

Montfort Care Learning Forum: Co-Creating A Culture of Supervision

Workshop 3: “Taking a Hands-On and Reflective Approach to Supervision”

Presenters

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A Video to set us thinking...

Reflection Exercise:

Reflection As A Supervisor:

- What would you like to do better as a supervisor?
- What are your challenges in supervising staff at different levels of experience?



Reflection Exercise:



Reflection As A Supervisee:

- How would you describe your experience of supervision (choose a(one) supervisee and relate the experience in his/her shoes)
- How does your supervisor's approach meet your learning/developmental needs at this stage?

Integrated Developmental Model of Supervision (IDM)

- Stoltenberg, McNeill & Delworth (1998) - a framework to understand how supervisees/practitioners change over time
- Changes in **self & other-awareness, motivation & autonomy** occur systematically as supervisees gain proficiency
- Supervisors adapting to the evolving focus of learning that supervisees have at each phase

Integrated Developmental Model of Supervision (IDM)

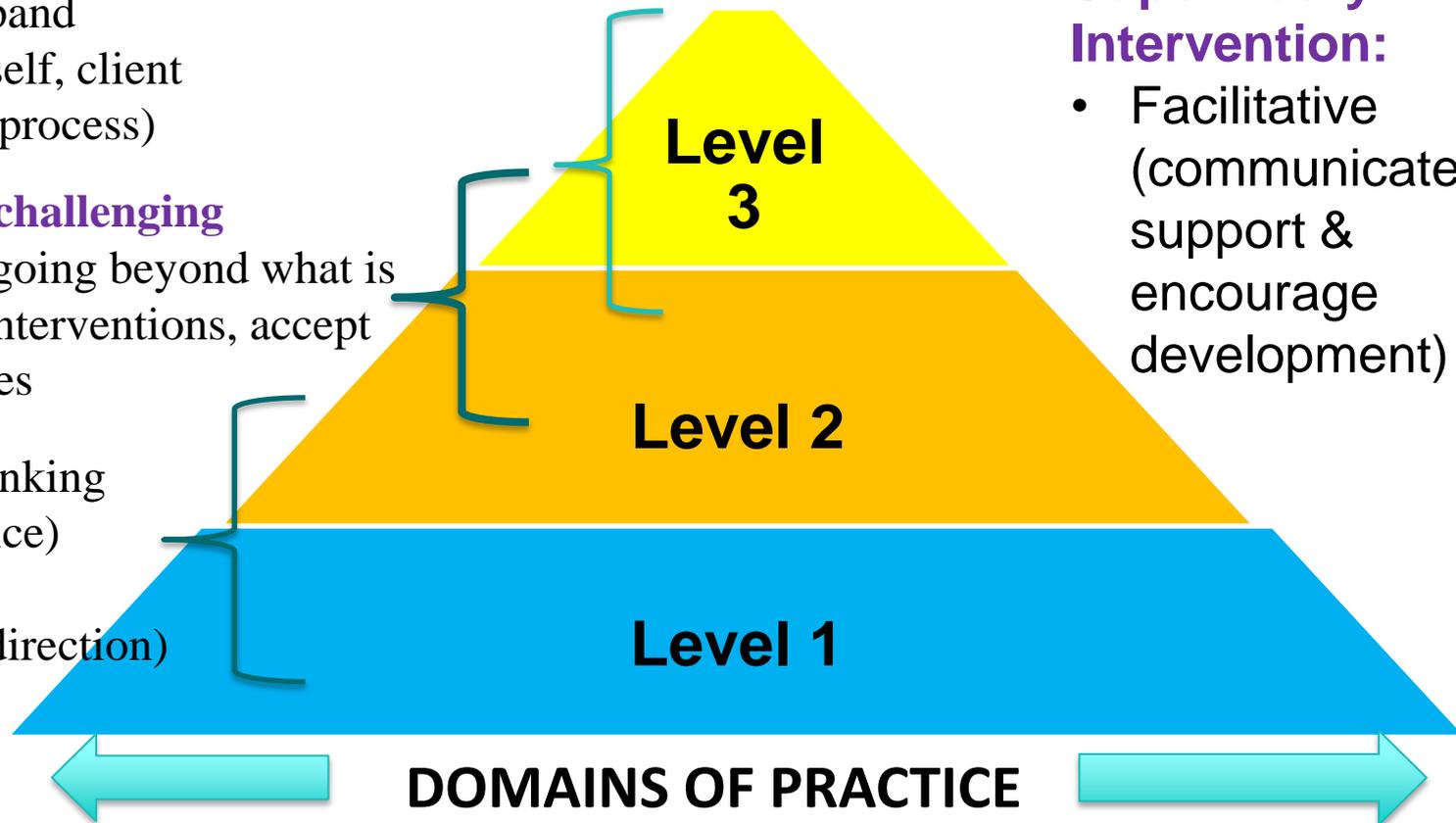
- ❑ **Awareness:** awareness of self – moving from focus on self (anxiety about how one is performing to greater awareness of own thoughts, emotions, behaviour in relation to clients; to self as therapeutic tool) ; awareness of others – clients (client’s cognitive, affective states)
- ❑ **Motivation:** level of interest & effort to invest in expanding clinical training & competence
- ❑ **Autonomy:** degree of independence supervisee is manifesting

Integrated Developmental Model of Supervision (IDM)

Stage of supervisee	Main Characteristics & Focus
Level 1	<ul style="list-style-type: none"> Practitioner focuses on own behaviour of trying to implement skills, figuring what to do, trying to understand client, & managing emotions
Level 2	<ul style="list-style-type: none"> Practitioner skill levels increases, more comfortable with process. Better understanding of client both cognitively & affectively.
Level 3	<ul style="list-style-type: none"> Practitioner has greater self-other awareness : greater ability to focus on client, maintain empathy & understanding, Increasing self-awareness of own thoughts, emotions & behaviour in relation to client. Greater ability to reflect on process and tap into prior knowledge Level 3i or 3integrated: reaching a stable state of awareness, motivation and autonomy across different domains of practice.

Integrated Developmental Model of Supervision (IDM)

- **Catalytic** (expand awareness of self, client & therapeutic process)
- **Confrontive/ challenging respectively** (going beyond what is safe, try new interventions, accept more challenges)
- **Conceptual** (linking theory to practice)
- **Prescriptive** (direction)



Supervisory Intervention:

- Facilitative (communicate support & encourage development)

Domains of Practice

- Supervisees will often be at different points developmentally for various domains of practice
- Using IDM, supervisees can be assessed developmentally in domains of: assessment techniques and skills; intervention skills competence (confidence & ability) ; case conceptualization; theoretical orientation; treatment plans and goals; professional ethics (Tidwell & Walters, 2015)
- Example: supervisee may be functioning at Level 2 or 3 when assessing, conceptualizing and working with families with chronic financial issues, but functioning at Level 1 in domains of intervention skills and theoretical orientation when working with the same families with regards to addiction or violence issues.



A Hands-On Exercise on Using IDM

This activity will take about 25 minutes.

It will bring us through a process of how to apply IDM to our supervision.

Methodology: Individual worksheet.



Recommendations & Learning Points



- Important to gather feedback from supervisees and consider their experience (what is helpful, what is not)
- Important for supervisors to also be reflective in their practice and in their supervision
- Supervisors need to take note of the learning and development needs and stages of their supervisees & adapt accordingly → not one style fits all
- Supervisors to reflect on their different roles – managerial, supportive, educative : how to take on a more balanced stance and when they play each role – the impact on their supervisee and the supervisory process

The future of social work supervision

- As a social service sector, how can senior practitioners come together to share practise wisdom on supervision ?
- And in our agencies, what would be feasible ways to implement supervision & Supervision of Supervision (SOS)?
- How to capitalise/learn from experiences of MSWs on how to do supervision?
- As a sector, how do we document the experiences, process & outcomes of supervision and feed it back into practise, so as to be more reflexive?
- How can MSF and agencies, as a collective effort, commit to building supervision up as an essential and critical part of their service, in ensuring better outcomes for clients.
- What are some effective ways that agencies can use to understand the impact of supervision on workers' competence and eventual benefit to clients.



What other questions do you have about the future of Social Work supervision?

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<http://www.montfortcare.org.sg/about-us/public-learning-resources/>

MontfortCare

Who Are We?

Montfort Care is a network of programmes committed to improving the lives of individuals, families and the community facing transitional challenges.

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yah!

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