were receiving, many did not believe that they were receiving quality supervision. Respondents were more divided regarding their perception of their competency for supervision with 56.1% of respondents believing they were competent and 21.1% of them disagreeing. In general, respondents (95% - 98%) felt that more could be done for social work supervision and that training would be useful.

Open-ended responses from the survey were grouped into **5 key areas** – (1) training, (2) the need for more creative platforms for sharing about supervision, (3) the definition of social work supervision, (4) working with organisations, and (5) standards.

(1) Training

Respondents felt that there needed to be more training for supervisors. Some examples include having more tiered and certified training. Some also indicated that training should be mandatory and called for supervisors to be accredited.

(2) Need for more creative platforms

Respondents felt that there needed to be an increase in the number of creative platforms to share about supervision. Many applauded the organisation of the seminar as an additional platform where social work supervisors could get together. There were also interests in informal cross-sector sharing, supervision workshops, and communities of practice to provide more opportunities to share and learn about supervision.

(3) Definition

Respondents indicated that they would also like more clarity regarding the definition of supervision, the types of supervision and what constitutes supervision (eg. Would mentoring and coaching be considered as supervision?)

(4) Working with organisations

There was a concern with regards to how one could communicate the importance of supervision to the organisations that they work for. They also wanted to know how to create a culture of supervision in their agencies and how to move towards more time and recognition for supervision such that supervision is seen as a valid part of one's workload rather than an additional responsibility.

(5) Standards for Supervision

Lastly, respondents indicated interest in increasing the standards of supervision. Some areas mentioned included understanding how much supervision is needed, what qualities are needed in supervisors, what constitutes tiered supervision, what are some key supervision competencies and research into the best practices in the field.

Panellist Discussions

Quality of and Satisfaction with Supervision Sessions

The panellists shared some of their thoughts from the results of the survey and elaborated on some aspects which captured their attention. A key discussion point revolved around the idea of quality and satisfaction in supervision. The survey results revealed that although about half of the respondents indicated that they were satisfied with the supervision they were receiving, many did not believe that they were receiving quality supervision.

A/P Kieran commented that there was a distinction between satisfaction and 'quality supervision'. Some issues that he suggested could be explored in this area include the extent that supervision supports supervisees in their learning, the extent to which the interactional process is constructive, and how it contributes to improved practice with clients. He added that certain components add to supervisee's satisfaction in supervision while other components add to quality supervision.

Dr Wong raised her curiosity about the reason for such a difference. She speculated that it might be the case that supervisors are good relationally (such that supervisees are satisfied), but are less proficient when it comes to service delivery. She then questioned what respondents would define as quality supervision, since this can be interpreted differently. Prof. Tsui added on to Dr Wong's point remarking that a strong relationship with the supervisor usually results in satisfaction with supervision but this may not actually solve or tackle issues that the supervisee has brought up. Hence, he commented that supervisors need to include more educational components in supervision. A/P Kieran added there is a difference between being evaluating the satisfaction with and quality of supervision. The key question to ask is how one should be evaluating a supervision session. There is a need to find ways to evaluate supervision sessions in terms of key areas related to learning and development, practice development and client outcomes.

The discussion then expanded to consider how social workers make such evaluations regarding satisfaction, quality and development. Dr Wong provided participants with an analogy of how supervisees may interpret what is a "good" experience. For example, some may attribute reasonable price, wide selection of food or even companionship as reasons for their good experience at a top restaurant serving buffet. Hence, a supervisor needs to pay attention to how one's supervisee constructs the idea of good supervision. In addition, this should not only involve the supervisor and supervisee, but also include client outcomes. The supervisor-supervisee relationship should have certain client outcomes and supervisors should consciously link supervision sessions to it. Supervisors should also embed sessions within organisational practices, structure, mission and purposes and position them in terms of the professional beliefs of what supervision should be.

Accreditation of Supervisors

Panellists were then prompted to share their thoughts regarding the accreditation of supervisors from the context of their home countries, with Prof. Tsui being based in Hong Kong, and A/P Kieran in New Zealand. Prof. Tsui shared that there are 3 existing supervision schemes in Hong Kong. The first is administered by the Social Workers Registration Board (SWRB). 7 years ago, the SWRB set up guidelines and standards for accrediting social work supervisors. There have been some resistance from the field, especially from young frontline social workers, because they feel that this may involve greater amounts of managerial monitoring not only on practice but also on behaviour which adds more pressure to their job. This scheme is currently still in the process of being reviewed.

The second is the Supportive Supervision Scheme which is funded by the Hong Kong government. This has been in practice since 2014. The plan for the first phase is to train up to 50 certified social work supervisors. They would have to go through a post graduate training course and 5 years of practice in social work supervision before becoming certified social work supervisors. They would have to fulfil their obligations of providing free of charge supervision to smaller Non-Governmental Organisations (NGOs) as these NGOs are often unable to buy the services of external supervisors.

The third is a voluntary scheme administered by the Hong Kong Professional Counselling Association (HKPCA). In Hong Kong, the social work profession is licensed and the title is protected by law. The HKPCA organizes a voluntary qualified supervisors scheme where social workers who have at least 5 years of experience, complete a post-graduate training course on supervision and pass an additional assessment can become a qualified supervisor. There are currently about 80 qualified supervisors. The privilege of being a

qualified supervisor is for one's name to be listed online as a qualified supervisor which attracts many universities and organisations. He remarked that although this is not a necessity, such qualifications often conferred a higher level of recognition for the workers and are associated with a higher level of pay.

Although Singapore has not gone to the extent of accrediting supervisors, Dr Wong mentioned that there is still a need to perceive supervision as a professional activity. She opined that the quality of supervision could also be affected by organizations' decision to appoint supervisors solely based on their seniority and not based on whether they are suitable for the job or not. She then asked for the speakers' comments on this. A/P Kieran opined that there needs to first be a consideration of how the title of "social worker" is used. The legislation for the voluntary registration of social workers established in New Zealand has been helpful in reinforcing supervision in social work practice and the professional quality of it as there is an avenue to complain (the registration board) if one does not receive supervision and quality supervision. A/P Kieran shared that New Zealand began discussing the idea of accreditation for their supervisors in 1997, and developed their supervision policy in 1998, which mainly addressed the expectations for supervisors. In 2003, there was voluntary registration for social workers and Massey University (the university he works for) also helped to train supervisors. This voluntary registration helped to enforce quality, as it provides accountability to supervisors through the code of conduct. He also argued that there is a need to see the development of supervision as part of developing the entire profession and hence pay adequate attention to it.

Prof. Tsui added that from his experience and research, he found that social workers often hope for supervision to be similar to the supervision that they had received during their field work placements, which were warm, regular and planned with specific advice from the supervisor. However, in reality, supervision is often task oriented and unscheduled and on a need basis. A/P Kieran added that once social work is professionalized, maintaining ethical social work practice will be important and it is no longer acceptable to avoid proper supervision. Prof. Tsui opined that there is a need for an evolving process and the concept of contextualisation should be applied. There is a need to be sensitive to the cultural landscape and the political context of moving mandatory accreditation of supervisors.

Ms Lee summarised the discussion by commenting that supervision sits within the context of the person, agency and the profession. There may not be a need to implement the mandatory accreditation of supervisors immediately if the profession is not ready for it, however, smaller steps should be taken to improve the standards of supervision. Some steps could be to have structured ongoing support and training for supervisors. As a closing point, Dr Wong concluded that supervision is an area that is a personal, professional and organisational responsibility. Supervision is not just as a personal or professional issue but it also sits within the context of the organization. She exhorted participants to tap on the wisdom of local agencies that currently have a culture of supervision and to contextualise something that is relevant to their organization and sector.

Questions from the Floor

Matching of Supervisor and Supervisee

One participant commented that as the Head of Department in her agency, when sourcing for people to bring into her team, she also takes note of who would potentially be a suitable supervisor for him/her. Hence she asked for the panellists' comments on the

matching of supervisor and supervisee and also on the attitude of the supervisor when they have this responsibility given to them. Prof. Tsui highlighted that based on his research, it has been found that supervisors tend to recruit frontline workers who are similar to them in thinking and personality, and they tend to look at factors such as appearances and styles. They also make their decisions based on their ability to get along with them.

A/P Kieran mentioned that the challenge in supervision is the problem of choice. People who can choose their supervisors are able to participate more fully in the supervision relationship. However, more often than not, they do not have this choice and they have to authorise their supervisor to supervise them. He claims that the key then is for supervisees to professionalise up rather than personalise down. According to him, supervision is a learning relationship and even in the case where supervisor and supervisee do not get along with each other, they should still acknowledge that they are able to learn from one another.

Dr Wong commented that although supervisors will always strive towards the idea of 'goodness-of-fit', it is not always obtainable and some supervisees do not always have a choice of their supervisors. However, instead of getting oneself stuck with a dichotomous position – fit or no fit, it will be helpful to consider how they may respond to the question of 'fit'. For example questions to think about include how one can increase the 'goodness-of-fit' by being sensitive to the developmental needs of supervisors and supervisees, as well as the ideas of gender and culture. Ms Lee then concluded that it is more about professional learning and how to make the learning fit for the supervisee rather than just about whether one is able to get along with them.

Supervisors who are not social work trained

The second question raised was about the route of development to be taken when working in agencies where the supervisors are not social work trained. A/P Kieran responded that when the agency does not have sufficient staff available to help the organisation develop its supervision practice, there may be a need for an external party to be engaged. He mentioned that in New Zealand, external accredited social work supervisors are engaged in agencies lacking social work trained supervisors. They not only help through ensuring two-way confidentiality, but also in three-way accountability between the agency and the external supervisor by giving mutual feedback. Prof. Tsui added that in Hong Kong, there are 2 lists. In the counselling field, there are 80 certified social work supervisors while in the social work field, there will be about 50 certified social work supervisors. For some organizations (eg. special education schools), they engage external supervisors who focus only on the educational and supportive aspects of supervision, and not the administrative aspect.

Review of Supervision Practices

The final question was a request for the panellist to comment on how the review of supervision is carried out in their countries. A/P Kieran commented that he has developed a questionnaire where both supervisors and supervisees can review their practice together. This questionnaire has a list of items that were derived from some research done on what social workers thought were best things about supervision. Another way to review the supervision process is to have an ongoing review at the end of a supervision session, where supervisees would be asked to give their feedback and their learning points so that both parties may reflect and gain insight regarding what could have been done differently. (eg. how did you find what we did together today? what did you like? what could have been done differently? what learning points are there for you and me?) Prof. Tsui mentioned that

both front-line social workers and supervisors should do reflections about their experience in the supervision session, and supervisors should be monitored as they are responsible for the performance of their staff.

Moving Forward, Next 5 Years...

Ms Lee then posed a final question to the panellists to wrap up the session by asking each of them to share one area in which social work supervision in Singapore could be challenged towards in the next 5 years. Prof. Tsui summed it up in one word "Direction". This direction could be in two ways: voluntary or mandatory – and this would depend on the context of the country that social work supervision is placed in. For example, what takes place in Hong Kong with regards to social work supervision may not be the same as what Singapore should be doing for social work supervision. A/P Kieran mentioned that it is worthwhile investing in the development of supervisors. There is a need for a clear mandate of the training and development needed. It is also important to have an organisational culture that supports the development of the supervisors. There is also a need for everyone to move in the same direction regarding the degree of practice of supervision in health organisations, NGOs, and statutory and welfare agencies. Lastly, it is important to reinforce the transfer of learning and have it embedded in the system, as it has been found that it is common for training not to translate into practice.

Dr Wong remarked that there has to be a shared vision on supervision. Social work supervisors could consider different possibilities, and work towards a direction and consensus. Her dream is for a culturally relevant supervision to be embraced by supervisors as a personal, professional and organizational response.

Ms Lee concluded the dialogue session by commenting that there is a need for people to start thinking about how they may have structured platforms for supervisors to come together to share their experiences with supervision. She encouraged the participants to take up this responsibility and to make that dream come true.

Day 2 Keynote 1: West Meets East: Sharing and Demonstration of Supervisory Strategies and Skills – Part 1

Professor Tsui Ming Sum

Hong Kong Polytechnic University

Department of Applied Social Sciences

Introduction

Prof. Tsui began by using cats and dogs as a metaphor to depict the relationship between the supervisor and supervisee. He expressed that supervisors often have sharp senses, as do cats, and at times have to work alone. On the other hand, the supervisees share similar attributes with dogs, such as friendliness and helpfulness, especially with their clients. To put forth his point he shared some videos of dogs and cats and asked the participants to identify some social values of the dog. Among the responses offered were that of being dependable, reliable, willing to try, having attention to detail and caring for its owner. In such a manner, he expressed that these are some values that should be present in the worker as well.

Illustrations

Through several videos, Prof. Tsui sought to illustrate some of his points. He expressed that supervisees often want support and care but not administrative supervision. He also expressed that supervisors would want undemanding supervisees. However, this is not ideal as it runs the risk of a 'country club supervision' where everyone is happy but nothing is done. Prof. Tsui also used several videos to illustrate the role of a supervisor as a gate-keeper and someone who sets the standard.

Needs of Supervision

In order for the supervisor to be aware of the needs of supervision, they must get rid of poor, outdated practices and be mindful of client's complaints and staff morale. This can be monitored through staff attitude surveys, and the turnover rates of the staff. A comparison with the best practices in the field should also be done as the gap between the agency's own practices and that of the best practices will indicate the gap that needs to be filled.

Physical Setting

Prof. Tsui also added that the physical setting of the supervision session should be comfortable, a setting which allows for the session to be private and confidential. It should be one that facilitates communication, and compatible to the supervisor-supervisee relationship. This means that the setting should not make it seem as though there is a power imbalance or a hierarchy between the supervisor and supervisee. Instead, they should appear as peers.

Goal-focused Supervisory Contract

Prof. Tsui shared that there should be a form of supervisory contract between the supervisor and the supervisee.

1. There should be a mature and professional attitude between the supervisor and supervisee, with this relationship founded on a firm knowledge base.

2. There should be rational decision making and a fundamental understanding and assessment of needs.
3. There should also be an awareness of learning motivations and a shared responsibility between both parties over the supervision session.
4. There must be a basis of competence evaluation guiding the practice.
5. It is both necessary and pertinent that independent skills are developed.

Discussion

Prof. Tsui asked the participants if there were any points that they felt should be included in the supervisory contract. The participants expressed that some of the points they felt were pertinent were the learning goals, mutual expectations, the methodology of the supervision, the setting and the roles and responsibilities of both the supervisor and supervisee.

Questions to be Answered

Prof. Tsui expressed in response that some of the questions he felt should be answered between the supervisor and supervisee in a supervisory contract include:

- What do we expect?
- What we can give each other?
- Are our goals the same?
- Can we achieve our goals?
- How can we achieve the goals?
- What are our constraints?
- How will we know when we have achieved our goals?

Agenda

The structure of the supervision session as recommended by Prof. Tsui restricts the session to 90 minutes. He expressed that the attention span of a person usually lasts for 45min so the session should be broken up into two 45 minute blocks with a 5 minute break in between.

In the first part of the supervision, 15 minutes should be allotted to the sharing of feelings about work by the supervisor and the supervisee. He indicated that the supervisor ought to share first, so as to model openness and frankness. The supervisee will share after the supervisor has shared. The supervisor should also be careful not to attempt to counsel or "casework" the case worker. The supervisor should also be culturally sensitive. The next 30 minutes should be allotted to going over administrative reports. Thereafter, there should be a 5 minutes break.

In the second part of the session, the focus will be on discussing practice related issues. These issues should be suggested by the supervisee and the supervisor should have prepared beforehand. The supervisee should therefore be responsible for the agenda in the second part of the session. To end the session, the supervisor should ask if there is any other business or issues that the supervisee would like to raise.

Stages of Supervision

Prof. Tsui illustrated the different stages of supervision with a video of a dog teaching a puppy to use the stairs. He expressed that the first stage is stage 0, whereby there is no supervision at all and the worker is lost. Then supervision comes in and the supervisor demonstrates to the worker how certain things are done. This is stage 1. At stage 2, there is administrative supervision on the part of the supervisor in that there is encouragement by the supervisor for the supervisee to do the task. Stage 3 comes when the supervisee is still unable to do it. The supervisor therefore gives a little practical support to aid the supervisee. Stage 4 would be coaching, where the supervisor increases the support and carries out the activity together with the supervisee. Stage 5 would be to add on even more affirmation and support to the supervisee if he/ she is still unable to complete the task. Through this video, Prof. Tsui also illustrated the roles of the three parties involved in supervision: the head of the agency, the supervisor and the supervisee. He illustrated that the role of the CEO or head of the agency is not to interfere with the supervisor's role, or even to give instructions. Instead, the role of the CEO is just to encourage and entrust the role of supervision to the supervisor.

Conclusion

Prof. Tsui concluded his presentation with the aforementioned video, demonstrating not only the roles of each of the parties involved in supervision, but also the outcome that can be achieved when the process of supervision is handled appropriately.

Day 2 Keynote 2: West Meets East: Sharing and Demonstration of Supervisory Strategies and Skills – Part 2

Associate Professor Kieran O'Donoghue

Massey University

Head of School – School of Social Work

Video: The Interactional Process of the Supervision Session: Skills and Strategies

A/P Kieran O'Donoghue, Supervisor (In person)

Dr Polly Yeung and Dr Michael Dale, Supervisees (On video)

Introduction

A/P Kieran used a recording of a supervision session he had with two of his workers to demonstrate the structure and flow of a supervision session. He would pause between video segments for participant discussions. This video aimed to demonstrate the interactional map of the supervision session (O'Donoghue, 2014).

Table 1 below illustrates the stages and phases of this map.

Session Stages	Supervisee Phases	Supervisor Phases
Preparation	Continual consideration. Session preparation.	Reviewing records. Thinking about the forthcoming session. Attending to the setting.
Beginning	Social engagement. Orientation.	Starting Checking-in.
Planning	Agenda setting. Prioritising items.	Agenda setting. Prioritising items.
Working	Telling the story or presenting an item. Interactively processing.	Clarifying and exploring the story or issue. Facilitating decision making and task setting.
Ending	Summary and review. The practicalities of next session.	Reviewing what was covered. Finishing up the session. Finishing the notes.

The video was prepared on the assumption that both the supervisor and supervisees had prepared for the session by working out what they were going to discuss and what they wanted from their respective sessions.

Starting the Session – Engagement

The supervisor started the supervision session by asking the supervisee to share how her day was. And then how her work was going. He elicited her sharing by asking her to share

‘what was on top for her’. While she was sharing, he constantly reflected her feelings and probed her about her concerns and fears regarding what she was sharing. He let her share for approximately 3 minutes, without interrupting her with the exception of his use of attending skills and listening responses. After she had finished her sharing, he then moved on to ask her to set the agenda and goals for the day. They would later process the things she had identified for the day.

A/P Kieran then paused the video and posed 4 questions to the participants. He asked:

1. What did you notice about how the session started?
2. How was the supervisee engaged?
3. How were the focus and the agenda clarified?
4. What skills and strategies were used?

The participants expressed that they liked how the supervisor caught up on how the last session had left off at the start of the new supervision session. This helped to allow both supervisor and supervisee to catch up with the agenda. Another participant expressed that he appreciated the supervisor helping the supervisee to scope the session.

Exploring the Use of Practice Theory and Models: The Supervisee Tells the Story

In the next part of the session, the supervisor went on to get the supervisee to tell her story and experience. The supervisor then started to summarize her experiences and helped her to reflect and process them. He tried to explore with her the different practice theories and models that she had used in her work. He then continued to probe and explore with her the skill sets that she had used in her work. Once again, reflection and other attending skills were paramount in his interaction with his supervisee.

Again, A/P Kieran paused the video and requested the participants to consider several points.

1. What did you notice about the skills and strategies used in the session to assist the supervisee to reflect?
2. What did you notice happen to the supervisee as she began to process her experience?

The participants expressed that the supervisor had gotten his supervisee to talk about the models and justify and evaluate her usage of them. He then took a step back to look at the processes with the supervisee. The participants also noted that the session was well regulated through the posing of good questions. A/P Kieran responded that it is important to keep in touch with the supervisee and slow her down if she needs it – this is so that they will be able to process the important issues.

Exploration of an Issue

A/P Kieran showed a second recording of a supervision session with a different supervisee to illustrate how to explore an issue with a supervisee. He expressed that in exploring an issue, the supervisor should help the supervisee first give an outline of the issue before eliciting the details of the story. In this segment of the recording, the supervisor helped the supervisee to tell his story and to clarify, categorize and highlight the main points he would like to cover for the supervision session. A/P Kieran then paused the video and asked:

1. What skills and strategies did you notice the supervisor use to assist the supervisee to tell his/ her story?

The participants expressed that the supervisor first allowed him to tell the story completely before beginning to process it with him. In response, A/P Kieran expressed that the supervisor could ask challenging questions as a means to get the supervisee to think through and process what had happened on his own. This is important as it allows for reflection on the part of the supervisee and it causes the supervisee to do the work instead of the supervisor. A/P Kieran also expressed that in asking such questions, the focus is not on the answer but on the thinking process and the effect of the question on the supervisee.

A/P Kieran also expressed that as he was speaking to his supervisee he had a checklist in mind of the things that he wanted to ascertain or to process with his supervisee. He also mentioned that supervisors ought to give their supervisees the space to share what was going on and the issues to address or process will naturally emerge from there.

Finishing the Session

A/P Kieran shared that as the session comes to an end, the supervisor should give feedback to the supervisee and ask for feedback as well. He also added that it is important to question the supervisee what he/ she would be doing after the supervision session. The participants also shared that they felt that that would round up the session well.

Conclusion

A/P Kieran expressed that supervisors must begin by orientating their supervisees when they come in for supervision, and prepare them to be vulnerable and to share their emotions. Similarly, the supervisor must also orientate the supervisee when the session ends and prepare them to go back out onto the field, especially when they have opened up themselves and been vulnerable during the session. He shared a checklist for supervisors (see Table 2) and also encouraged supervisors and supervisees to review their sessions through exploring the following questions:

- How well have we prepared?
- How well have we engaged with each other?
- How well have we focused upon supervision?
- How well have we managed our agenda and priorities?
- How well have we worked through the items?
- How well have we made decisions and identified actions?
- How well have we concluded our sessions?

Table 2 Supervisory checklist

Session stage	Key points
Before	<ul style="list-style-type: none"> Preparation <ol style="list-style-type: none"> Review notes – Identify items and actions for follow up. Think about – The supervisee, how they are? And what they might bring? Attend to setting- minimise interruptions, provide hospitality (hot drink or water).
During	<ul style="list-style-type: none"> Beginning <ol style="list-style-type: none"> Ask about how the supervisee wants to start? Engage the supervisee – How has today been? Check-in regarding their work generally, their feelings about their work, about being here with you in supervision and what's currently on top for them. Planning <ol style="list-style-type: none"> Review the lists (the supervisee's and yours). Prioritise the list. Agree on the agenda. Working <ol style="list-style-type: none"> Listen to the supervisee's story or presentation. Ask clarifying questions, summarise and help them reflect and explore. Use problem solving skills and strategies to assist the supervisee to process. Facilitate the arrival at decision points and actions plans. End <ol style="list-style-type: none"> Review what has been covered with supervisee. Summarise the decisions and agreed actions Arrange a date and time for the next session. Close off the session by checking how they are? And where they will be going next?
After	<ul style="list-style-type: none"> Write up the session notes and share with the supervisee. Note any reflections or learning for you to take to your own supervision.

Citations

O'Donoghue, K. B. (2014a). Towards an Interactional Map of the Supervision Session: An Exploration of Supervisees and Supervisors Experiences. *Practice*, 26(1), 53-70. doi: 10.1080/09503153.2013.869581

Closing Address

Ang Bee Lian

Director of Social Welfare

Ministry of Social and Family Development

Introduction

Ms Ang began by expressing the joy and hope that she felt when she saw the number of participants at the conference. She expressed great encouragement at seeing so many committed supervisors. She acknowledged the work of Anthony Yeo in identifying the importance of building up the next generation and the work he put into building up Counselling and Care Centre (CCC). Ms Ang shared that supervision is pertinent as it is about building and supporting another generation.

Importance of Support

Ms Ang illustrated the importance of support through the example of social workers working in the disability sector. She shared that social workers in the disability sector can often feel very alone, due to them being few in number. A team – TWG – has since been formed, rising to the occasion to do something to support others in the disability sector. They work in multi-disciplinary teams and organise case conferences among themselves so as to mentor the younger workers and to conduct peer supervision among themselves. Ms Ang expressed confidence that TWG would be able to lead in some of the work in the disability field. In addition, she encouraged the participants to link up any social workers in the disability sector they know with TWG.

Reflections on the Conference

Ms Ang reflected on some of the key takeaways from the 1.5 day seminar. She brought up the illustration of the chopsticks used by Professor Tsui on the first day. Professor Tsui had used chopsticks as a representation of the working relationship between the supervisor and supervisee. Ms Ang shared that it struck her that the two chopsticks shown by Professor Tsui were aligned and straight. However, she felt the relationship is rarely an equal one. She used a picture of chopsticks of unequal length to illustrate her point. She shared that though the chopsticks are of different lengths, they are in fact in a functional relationship. She also emphasized that the aim of supervision is to improve client outcomes and their lives.

3 Things Moving Forward

Ms Ang shared that there are 3 main things that will take place after this conference.

Ongoing Training

Firstly, there would be a greater effort to build supervision through on-going training at SSI. She expressed that there will be at least one training per year on supervision.

Work Groups and Discussions

Following the end of the seminar, there will be two work groups formed. She expressed that there is a lot of energy and wisdom amongst those gathered here and that there are many things that can be gained and offered from among the participants. Ms Ang urged those gathered to participate in the work groups and discussions.

Resources

Ms Ang made reference to the resource space started by her office and encouraged the participants to refer to these sources for more resources related to social work. (www.ethicalsocialwork.wix.com/ethicalsocialwork)

Things to Pay Attention To

Ethics

Again Ms Ang made reference to the earlier sharing on social work ethics and expressed that it is important that as a helping profession, attention is given to the ethics of social work.

Building the Profession

Ms Ang expressed that the profile of the social work profession has been raised in recent years and consequently there has been an increase in the number of young talents attracted. She shared that as they have made social work and the social service sector their first choice, supervisors ought to be mindful to give them opportunities to learn during their placements and to hone their skills and competencies.

Conclusion

In closing, Ms Ang expressed that social work is the space in between other professions, it involves work which others are unwilling or unable to do. It is therefore difficult to define exactly what the work is but she emphasizes that it is good work, one that is meaningful and fulfilling. She described social work as distinct and exhorted the participants to present this distinctiveness well. Ms Ang also expressed that all that has been learnt through this 1.5 day seminar should be put to good use and be used to nurture the younger generation.

Workshops

Workshop 1: Group Supervision in Social Work Practice: A Systemic Approach

Workshop Presenters:

Ms Ruth Chua

Executive Director

Counselling and Care Centre

Ms Rebecca Lo

Senior Therapist

Counselling and Care Centre

Introduction

Ms Chua opened the session by defining group supervision as “the regular meeting of a group of supervisees with a designated supervisor, for the purpose of furthering their understanding of themselves as clinicians, of the clients with whom they work, and/or of service delivery in general, and who are aided by their endeavour by their interaction with each other” (Bernard & Goodyear, 1998, p.111). It “is (also) a working alliance between a supervisor and several counsellors (social workers) in which each social worker can offer an account or recording of her work, reflect on it, and receive feedback and where appropriate guidance from her supervisor and her colleagues.” (Inskipp & Proctor, 1993, p.72)

She also expressed that the group supervisory system is different from individual supervision. In group supervision, the supervisor not only supervises the social worker, but also facilitates learning of the other group members during the supervision process. This is done especially when group members are young supervisees who do not have many years of experience. Therefore, the supervisor is also a group facilitator during group supervision. The supervisor may take a more collaborative approach when the group members have more work experiences in that group members are encouraged to come forth with more feedback and comments to support the supervisee.

Group Processes

The group members’ experience of group supervision, group dynamics, processes and interaction patterns in the group are all important elements in making group supervision successful. These are important elements to consider in forming the group. How the conversation starts, progresses and evolves are also things that the supervisor should note. It can be hard to manage the needs of the presenter and the needs of the other members. However, the advantage of group supervision is the ability to tap on the resources of the other members to support the worker in supervision. It is a deliberate choice to take on a group rather than an individual. Supervisors also have to focus on the group dynamics, the interactions or lack of it. A practical question to ask is what might explain for how the conversation develops.

Goals of Group Supervision

Ms Chua described the goals of group supervision as being twofold. Firstly, it is to promote self-reflexivity: to establish a collaborative culture of sharing, giving, and receiving feedback, peer-learning and mutual support. Secondly, it is to mobilise resources of the

group to resolve “stuckness”, ethical dilemmas and issues presented for supervision, and the supervisor’s role is to facilitate this process.

Qualities of A Group Supervisor

There are 3 qualities that Ms Chua described as required of a supervisor. Firstly, the supervisor should have an understanding and experience of practice. Secondly, the supervisor should have the ability to utilise the role and position of supervisor to enhance group learning. Lastly, the supervisor should have facilitative skills in working with group processes.

The Use of Systemic Concepts in Group Supervision

1. Context

It is paramount to be mindful of the context of the group. The context of the group refers to the organisational hierarchy, in essence, how safe a supervisee feels when presenting in front of the supervisor and the group. Secondly, it also involves the composition of the group. This refers to how homogenous or mixed the group is. Third, it involves group dynamics. Lastly, the supervisor has to be mindful of the persons and developmental stages of the supervisees.

2. Circularity

The supervisor should be mindful of the feedback loops and interaction patterns of the group.

3. Parallel Processes

In terms of parallel processes, the supervisor should observe content and processes, look out for parallels in relational and interactive patterns (eg. stuckness) as well as emotional tone (eg. affirming, critical).

Structuring Group Supervision

Ms Chua also highlighted 3 main foci in the structure of group supervision.

1. Contracting

The supervisor should begin by contracting with the supervisee on a few areas. Firstly, they should agree on both the goals and roles of supervision. Secondly, they should be able to balance between didactic material, case conceptualisation and interpersonal processes. Lastly, they should contract on the evaluation of the supervision process. The supervision contract should set the climate and ground rules for safety and sharing of vulnerabilities and anxieties without put-downs, advice-giving or preaching. People may be traumatised by bad supervision experiences. It is therefore paramount that supervisees do not feel criticised and put down.

2. Feedback

Feedback in the form of observations, comments, questions and goals should be structured. For instance, to validate each comment by stating observations first.

3. Acknowledgement

Group processes and dynamics should also be acknowledged and processed. For instance, if there is collusion between two members of the group, the supervisor ought to acknowledge it as well as to process it with the members of the group.

Discourses during Group Supervision

In group supervision, there are several guidelines that would be useful to follow so as to facilitate effective group supervision. Firstly, each contribution should be treated as an option, where there are no rights or wrongs. Secondly, the supervisor should promote co-operation rather than competition within the group. Thirdly, the supervisor should participate in the conversation rather than pronouncing or owning the right answers. Lastly, the supervisor should promote the competence of supervisees but without withholding the supervisor's expertise. In group discussion, it is also crucial for the supervisor not just to tend to the presenter's goals, but also to the group goals at large.

Modes of Group Supervision

There are several modes of group supervision. Firstly, the supervisor can supervise the individual with the group members as the audience. Secondly, group supervision can occur in the form of participative group supervision where the supervisor supervises and invites the member's participation. Thirdly, there can be co-operative group supervision. This occurs where the supervisor facilitates the group in learning to supervise each other. Lastly, there can be peer group supervision with no one designated supervisor. It is paramount that the supervisor first finds out what is useful for the group that he or she is supervising before picking the form of group supervision.

Mobilising Group Members

Ms Chua indicated that there are several ways that a supervisor may mobilise group members for participation in supervision to generate learning among themselves. Firstly, the supervisor can make use of OCQ, which represents Observation, Comments and Questions. By using OCQ, the supervisor may elicit responses or participation from the members to facilitate their learning. Comments (offering an opinion) given should be based on observations so that things are objective and not subjective. Secondly, the supervisor may also choose to use role-playing to encourage participation. For instance, they may role-play the role of client and therapist. Third, they may also make use of a reflecting team. The supervisor allows the group members to reflect among themselves. One of the key rules is to have affirming and generative inputs. They may talk about their struggles and dilemmas with empathy and suggest alternatives. Lastly, the different group members can also take up different positions in order to invite curiosity. For instance, each group member takes on the role of clients that the presenter is working with and will help to reflect what each client may be thinking with regards to the presenter's intervention.

Case Study

Ms Lo also made use of a case study to better illustrate the use of group supervision. She played a clip of a group supervision session comprising a mid-career switch social worker, a senior social worker, a fresh graduate social worker and a supervisor. She then told the participants to break up into groups to discuss some key issues.

Ms Lo began by asking what some of the supervisor's challenges might have been and if there were any ways to resolve it. One participant expressed that the goals of the individual and the group as a whole were unclear and that resulted in the team becoming quite lost. He expressed that it might have been helpful to begin by establishing goals. A second participant expressed that the group appeared directionless as people began to talk about their own experiences and that it would have been good to have established ground rules as a group. Another participant shared that it was unclear when the

supervisor should intervene and when the supervisor should allow the group to progress. Another participant addressed the fact that the group supervision in the case study had a clear lack of structure. The participant then suggested that the supervisor ought to set a context so as to allow there to be structure to the supervision session. The participant also noted that members in the group ought not to be able to leave in the midst of the session as it can be quite disruptive.

Ms Lo responded that in some situations, some group members may come forth with very emotional sharings which therefore causes the session to be hard to structure. She proposed that a solution could be to look for common themes within the supervision session so as to give it some structure while still allowing for sharing by the group members.

Citations

Bernard, J.M., & Goodyear, R.G. (1998). *Fundamentals of Clinical Supervision* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Feltham, C, & Dryden, W (1994), *Developing social worker Supervision*, Dryden, W (ed) *Developing Counselling Series*, London: Sage

Hawkins, Peter & Shohet, Robin (1989). Chapter 8 – Group, team and peer-group supervision. In: *Supervision in the helping professions* (pp. 95-117). Philadelphia: Open University Press.

Inskipp, F. & Proctor, B; (1993) *The Art, Craft and Tasks of Counselling Supervision, Part 1: Making the Most of Supervision*. Cascade Publications.

Inskipp, F & Proctor B; (1995) *The Art, Craft and Tasks of Counselling, Part 2: Becoming a Supervisor*. Cascade Publications.

McMahon, Mary & Patton, Wendy (2002). Group supervision: a delicate balancing act. In: Mary McMahon & Wendy Patton (Eds.), *Supervision in the helping professions: a practical approach* (pp. 55-65). NSW: Prentice Hall.

Proctor, Brigid (2008). *Group supervision: A guide to creative practice*. Sage: London.

Proctor, Brigid & Inskipp, Francesca (2009). Training for group supervision. In: Penny Henderson (Ed.), *Supervisor training: issues and approaches* (pp. 157-171).

Tuckman, Bruce W., & Jensen, Mary Ann C. (1977). 'Stages of small group development revisited', *Group and Organizational Studies*, 2, 419- 427.

Workshop 2: Challenges and Responses of Social Work Supervisors with Managerial and Clinical Roles

Workshop Presenter:

Dr Peace Wong Yuh Ju

Lecturer

National University of Singapore – Department of Social Work

Introduction

Dr Wong shared her social work journey to provide the background understanding for the research study. Before embarking on the academic career, she was in direct practice in an organisation that worked with children and youths. It was during that time period when she was pursuing her doctorate that there were many reports and conversations about the need to recruit and sustain social workers in the field. Various schemes that were implemented, such as the Professionalization Package for Social Workers and the improvement in remuneration served to sustain and develop social workers. However, no one seemed to see clinical supervision as a means to support and attract social workers even though literature suggested a strong link between the two.

Furthermore, there seemed to be a movement towards managerialism, which favours fiscal expediency and efficiency, over best supervision practices that are driven by professional values and ethical considerations to ensure the best interests of the clients. As a manager, cost effectiveness is often a critical factor for consideration in choosing between programmes. However, professionally, there is a need to consider the needs of the vulnerable communities. Dr Wong wondered why there was a lack of discussion about the use of supervision, since it concerns both the professional development of social workers and work accountability. Hence, she felt compelled to study clinical and social work supervision for her doctorate thesis.

This presentation was hence a culmination of four years of research. Dr Wong said that she would share snapshots of the challenges faced by supervisors with dual roles as manager and clinical supervisors, before proposing a clinical social work supervisory model.

Literature Review

Dr Wong wondered if there was a way to embrace the dual role of clinical supervisor as well as manager. Supervisors often have a hard time marrying the dual roles as some feel that supervisees may feel unsafe sharing personal issues with their supervisors.

Locally, a literature scan suggested that the literature on supervision was scarce. A report on a series of seminars on supervision of social workers was produced by the University of Singapore in 1968. Thereafter, there was a long absence of literature in this practice area until a thesis was published in 2006 and a manual on social work supervision was produced by SASW.

Literature reviews on psychotherapy and counselling clearly indicated that it was unethical for supervisors to play dual roles.

“There is a general obligation for all counsellors, psychotherapists, supervisors and trainers to receive supervision/ consultative support independently of any managerial relationships...

Supervisors and managers may form a triangular relationship with a counsellor or psychotherapist, particularly where services are being provided within an agency...

The role of an independent supervisor is considered to be desirable in promoting good practice but, to be most effective, requires clarity in how such a role relates to line management and the division of tasks and responsibilities between a supervisor and any line manager.”

- Taken from “Ethical Framework for Good Practice in Counselling and Psychotherapy, 2010

However, social work literature was vague on this. Under the National Association of Social Work Code of Ethics, the segment “Supervision and Consultation (3.01)” relates to supervisor’s competence, boundary setting in supervisory relationship, dual or multiple relationships with supervisees and evaluation of supervisee’s performance fairly and respectfully. It assumes that social work supervisors have to be involved in dual roles as manager and clinical supervisor.

In the SASW Code of Ethics, however, there is no specific segment concerning supervision and consultation, other than the general clauses that indicate the need for social workers to “provide services and represent themselves competent only within the boundaries of their education, training, license certification, consultation received, supervised experience or other relevant professional experience”. This means that a social worker would need to be supervised but does not indicate who and how it would be achieved.

Thus Dr Wong thought a basic question should be considered: is having dual roles as a supervisor an unethical position?

Different authors have differing opinions and perspectives regarding this issue. There is often a conflict between providing professional autonomy and administrative control, as well as possessing power and providing an empowering experience. For example, Perlmutter (2006) felt that the dual role causes conflict in supervisors as social work supervisors tend to be “soft” and “being tough” would be difficult. However, on the other hand, Shulman (1995) felt that supervisors are in ideal positions to have dual roles as they could use the third force – a mediating force to manage the systems and bureaucracy while helping supervisees. A quick poll of the audience indicated that supervisors themselves were divided on this area.

Objectives of Study

Dr Wong shared the following objectives of her study:

1. To explore the challenges experienced by social work supervisors in their clinical and managerial roles, with the influences of multiple contexts (supervisor’s context, supervisory relationship context, organisational context and wider contexts)
2. To examine the responses of social work supervisors with managerial and clinical roles in managing the dual roles challenges using the person-process-context framework

- 2.1 To understand the qualities, beliefs and ethics of social work supervisors as a 'person'
- 2.2 To examine 'process' of social work supervision, in the clinical role of social work supervisors within the supervisory relationship and organisational contexts
- 2.3 To examine 'process' of social work supervision, in the managerial role of social work supervisors within the supervisory relationship and organisational contexts
3. To recommend ways to improve social work supervisory practice in the local context

Theoretical Framework, Conceptual Framework

Dr Wong further shared the theoretical framework of the thesis, which consists of the **role strain theory** and the **seven-eyed process supervision model** which conceptualises supervision for social work supervisors with managerial and clinical roles. The role strain theory suggests that "role strain is the felt difficulty in fulfilling role obligations and it is an invariable consequence of inter- and intra-role conflicts" (Handel, 1993). Hence, social work supervisors experience the dilemma of "autonomy and control" as well as to "support and challenge". For example, managers may want control but professionals may want autonomy. Dr Wong further illustrated this point by sharing an experience she had supervising her supervisees where they had differing opinions but she would constantly ask them to consider the managerial perspective instead of rejecting the supervisees' suggestions.

The "seven eyed model of supervision for the helping profession" is a clinical model used mainly in the helping professions. It posits that supervisors need to think of the different contexts each time a supervisee enters a supervision session.

Seven-eyed model of supervision for the helping profession

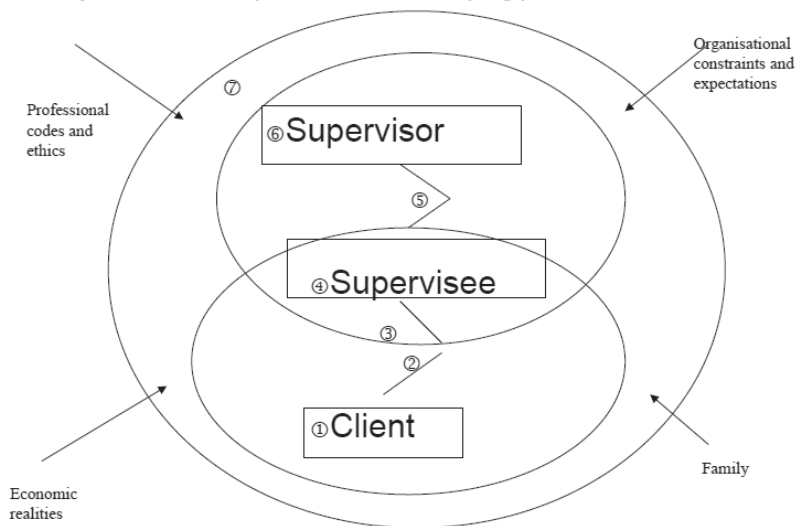


Diagram 1: The seven-eyed model of supervision by Hawkins & Shohet (2007)

In Mode 1, the focus is on the client and what and how they present their issues. In Mode 2, the focus is on the exploration of strategies and interventions used by the supervisee. Mode 3 focuses on the relationship between the client and the supervisee while Mode 4 focuses on the supervisee. In Mode 5, the focus is on the supervisory relationship whereas in Mode 6, the supervisor focuses on their own process. Mode 7 focuses on the wider context in which the work happens.

Hence, using this model, Dr Wong gave the example of how a supervisor would want to know the client's profile, and explore how the client was referred, how the referral process may have impacted the client's perception of attending the session and hence how it impacted the way the supervisee experienced the client in session.

Methodology

The research study utilised constructivist grounded theory as a method. Epistemologically, constructivism emphasizes the subjective interrelationship between the researcher and the participant, and the co-construction of meaning. Given the different variations of grounded theory, "Constructivist Grounded Theory" as proposed by Charmaz (2000) was chosen as the method of inquiry for this study.

"Here, realities are multiple and the viewer is part of what is viewed. Subjectivities matter. Values shape what stands as fact. To the extent possible, constructivist grounded theorists enter the studied phenomenon and attempt to see it from the inside. Researchers and participants co-construct the data through interaction. Data reflect the historical, social and situational locations, including those of the researcher." – Charmaz, 2011, p.366

Sampling Method

Purposeful sampling method was used as Dr Wong was targeted in what she was looking for, that is, social work supervisors with managerial and clinical roles in community-based social service organisations. For maximum variation sampling, participants with different years of experience and different genders were selected from FSCs and youth organisations. Dr Wong shared that as her interviews continued, she realised that faith based agencies were a critical area to look at, as the perspective of spirituality came out very strongly among workers in these agencies. In addition, single and multi-centred agencies experienced supervision very differently. Different supervision formats, such as group and individual supervision sessions, as well as supervision by non-social work supervisors were also areas for consideration.

Types of data collected

In total, 13 supervisory sessions on casework were observed, with 10 individual casework supervisory sessions and 3 group/programme supervisory sessions. The time taken for supervisory sessions ranged from 52 minutes to 2.5 hours. In addition, a total of 27 supervisors were interviewed, and the time taken for interviews ranged from 46 minutes to 1 hour 36 mins. Furthermore, 2 types of group interviews were utilised, namely, theoretical group interview and group validation interview. For the **theoretical group interview**, respondents were given a presentation of the interim analysis for their comments so as to further develop the content of the emerging model. **Group validation interviews** were conducted with 6 expert trainers/academics on supervision and management, where they were asked for a "match between their experiences and the emerging model"

Key Findings

Dr Wong reported various challenges experienced by social work supervisors with dual roles and these challenges concerned the supervisor, as well as the management of the organisation. The **supervisor-related challenges** are as follows:

- 1) Challenges with transiting to the new role or assuming headship
- 2) Tension between providing a “safe” supervisory relationship and ensuring accountability.
- 3) Time management as supervisors seek to balance the time for their own cases and the supervisees who would seek for their time to discuss cases, etc.
- 4) Lack of expertise in different social work domains. For many supervisors, they would be good in only one or two areas but are now expected to be good at all areas.
- 5) Balancing different supervisory functions of administration, support and education.
- 6) Difficulties with maintaining personal and professional boundaries.

Organisational-related challenges include planning, introducing and managing organisational changes, personnel issues, team management (challenge of team dynamics) and management of internal and external expectations.

Dual Role Challenges

Two-thirds of the respondents merged the clinical and managerial roles into one while one-third split the roles. Dr Wong noted that those supervisors who merged the roles tended to be from smaller agencies (single-centre agencies), who did so for practical reasons. Other reasons cited include the preference to provide training to social workers and in socialising them to the profession.

On the other hand, supervisors split their roles due to the perceived safety of supervisees and to provide power imbalance for supervisors (i.e. they want to be in either role to ensure that things get done).

“We split it more because that administrative function has an appraisal role, which, in a sense, can create a threat when we talk about supervision, you know. The safety and openness, I mean, that one we all know.” (FSC 12, Male)

“I felt that if, let’s say, this supervisor takes the role of both clinical and general, no matter how objective they are, I felt that when it comes to appraisal, it will still be not so objective. So because in the past, when I had two-in-one [supervisor], there are some things which I don’t really want to share with them because I know this person is also the one who appraises me. It probably disempower me as a person to want to share with them.” (YO 3, Female)

Managing Dual Roles Challenges

Despite the difficulties that may arise with dual roles, social work supervisors manage them through various methods, like

- (a) **Using different supervisory structure and specialist roles**, e.g. engage external supervisors; supervision for supervisors (peer group supervision)
- (b) **Maintaining role differentiation and clarity in different contexts**, e.g. clarity of role priority; role contextualisation. Some may use a different physical setting when they use the different roles, e.g. using the office when taking on the managerial role or using a counselling room when taking on the clinical role.

(c) Managing the power invested in the appraisal role, e.g. develop a trusting relationship; develop a culture of learning and support, and regard appraisal as an opportunity for professional development

Dr Wong further explained the factors that influenced the experiences of challenges faced by the supervisors, and these factors are related to (i) Supervisor (self), (ii) Organisation, and (iii) Time.

(i) Supervisor

Dr Wong noted that there were 3 levels of challenges in the Supervisor category:

- Level 1: "Unrest" within and without, where there is a great tension with the dual role and a segregation of personal and professional self
- Level 2: Finding the balance from within and without, where there is some tension with the dual roles and some degree of integration of personal and professional self
- Level 3: "At ease" within and without, where there is little or no tension with the dual roles and a fusion of professional and personal self. Often, supervisors here have more than 20 years of experience.

The experiences of dual role challenges seemed to be related to the degree of fusion between their personal and professional selves. It appeared that the greater the fusion of the personal and professional selves among the supervisors, the less frequent the supervisors experience dual role challenges.

(ii) Organisation

Organisational factors concerned whether the supervisor is from a single or multi-centre agency. Social work supervisors from single-centre agencies appeared to face greater time constraints due to the need to juggle multiple tasks compared with those from multi-centre agencies where resources, for example, specialised personnel for human resource and/or clinical/administrative supervisors, were more abundant.

"If you run a big organisation properly, it's easier because you have specialised people to do certain things... if you run a small department, everything falls on the [executive director]! From the accounts, to HR to frontline, everything! I look at my schedule, I have to see client, I have to do admin, I have to handle accounts, from A to Z." (FSC 15, female)

(iii) Time

The experience of challenges and responses to challenges is influenced by time (experience). The struggles of social work supervisors appear to be more intense in the initial years, as supervisors adjust to the different role demands and expectations.

"So I have learnt also that sometimes for you to be able to feed some sufficient change, it is not really exactly the first year or so, but very often, following thereafter." (FSC 4, male)

Dr Wong elaborated on some areas where there could be tension points. For example, supervisors should not engage in personal therapy with their supervisees as there are

professional boundaries to be observed. Dr Wong suggested that the proper response is for the focus to be on clients' outcomes and clients' work and not on just the person (worker). Any sole focus on the worker him/herself would be considered therapy and it should not be the objective of the supervision session.

Maintaining professional/personal boundary is yet another tension point. Regarding this point, some supervisors described the relationship as being a friendly working relationship (but not friends). Nonetheless, Dr Wong noted that there was a wide range of responses as different supervisors have different opinions. For example, while some supervisors preferred not to engage with their supervisees in various informal contexts, such as having lunch with their supervisees which may cause discomfort for supervisees, others do not see it as an issue.

Linking these findings with role theory, supervisors seemed to experience internal and external strains (challenges) and they use role management strategies to manage these strains, e.g., compartmentalising the role by dividing the time for managerial role or clinical role. The ability to balance the various tension points generates role ease.

It is suggested that having dual roles does not necessarily result in role strain. For some, it may even be a strength if supervisors and supervisees can manage the personal/professional boundary. In addition, the utilisation of faith and spirituality helps when faith-based organisations tap on the strengths of the religion to help staff understand and see things in perspective. For some of such organisations, merging religion/profession into one allow their staff to feel more aligned in terms of faith, professional and organisational mission, thereby reducing the experience of conflict.

PEACE process-in-context supervisory model

Dr Wong proposed the PEACE process-in-contexts supervisory model for use in casework practice. In this model, the systematic supervisory process begins with

- 1) **Identification of Place and Priority**
 - Identify the physical location of the supervisor session
 - Identify the priority of the supervisory session
- 2) **Event Recounting** relates to the supervisee's description of the case.
 - Recount the case and involvement of organisations
 - Recount nature of involvement and difficulties
- 3) **Appreciative Analysis** involves the supervisor actively providing space for supervisees to reflect and review the work that has been done. It considers and utilizes personal knowledge, theory, professional values and ethics in making sense of the event that has taken place. Supervisors need to both appreciate the supervisees and be engaged in the analysis of materials being presented in the Place and Priority and Event Recounting phases.
 - **Education function:** Expand understanding of self (emotions, personal beliefs/ issues) and its impact on work with clients, knowledge and skills in the casework process, and professional values and ethics
 - **Supportive function:** acknowledge supervisee's frustration, encourage better work-life balance, affirm good work
- 4) **Collaborative Planning** phase involves the supervisor-supervisee pair in collaborative discussion about the intervention plan for clients
 - Generate intervention plan
 - Mobilise resources and coordinate services

5) Experimentation and Evaluation

- Conduct joint session (home visits/ client session)
- Evaluate effectiveness of work, examining “what works”, and effectiveness of the supervisory session
- Close and review case

The unique features of the PEACE process-in-context supervisory model is the phases across the time dimension. In addition, the theoretical influence came from David Kolb’s (1984) Cycle of Experiential Learning and Bogo and Vayda’s (1998) Integration of Theory and Practice Loop (ITP).

Dr Wong felt that the implications of the PEACE model is the development of a contextual map of social work case work supervision in the local context. There is a need for supervisors to be aware of the difference between professional and self-development needs without engaging in personal therapy. It was also necessary for them to be mindful of the role clarity. Social workers need to see supervision as a professional (not just organisational) need and as such should seek professional inputs whether the organisation provides for it or not.

Dr Wong acknowledged that this seminar had put together best practices in Singapore. As can be seen from the various workshop presentations, there are many good practices in Singapore although she also recognised that documentation of such practices may be weak.

Question & Answer session

A participant asked if the PEACE process-in-context supervisory model was based largely on **observed processes or on literature research**.

Dr Wong clarified that the process of building the model was influenced by sessions she sat in as well as theories like those from Hawking & Shohet, David Kolb and Bogo & Vayda. In addition, there was a group validation interview. Thus with co-interaction with participants, tweaking and changing, the PEACE process-in-context supervisory model was developed.

Another participant clarified about the **use of client’s religion** to work with the client.

Dr Wong recognised that the use of faith and spirituality in casework has been rather contentious as there were different perspectives. On one end of the continuum, there is the belief that religion should not be used as there is a need for one to be professional in practice. Some even questioned if it was ethical to use religion in the work. On the other end, people have argued that using the strengths perspective, faith could be seen as a strength and a means of coping. Dr Wong suggested that between the two extreme points, therein lies the worker’s personal position and also the organisational views on cultural appropriateness.

The last question came from another participant who asked which organisations uses **merged supervision or split supervision**.

Dr Wong replied that while confidentiality prevents her from revealing the organisations, in general the size of the organisation makes a difference. Multi-centre agencies tended to be the ones who split the supervisory roles because of their larger size while youth

organisations and single-centre agencies tend to have supervisors who merged the dual roles.

Note:

1. As PEACE process-in-context supervisory model is to be published in a journal, the author is unable to document the supervisory model in details.
2. Please refer to Peace, Y.J.W. & Alexander E.Y.L. (2015). "Dual roles of social work supervisors: strain and strengths as managers and clinical supervisors." *China Journal of Social Work* 8(2), 164-181 for further understanding of the subject matter.

Citations

British Association for Counselling & Psychotherapy. (2010). *Ethical Framework for Good Practice in Counselling and Psychotherapy*.

Hawkins, P., & Shohet, R. (2007). *Supervision in the helping professions*, (3rd ed.), USA: Open University Press

Charmaz, K. (2011). *Grounded Theory Methods in Social Justice Research*. In *Handbook of Qualitative Research*, (4th ed.), edited by N.K. Denzin and Y.E. Lincoln. Sage.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

The Integration of Theory and Practice: The ITP Loop Model. (1998). *The Integration of Theory and Practice: The ITP Loop Model*. In *The Practice of Field Instruction in Social Work: Theory and Process* (pp. 3–27). University of Toronto Press. Retrieved from <http://www.jstor.org/stable/10.3138/j.ctt1287tjb.4>

Workshop 3: PPIS Coordinated Multi-Pronged Supervision Programme: Towards An Evidence Based Approach

Workshop Presenter:

Ms Maimunah Mosli

Principal Family Therapist

Family Therapy Institute

Introduction

'What is the ratio of supervisee and supervisor in your home agency?' This was the question posed by Ms Mosli at the beginning of the workshop. Ms Mosli expanded on the idea of supervisee and supervisor ratio as she introduced the Professional Development Clinical Supervision Support Programme (PDCSSP) implemented by PPIS Professional Development unit endorsed by the organisation.

By and large, Persatuan Pemuda Islam Singapura (PPIS) responded to the need to professionalise the service standards of its social workers and equally offer personal development as part of the process. This organizational endeavor offered platform for social workers to begin a process of reflexively looking at their development whilst paying attention to the engagement process and rethinking how they can work with clients more effectively. A more systemically looking and thinking about cases became a primary focus for all social workers.

She then revealed that she had at one point been assigned a large number of 28 supervisees. She explained that it was from thence that this presentation had come about. She wanted to share the knowledge and experience she had gathered, as well as the glitches and mistakes made, so that a collective effort could be made to improve supervision and the supervision structure at large. The purpose of her presentation was to share her knowledge of supervision within the context of PPIS' supervision infrastructure as well as the challenges and possibilities they had faced.

Ms Mosli proceeded to present an actual reflection made by one of her social workers. Some themes of the reflection included her failure to check how her client's daughter felt, her preoccupation with collecting information, her fear of getting feedback from clients, which she attributed to a fear of being vulnerable in front of her client, and her desire and need for control. Ms Mosli then asked the participants to offer their views on the presented reflection. Amongst the views offered, one shared that the reflection was similar to her own experience. Another assessed that there were a lot of uncertainties present and that she seemed to be very task-oriented. One participant even expressed that she seemed to be a very reflective worker whom he would like to have under his employment.

Ms Mosli concluded the introduction by picking up on the theme of reflexivity. She stated that the sharing would not only be about developing social workers but would also look at the process, which nurtures reflectiveness and reflexive-ness in social workers.

Outline of the Sharing

The structure of Ms Mosli's presentation is as follows:

1. Rationale
2. PPIS Supervision Infrastructure
3. Processes
4. Implementation
5. Challenges and Possibilities
6. Conversations
7. Reflections

Rationale

Other than it being an organizational pursuit to develop its pool of social workers and looking at the current supervision model in PPIS, Ms Mosli shared 4 other reasons for the restructuring of supervision within PPIS – the capability factor, retaining social workers, relationships with supervisors and a widening gap between credentials and passion (Michael Burawoy, 2005).

1. Capability factor

She expressed that in 2012, there was a sudden influx of workers- of those who had made a career switch, newer and younger social workers, and supervisors who were supervising for the first time. This 'bottom heavy' organizational phenomenon adds strain to the available and limited pool of supervisors. This meant that there was a sudden increase in the need for supervision for those who had made a career switch and for the newer social workers. In addition, greater training and structure was needed with regards to supervision so as to guide the newer supervisors in their supervision. This pushed PPIS to think differently about ways and approaches towards developing and sustaining the capability of its social workers.

2. Retaining social workers

Ms Mosli emphasized that clinical supervision is an integral part of retaining social workers as it offers space to recognizing, experiencing and dealing with social work impasses as one attends to complicated cases. The role of clinical supervision is crucial, as it not only offer space for skills and personal development; it too, offers a supporting relationship that motions the retention of social workers.

3. Relationships with supervisors

Ms Mosli shared that the relationships supervisees share with supervisors is important and has to be maintained professionally. While some supervisors may want to focus on just clinical skills alone, it is difficult for both supervisor and supervisee to distinguish the two roles. This may affect the effectiveness of clinical supervision. PPIS had decided that clinical supervision be done and conducted by PDCSSP while the respective Centre Manager will offer administrative supervision. This opens up the need for more conversation amongst Centre Managers and Clinical supervisors.

4. Widening gap

Ms Mosli expressed that she had also observed an increase in the pursuit for credentials and a corresponding decrease in the focus on passion for human justice and equality in the social service sector. She expressed that many are concerned with acquiring their diplomas or certification in the use of various therapies but have lost their passion for social justice and equality.

PPIS Supervision Infrastructure

Survey

A survey was therefore conducted in PPIS, which focused on how social workers defined themselves as professionals. The survey found that a significant number of case workers lacked training and experience and found that they had inadequate clinical supervision by trained staff. They also expressed a need for greater administrative support and found that the more senior staff often had nowhere to go for support and guidance when they required it. Furthermore, practice standards, key positions, and values were not harmonized across the different centres. From this survey, Ms Mosli decided to look into supervision and put structure into the framework for supervision. She therefore developed the idea of having peer supervision, individual supervision, group supervision, in house training, supervision of supervisors, and professional counseling of professional development.

I. Peer supervision

Ms Mosli expressed that she found that supervisors and supervisees are often stumped on similar issues and this could be due to the isomorphic and parallel processes that occur between them. As such, it is paramount that these issues are drawn out and brought to the supervisor's attention. She also noted a shift in the attitude towards live supervision. She recounted that few people had wanted live supervision in the past. However, as supervision has become more and more acculturated, there has been an upward shift in the demand for live supervision.

II. Individual supervision

Individual supervision is as most social workers are familiar with, whereby the supervisor will meet with the supervisee in individual supervision sessions.

III. Group supervision

In group supervision sessions, there may be a few supervisees, from one area of work or from different areas of work, and one supervisor coming together for supervision sessions. The advantage of this approach is that workers are able to share their knowledge from their different areas of work.

IV. In house training

In house training, as Ms Mosli pointed out, was what participants were currently going through – a seminar on supervision.

V. Supervision of the supervisor

In the supervision of the supervisor, the supervisor will meet with his/her own supervisor so as to discuss issues related to supervision. Ms Mosli expressed that in these sessions, the need for supervision and support for the supervisor often comes up. Ms Mosli opined that this is because senior workers often do not receive enough support; and the more senior they are, the less people they can turn to for help, support and supervision.

VI. Professional counseling

Ms Mosli expressed that PPIS had made professional counselling a requirement in the early days. She expressed that this was introduced so that supervisors could refer their supervisees for professional counseling for further support should any issues arise during

individual or group supervision. She opined that it was beneficial to have the professional counselling managed by the same department.

Processes

Paradigm

In terms of the paradigm that PPIS has adopted to guide their supervision, Ms Mosli stated that the first was 'social work knowledge'. This refers to being mindful that social workers are professionals trained in the discipline of social work and to treat them as such. The second was to be mindful of adult learning styles and to work with the supervisees according to these learning styles. The third was to acknowledge the agency specialized knowledge that social workers have and the fourth was to utilize positioning theory in supervision. The fifth was to be aware of the systems in place and the sixth was to make use of Asian values during supervision. Ms Mosli expressed that while they have been very careful to keep the Malay culture and Islamic values in mind, they could have been more mindful of the culture and values of other races. The last paradigm would be included as part of ones reflexive in practice.

Reflexive practice

Ms Mosli expressed that reflexive practice is what guards the processes in social work. She expressed that the essence of reflexive practice is about observing one's own practice and recalibrating one's own actions in relation to others (John Burnham, 1993). Reflexivity in practice is not about the details or the basics of the case but about the person of the worker and about questioning oneself and others. It relates to how one sees the world and there is a need to inculcate the process in the delivery. In so doing, the worker will become more aware of what has to happen for them and what has to happen for the client. Issues shared by the client can often trigger the worker's own issues and struggles. It could affect their idea of what a social worker is, and if not managed well, could lead to burn out. Reflexive practice can help the worker to process this, and help them to understand why they are feeling what they are feeling and the corresponding reaction they have towards their client.

Ms Mosli then proceeded to differentiate reflectiveness from reflexivity. Reflectiveness is about applying pre-established theories and models without question and coming to a common understanding of a pre-established view. Reflexivity is concerned with questioning theories, practice and policies that have been taken for granted and accepting that there are different perspectives to approaching an issue. Ms Mosli expressed that while reflectiveness is paramount and the first step, we ought to seek to move workers from reflectiveness to reflexivity.

3 groups of supervision

Supervisees can be broadly categorized into 3 categories. The first is the novice group. The aim of the supervisor in this group is to help them to develop their third eye, to enable them to evaluate how they are doing what they are doing. The focus of this group is to reflect on their actions.

The second group is the intermediate group. The aim of the supervisor in this group is to help them develop relational reflexivity and to use what they have observed about themselves and their practice in relation to their client. This helps them to identify how what they do affects the client and vice versa. The focus of this group is on processes.

The third group is the advanced group which has a greater emphasis on knowledge and skills and working with clients. Building on the role of the supervisor in the previous group, the supervisor's role in the advanced group is to help supervisees to identify how what they do affects the client and vice versa and how that often translates into a cycle of action and reaction with the client. Ms Mosli also shared an example of how the client's actions or reactions toward us can often have an impact on our own perception of ourselves. It is therefore paramount that the supervisor processes this with the supervisee.

Implementation

A clear structure for supervision has therefore been formed in PPIS and it involves a process of on-going feedback.



Taken from Slides Presented at SWAAB Supervision Seminar 2015

In this structure, there is an on-going process of feedback between each level.

Challenges and Possibilities

Challenges

One of the challenges Ms Mosli raised involves the need for the support of centre managers in implementing the supervision structure. For PDCSSP to kick start, an administrative process has been established to help better coordinate the implementation.

She also mentioned that another challenge was in developing the language for this endeavor. This is where systemic ideas and language was chosen and used to frame the supervisory practice and promoted it as a language commonly used for supervision across centres.

Lastly, she also mentioned the challenge of workers having a tight schedule that may lead them to neglect casework in the event where they are too focused on the clinical aspect.

Possibilities

Some of the potential that Ms Mosli sees in supervision is that it will help workers learn to "practice" in more thoughtful ways and "theorize" in more relevant ways. In addition, it will potentially develop a culture of supervision and will increase the use of evidence-based research in supervision. It will also create collaboration and a fraternity of reflexive practice in supervision.

Conversations

At the end of the presentation, Ms Mosli opened the floor for questions to be raised. One participant expressed that she was slightly confused at the feedback structure of the supervision model proposed, in which the supervisee will be able to give feedback on their supervisor. Ms Mosli clarified that this feedback will help to look at similar processes between supervisor and supervisee and will help to build the relationship between supervisor and supervisee. The supervisee will also be informed and prepared to speak to the supervisor about the feedback given. This would help to inculcate a process of bringing feedback up to the management.

Another participant asked about the areas PPIS had to consider before adopting this approach to supervision. Ms Mosli expressed that it was paramount that they made it an organizational endeavor. They also had to inform the supervisors that feedback would go both ways, where the supervisee would have the opportunity to give feedback about their supervisors. Initially, supervisors were not keen on this as it would potentially put them in a vulnerable position. However, with the proper channels put in place, they were eventually more receptive to the idea.

Reflections

Ms Mosli concluded her presentation by presenting some of the collated reflections from PPIS. She categorized the reflections into the 3 groups of supervisees – the novice, intermediate and advanced groups – which are named GS1, GS2 and GS3 respectively.

GS1	GS2	GS3	
Pre	<ul style="list-style-type: none"> - Concepts seem foreign - Questions surrounding "effectiveness" of concepts taught 	<ul style="list-style-type: none"> - Some have questions surrounding effectiveness - Process of reflecting on action is more joined with professional self 	<ul style="list-style-type: none"> - Practiced reflexivity more apparent - More ready to look at self, both professional self and personal self
Post	<ul style="list-style-type: none"> - Making sense and connecting with concepts - Allow self to dance with language and concepts - Finding a FIT with concepts (such as positions, multipartiality, reflexive questions) 	<ul style="list-style-type: none"> - Practiced reflexivity more apparent. - Able to allow self to be perturbed by process within session, begin to notice how self is influenced (or affected) by process seen in clients - Moving away from concepts as a technique and interacting with it differently 	<ul style="list-style-type: none"> - Allowing process of self-reflexivity and able to allow self to be comfortable with self-reflexivity - Interacts with concepts at the level of professional and personal self - Allowing self to take more relational risks at different contexts
Struggles	<ul style="list-style-type: none"> - Discomfort with vulnerability and vulnerability of self - Process allows worker be play with discomfort and see how discomfort is held during sessions (increase safety) - Concepts seen as technique or tools to be carried out 	<ul style="list-style-type: none"> - Process allows for more safety to dance with vulnerability in self and others - Process of consolidating concepts with the self of the worker can be quite daunting - Though workers are able to allow self to be perturbed, the perturbation shakes the system of self and system rights for homeostasis and balance 	<ul style="list-style-type: none"> - Integrating knowledge into practice. Interaction with concepts are integrated within self (they are able to conceptualise cases at an abstract level) and workers struggle between abstract space and concrete space - Workers struggle with finding a fit between zooming in (into a case) and zooming out
Learnings	<ul style="list-style-type: none"> - Knowledge interacts with professional self. Workers make sense of knowledge in the form of what and how they can do for client. 	<ul style="list-style-type: none"> - Begin to see how self can be influenced - Begin process of self-reflexivity 	<ul style="list-style-type: none"> - Concepts are well-integrated - Reflexivity is evident

GS1 supervisees reflected that the concepts and systemic ideas were very foreign to them and they had many questions as to the effectiveness of these concepts, and were concerned with finding a fit between concept and application. Their struggles included discomfort with vulnerability as they would be questioned during group supervision on

what was holding them back. They therefore had to learn to be comfortable with discomfort and to be comfortable with being vulnerable.

GS2 supervisees reflected that reflection on action was more apparent and they were able to gain insight as to why they did what they did. They also learnt to be perturbed by the process within sessions and to ponder on what was making them feel that way. This allowed them to process how the sessions were influencing them and how they were influencing the client. They struggled to find balance with the concepts, theories and the transferring of these concepts to the therapeutic relationship.

GS3 supervisees were more reflexive in their practice. They could also integrate concepts and knowledge into their practice and were aware of what was influencing them. However, they struggled with being able to balance both minding the client and the micro aspects of the case while also being able to see the larger picture.

The sharing has opportune conversation amongst practitioners who attended the session. This includes seeking clarification about the process involved in implementing the supervision infrastructure to the rationale and its outcome. It was a good exchange that it offers even the presenter looking reflexively at the whole implementation and how to further improve the processes.

Citations

Burawoy, M. (2005). For Public Sociology. *American Sociological Review*, 70. Retrieved from <http://burawoy.berkeley.edu/Public%20Sociology,%20Live/Burawoy.pdf>

Burnham, J. 1993 Systemic Supervision: the evolution of reflexivity in the context of the supervisory relationships. *Human Systems. The Journal of Systemic Consultation and Management*, 4 (3-4): 349-381.

Workshop 4: An Experience of Reflecting on Supervision

Workshop Presenters:

Mrs Annie Lim

Lead Social Worker

@27 Family Service Centre, Montfort Care

Mrs Jade Low

Principle Social Worker

Marine Parade FSC, Montfort Care

Copyright of the information and material belong to the organization.

Workshop 5: Harnessing Supervisees' Feedback to Enhance Supervision Practice: Sharing on AWWA's FSC's Supervision Review Journey

Workshop Presenter:

Ms Charlotte Chen

Head - Casework and Counselling

AWWA Family Service Centre

Rationale & Objectives of the Supervision Review

The desire for a supervision review came about in 2011 when young supervisors in the agency wanted to find out how supervision was for their supervisees. They were also aware of the inherent power-difference in the supervisor-supervisee relationship and hence felt that it was important to have an avenue to hear from the supervisees. This was especially crucial as the organisational culture in AWWA Family Service Centre (FSC) at that time was rather top-down. Hence, it was not only counter cultural, but it was also an effort to gradually shift the agency culture to one that was more open, and to provide supervisees with a platform to provide feedback.

Objectives

The agency had the following objectives:

- To elicit feedback from supervisees regarding supervision practice such that supervisors could improve.
- To learn, educate and align supervision practice within the agency.
- To monitor the supervision process, which might sometimes be a closed system.

These objectives were set in place to help improve the overall standards of supervision, which the key note speaker Dr Tsui mentioned, would help to improve the quality of service and eventually, client outcomes. The agency also sends an important message that it values supervision.

Methods used in Supervision Review

In order to carry out their supervision review, the agency used a mixture of methods such as supervision satisfaction questionnaires and focus group discussions. The choice of forms and focus group questions depended on the objective of the supervision review and hence were adapted accordingly. In AWWA FSC, the main questionnaire used is the Short Form Supervision Satisfaction Questionnaire developed by Munson (2002). It has been administered annually since 2011, and is useful, feasible and relatively easy to administer. It includes both qualitative and quantitative measures and takes into account the development of self-awareness, respect as a professional, and improvement in effectiveness. Another is the Supervision Analysis Questionnaire also developed by Munson (2002) which is far more detailed and takes into account a total of 14 different dimensions such as general supervisory satisfaction, supervisor's knowledge, evaluation of practice, supervisors' sharing of practice, anger confrontation, supervision external limitations, workload activity, and overall ranking of supervision experience. Though greatly in-depth, AWWA found it to be difficult to administer due to its lengthy nature and the difficulty in analysing and processing the data. Both questionnaires can be found in the Handbook of Clinical Supervision.

Focus group discussions were organised with the supervisees and generally covered seven main factors: 1) the supervisory relationship, 2) their experience with their supervisor, 3) their satisfaction with the supervision, 4) the effectiveness of the supervision, 5) their expectations of individual and group supervision, 6) sharing of a good experience and 7) their thoughts about being a supervisor.

Below is a list of Focus Group Questions, which were provided by the speaker.

1. Supervisory Relationship
 - a. How would you describe the supervisory relationship?
 - b. What helps in building rapport in the supervisory relationship?
2. What is your experience of your supervisor in the areas of
 - a. Manager/ administrative
 - b. Educator
 - c. Mediator
 - d. Supporter
3.
 - a. How satisfied are you with your current supervision? [Rate on a scale of 1-10]
 - b. What percentage of the supervision responsibility is yours?
4. Effectiveness of supervision:
 - a. What do you hope supervision can do for you?
 - b. How are your needs met through supervision?
 - c. What do you appreciate/like about supervision?
 - d. What would you like your supervisor to do differently?
 - e. How would you rate the communication between you and your supervisor and why?
5. Individual vs Group Supervision
 - a. What are your expectations from individual and group supervision?
6. Can you share your experience of a good supervision experience?
7. What do you think about being a supervisor in the future?

The Process (5P's)

The entire process of the review was summarised by the speaker to encompass a total of 5 different components.

1. Preparing supervisors – The review needed to be something that all supervisors were ready for and hence there needed to be a buy-in from the supervisors.
2. Pitching to supervisees – The agency needed to communicate to supervisees that they were serious and sincere in wanting to collect their feedback.
3. Processing with supervisors (post review) – debriefing supervisors eg. 3 good points, 3 areas of growth, how do you put it into practice, how do you move on, how to keep accountable with one another (progress of implementing changes)
4. "Pacifying" (Assuring) supervisees after feedback – eg. Appraisal not affected
5. Putting feedback into action

Key Findings from AWWA's Supervision Review

1. Supervisory Relationship

Supervisees that commented that they had a positive relationship often found it to be encouraging and motivating, satisfactory and enjoyable, while those who had less positive relationships cited that they were initially fearful of their supervisors and that their supervisors tended to be top-down and harsh. Some factors which were found to help build a good supervisory relationship include the supervisor's stance (non-judgmental,

sincere, genuine, open, trusting, attentive), supervisor's skills (being a good listener, sharp, easily picks up feelings) and supervisees' sentiment that they are respected.

2. Functions of a Supervisor

Supervisors showed that they have different strengths in various supervision functions. As managers, some supervisors were found to be detailed, and good at providing administrative support, with areas of growth including being more organised and available. They found that supervisors generally performed well in their role as an educator, and supervisees appreciated that their supervisors would share their knowledge and theories as well as their practice. Regarding their role as a mediator, supervisors were found to advocate for the needs of the clients and staff, but supervisees felt that supervisors could mediate more between the management and staff with regards to systems issues within the agency. Finally as a supporter, positive characteristics were that they were caring, non-judgemental and approachable. It was also noted that staff experience supervisors as supportive towards clients' financial needs.

3. Supervision Responsibility

Of those surveyed, supervisees felt that 60% of the responsibility lies with them.

4. What Supervisees Value about Supervision

Some aspects that supervisees were found to value included having a space for reflection, personal growth, mutual learning and developing self-awareness. They also valued the opportunity to shadow their supervisors during case sessions, the group support in group supervision, the help in supporting clients to identify their issues, the help in working towards a case plan, and the discussion of pertinent issues such as one's values, boundaries and ethical issues.

5. Behaviours and Qualities of a Supervisor

Behaviours appreciated by Supervisees include:

- Openness in sharing knowledge and answering queries
- Helping caseworker to reflect on his/her roles and values as a caseworker
- Giving pointers and providing guidance
- Openness to mutual learning
- Providing clear guidelines and directions regarding how to perform tasks
- Leading discussions and reflections on challenges and thoughts.

Qualities appreciated by Supervisees include:

- Encouraging
- Approachable
- Respectful
- Objective
- Non-judgemental
- Attentive
- Able to provide full presence during supervision

Some behaviours that were disliked by Supervisees include:

- Giving cases too early (when caseworker is not ready for a particular case)
- Being too overprotective over the case
- Being too quick to draw conclusions in case analysis

- Being too busy to discuss cases together
- Not sharing negative feedback openly
- Not providing reflective supervision

6. Future Supervision Experience

AWWA found that supervisees with good supervisory relationships and communication with their supervisors were more open to supervision in the future. Many of them also tended to model after their supervisors.

After sharing significant findings from their data collection, Ms Chen shared some learning points that her agency gleaned from the exercise as presented below:

- Safety and trust is important for supervisees to share honest feedback
- Supervisors must be ready to hear feedback before embarking
- Follow up actions are equally important as the review process itself
- Adopting the perspective of fit between supervisor and supervisee is essential
- A culture of openness and trust develops over time.

Conversations with Supervisors

Ms Chen then invited three supervisors from AWWA FSC and facilitated a panel discussion with them to share their experience of the Supervision Review.

The Panel consisted of the following individuals:

- See Toh Huixia – Assistant Director, AWWA FSC
- Goh Guat Tiang – Senior Social Worker, AWWA FSC
- Rosedah Mohd Anuar – Senior Counsellor, AWWA FSC

The panellists were generally supportive of taking part in the supervision review as they believed that it was important to have an outlet and platform to hear from the supervisees. However, they had some fears and worries. As a supervisee, they were concerned about how honest they could be, how it could affect the supervisory relationship, and whether it would result in penalisation. As a supervisor, they were anxious, since receiving feedback made them very vulnerable. However, these concerns were addressed by the fact that the agency was committed to protecting the confidentiality of all respondents and that it was an effort taken by the whole agency.

The supervision review helped them to gain self-awareness, and affirmed them of their strengths and weaknesses. It also aided in the process of reflection and increased their motivation to be committed to the supervisory relationship. Hui Xia shared that it had a positive impact at the agency level as well, as it helped to build more trust in the agency, and affirmed the workers that supervisors were looking into improving the structure and system.

Reflecting on the entire review, they believed that it affects clients as it improves the quality of service and allows social workers to be more aware of their strengths, blind spots and areas for growth. Some changes in the agency included supervisees being more forthcoming in approaching supervisors, and a greater openness in sharing cases and the situations of their clients.

Floor Discussion

As the idea of conducting an internal supervision review was a very unique project undertaken by AWWA FSC, many of the participants of the workshop had queries with regards to how it was implemented in the agency. Participants asked about the problems AWWA faced while implementing the review and how it was overcome. They also asked about supervision in the agency and about the impact that the supervision review had on the organisation. Ms Chen elaborated that there had to be clear messaging from the agency that the review was not taken as a form of assessment or appraisal. Having supervisors conduct the focus group discussions for other supervisor's supervisees also ensured confidentiality of the viewpoints raised. Although change was difficult, supervisors made a conscious effort to provide support to each other, and often reminded each other of the purpose of such a review. There was strong colleague support in AWWA, and the supervisors would help each other process and reflect on the feedback they received.

In addition to being something that was supported by the management, the review helped to impact practice as it exposed certain issues that the agency was facing and made them more "real" and important to deal with. It also helped to reinforce the culture of mutuality since feedback was collected from supervisees. Furthermore, they also shared that the focus group discussions were enriching experiences for both parties as it was not only about collecting feedback but also about generating ideas.

Concluding Remarks and Sharing

To sum up the workshop, Ms Chen shared that the supervision review was a task that AWWA FSC was glad to have partaken, and believed that it has helped to shift its culture to one that is more open, and welcoming in terms of feedback. The participants were then encouraged to share existing supervision practices in their respective agencies. One participant shared that one practice his agency has is for each worker to have two supervisors: an admin supervisor who does the appraisal and is able to serve as a moderator, and a clinical supervisor who is in charge of providing feedback on clinical practice. Other practices included tapping on funding to engage an external party to review the supervision process from both party's perspective, and having peer supervision for supervisors. It was suggested that agencies have a supervision manual.

Ms Chen then requested for participants to share some of their key takeaways from the workshop. Participants shared that they were more convinced of the importance of soliciting feedback from supervisees in order to strengthen supervision. They also shared that they gained a clearer understanding of how one could go about a review of supervision practice. The sharing from the workshop also encouraged them to be more courageous in receiving feedback from supervisees and gave them a sense of assurance that one could get a good outcome from a review of supervision.

Citations

Munson, C. E. (2002). *Handbook of Clinical Social Work Supervision*. (3rd Ed.). Binghamton, NY: The Haworth Social Work Practice Press.

Toh, J. (2014). Making What Matters to Supervisees Count for Supervisors in the Supervisory Process. In Lim, C. & Sim, E. (Ed), *Clinical Supervision: Clinicians' Perspectives and Practices: Towards Professionalising Counselling* (pp. 139-164). Singapore: Counselling and Care Centre.

Workshop 6: Teaching, Empowering and Discovering Supervision: Supervision Ideas Worth Sharing

Workshop Presenters:

Mr Udhia Kumar

Executive Director

THK FSC @ Tanjong Pagar

Melanie Goh-Joshua

Senior Social Worker

Care Corner FSC (Admiralty)

Natalie Lim

Assistant Head

Cheng San FSC, AMKFSC Community Services Ltd

Edwin Tan

Deputy Director

THK FSC @ Bedok North

Introduction

Kumar started off by introducing the session as being a platform to showcase the work of some supervisors who may not be keen or have the opportunity to publicly share their wisdom. The ideas shared can range from ideas and practices we take for granted to sharing a new method that they had tried, a theory of supervision that they might have conceptualized or a creative technique of supervision – anything small so that other supervisors would be invigorated. The workshop will consist of 10 minute sharings with minimal graphics and powerful stories. He expressed that he hopes for the session to be one where participants would be both affirming of the speakers and affirmed by the speakers in their supervisory journey. He hopes that participants would be surprised, provoked, connected and courageous to take relational risks as supervisors. He then proceeded to welcome the first speaker: Melanie Goh-Joshua from Care Corner FSC.

Speaker 1: “I’m Loving It”

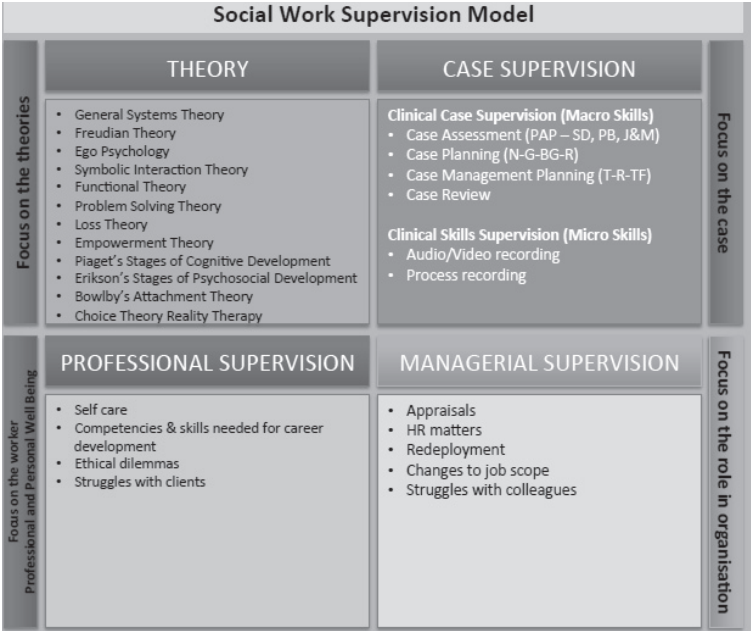
Melanie Goh-Joshua, Senior Social Worker, Care Corner FSC (Admiralty)

Introduction

Melanie started off her sharing with an introduction of herself. She shared that she has been a supervisor for 4 years and that her journey as a supervisor has evolved greatly since she started. She then moved on to share more about her previous supervisors. Her first supervisor taught her about having passion in the work we do. He was not social work trained but he loved working with youths and made it his work. Her second supervisor (in a Family Service Centre setting) taught her that details matter, the importance of being systematic and accountable, and not to compromise on what is right. Her third supervisor taught her to be true to herself and to serve her clients well because they matter. Her fourth supervisor taught her about self-care as she had reached a stage where she was juggling family, children and work. Her supervisor took time out to teach her about the reality of making mistakes and the importance of learning from them. She ended off her introduction by expressing that she was still “loving it” as a supervisor, no matter how nerve wrecking it may be.

A Supervision Model

Melanie then moved on to share a model of supervision that she uses based on her experiences thus far as a supervisor. This model focuses on 4 areas in supervision.



Taken from Slides Presented at SWAAB Supervision Seminar 2015

1. Theory

This part of supervision focuses on the theories in social work. During supervision sessions, it is good to bring theories alive, to bring out the concepts in them and to teach supervisees how to apply them in their work. In this way, theories move from being distant to being our 'friends' in practice.

Melanie shared that she would give her supervisees some exercises to go through for themselves. For example, when teaching the Symbolic Interaction Theory (SIT), which looks at symbols and how one attaches meanings such as identity, worth and efficacy to symbols, she would do an exercise together with her supervisees to bring out the concepts in the theory. Using mirrors, she would ask "Who holds up mirrors for you as a child and as an adult and what are these mirrors about?" Using activities to teach theories can help supervisees to connect better with the theories. She gave another example of one of her supervisees not understanding why people from violent relationships continue to return to these violent relationships. Going through the loss theory helped her supervisee to understand how people are attached to relationships and the loss they will feel when they lose these relationships instead of labelling clients as "silly".

2. Case Supervision

This part of supervision focuses on the case at hand. There are two parts to it:

- a. Clinical case supervision which focuses on the macro skills:

- Case assessment (Professionally accountable practice – Systems Diagram, Perception Bubble, Judgment and Meaning). This portion focuses on supervisee's assessment skills.
- Case planning (Needs – Goals – Baby Goals – Resources). This portion looks at the needs, goals and resources available and the supervisee's planning around this.
- Case management Planning (Tasks related to baby goals – Resources – Timeframe). This portion relates to delegating tasks and roles to respective people within a certain timeframe.
- Case review. This is the review of the case assessment (what the worker says is happening); case planning (what the worker is going to do about it) and case management plan (how the worker is going to do it).

Melanie shared that she spends more time in case assessment skills with her supervisees especially in cases with multiple issues.

b. Clinical skills supervision which focuses on the micro skills:

- Audio/ Video recording
- Process recording

Challenge supervisees to record sessions and to look at sessions to review clinical skills and case conceptualizing from the video or audio recordings.

3. Professional Supervision

This part of supervision focuses on the worker: his/ her professional and personal well being. Professional supervision is important as the professional self stems from the personal self. Ms Goh shared that focus is important in supervision and it helps to make a contract with the supervisee about the focus of supervision at the beginning of the supervisory relationship.

Some areas to look at while conducting professional supervision:

- a. Self-care: how the worker is doing at work.
- b. Competencies & Skills needed for career development: there is a competency roadmap, but it tends to be very generic. Every supervisee is unique. Supervisors have to pace with the worker in accordance with their skills and interests.
- c. Ethical dilemmas and
- d. Struggles with clients

4. Managerial Supervision

This part of supervision focuses on the role of the supervisee within the organization.

Some areas to look at while conducting managerial supervision:

- a. Appraisals
- b. HR matters
- c. Redeployment
- d. Changes to job scope
- e. Struggles with colleagues (it is good to have a professional safe space to talk about this)

Conclusion

To end off her session, Melanie shared that she would share this framework with her supervisees at the beginning of the supervisory relationship and will make a contract with them on what goes into each session. This helps her to avoid spending too much time on managerial supervision, which was the part of the supervision that she used to hide behind when she did not have a supervision model of her own to work from.

Speaker 2: "When Supervision Goes Wrong"

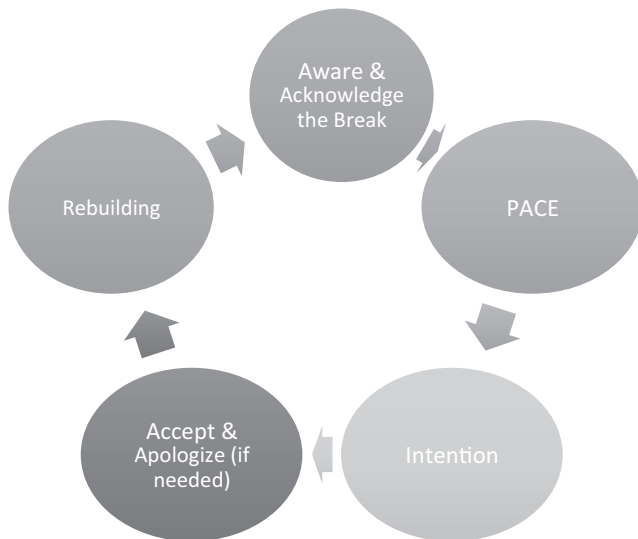
Natalie Lim, Cheng San FSC AMKFSC Community Services Ltd

Natalie started off her sharing with an introduction of herself. She shared that she has been a supervisor for about 6-7 years and expressed that as a supervisor, she has been FINE: Freaked out. Insecure. Nervous. Emotional. She often has feelings of inadequacy with thoughts and questions like: "Am I ready and good enough to start supervising? Do I have to know everything as a supervisor to be able to help the staff grow professionally?" She shared that senior colleagues and trainers tried to comfort her by telling her that it is impossible and unrealistic for the supervisor to know everything and that she has to journey collaboratively with her supervisee to find the best answer for the case. However, she expressed that these answers did not give her much comfort because in reality, she places a certain amount of expectation on herself in order to give good advice to her supervisees. As such, for her sharing, she decided to think about what happens if a supervisor makes a mistake and gives the wrong answer which may impact the case and the supervisees themselves. She explained that this will be the trajectory of her sharing.

She shared a "hard" conversation that she has had with one of her supervisees which involved taking relational risks – requiring her to hold her own anxieties as well as the anxieties of her supervisee. She shared an occasion where unexpected decisions were made which led to her supervisee feeling inadequate for the outcome of a particular case. As a supervisor, she felt guilty as she took it on as her responsibility to have supervision, and to see and predict what was going to happen. In such situations, her insecurities as a professional would start to arise.

She asked participants to consider what their first response would be when things do not go well during supervision (eg. a mistake made or a hard conversation with the supervisee). She shared that in any interpersonal relationship, there are bound to be breaks (misattunements or misinterpretations of thoughts or feelings). According to Daniel A Hughes', whenever there are breaks, one can always repair it. Breaks and repairs help to form a secure relationship with the supervisee. Breaks are something natural, it is not something wrong, and no one is to be blamed for it. It is common especially when emotions are intense, when the demand on one's attention span increases, when the topic is difficult and when intentions are ambiguous or ambivalent. (eg. how to help clients go through grief and loss when the worker is not going through it well herself)

She brought them to the Attachment Focused Family Therapy by Daniel A Hughes and applied it to the supervisory relationship.



1. Awareness and Acknowledge of Break: Notice the verbal and non-verbal that suggest the break.
2. Address with PACE (Playfulness (light-hearted stance), Awareness, Curiosity, Empathy)
3. Intention: recognize good intention behind action, and not harp on how case turns out. Affirm the supervisee that they made the best decision at that point in time, validate their intentions. Explain the intention and thoughts behind the supervisor's action.
4. Accept the break and Apologize (if needed): Accept the break and no one needs to be right or wrong. Apologize for the emotional turmoil that the supervisee undergo (if any).
5. Rebuilding: recognize and validate the good work that the supervisee done with client and lay out concrete follow up plans to help the case move forward.

She likened supervision to the grace of a swan where the supervisor looks graceful on the top but is actually madly paddling beneath the surface. Thus supervisors does not need to always maintain a front and can unveil the supervisor's vulnerabilities and the human side. She ended off with a quote by Brene Brown:

Supervision is about "having courage to be vulnerable. It means to show up and be seen. To ask for what you need. To talk about how you are feeling. And to have the hard conversations."

Speaker 3: "The Solution Focused Reflecting Team"
Edwin Tan, Deputy Director, THK FSC @ Bedok North

Edwin began his sharing by explaining that he would like to share a group supervision approach called the Reflecting Team. It was developed by colleagues from the United Kingdom. The model focuses on respecting what individual members of a group could do to help another group member who needed consultation in cases and challenges that he or she faces. The approach utilises all the resources within the group and members could have different schools of thought and it would enrich the discussion. He encouraged participants to use this model with any team member in their supervision group who needed to deal with a particular issue or problem. He added that the model works well for a group of about 8 people and is also time efficient as most people take about an hour to go through the whole process and the presenter who has a list of solutions that he or she can try.

The Solution Focussed Reflecting Team

This model of group supervision involves a total of 6 steps:

1. Preparation Phase

- This starts even before the supervision begins
- The member who is presenting the issue prepares the problem and issue before the session
- The supervisor will be the one facilitating the discussion

2. Presenting Phase

- The one with the issues/ challenge presents to the group
- This will be a one way communication that takes about 10 minutes which includes sharing genograms, system diagrams, and other useful information

3. Clarifying Phase

- Team members start to clarify things with the presenter by asking questions to help them understand the issue/ concern much better
- This will be a two way interaction (it does not need to be a round robin format but can be in a free and easy manner)
- At this phase, no solutions are offered yet
- This may take about 15 minutes

4. Affirming Phase

- Team members will affirm the presenter, highlighting the strengths of the presenter
- Members will speak in no particular order
- The presenter can respond with a "thank you" graciously to each one
- This helps to build team spirit

5. Reflecting Phase

- Each team member will present an idea/ suggestion/ advice to the presenter. The input offered at this stage includes whatever each member considers relevant. (eg. advice, technical input, metaphors, poetry, reflections on reflections, etc.)
- This is a respectful way of inviting members to give inputs to the presenter
- The presenter should write down all the suggestions and solutions by the group members
- Team members will be allowed to pass if they have nothing to say
- The benefit of reflecting this way is that the inputs tend to build creatively on each other (eg. one person's reflecting sparks off another person's)
- Instead of the supervisor coming up with solution, this empowers the group to help one another

6. Closing Phase

- The presenter will respond briefly to what was shared in the reflecting phase
- The presenter would have a list of solutions, tasks and things to deal with the issue at hand. He/she would then decide on one or two tasks that he/she would have to do moving forward

The Solution Focused Reflecting Team
is an analogue of the Solution Focused Coaching & Mentoring process

..COACHING & MENTORING	..REFLECTING TEAM
PREPARING	
Clients have some idea of what the meeting is about for them, some idea of what they want to say and what they hope to gain from the meeting	Ideally each person attending the meeting prepares in advance and is clear about what they hope to gain from the meeting
PRESENTING	
The client tells their story and explains what he, or she, wants some help with	The first person to receive help (Person A) describes the situation they would like some help with. <i>(Only Person A speaks)</i>
CLARIFYING	
The coach asks questions to develop his, or her, understanding of what is hoped for, who is involved, and what qualities, resources and skills the client brings to the situation	The team asks open questions. Questions that invite clarification. They are interested in recognised and unrecognised assets. <i>(The team members speak in any order)</i>
AFFIRMING	
During the course of the meeting the coach searches for opportunities to compliment the client on their personal qualities, resourcefulness and skills	Each member of the group tells Person A briefly what he, or she, is most impressed with about their presentation <i>(The team members speak in any order)</i>
REFLECTING	
The coach considers "the story so far" and ways that the client could make further progress	The members of the group take it in turn to say one thing at a time in response to Person A's presentation. If one person has nothing to offer they say "Pass" and this cycle continues until everyone has said all they want to say, or they run out of time. <i>(The team members speak in sequence)</i>
CLOSING	
The coach and the client discuss how the client could make progress after the session	Person A responds briefly to what was said in the Reflecting Phase, usually stating what they feel is most applicable <i>(Person A Speaks)</i>

www.solutionsology.co.uk

2

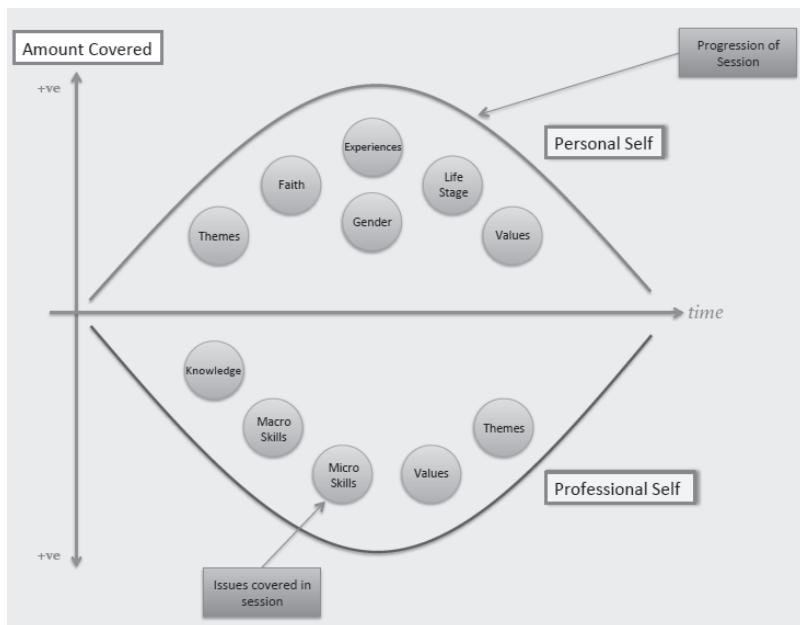
Tel (0117) 968 2417 Fax 0870 135 6814 Email support@solutionsology.co.uk
Harry Norman Partnerships 29 Wesley Place, Clifton, Bristol, BS8 4YD

Edwin ended off by sharing that he finds this model useful as the group gets empowered and as a supervisor, you don't have to solve the worker's problem alone but can get group members to contribute. In addition to providing creative solutions, it is also respectful towards all members of the group who might be trained in different modalities. It is definitely a useful model to consider for social work supervisors who might have time constraints to offer effective supervision.

Speaker 4: "The Personal-Professional Self Divide?"

Mr Udhia Kumar, Executive Director, THK FSC @ Tanjong Pagar

Kumar opened his portion by sharing that he had an opportunity to see two of his colleagues engaged in a supervisory process and his observation of a dance being performed. His sharing would expound on what he had observed about this dance.



Taken from Slides Presented at SWAAB Supervision Seminar 2015

X-axis: Time

Y-axis: amount covered.

On the "negative" scale, the professional self covers issues like professional knowledge, micro and macro skills, professional values and themes that arise from the case.

On the positive scale, the personal self covers issues like themes in the worker's life, faith, gender, experiences, personal life stage and personal values of the worker.

Kumar shared that the personal self is very important in social work as social workers are the sole instruments through which much work happens. There is an idea of calibrating self in relation to the clinical or educative part of supervision. He then went on to expound on the issues covered in the personal self:

- Themes that get enacted in the worker's life. For example, Kumar shared that he has themes of lost, and it comes out very clearly when he does not attend exit parties when his staff leaves. How would this play out in his work with his clients?

- Experiences in the worker's life: past, present and future.
- Values: should professional and personal values be merged?
- Gender: does my gender affect my work?
- Life stage that person is in
- Faith: belief in meaning of life, existence

He expressed that he saw a dance that was being performed: starting with the clinical aspect, and then the personal self, and the case itself and back to the personal self. Another way the dance was performed was to touch on the professional self, then the personal self of the worker and back to the professional self. He then questioned the participants if they consciously put time and effort in attending to the self of their supervisees, to put professional work aside and to speak to the worker as the self of the worker.

Kumar concluded his sharing with a TED talk clip that he shared could be use during a supervision session. The clip was a song presented by women who were imprisoned for life. They shared a moving song about their experiences, their hopes, regrets and fears. (The video can be found here:
http://www.ted.com/talks/the_lady_lifers_a_moving_song_from_women_in_prison_for_life?language=en)

Some questions that could be asked to explore the professional-personal self connections of the worker:

- What connections did you make with this clip? Why so?
- Which part did you connect with? Professional or personal or both?
- What is your position or thoughts on the women in this clip? Why do you take this position?
- What issues do you stand for or aspire to stand for? (e.g social justice) Why? How does it influence your work?
- What prisons might our clients be imprisoned by?
- What about our own "prisons"? How do they figure in our practice?
- If you could ask some questions around the clip to me, what would they be and why?

He shared that supervisors have a role not just in shaping their technical knowledge but shaping them as a professional. The supervisory relationship is a long term relationship that may move into a mentor-mentee relationship. The point is not to work with them (therapy), but to shape things with them. He ended off by exhorting the participants to be experimental, to use different methods, and to be flexible as supervisors.

Citations

Visser, C., & Norman, H. (2004). The Solution-Focused Reflecting Management Team. Retrieved from <http://www.solutionsology.co.uk/trainingpages/SFRManagementTeam.pdf>

Workshop 7: Am I a Mindful or Mind-full Supervisor?

Workshop Presenters:

Ms Yogeswari Munisamy

Principal Social Worker

Comcare and Social Support Division, Ministry of Social Family Development

Ms Patricia Wee

Centre Head

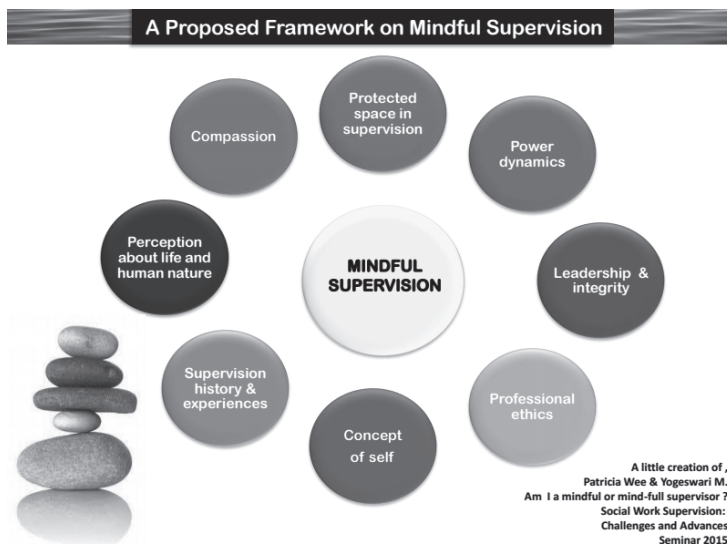
Ang Mo Kio Family Service Centre

Why Mindful Supervision?

Ms Yogeswari Munisamy shared two quotes at the opening of the workshop: "If we nurtured the soul of social work, our practitioners would rejoice in the life path they've taken, instead of becoming burnt out, cynical and marking time until retirement." and "If we nurtured the soul of social work, our students (supervisees) will feel stimulated and supported, instead of stressed out, pushed through, used and abused." (Michael Sheridan, 1997). She shared that some supervisors have helped supervisees to grow while some may have contributed to their supervisees becoming disillusioned. She added that there are dimensions in supervision (clients, therapeutic relationship with client and the supervisor-supervisee relationship) and one has to be aware of the mindfulness in these dimensions. At times, supervision gets very intimate and it is important for supervisors to hold the space and send supervisees for further help when needed.

Ms Munisamy expressed that "mindfulness refers to keeping one's consciousness alive to the present reality" (Hahn, 1975, p. 11). In this case, it refers to the present reality of supervision with supervisees. It is a state of active, intentional, accepting and non-judgemental focus of one's attention on the emotions, thoughts and sensations occurring in the present moment.

A Proposed Framework on Mindful Supervision



Ms Wee moved on to share a framework that both Ms Munisamy and herself came up with from their supervisory experiences. They also consulted SFT senior practitioners for inputs into the framework.

Compassion

A supervisor needs to always regard his or her supervisee with compassion. There has to be a parallel process between this and client work and we need to be consistent.

Protected Space in Supervision

The supervision session should be a protected space for the supervisee. Ms Wee asked the participants what it meant to them as supervisors and how they could go about creating this protected space for their supervisees. One participant commented that it is about supervisor's presence of time and mind so that the supervisee knows that the supervisory session is theirs. A participant shared that a close therapeutic relationship is paramount to creating a sense of ease for both supervisor and supervisee during the supervisory session. Another participant expressed that it involves being vulnerable as a supervisor and being willing to shift from the professional to the personal. Other participants expressed that in setting up a protected undisturbed space, they would refrain from bringing their hand phones and would choose a private, closed room. Some participants mentioned that supervision should be structured, even down to the timing. Ms Munisamy added that it is about adding structure, rhythm and regulation to supervision (eg. Pre-arrangement of supervision sessions for the next 6 months). There must also be the working out of the roles and functions that the supervisor will adopt for the session, such as that of educative, supportive or administrative. Ultimately, it was agreed upon that the supervision session should be a space to have real, hard conversations.

Power Dynamics

Often times, supervisors are unable to choose their supervisees. There is a need to be aware of diversity such as gender, age, culture, gender orientation, etc. The power dynamics refer to one's relationship with power and its influences on supervisory relationships. To illustrate this point, Ms Wee asked the participants to think of past or present supervisory relationships as a supervisee and their thinking and emotions they had associated with it before picking the corresponding picture from the "Power dynamics" image (as shown below)



Source : Sunderland , M. & Engleheart, P. (1993). Draw On Your Emotions.
Winslow Press . UK .

One participant expressed that she felt that she had learnt a lot regarding perceptions. She felt that supervisors and supervisees could have different perceptions of each other. In addition, she added that she felt that it was important for supervisors to be seen and perceived as accessible. It is important that supervisors do not assume things that supervisees may not be clear about. Another respondent shared that she had chosen 4 pictures which marked the different moments in her experience as a supervisee. She felt that there were various moments when she felt there was a differential in power, a misfit of supervisor and supervisee, she was unable to understand what her supervisor was trying to put across even though her supervisor would share and teach, and moments when she experienced the involvement of the supervisor.

Ms Wee ended off this segment by emphasizing the importance of understanding power dynamics in the supervisory relationship.

Leadership and Integrity

Ms Munisamy continued by commenting that supervisors will need to also take on the role of a leader and support their supervisees to become leaders as well in their areas of work. Supervisors who are unwilling to take on the role of a leader will end up confusing their own supervisees. In turn, the supervisees will be unable to take on a leadership role with their own clients as well.

Ms Munisamy put forth several questions that a supervisor can ask him/herself during the course of supervision:

- How am I a positive leader in supervision?
- What type of leader am I?
- What happens if I don't own the leadership role?
- Am I nurturing leadership in my supervisee? (What conversations do I have in supervision to ensure this?)
- How is this nurturing of leadership in my supervisee enhancing client outcome?

Ms Munisamy also shared that strength-based leadership consists of a sense of accountability, willingness to consult when needed, ability to cope with challenges, challenging when needed, a sense of hope and leading in upgrading self (Tom Rath and Barry Conchie, 2008). Some domains of leadership strength include: executing, influencing, relationship building and strategic thinking. She also shared that supervision is a form of shared or co-vision.

Ms Munisamy then continued by asking participants if they have discourse with their supervisees about them as leaders during their supervision session. One participant replied that she believes in succession planning and would make a conscious effort to look out for the leadership qualities in young or middle rung workers. This is how they would pass the baton on and to ensure that the department would not be in any form of crisis. Ms Munisamy commented that having leadership conversations with supervisees empowers the supervisee to take a leadership role in their work. This will be seen in the way they do their interventions.

Literature has revealed that practitioners saw effective mentors as "resilient people who modelled a capacity of occupational achievement without compromising on integrity and professionalism" (Van Heugten, 2011). In a study done by Cherie May Appleton, she mentioned the importance of having honesty, reliability and trustworthiness as a

supervisor. Supervision is the environment that encourages the exploration of how and what is it that we are doing to create, maintain, preserve, enhance or even regain our integrity in the many complex and challenging situations in which social work practitioners are engaged. (Cherie May Appleton, 2010). For example, in a complex case, how supervisors have dialogues about the client and the stakeholders reflect a lot about their integrity. (e.g. Do they start blaming the whole world and the client and other stakeholders ?)

Professional Ethics

Professional ethics refer to how supervisors guide their supervisees when they encounter ethical dilemmas in practice. It also concerns the ethical considerations that guide the work of supervisors. Supervisors have to ask themselves if they know the ethical screening principles if supervisees present them with ethical dilemmas. Ms Munisamy shared from standard 3.01 of the NASW Code of Ethics.

Standard 3.01 of the NASW Code of ethics. 4 fundamental obligations for supervisors outlined :

- 1) To have the necessary knowledge and skill to supervise appropriately and to supervise only within our areas of competence**
- 2) To set clear , appropriate and culturally sensitive boundaries with supervisees**
- 3) To avoid dual or multiple relationships with supervisees if there is risk of exploitation or harm to the supervisee?**
- 4) To evaluate the supervisee's performance in a manner that is fair and respectful**

Concept of Self/Life

Ms Wee described having a concept of self and life as being in a state of peace and quiet, tranquillity and an inner state of being. Some participants shared that it is often very difficult to have peacefulness during supervision as supervision is often task-oriented or like firefighting. Ms Wee responded that to counter that, the worker can take a couple of deep breaths before entering the supervision room. In addition, supervisors could also suggest moving into another room so as to re-orientate themselves before they go for supervision. Ms Munisamy added that she would keep individual files of her supervisees and also supervision notes to orientate herself before going into the next supervision session with her supervisees.

Supervision History and Experiences

Ms Wee indicated that it is paramount that supervisors engage in reflective practices. This involves asking themselves (as a supervisor):

- How long have I been supervising?
- What is/are my teaching style(s)?
- What energises me when I supervise?
- What are the characteristics of supervisees whom I have an affinity with?
- Which types of supervisees have I supervised? (Students on placement, new social workers, experienced social workers, etc)
- Which domains of supervision am I most competent in?
- Which domains am I most comfortable in? E.g. Administrative, Educational, Supportive (NASW, 2013, p. 7 & 8)

Some participants shared in response to the questions that they get energised when their supervisees are motivated and passionate about common issues. Another participant added that supervision of supervision is important as it helps her to get feedback and another view of how she is doing as a supervisor from a peer. She also expressed that she is most energised when she is able to ask questions and witness growth in her supervisee. Ms Munisamy concluded that supervisors have to be aware of the state that they are in as supervisees are able to sense the energy level coming from the supervisor and it will affect them.

As a supervisee, one can reflect upon these questions:

- How have I experienced supervision throughout my career?
- Were there interruptions in my supervision history?
- How did I experience my supervisors? What was my relationship with my supervisor like?
- What is/ are my learning style(s)?
- What were the supervisions I received?
- Which types of supervisors do I have an affinity with?

Ms Wee added that it is important for them as supervisees to know what type of supervisors they have an affinity with, in terms of characteristics, style and persona. It is important for them as supervisees to find the fit and move into a role with their supervisors. As supervisors, when a supervisee reacts to the supervisor in a certain way, the supervisor must ask him/herself what it is about him/herself that is causing the supervisee to react in such a way. The onus is on the supervisor and not the supervisee as he/ she has the greater power in the supervisory relationship.

Perception about Life and Human Nature

Ms Munisamy explained that a person's perception about life and human nature affect how they think, feel, act and what motivates them. She explained this point using the example of Theory X and Y (Douglas McGregor, 1960). Theory X assumes that employees dislike work, lack ambition, avoid responsibility and must be directed and coerced to perform. Theory Y assumes that employees like work, seek responsibility, are capable of making decisions and exercise self-direction and self-control when committed to a goal. One's assumption about human nature affects the way one views his/ her clients. She expressed that this will affect the way the worker's understands and works with his/ her client.

She also noted the importance of social workers having compassion and patience when dealing with others. The supervisor must have a deep sense of awareness of what the supervisee is experiencing when dealing with cases and in their lives. Ms Munisamy also added that supervisors must learn to manage self expectations. She then asked the participants how they can soothe themselves as supervisors and regulate their own behaviour.

To end off the sharing on the framework, Ms Wee asked participants to share if they have any other "circles" to add to the framework. One participant responded that he believes cultural sensitivity is crucial as this will give them an understanding of the supervisee's cultural background and beliefs. Another participant added that organization culture/ needs are also important to be mindful of.

Reflections by 2 Supervisors from Strengthening Families Together (SFT)

Ms Goh Poh Poh

Senior Social Worker, Ministry of Social and Family Development

ComCare and Social Support Division, Vulnerable Families Support Branch

Ms Goh Poh Poh shared that her own supervision history and experiences affect her current approaches to supervision. She would question if her approach fits the needs and expectations of her supervisees. In the past, supervisees were stationed in the office while they are often stationed outside now. Supervisees now request for more freedom and space. She commented that she has to find a balance in monitoring the effectiveness of her supervisee's professionalism (as it would affect the clients) while also offering them freedom and space.

Ms Tan Chui Li

Senior Social Worker, Ministry of Social and Family Development

ComCare and Social Support Division, Vulnerable Families Support Branch

Ms Tan Chui Li shared that the point that she wanted to point out was the protected space for supervision. As she has many off-site workers, she makes it a point to schedule supervision sessions some time in advance. She shared that she also struggles with managing the dual roles of being a manager and a clinical supervisor. She manages this challenge by having alternate supervision for either purely administrative or clinical work. As many workers do not come from the ministry, she expressed that she does not want to give them the impression that she is checking up on them in the capacity of the government. She stressed the importance of supervisees feeling that they are protected in supervision sessions.

The Strengthening Families Together (SFT) Experience

Supervision in SFT

Ms Patricia Wee shared that the importance of casework and clinical supervision is emphasised in SFT pilot. The supervision process and relationship aims to increase the competence and confidence of social work practitioners in their practice. The primary focus of supervision is to improve client outcomes. Some of the supervision in SFT which were useful included individual supervision, live supervision, supervision of supervision as well as group supervision.

1. Individual Supervision

- Case management discussions
- Reflection on processes within the session
- Demonstration & practice of counselling skills/ techniques
- Intervention methodology in specific cases in light of literature
- Workers' issues in relation to practice with this clientele, and
- Workers' professional resilience

2. Live Supervision

- Observation of social work practitioner in client's session followed by case consultation
- Occurs at agency, home visits or at interagency meetings

3. Group Supervision

- Reflexive and reflective practice format
- Case presentations
- Praxis (integration of theory into practice)

4. Supervision of Supervision

- Supervision of supervision provides a safe platform to reflect on learnings and explores ways of supporting supervisees in their role as supervisors
- Supervisor of supervisors sit in latter's supervision to provide modelling & coaching
- Taped sessions of supervision of SFT social workers are brought in for discussion at the Senior Practice Leaders' Work Group

Ms Wee elaborated that in group supervision, SFT social workers engage in reflexive and reflective practice where they present cases and discuss integration of theory into the actual case. This is supported by principal and senior social workers. She expressed that supervisees feel that this platform is protected and therefore can effectively engage in higher order thinking about case management and social work. Ms Munisamy commented that group work skills are important for group supervision as it requires a lot of facilitation. Good group work skills will help to ensure that learnings from group supervision get consolidated.

Ms Munisamy also added that she personally ensures that she has both individual and group supervision for her supervisees. Group supervision adds insights into the case and creates a joint learning experience for her supervisees. The structure and format of each type of supervision complements each other and helps to ensure the depth essential in supervision practice.

Professional Practice Circles

Professional practice circles are held every 6 weeks for the sharing of best practices amongst all social work practitioners on the SFT pilot. Coaching is an integral element of practice circle sessions. Senior practice leaders' workgroups are held monthly to guide and deepen practice in SFT pilot.

1. Professional Practice Circles

- Platform for practitioners to share resources, learning points and difficulties faced in cases or implementation of pilot
- Sharing and demonstration of the use of various toolkits that are used to engage families in practice
- Case discussions to facilitate learning process
- Co-creation of solutions for difficulties faced through small group discussions, role play etc.
- Sessions are in line with the ethical responsibility to work for the continued development of professional competence
- Indigenous practice principles are compiled based on the content of these sessions

2. Senior Practice Leaders' Workgroup

- Discussions on maintaining levels of case work and clinical practice standards in SFT pilot

- Develop 2 practitioner's resource guides for social work practitioners to make reference to in their work with vulnerable families
- Co-creation of creative toolkits for use at various stages of case management
- Co-create necessary templates essential for practice
- Supervisors share practice knowledge and skills on supervision through their videos of supervision sessions
- Discussions on how to increase referrals to SFT and honest feedback for fine-tuning the pilot

Ms Wee also added that a learning forum was held in April 2015 where SFT workers shared their experiences and what the pilot had achieved thus far. Two focus groups with SFT supervisees were conducted and it was found that the following 9 activities in supervision and 6 supervision processes were what supervisees found most helpful from their supervision sessions.

9 activities:

- Case discussions
- Incidental learning
- Role plays
- Live supervision
- Supervision of supervision
- Discussion on professional development and work challenges
- Supervision debriefs
- Sharing of practice tools
- Practice circles

6 Supervision Processes:

- Facilitation of insights
- Knowledge sharing
- Teaching, learning and sharing
- Perspective offering
- Reflective practice
- Parallel process in clinical supervision

Symbolism of Your Supervision Journey

To end off the session, Ms Wee asked the participants to choose three symbols which represented them as a supervisor, a supervisee and the supervisory relationship between the both. Amongst the responses garnered, some expressed that they felt that the supervisory relationship was an organic and dynamic and growing one. Another expressed that it is a journey of growth for both supervisor and supervisee and a mutual way of spurring each other on to growth. One participant shared that he believes a supervisor should be a coach in the sense of a sports coach, but also a coach in the sense of a bus coach. He feels that it is ultimately about being mindful of what both supervisor and supervisee would like to achieve and therefore work towards achieving it together.

Ms Munisamy wrapped up the workshop by noting some things that mindful people do differently:

1. Being curious

2. Forgiving mistakes
3. Having compassion: Urgent connection
4. Embrace vulnerability
5. Gratitude
6. Making peace within perfection
7. Accepting and appreciating that things come and go
8. Embracing kindness
9. Loving well
10. Standing up for justice: Wanting to change the world

Citations

Sheridan, M. (1997), Third National Conference of the Society for Spirituality and Social Work.

Hahn T. N. (1975). The miracle of mindfulness: A manual on meditation (p. 11). Boston: Beacon Press.

Sunderland, M and Engleheart, P. (1993) Draw on Your Emotions, Winslow Press, Oxon.

Rath, T., & Conchie, B. (2008). Strengths based leadership. New York, NY: Gallup Press
Heugten, K. V. (2011). Social Work Under Pressure: How to Overcome Stress, Fatigue and Burnout in the Workplace (p. 51). London, UK: Jessica Kingsley Publishers

Appleton, C. M. (2010). Integrity Matters: An inquiry into Social Workers understandings (p. 25). Retrieved from www.mro.massey.ac.nz/handle/10179/2209

The National Association of Social Workers (NASW). (2008). Code of Ethics of the National Association of Social Workers. Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

The National Association of Social Workers (NASW), The Association of Social Work Boards (ASWB). (2013). Best Practice Standards in Social Work Supervision (p. 7-8). Retrieved from http://www.naswdc.org/practice/standards/Social_Work_Supervision.asp

McGregor D. (1960). The Human Side of Enterprise. New York, NY: McGraw-Hill.

Workshop 8: Clinical Supervision and Case Management Supervision: Contention to Marry the Two

Workshop Presenter:

Mr Elijah Sim

Senior Therapist

Counselling and Care Centre

Introduction

Mr Sim began by asking the participants to list down several emotions that come to mind when they think about marriage. Among the responses were “commitment”, ‘I love you’, ‘obligation’, ‘apprehensive’, and ‘uncertainty’.

Mr Sim went on to use his own family as an illustration. He proposed that though they all seem happy outwardly, as is normal and common for all families, there are often underlying issues that others may not see. Therefore he opines that the marrying of clinical supervision and case management supervision may be beneficial, but we must be careful first to understand their similarities and differences.

Why Marry the Two

Similarities and Differences

Mr Sim asked if there were more similarities or differences between case management supervision and clinical supervision. Most participants believed that there were more similarities than differences.

To illustrate his point about marrying the two, he asked for volunteers to participate in an activity. He had 4 ladies stand at the corners of a square and throw a ball of red yarn to each other. They were free to throw to whoever they pleased. As they threw the ball of yarn, they would say a word that came to mind when they thought of case management supervision. The result was a web of red yarn connecting the four of them. He then got 4 men to stand between each woman and to do the same but with a ball of blue yarn but for the phrase clinical supervision. The result was a web of blue and red yarn. He then instructed the participants to throw the ball of yarn to whoever they pleased, regardless of gender. The result was an even more complex web of blue and red yarn.

Some of the phrases that were mentioned in association with case management supervision and clinical supervision were:

Case Management Supervision	Clinical Supervision
CSWP MSF Management Challenging Case discussion Tedious Care plan Good for learning Obligated Support from agency Case manager Administration Professional development Case conference Ethics Processes Stress	'Cheem' Support Process focused Time Clinical Information Intense Theory Application In depth learning Don't know how to do Unstructured Requires more supervision Help Process Outcome focused Confusing Burn Out Supporting Colleagues Need Supervision Dealing With Systems Very Tedious Assessment

Through this, Mr Sim asked the audience if there were more similarities or differences between case management supervision and clinical supervision. The participants responded that there were more similarities. When asked about any differences that they had observed, they responded that they felt the skill sets involved were different. Mr Sim indicated that one difference that stood out for him was that of processes and outcomes.

What is Case Management Supervision?

Case management supervision focuses on 'planning of assignments, delegating work assignments, helping the case manager deal with work-related problems, reviewing the case manager's work, and modifying the specifications of existing or future tasks' (Roberts-DeGennaro, 1987, p.470)

"Counsellors are familiar with supervision for managing their cases and for monitoring their work. This is usually associated with case management supervision with the focus on discussing how a case is dealt with, assessing intervention and monitoring outcomes" (Anthony Yeo, 2014, p.2)

What is Clinical Supervision?

"Clinical supervision... opening space for the counsellor to acquire and enhance counselling skills for functioning at a reasonable standard of practice. This is aimed at promoting helpful changes in the relationship between counsellor and client.... focus on the counselling relationship and a strong emphasis on process rather than content of counselling and supervision." (Anthony Yeo, 2014, p.2)

What is Case Management?

"...is generally described in terms of its tasks: the assessment of needs; the planning of appropriate services; and the coordination, monitoring, and evaluation of services on behalf of clients" (Bowers et al., 1999, p. 29-30)

"... a method of providing services whereby a professional social worker assesses the needs of the client and the client's family, when appropriate, and arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the specific client's complex needs." (NASW)

Counsellors are familiar with case management supervision being utilised for monitoring work, assessing interventions and monitoring outcomes. The keyword seems to be that case management intervention is task-focused, where it is focused on tasks and outcomes. On the other hand, clinical supervision opens up space for the counsellor to enquire and enhance the skills of functioning and outcome of therapeutic relationships and has a strong emphasis on the process rather than the content of the supervision. Its focus is therefore on the processes and relationships.

Mr Sim then shared about how the UK does not use the term case management but the term care management. He indicated that this was more than a mere change in the name but included a shift in the manner in which they looked at cases. Care management emphasized the goal of managing the treatment and support rather than the individual (Burns & Perkins, 2000, p. 212). It conveyed that the worker ought not only to manage the therapeutic relationship and the client but also the systems, services and relationships with other service providers.

A Story Framework

How Relationships Function

Mr Sim expressed that in evaluating the excellence of a case manager's performance, the key factor is often the quality of relationships they form. The case managers who excel are often those who make an effort to nurture relationships with clients, the various help systems, and their colleagues. There is therefore, a visible shift from a focus on the task to the relationship. So as to facilitate this shift, it is paramount that one first understands how relationships function.

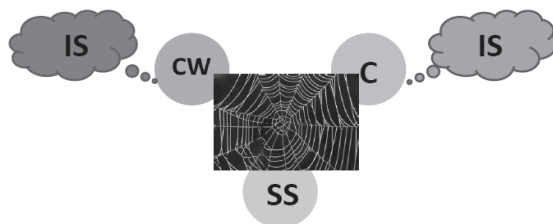
"When people start an interaction, they bring with them other interactive stories that have generated specific meanings and social realities. It is from these previously constructed social realities that people engage in new interactions and give shape to a dance through which they co-construct new meanings and new social realities." (Fruggeri, 2002, p. 6)

When two parties enter into a relationship with each other, they enter into the relationship with their stories and experiences with them. Similarly, when workers meet their clients, the worker and the client both bring their own stories into the relationship. They therefore bring in other interactive stories that generate meaning and realities for them in their interaction. Interactions and experiences do not start afresh, experiences are brought in and new interactions construct new meaning and perpetuate old realities which are added onto their prior experiences. What interactive stories do workers bring into the therapeutic relationship? What interactive stories do clients bring with them into the interaction?



Taken from Slides Presented at SWAAB Supervision Seminar 2015

It is even more complex with case management as there are many systems to work with and hence many more layers to deal with. Mr Sim therefore advises the worker to look past the web of relationships and the 'mess' to consider the stories that each system brings into the relationship. Things are made more complex when emotions are evoked. Once that happens, it is harder to look past the emotions to see the 'stories' of the client. However, when that happens it is even more pertinent that one is curious about the 'stories' for that will affect how the worker relates to the client. Similarly, in relation to supervision, Mr Sim indicated that there are many untold stories waiting to be tapped for supervisory exploration. The interpersonal process is part of a broader network of interdependent relationships. What are some significant systems (SS)?



Taken from Slides Presented at SWAAB Supervision Seminar 2015

Discussion

Mr Sim split the participants into 2 groups for discussion. The first group dealt with the client's stories while the second dealt with the worker's stories. The questions were as follows:

What are our client's stories?

- What are the significant systems that the clients are part of?
- What are the wider sociopolitical and cultural discourses that influence how the clients interact with the system of care?
- What interactive stories do clients bring along with them? How do they feel about themselves and about others in these stories?
- How do these stories influence how the clients position themselves in relation to me (as the caseworker) and others in the system of care? How do they position me and others?

What are the worker's stories?

- Who am I as a professional in a wider system of care?
- What are the wider sociopolitical and cultural discourses/ policies/ organizational contexts, which have influenced my professional thinking, practice and positioning?
- What interactive stories do I bring along with me from my case management practice and professional networking experiences? How do I feel about these stories?
- How do these stories influence how I position myself in relation to my clients? How do I feel about taking a particular position as opposed to another position?

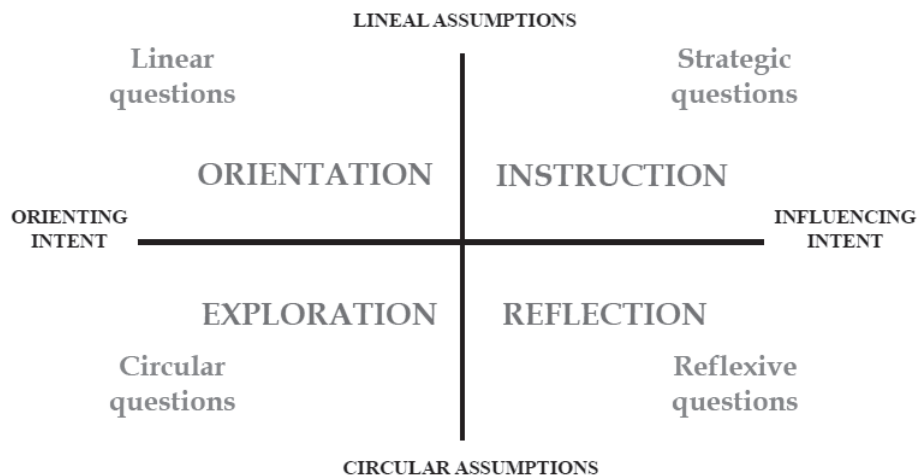
The participants of the first group expressed that clients would bring with them stories of hurt, addiction and loss, or distrust with the help systems. The participants of the second group expressed that workers often face stories of discouragement, burn out and frustration with the agency or the systems. Mr Sim in turn expressed that it is key then for us to pause and process this with our supervisor or supervisee, and understand why we are feeling this way and how some stories may affect our work with our clients. In addition, Mr Sim also expressed that there are often stories of glory, triumph and achievement in the past of the client, but these stories often do not get a voice as clients often bring with them a lot of negativity. He expressed that these can be stories of hope and it is often beneficial to give them a voice where it is appropriate.

Mr Sim expressed that the point of the entire exercise was to help workers to be curious about stories which influence how people participate with each other and to consider how this might play out in their work with clients and supervisees.

A Case Management Supervision Framework (Adapted from Karl Tomm's Interventive Interviewing)

Mr Sim then moved on to present a framework of case management supervision which is adapted from Karl Tomm's framework of Interventive Interviewing (Karl Tomm outlines 4 sets of questions for interventive interviewing). Mr Sim opined that supervision is often a reflection of one's practice. It focuses on patterns and processes of interactions and relationships, and the embedded and emerging stories. It invites supervisees to reflect on what people do together and how this affects all relationships involved.

The supervision framework involves 4 stages:



Adapted from Karl Tomm's Interventive Interviewing

Lineal Assumptions: A caused B

Circular Assumptions: A caused B, B caused A (interaction at play)

Orienting Intent: Orientating oneself with information

Influencing Intent: When do you influence the decision?

Often times, supervisors tend to move immediately from orientation to instruction. Mr Sim explained that supervisors should move from orientation to exploration to reflection and then instruction, although the stages need not always be sequential and linearly carried out.

1. Orientation (Help me understand)

Mr Sim expressed that in the orientation set of question, the focus of the questions are for information gathering. This includes the description of case/ stories about clients, the supervisee's thoughts and feelings about their case, their struggles and dilemmas, as well as the goals and expectations for supervision. Simplified, it is to help the supervisor understand the state, progress and work of the supervisee.

2. Exploration (Help us understand)

In the exploration set of questions, the purpose is to invite curiosity, so as to better understand the work of the worker. In this set of questions, the supervisor should find out about the stories of the client. These include finding out who are involved (eg. the clients, family members, significant others, formal and informal systems), relational stories such as therapeutic relationships, and relationships with other help systems. This is for the supervisor to see themes and relational patterns/stories which may replicate across the different relationships, and so better understand the supervisee.

3. Reflection (Let us think about how)

The reflection set of questions opens up space for the supervisor and supervisee to think through how to complete tasks together. In this set of questions, the supervisor and supervisee may look at the client's goals as well as that of the different agencies and the workers. In addition, the supervisor can process with the supervisee how the different goals affect how the supervisee enters into relationships with the client and significant others. Supervisors and supervisees also consider what interactive stories are influencing how the characters enter relationships with each other. In this set of questions, the supervisor and supervisee can also consider how the client views and perceives the workers, as well as how they form ideas about them. The supervisor and supervisee can also consider how they are positioning themselves as workers in relation to others. This stage focuses on what the supervisor and supervisee can do together.

4. Instruction (Let me show you how)

In the instruction set of questions, the focus is on summarizing the discussions, clarifying the options, offering suggestions and advice, and evaluating the fit with supervisees. It works on making decisions and the supervisor will show the supervisee what can be done.

ORIENTATION <ul style="list-style-type: none"> • Info-gathering • Orienting the supervisor 	INSTRUCTION <ul style="list-style-type: none"> • Instructive / Corrective • Directive-ness is covert • Positioning as expert
EXPLORATION <ul style="list-style-type: none"> • Eliciting and understanding stories, patterns, themes • Inviting curiosity 	REFLECTION <ul style="list-style-type: none"> • Facilitative and non-directive • Opens up reflective space • Inviting collaboration

Adapted from Karl Tomm's Interventive Interviewing

Question & Answer

Mr Sim ended the workshop by opening up the floor for any questions about what was shared. One participant questioned how to balance time management and going through the 4 sets of questions. Mr Sim replied that if supervisees have immediate and urgent crises, he would be more directive as there would be less time for long discussions. He added that creating time for supervision is very important and that it should be something intentionally included by the organization.

Citations

Bowers, B., Esmond, S. & Canales, M. (1999). Approaches to case management supervision. *Administration in Social Work*, 23(1), 29-49.

Burns, T. & Perkins, R. (2000). The future of case management. *International Review of Psychiatry*, 12, 212-218.

Fruggeri, L (2000). Different levels of analysis in the supervisory process. In Campbell, D. & Mason, B. (Eds.), *Perspectives on Supervision* (pp. 3-20). London: Karnac.

Moore, S.T. (1990). A social work practice model of case management: The case management grid. *Social Work*, 35(5), 444-448.

Nielsen, J (2000). Working in the grey zone: the challenge for supervision in the area between therapy and social control. In Campbell, D. & Mason, B. (Eds.), *Perspectives on Supervision* (pp. 141-156). London: Karnac.

Sim, Elijah (2014). Clinical supervision and case management supervision: contention to marry the two. In Lim, C. & Sim, E. (Eds.), *Clinical supervision: clinicians' perspectives and practices towards professionalising counselling* (pp. 165-185). Singapore: Counselling and Care Centre.

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, 27(1), 1-15.

Yeo, Anthony (2014). Clinical supervision for counselling practice. In Lim, C. & Sim, E. (Eds.), *Clinical supervision: clinicians' perspectives and practices towards professionalising counselling* (pp. 1-18). Singapore: Counselling and Care Centre.

Workshop 9: Partners for Change Outcome Management System (PCOMS) and its Application in the Supervision of Individual/Family Counseling

Workshop Presenter:

Ms Chan Lay Lin

Senior Principal Medical Social Worker
Institute of Mental Health

1. Introduction to Partners for Change Outcome Management System (PCOMS)

Ms Chan started off by setting the context of her presentation. She shared that the social workers conducting family therapy in the Institute of Mental Health (IMH) pilot-tested the Partners for Change Outcome Management System (PCOMS) in 2014 and launched it in April 2015. This was in line with the impetus from management that an outcome indicator be used as a service performance indicator for psychotherapy service in IMH. She added that she was not a certified PCOMS trainer and is only using the platform to share IMH Social Work Department's experience with using this tool. Ms Chan advised that practitioners should receive training in PCOMS in order to apply PCOMS effectively.

She stated that research revealed that the average dropout rate in psychotherapy/counseling services is quite high, about 47%. Besides, most therapists do not objectively know how effective they are in their counseling practice and this limits their potential to enhance their clinical practice. Therapeutic outcomes may be improved when counselors take note of the following:

- a. Be sensitive to how patients wish to heal and know their expectations for the nature of counselling. We cannot think that "one size fits all."
- b. Build therapeutic alliance by: (a) being empathic & caring (b) developing agreement about the goals and tasks of counselling
- c. Monitor the outcomes of counselling
- d. Understand how effective we are as counselors, and to use feedback to improve the quality of our service.

(Wampold, 2006, in Duncan 2015)

PCOMS, a tool used in psychotherapeutic processes, was developed by Barry Duncan and Scott Miller. It is an ultra-brief outcome management tool used in tracking psychotherapy/counseling outcomes as well as in the supervision of its practitioners. It focuses on the clients' objective experience of change during the counseling process, and obtaining feedback from clients on how they are responding to therapy. It is a tool that is atheoretical and can be used to access various therapeutic models. It values local knowledge over expert knowledge about therapeutic change, and stresses the importance of therapeutic alliance in the therapy process.

2. How PCOMS Works

2.1 Why the use of PCOMS

PCOMS is used to address drop-out rates in counseling practice, for counselors to know their effectiveness and to work towards enhancing their clinical practice.

Research about early change has demonstrated that clients who report little or no progress early on in counseling (3-6 sessions) will likely show little improvement over the entire course of the service or are likely to drop out. In counseling, early/initial change predicts engagement in therapy and a good outcome at termination. PCOMS, is a client feedback system which facilitates the counselor to identify clients who are not responding, so that an early review of work with clients and changes in therapy can be made. It charts the rate of change and for the clients and counselors to know the progress of counselling.

2.2 Research about Early Change

In a randomized clinical trial (RCT) conducted in a naturalistic setting, it was found that using client feedback can help to improve couple therapy outcomes (Anker, Duncan, & Sparks, 2009). The Norwegian/American Team carried out an RCT of couple therapy (N=205 couples) with random assignment to feedback versus those with no feedback. The test subjects came from a variety of orientations and disciplines. The results showed that therapists using feedback in therapy improved outcomes by up to 40% and that more couples in the PCOMS condition (81.59% versus 65.75%) keep their relationship intact at 6-month follow up.

In a replica of the abovementioned trial, another group of researchers reported that 4 times as many couples in the feedback condition reported clinically significant change by the end of treatment. Couples in the PCOMS condition also improved in significantly fewer sessions than couples in the treatment as usual condition (Reese, Toland, Slone, & Norsworthy, 2010). There were also three other RCTs that demonstrated that feedback improved performance.

2.3 What is involved in PCOMS?

PCOMS is a formal client feedback system developed to monitor both treatment outcome and alliance in each session. It comprises two ultra-brief measures:

- a. Outcome Rating Scale
- b. Session Rating Scale

2.3.1 Outcome Rating Scale (ORS)

The Outcome Rating Scale measures 4 domains: (a) individual (personal well-being), (b) interpersonal (family, close relationships), (c) social (work, school, friendships) and (d) overall general sense of well-being. The ORS represents life in general and is connected to the purpose of the service. It is not meant to be an emotional barometer of how the client is feeling but their well-being for the last one to two weeks or from the previous counseling session. The purpose of the ORS is to monitor outcome and to privilege client's perspective. It is also important that both the counselor and client are clear about its purpose.

Administering the ORS

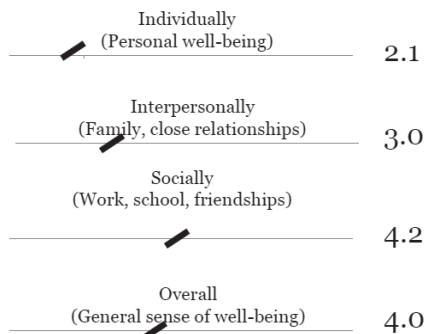
In the scripting the oral administration of Outcome Rating Scale, there are several ways to carry it out:

- (a) Through using your own words
- (b) Or script it as follows: "When we do counseling, we place emphasis in hearing your voice, for you to tell us how you are doing from session to session. This allows us to know whether we are effectively helping you. This also allows us to discuss together and make changes as we journey together. I'm going to ask you some questions about four different areas of your life, including your individual, interpersonal, and social functioning. Each of these questions is based on a 0 to 10 scale, with 10 being high (or very good) and 0 being low (or very bad). Thinking back over the last week (or since our last session together), how would you rate the four domains in your life?" (adapted from Miller et al, 2006)

Integrate Client Feedback into Practice

To integrate client feedback into practice, the counselor scores the ORS and gives feedback immediately. The "Clinical Cutoff" is the dividing line that delineates a clinical from a "non-clinical" population. For adults, it is 25; children, 32; adolescents, 28; caregivers, 28. Most adult clients come with scores of less than 25. By using the clinical cut off, it connects the marks obtained from the ORS to the client's description & reason for service. The counsellor scores this at the start of each session and the scores are discussed as part of the therapy process.

The ORS is quick and easy to use, and need not be cumbersome as it usually takes less than 5 minutes to complete. Through connecting the client's described experience of their lives to the scores on the scale, it ensures that the tool measures what it is meant to.

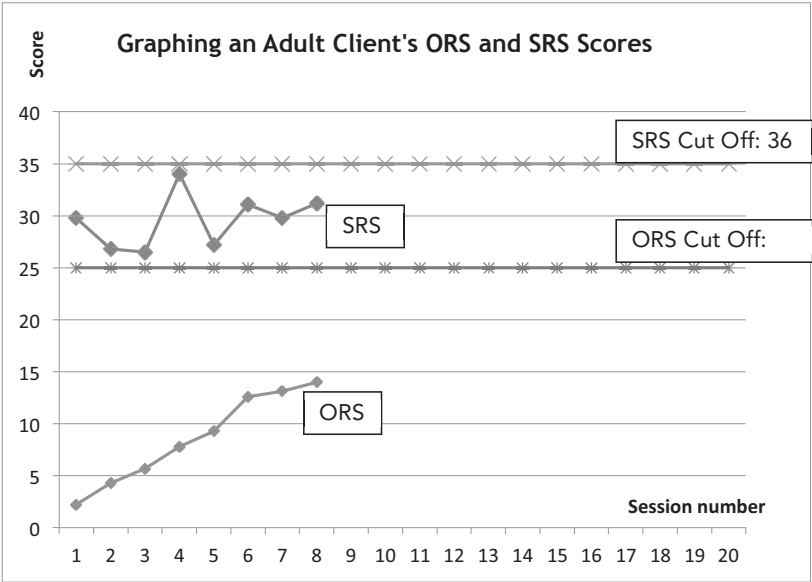
An Example of ORS Scores from an Adult Client.**Outcome Rating Scale (ORS) : Adult**

Total: 13.3

<https://heartandsoulofchange.com>
2000, Scott D Miller and Barry L Duncan

ORS and SRS Scores of and Adult Client

Date	Session	ORS	SRS
15-Mar 15	1	2.2	29.5
19-Mar 15	2	4.3	26.5
26-Mar 15	3	5.7	26.3
5-Apr 15	4	7.8	34.6
12-Apr 15	5	9.3	25.1
19-Apr 15	6	12.6	31.5
27-Apr 15	7	13.1	30.0
7-May 15	8	14	31.9
	9		
	10		



By graphing the scores, it allows the counselor to:

- (a) tell the story of the client's progress from session to session at a glance,
- (b) discuss with the client about his/her change, encourage multiple viewpoints in discussions with couples & families; and
- (c) have a visual indication of the need for changing approach, continuing, or ending

When graphing for families, the counselor can easily see the client and the family's family progress from session to session and it allows for family members to comment on one another's scores. This also invites family discussion about the next steps in counseling.

For a start, Ms Chan suggested for counselors to use excel spreadsheet to reduce the use of paper and to create a shared drive among the counseling team to share the information.

The ORS is reliable and is clinically proven to improve and create significant change. For an adult client, a statistically and clinically significant change would imply an increase in the ORS score of 6 or more, and a crossing above the clinical cut-off of 25.









Session Rating Scale (SRS) : Adult

I did not feel heard, understood and respected	Relationship	I felt heard, understood and respected.
We did not work on Or talk about what I wanted to work on and talk about	Goals and Topics	We worked on and talked about what I wanted to work on and talk about
The therapist's approach is not a good fit for me	Approach or Method	The therapist approach is a good fit for me.
There was something missing in the session	Overall	Overall, today's session was right for me.

2.3.2 Session Rating Scale (SRS)

The SRS measures the therapeutic alliance between the therapist and the client. It is done at the end of every session for the client to feedback on how the session goes for him.

Session Rating Scale (SRS) : Child

--did not always listen to me 	Relationship	 ---listened to me
What we did and talked about was not really that important to me 	Goals and Topics	 What we did and talked about were important to me
I did not like what we did today 	Approach or Method	 I like what we did today
I wish we could do Something different 	Overall	 I hope we do the same kind of things next time

<https://heartandsoulofchange.com/>
2000, Scott D Miller and Barry L Duncan

The Therapeutic Alliance

In Bordin's definition of therapeutic alliance, the following are salient: (a) relational bond, (b) agreement on goals and (c) agreement on tasks for the client. Alliance accounts for up to seven times the impact of the therapeutic model/technique.

The SRS is used to reduce drop-out rate. Clients drop out for 2 reasons: (a) the counseling is not helping, and (b) there exists alliance problems. (Duncan, 2015).

Administering the SRS

In scripting the oral administration of the SRS, there are several ways to carry it out. You may use your own words or script it as follow:

"Let's take a minute and have you fill out the SRS form that asks your opinion about our work together."; "It's kind of like taking the temperature of our relationship today. Are we too hot or too cold? Do I need to adjust the thermostat? This information helps me stay on track."; "The ultimate purpose of using these forms is to make every possible effort to make our work together beneficial. If something is amiss, you would be doing me the best favor if you let me know. Can you help me out?" (Duncan, 2015)

The SRS cut off is 36. If the score is below 36, ask the client if there is anything you could have done, something you should have done more of or less of, or some questions or topics you should have asked.

In linking the outcome to the process, one could see clients more frequently when the slope of change is steep, space the meetings as the rate of change lessens, and see clients as long as there is meaningful change & they desire to continue.

The counselor needs to look at both the ORS and SRS to know how the client is doing. For example, the client might give the counselor a consistently high score for the SRS while the score for ORS remains stagnant. In such a situation, the counselor should seek to identify what needs to be done to bring about more positive client outcomes high SRS scores.

3. SUPERVISION WITH PCOMS

The added advantage of using PCOMS is that it is also an effective tool to facilitate the supervision of counselors. The following may be considered in the use of PCOMS in supervision.

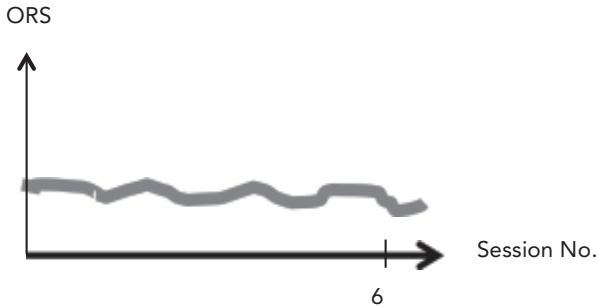
3.1 Have a supervision policy that encourages staff to take a pro-active stance to surface cases for supervision, for example,

- a. New clients who register little or no change within the first 3-6 sessions.
- b. Clients currently in the system registering little or no change
- c. When huge improvements appear to be too fast
- d. Drop in ORS scores

3.2 Review the ORS/SRS graphs

Have ready the graphs that depict the ORS and SRS scores of individual clients. Use the graphs to review the client progress, the therapeutic alliance, and identify when there is a need to raise the case for supervision.

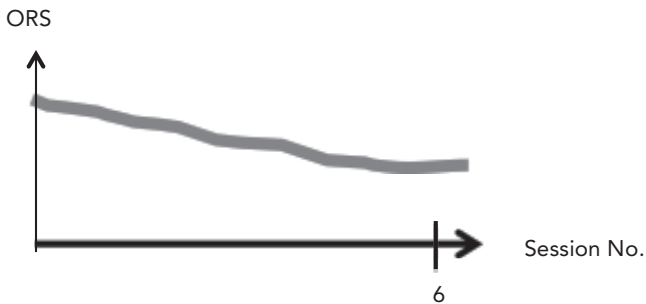
3.2.1 Client not improving



Questions to ask supervisees:

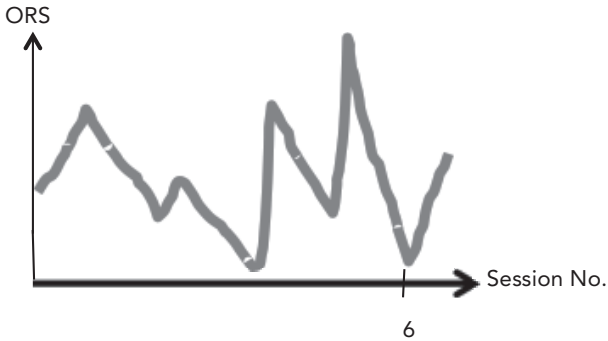
- "Okay, so things haven't changed since the last time we talked. "
- "How do you make sense of that?"
- "Should we be doing something different here, or should we continue on course ?"
- "If we are going to stay on the same track, when will we know when to say "when to say stop?"

3.2.2 Precipitous Drops



The counselor should consider if the drop is related to the reason for service, or if it is due to a recent event that contributes to the client's drop in rating? If it is deterioration which is related to therapy, it raises a red flag and signals the necessity to have a talk with the supervisor, and client about what needs to happen different to quickly turn things around.

3.2.3 Zigzag ORS

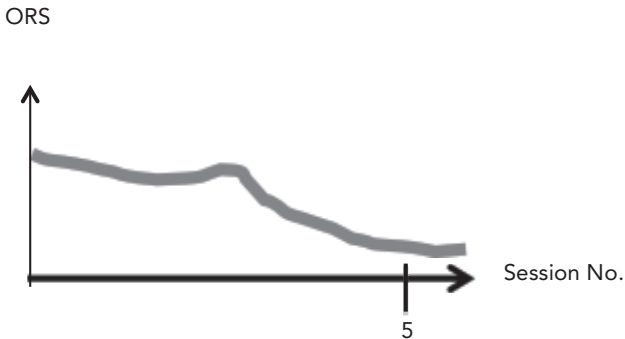


Sometimes even when the scores are connected to the client's problems, it goes up and down over time—a zigzag pattern. Zigzag scores can be very disempowering for the therapist.

Questions to ask supervisees:

- Is ORS administered correctly?
- What effect does this have on the client?

3.2.4 Iatrogenic effects



This happens when the client continues in service in the absence of benefit and with greater distress.

Supervision: General Considerations

In supervision, there are general considerations to make:

- What does the client want?
- What are the client's ideas about change?
- What are the client's expectations about our role?
- What are the client's strengths?

In supervision using PCOMS, the client's voice via the ORS is privileged and attended to. The goal is for the counselor to have a plan for the next session with the client. It is not to focus on why the client is not changing.

Questions to ask supervisees:

In the supervisory conversation (when the client registers little or no change), the supervisor makes the following inquiries:

- What does the client say?
- Is the client engaged? Review the SRS
- What has the counselor done?
- What can be done differently now?
- What other resources can be rallied?
- Is it time to fail successfully?

In helping the client fail successfully, it is important that the counselor repeat his/her commitment to help the client achieve his/her goals and to affirm the client that failure says nothing about him/her or his/her potential. This can be done through transferring the client to another suitable service. And if the client wants to continue, the counselor can still meet him/her until further arrangements are made. It is rare for the client who shows no improvement to continue therapy. However, this is context dependent for in some therapeutic settings, the counselor might have the obligation to continue counseling despite the client having little or no improvement.

In creating the infrastructure for non-blaming transfer, it is demonstrated through:

- Not dumping clients
- Not focusing on the competence of the therapist
- Not focusing on the client's ability to change
- Focusing on about doing something positive and proactive about the client.

PCOMS allows the counselor to become better and take charge of the outcomes. Counsellors can track their effectiveness by identifying active or inactive differences (studying 30 clients block as a good estimate of effectiveness). It focuses on implementing ideas, practices as well as building skills and they will readily see that efforts will pay off (adapted from Duncan, 2015)

4. IMH-MSW DEPARTMENT'S EXPERIENCE WITH PCOMS

Ms Chan shared the Institute of Mental Health (IMH) Medical Social Work department's short term plan to create a standard operating procedure in reviewing their supervision work instructions incorporating PCOMS in counseling /family therapy.

4.1 Background of Institute of Mental Health incorporating PCOMS

- (a) 2012: Call by management for outcome indicators in therapy service as a departmental key performance indicator. Two supervisors attended PCOMS training conducted by Barry Duncan
- (b) Oct 2013 to Mar 2014: PCOMS was introduced to the Therapy team. The "how to" carry out PCOMS was shared with the team, with support from Psychology colleagues from IMH
- (c) Apr 2014: Pilot PCOMS for new therapy cases.
- (d) Feb 2015: IMH invited Duncan to conduct a 5-day workshop on PCOMS and its use in supervision.
- (e) Mar 2015: Preparation to launch PCOMS in the department, with the aim to go paperless through IT user-friendly practice, and easy to access database

- (f) Apr 2015: PCOMS launched in Medical Social Work therapy practice. It is also to be used in individual supervision, helping therapists and supervisors look at outcomes in practice. Monthly team meetings are also held to discuss implementation and teething issues.

4.2 Management and infra-structural Support for PCOMS

For PCOMS to be effectively implemented, the following management and infrastructural support are important:

- a. Human resource support training and a developing plan that supports ongoing PCOMS education
- b. Infrastructure (support staff, IT, hardware, etc.) to support the collection & analysis of PCOMS data
- c. Supervisory infrastructure that uses data to identify at risk clients, proactively addresses needs, and improves therapist performance through looking at the three aspects of supervision: educative, administrative and supportive.
- d. A structure and policy for addressing clients who are not progressing that ensures rapid transfer and continuity of care.

5. QUESTION AND ANSWER SESSION

5.1 One participant asked how the ORS/SRS can be applied with a client in a crisis state or if the client is not in the state of mind to rate the the ORS or SRS. Furthermore, she also asked how one could ensure the accuracy of the results since clients have different perceptions?

Ms Chan shared that the worker needs to be discerning when to do the ORS; the ORS cannot come between the worker and the client. When a client is in crisis and it is not in his/her best interest to use the ORS/SRS, then they should not be conducted. The ORS/SRS cannot be more important than the client's wellbeing.

As for the second question, Ms Chan emphasised that the ratings and scores should consistently be discussed during the session and matched with the client's state of well-being and their reason for the service. The ratings may have to be redone and re-scored, if the counselor discovers that clients have misunderstood when rating the ORS/SRS.

5.2 Another participant asked how the ORS/SRS would affect the scores in counseling if clients are also attending sessions with other allied health professionals such as psychologists.

Ms Chan answered that clients may be required to do separate ORS/SRS for different therapists with different therapy goals; and it has to be related to the reason for why they come for therapy. The scores should be used as part of the therapy process and not merely just as information that needs to be collected.

5.3 Another participant asked if the rating scales have been customized to a local context or for any particular group of clients.

Ms Chan replied that while there is a different ORS for children, she is not aware if the scale has been customized to the local context. Past research and information has been

obtained from overseas and has been validated and is reliable. She added that there is a Chinese language version of the ORS/SRS on the website.

Ms Chan added that the ORS and SRS could be used in groupwork practice. When conducting the ORS in a group setting, it should not be processed with everybody in the group as that would be time-consuming. When conducting the SRS in a group setting, participants do not just focus on just themselves but how they are in relation to the group. In groupwork, participants do the ORS and SRS on a weekly basis with the group, and not more than that. When conducting a single group session, the use of the SRS (rather than ORS) may be helpful to learn how clients find the session.

5.4 When questioned whether ORS or SRS should be used for casework, Ms Chan answered that it is possible but there is a need to collaborate goals with clients when using it in casework. However, to be effective, there needs to be regularity in the meetings and clients need to show motivation to work towards the goals, for any measurement of outcome to be effective.

5.5 One participant asked how the clinical cutoff point of 25 is derived. Ms Chan answered that the clinical cutoff of 25 points is a validated cutoff point and was derived from research in the West. As the ORS has not been localized, perhaps there is may be a need establish a local clinical cut-off and make PCOMS more relevant to the Singaporean context.

5.6 One participant asked if IMH had ever used ORS or SRS to complement live supervision sessions. Ms Chan mentioned that the Social Work Department is in the midst of starting this. Currently, IMH has monthly live supervision sessions. They hope to get supervisees to present the ORS and SRS every time they have a case to discuss. However, they are also cognizant of the fact that this is just one aspect of supervision.

5.7 Another participant asked if ORS and SRS could be used for a patient in an acute psychiatric condition. Ms Chan replied that if clients are not stable and in touch with themselves and their social systems, doing the ORS and SRS would not be helpful. For example, the ORS and SRS are used with inpatients in IMH who are relatively stable, but are awaiting discharge or home placements.

5.8 One participant raised a concern over the reliability of PCOMS due to the subjectivity of the ratings by the clients, and hence making PCOMS ineffective in measuring the workers' effectiveness. Ms Chan suggested that it is important to connect the clients' ratings with the clients' narratives and problems from session to session to ensure that the scores are valid and reliable. Furthermore, she highlighted that PCOMS should be used as a tool to improve the effectiveness of the service and not to rate the staff's effectiveness. There is a need for an environment of support for PCOMS as it is meant to be an outcome tool for client outcome measure and to facilitate supervision and not for staff surveillance.

5.9 Ms Chan ended off the session by following up with the question she raised in her introduction and by asking participants to reflect on the extent to which they see PCOMS in answering the challenges they face in supervision. One participant replied that one of the challenges that her agency faces is supervisees who are overly focused on the use of therapeutic tools and intervention rather than the process of engagement and establishing therapeutic alliance. Ms Chan emphasized that PCOMS, if used correctly should encourage social workers to focus on the process rather than simply the outcome. Ms Chan also added that PCOMS can help workers start reflecting upon their relationship with their clients and not just about getting the ratings for ORS/SRS. For example, when conducting

a financial assessment, it is not just a matter of what questions to cover, but also how they are done effectively and respectfully. It is possible to use the SRS in this aspect of case work for feedback from clients.

Citations

Anker, M., Duncan, B., & Sparks, J. (2009). Using client feedback to improve couple therapy outcomes: A randomized clinical trial in a naturalistic setting. *Journal of Consulting and Clinical Psychology*, 77(4), 693-704.

Duncan, B. *On Becoming a Better Therapist*, 2nd ed. Washington DC, APA.

Duncan, B (2012, 2015), Handouts from workshop conducted in Singapore

Miller, S et al (2006) Using Formal Client Feedback to Improve Retention and Outcome: Making Ongoing, Real-time Assessment Feasible, *J of Brief Therapy* 5(1)

Reese, R., Usher, E., Bowman, D., Norsworthy, L., Halstead, J., Rowlands, S., et al. (2009). Using client feedback in psychotherapy training: An analysis of its influence on supervision and counselor self-efficacy. *Training and Education in Professional Psychology*, 3, 157-168.

<https://heartandsoulofchange.com> (2014)

Acknowledgements

Much of the materials herein are obtained and adapted from the handouts and learning from Dr Barry Duncan's teaching in Singapore, 2012, and again at the Institute of Mental Health, Singapore in February 2015.

Workshop 10: Structure, Process and Theories of Clinical Supervision: Fei Yue's Journey in Clinical Supervision

Workshop Presenter:

Ms Lilian Seah-Ong

Principal Social Worker

Fei Yue Family Service Centre

Introduction

There has been an increasing awareness in the past few years with regards to the importance of supervision in the social service sector. In all organisations, there is a huge concern of whether they are able to raise up new supervisors who feel they are competent enough to lead a new generation of workers. Hence, more emphasis has been placed on ensuring that there is quality supervision for all practitioners – it is not a luxury but a necessity for all. The importance of supervision is a view shared by many practitioners in the field. Mrs Lillian-Seah Ong elaborated on the importance of supervision as it (a) ensures client's welfare, (b) enhances supervisee's personal and professional development, (c) serves to gate-keep and monitor the profession and (d) facilitates on-going reflexivity that results in better quality service (Bernard & Goodyear, 1998; Carroll, 1997; Falender & Shafranske, 2004). According to Bradley and Kotter (2001), supervision is instrumental in ensuring 3 outcomes - promoting supervisee' competency development, facilitating supervisee's personal and professional development and monitoring client care.

Image of Supervision

Participants were encouraged to gather into small groups to discuss and share an image that they related to supervision. Some interesting images that participants shared included how supervision was like dancing, looking after a plant and a support pillow. In relation to dancing, supervision is about pacing with the supervisee and providing a safe platform for them to dance. Although there would initially be clashes and mistakes, one would gradually get better and become more graceful. In relation to looking after a plant, participants shared that supervision is about seeing the supervisee grow and bear fruit, and taking on a nurturing role in order to care for his/her needs. As a support pillow, supervision is about the supervisor taking the supportive role, being both soft and firm at different parts. This discussion reflected how there are numerous functions and roles which the supervisor has to perform in supervision to educate, nurture, encourage and empower their supervisees. Mrs Seah-Ong shared that the relationship between the supervisor and supervisee is of most importance and she used the image of a tandem bike to illustrate this perspective. She mentioned that supervision is about the supervisor and supervisee riding together at the same pace, being able to communicate effectively, with the supervisor taking the lead and setting the direction for the relationship. However, the level of directedness changes over time and becomes gradually more supervisee directed.

The speaker then shared 2 theoretical models which her agency, Fei Yue Community Services, used to guide their supervision practices and principles – the Discrimination Model first introduced by J.M Bernard (2004), and the Process Model of Supervision developed by Hawkins and Shohet (2000).

Discrimination Model (J.M. Bernard)

The Discrimination Model states that there are 3 roles that supervisors play (teacher, counsellor/facilitator and consultant) and 3 foci (conceptualisation, intervention/ process and personalisation). Based on the situation, the supervisor plays different roles in the supervisor-supervisee relationship, and adopts a different focus. As supervisors, it is important to tailor your responses to the particular supervisee's needs. Hence, the roles and focus adopted should change across sessions and within sessions. According to this model, there is a matrix or grid of supervisor roles – teacher, counsellor/ facilitator and consultant with supervisor's focus for each role.

Depending on the situation, a supervisor can decide to focus on these respective aspects:

- **Conceptualisation:** How the supervisee understands what is occurring in the session, identifies patterns, or chooses interventions. This includes helping the supervisor to understand the situations that the supervisees' bring up and how they make sense of the situation.
- **Process/Intervention:** What the supervisee is doing in session that is observable by the supervisor. These could include the writing of transcripts and process recordings.
- **Personalisation:** How the supervisee interfaces personal style with therapy at the same time that (s)he attempts to keep therapy uncontaminated by personal issues and counter transference responses. This includes how aware (s)he is about the situation they are in, and how (s)he is able to keep their personal issues aside.

The relationship is one that should be dynamic and supervisors need to tailor their responses to the particular supervisee's needs. Roles and foci should change across sessions, and within sessions.

	Teacher	Counsellor	Consultant
Intervention	<p>Supervisee would like to use systematic desensitization with client but has never learned the technique.</p> <p>Supervisor teaches the supervisee the relaxation technique and desensitization process.</p>	<p>Supervisee able to use a variety of intervention skills but with 1 client uses question asking as the primary style.</p> <p>Supervisor attempts to help supervisee determine the effect of this client on him that limits the use of skills.</p>	<p>Supervisee finds client reacting well to her use of metaphor and would like to know more ways to use metaphor.</p> <p>Supervisor works with supervisee to identify different uses of metaphor in counselling and practice it.</p>
Conceptualization	<p>Supervisee unable to recognize themes and patterns of client.</p> <p>Supervisor uses session transcript to teach supervisee to identify themes.</p>	<p>Supervisee is unable to set realistic goals for her client, and requested for assertive training.</p> <p>Supervisor helps supervisee become aware that she has similar behaviour to that of client.</p>	<p>Supervisee would like to use a different model for case conceptualization.</p> <p>Supervisor discusses new theoretical models for supervisee to consider.</p>
Personlization	<p>Supervisee is unaware of her tendency to give advice to client.</p> <p>Supervisor assigns article regarding use of direct advice.</p>	<p>Supervisee is unaware how she can be quick to dismiss the concerns of her perpetrator client.</p> <p>Supervisee is encouraged to recognize potential bias against the client.</p>	<p>Supervisee would like to feel more comfortable working with persons with depressive symptoms.</p> <p>Supervisor and supervisee discuss the impact of depression on the person and family members.</p>

Process Model of Supervision (Hawkins, P. and Shohet, R.)

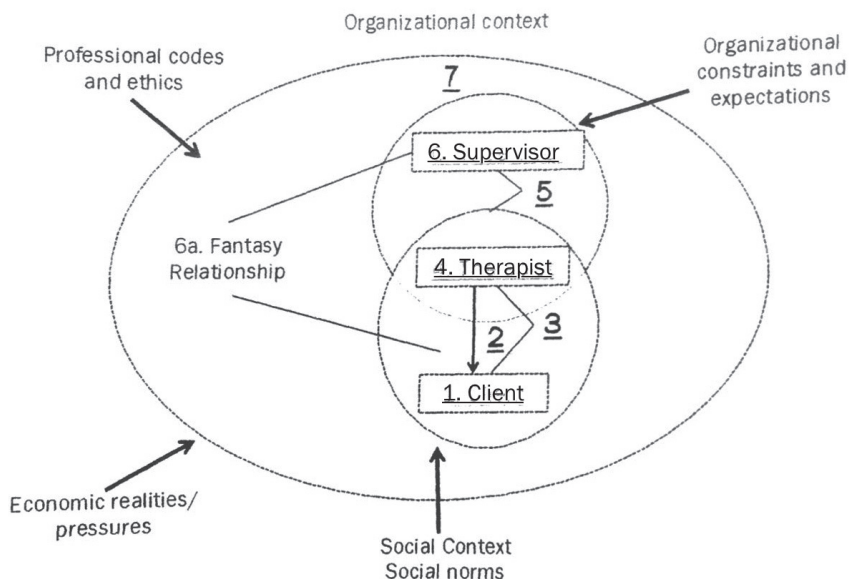
The Process Model of Supervision was first developed by Hawkins and Shohet and incorporates 2 main elements – the method used to bring the issues for supervision and the background to contextualised issues. It illustrates the importance of not only looking into outcomes, but also focusing on the process of how everything is put into context. According to this model, supervision involves 4 main elements, the supervisor, therapist (supervisee), client and the work context. How these elements interact with each other gives rise to seven different factors that affect supervision.

Another important area is how the therapy session is reported and reflected upon in the supervision where there is reflection on the content of the therapy session, exploration of the strategies and interventions used by the therapist and exploration of therapy process and relationship. One also needs to focus on the therapy process as it is reflected in the supervision process such as therapist countertransference, here-and-now process as a mirror or parallel of there-and-then process, supervisor's countertransference and the wider context.

It is also known as the seven-eyed model of supervision as it tells of the influence of the seven following factors:

1. The Client: Strengths/issues, history, family, goals, present roles and relationships, developmental stage, and behaviour and cognition of the client.
2. Interventions: Purpose, pace, skills and techniques utilised by the therapist.
3. Therapist/Client Relationship: How has the therapeutic alliance was formed, contract, development, presence of transference or counter-transference, boundaries, metaphors and emotions.
4. Therapist: Personal re-stimulation, theories, feelings/images that the therapist experiences
5. Supervisor/Therapist Relationship: "Parallel process" to what is experienced between the therapist and the client, the "contract" and agreement between supervisors and supervisees (therapist), review and conflict.
6. The Supervisor: Physical reactions, ethical judgment, frameworks and immediate experience.
7. The "Systems": Training agency, class, culture, organisation and client's family. For example, the Code of Social Work Practice.

These seven factors interact closely with each other, with relationships represented in the diagram below.



The Seven-eyed model of Supervision: How everything relates with each other.

Reflections on the Process Model

Mrs Seah-Ong then requested participants to reflect on what had been shared. Participants shared where they focused most on in the seven-eyed model while conducting supervision, their impressions of the model with regards to how helpful they perceive it to be for supervisee's learning and how the knowledge of the model would influence their future interactions with their supervisees. Participants raised points such as the need for many different skills as a supervisor since it depended a lot on the supervisee's progress. For example, newer supervisees would like to discuss their cases with their supervisors, while more seasoned ones would often like to discuss the presence of themes in their work. They also shared about the importance of safety in the supervisor-supervisee relationship, highlighting that it needs to be assessed with supervisors, looking into how they may serve as a safe and secure base for their supervisees. Finally, a participant shared about her personal experience with supervision, noting that she would focus on factors 1-3, struggle between factors 4 & 5, and often neglect factors 6 & 7. Hence, the model reminded her of how they are often many more subtle factors that come into play and should be focused on.

A Supervision Journey

The speaker then passed the time on to Ms Wong Hui Hui, a supervisor from Fei Yue Bukit Batok Branch who provided a very heartfelt and personal take on her initial concerns, her transition to becoming a supervisor, some joys and woes she experienced in the journey as well as some challenges and advances in the field of supervision. She shared that when she first became a supervisor, it was very anxiety inducing and she often wondered if one needed to have "super-vision" especially when she compared herself to past supervisors she had. She also addressed the fact that clinical competence does not automatically equate to being a competent supervisor as a supervisor not only needs to relate, but also

evaluate and teach. Lastly, she was greatly concerned about how she could build the environment of safety for her supervisor such that she would share openly.

Transition from a worker to a supervisor brought a very significant role change, however the structures put in place by her agency such as the supervision handbook, mandatory training, monthly supervision of supervision, quarterly supervision meetings, consultations with the clinical and training services head and ongoing discussions with her own supervisor helped to aid in her role adjustment. Some joys that she experienced included watching her supervisees model after her, and seeing them put into practice what they had learnt and being able to replicate learning across cases. She shared that some woes she faced were the struggle to juggle all the responsibilities that one has as a supervisor – holding oneself, your clients, your supervisees and their clients. She expressed that some challenges she faced in the supervision journey include that of integration, being able to translate theoretical models into practice and balancing between work targets and demands, while still making supervision a human experience.

Concluding Remarks

To round up the workshop, Mrs Seah-Ong brought up two major themes in Supervision Models - the first being the central role of the supervisor-supervisee relationship in effectiveness and the second being that of process and development where different modes, styles, levels of supervision are necessary throughout the supervisory relationship. She then affirmed the participants and reminded all of them about how supervision needs to be a high priority for all supervisors and that they need to guard their time for supervision very strictly. She shared that some challenges moving forward for supervisors include integrating the CSWP with the supervision process and structure, raising more clinical supervisors, the impact of vicarious trauma and self-care for caseworkers and supervisors. Finally, she emphasized the need to constantly invest in relationships with supervisees and that regular dialogues and feedback play a large part in the entire supervision experience.

Citations

Bernard, J.M., & Goodyear, R.K. (2004), *Fundamentals of clinical supervision*. (3rd ed.), Singapore: Pearson

Hawkins, P., & Shohet, R. (2000), *Supervision in the helping professions*, (2nd ed.), USA: Open University Press

Page S & Wosket V (2001), *Supervising the Counsellor – A Cyclical Model* (2nd Ed.), East Sussex: Brunner-Routledge

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Organized by the Social Work Accreditation
and Advisory Board

Supported by the Singapore Association of Social
Workers and the Ministry of Social and Family
Development



Background pattern from <http://subtlepatterns.com/feathered/>
(changes in colour made)