



# Supervision | 30 Hour Course

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## Introductions and Housekeeping

# Laurie Dahley, PhD/LISW

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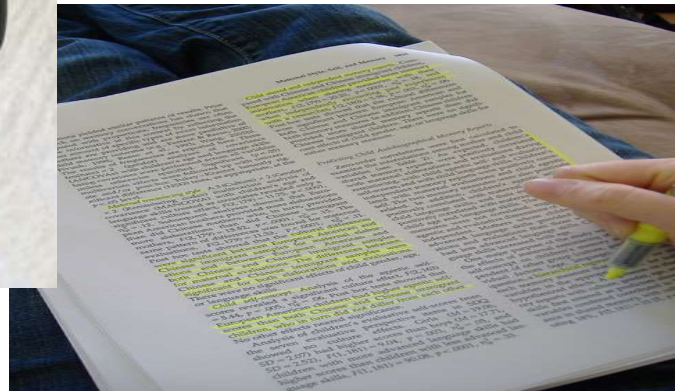
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# Structure of this Class

- Lectures/Videos
- Groupwork
- Articles
- Assignments



**Why did you or would you  
become a supervisor?**

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# Building the profession and professionals

Passage of knowledge

**Technical knowledge/Complicated  
documentation requirements**

New interventions/strategies

**Practitioner**

**burnout/turnover**

## **Agency needs me to**

Solving knowledge gaps

**Performance issues**

Licensure requirement

Creating the team you and your agency need

# Purpose of Supervision

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To foster the supervisees' professional development-a supportive and educational function

To ensure client welfare-the supervisor's gatekeeping function to ensure client welfare

Restorative | Providing supervisees the opportunity to express and meet needs that will help them avoid burnout.



# History Highlights In the Social Work Profession

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## **Charity Organization Societies | 1800's**

### **1920's**

- Focus on families after WWI
- "Popular Counseling"

### **1930's**

- The Great Depression
- Mass relief efforts

### **1940's**

- Therapeutic eclecticism
- Treatment of children

### **1950's**

- Reverted to roles and functions vs. Clinical emphasis
- Professional identity

### **1960's**

- Changing social roles
- Founding of NASW

### **1970's**

- Advancing technology
- Specialized practice supervision

### **1980's**

- Advances in specialized practice
- Credentialing and licensure

### **1990's**

- Theory -Evidence-based practice

### **2000 on ...**

- Clinical Administrators/Privatization
- Task versus Relationship
- Diagnosis of Mental Conditions
- Ethics, Trauma



# Foundation of Effective Supervision

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**Structured** | Mutually agreed upon

**Regular** | Scheduled

**Consistent** | Approach

**Case-Oriented** | Connect administrative issues and learning case material.

**Evaluated** | Formally and Informally



# Individual Supervision

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## Structured vs. Unstructured Interventions

Structured = Training

Unstructured = Consultative



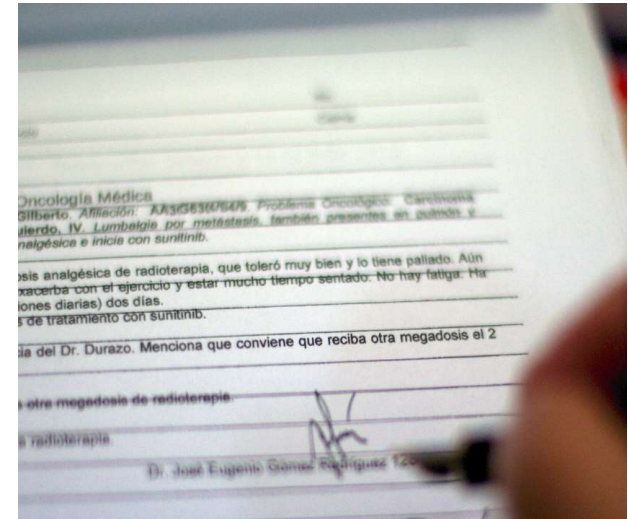
# Individual Supervision

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## Methods, Forms and Techniques of Supervision

- Self-report





# Progress Notes

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# Live Observation

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# Methods to Stimulate Reflection

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# Technology and Supervision

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Electronic or Distance







# Timing of Supervision

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# Group Supervision

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**Definition**

**Advantages**

**Limitations**

**Group Dynamics**

- Style, experience and goals of the group supervisor
- Supervisees' developmental levels
- Group stages and group supervision processes



# Factors Affecting The Supervisory Relationship

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Resistance

Benefit to be gained

Shame

Anxiety

Need to feel

or appear competent



# Establishing Trust

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Consistency

Dependability

Integrity/Honesty

Accountability

# Organizing the Supervision Process

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## **Supervision Contracts**

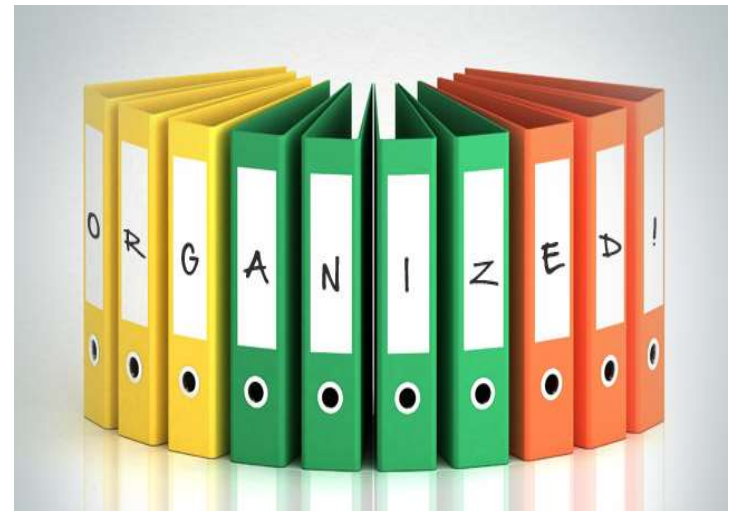
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## **Supervision Plan for BOSW**

Responsibility

## **Varying Contexts**

Clinical | Administrative



# Clinical, Contractual, or Administrative Contracts

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DIFFERENCES AND SIMILARITIES



# Differences and Similarities

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Who do you answer to? Who pays your check?

Who is your contact with? Who chose this relationship?

Where is your authority and what boundaries are placed on that authority?

Evaluation process – formal and/or informal?



# Accountability?

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- Clients
- Agency
- Wider Community

# So?

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- Accountability
- Consequences
  - To you
  - To your supervisee
- Functions
  - Administrative – adherence to agency policy, regs, CoPs, payroll etc
  - Education – enhancing skills needed by supervisee to do their job
  - Supportive – enhancing supervisee coping strategies and nurture their growth, create a healthy work environment, morale



## Qualities of a good supervisor (Hawkins & Shoet, 2000)

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- The ability to make employees feel understood and valued.
- Your own experiences as a practitioner
- Understanding the boundaries of supervision
- Being able to focus on the unique dynamics of each employee
- Being confident enough to develop one's own framework of supervising, specific to the needs of the agency
- The ability to adopt multiple perspectives: focus on employee, client, self, agency, using the perspective that is most needed.

## Power Differential – Relational Context

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- Don't deny there is a significant power differential. More so in Admin.
- Supervisor is often viewed as the knowledge expert and/or someone with the wisdom and authority that comes with experience.
- Supervisees want someone who guides our practice, helps us grow, and encourages us...or do they?
- At the same time, the supervisor is also someone who has power over our professional success.

# Functions of Supervision

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## 3 General Functions of Supervision

- ***Assessing*** the learning needs of the supervisee
- ***Changing, shaping or supporting*** the supervisee's behavior
- ***Evaluating*** the performance of the supervisee

# Organizing the Supervision Experience

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## Some Final Thoughts ...

- Get support
- Know yourself and authority
- Gather resources
- Get feedback
- Be intentional

*be good to  
yourself*