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Editorial

“The truth must be lived not learned in academy”
Herman Hesse, *The Glass Bead Game*
(Das Glasperlenspiel, 1943)



Ovidiu IONESCU

Not too many years ago, in order to become a very good professional in social welfare, the social action has created the idea of a specialized or general training for the staff on a wide range of topics, curriculum regarding the knowledge of the society as a whole as opposed to individual internal dynamic of people. Philanthropy turned into a scientific technical intervention based on aptitudes and skills, special knowledge in child and family welfare intervention field as well as a good attitude. Or, this is what all is about in this Journal; the social intervention is not a conjuncture based action but the approaches are. A good quality intervention in child welfare suppose a reflective introspective work of everyone unfolding social welfare activities, interrogation and comprehensibility, a reflecting effort as in Sisif Myth which before continuing to accomplish the tragic and titanic task to get the stone up to the peak used to rest for a while, a metaphor of reflection and awareness. Out of

the fact that the aid and support relationship suppose one to one interaction, professionals-beneficiaries, a relationship dominated by continuously information input, transaction, emotions, affects, exchanges and reflections can get objectivity only through *atertium* magnifying glass, the supervisor. The need to work with a professional senior for guidance, mentoring, support occurred at the beginning of child welfare system in the 90's in Romania, international programs or local initiatives allowed certain support interventions for professionals to be implemented mainly for the staff working with abuse and neglected children, or in collateral fields of activity where a certain mental hygiene was requested. Nowadays we are able to mention a strong commitment for the supervision practice's institutionalization mainly in the family's and children's services where a huge responsibility is attached to the intervention and assume a permanent reflection on the case management, strengths and weaknesses.



100 years ago, the psychoanalyst's professional training (in order to become a psychotherapist) supposed a personal analysis and therapy sessions as a normal training stage concluding that the supervision was born in the field of psychoanalysis. How was this possible? Does the psychoanalysis more than any other approaches, doctrines (I do not like the word but it came up into my mind) promote the reflection on the value of the human interaction and the processes involved in the relationship professional-beneficiary? Those are questions this Journal will try to give answers. What other approaches have established in modern social work, what the supervision suppose, a permanent professional's performance checking and a competence assessment or a debate focusing the intervention and a punctual or a long term support to close down the cases in compliance with the client's needs and in human rights spirit? To what extent we could attach the supervision to a certain responsibility of the professionals in child welfare, of the supervisors, of the institution committed to employ a supervisor? Our outlook over the supervision is a triadic construction in which the relationships between the social worker and the client are mirrored in the relationship social worker or psychologist and their supervisor. For some people, a supervisor looks like a "virri erruditissimi" which have nothing to do but to unexpectedly land to patronize and to check the professional's "maturity and accountability". There have been circulated some nice jokes about this: "A supervisor just passing through the mountains stands in front of a Sheppard with his ewes drove asking him: - Sir, Would you like to know how many ewes do you have in your drove? I'll give you the answer right away!" The Sheppard answer him that if he does that he'll offer him a ewe. - "No problem!" without any comments, the supervisor gets into his fancy cabriolet car and, on the laptop, he is counting the number of the ewes. Instantly he said- "Sir, you have 1870 ewes!" Wow, exclaims the Sheppard, cool! As I already promised, you can take a ewe out of my drove as a gift for your excellent performance". The supervisor drags a sheep into his car when suddenly he heard the Sheppard's voice behind him asking "Aren't you by chance a supervisor?" "Wow,

amazing, yes I am!" answer the supervisor. "But, how did you know that?" - Well, first of all, said the shepherd, you came but nobody called you, secondly, you said something that I already knew and finally, you haven't any clue what are talking about, I've given you a ewe and instead you picked up my dog!" (Cit. Ruth Werdigier, 2006). In the Journal we would like to expel many of the supervision myths in order to decrease the inner "change and punishment" anxiety. We all desire a strong cohesion and solidarity among the professionals around the idea of professional practice analysis and additionally we hope that no matter who is interested about supervision topic he should not idealize the process or to deny the possible help brought by a supervisor. Along with the debate on supervision topic we would like to create and build up the concept. A representative motto might be "unity among diversity", you'll see that the professionals writing in this Journal have a different background and they are of different approaches, follows different paradigms, the clients are different, the professionals as well, some talks about difficult or easy cases, taxonomies have already been issued. The case management as it already is promoted by the NACRP (National Authority for Children Rights Protection) debate the mandatory minimal procedures and a quality scale to be applied in case management, so as it has been proven there are many elements to be considered under the supervision topic.

The supervision as organizational management element and good practice as well as early childhood professional's mental hygiene promoting vehicle, aroused intense institutional debates, so that there are currently two approaches in supervision: so called middle-management or the professional employed full time by the institution to provide supervision to the organization's employees and, the outsider, the supervisor which is employed as a visiting supervisor only to overview the activity with the teams, he is not a full time employee and has no subordination relationships with the management level. Which could be the best approach we might be tempted to ask? There are interesting comments in the Journal trying to lighten up this topic.

The supervision it's a multidimensional activity, it suppose to explore techniques and work-



ing procedures, it rise up problems like willingness and mental life related issues in professionals, bring the “word” in the middle of the professional evolution of the social workers in child welfare and I often ask myself to what extent are we ready to speak about ourselves, to speak about our cases by keeping the confidentiality without any constraint or without considering the relationship’s difficulties defects or incompetence?

The professional training is it sufficient? We can find in the Journal examples from the experience of our colleagues from Europe or overseas; we would like to infinitely thank them for their willingness to be a part of this event and for their contribution to the Romanian effort to institutionalize the supervision practice. They have already stated their willingness to have long term participation to a rigorous practice build up process in Romania and those people could be found without any problems on the coordinates left by them in this revue.

In our professional jargon, in child welfare, there are so many concepts which tried to stabilize, new concepts, some goods some not. One of them is “*interdisciplinary*” how can we analyze this concept in the context of supervision; the team communication is it a necessary support? The inter-professional debates are there efficient? Are we prepared to work together?

Look how many debates emerge from this topic, I wish you to find the most appropriate an-

swers and to have a wide range of reflection pathways regarding the supervision and intervention patterns. NACRP and ORA (Adoption Romanian Office) encourage and support the initiative and they consider it a basic condition highly necessary for the implementation of a good quality children and family services. We would like to thanks to anyone who has participated to this huge effort which believe in supervision and which furthermore will be a close hand to those which encouraged and enriched the idea and those which will try to create the Romanian Supervisors Association targeting ANSE membership (ANSE, National Supervision Society the European Association). We are looking forward to the supervision’s practice to be considered as a self promoting occupation in the Romanian legislation along with the supervision promoted by the professional trades.

For a high quality social work, a permanent care and attention should be focus on the client welfare, trainings and good professional experience as well as a permanent interrogation about the performances and other subtle professional related issues, not a clinical doubt toward our daily work so that we might become competent in speaking about the children and family welfare. The supervision has a prophylactic-curative role, educational and formative role, we shouldn’t hesitate to speak about our specific work. Professional’s welfare depends on it too.

Ovidiu Ionescu
Child Welfare Specialist
August, 2006



Introduction:

Supervision as an improvement tool of the social services in child and family welfare



Bogdan PANAIT

State Secretary ANPDC

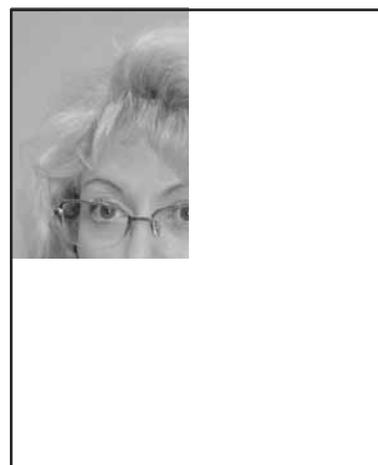
One of the important priorities for ANPDC is the training of the specialists working with children and assuring a reflection framework where each professional can develop the professional abilities not only by participating in specialized trainings, but also by intra and inter-professional communication. ANPDC sustains supervision as an element of improvement of the quality of services and the responsibility for the welfare of the child and the family is an attribute of this institution. Supervision is one of the key elements. In the minimum mandatory standards, we introduced supervision as a guarantee element of quality and as an obligation to the services for child and family. I know that it is not at our complete disposal yet, because there are not enough specialists able to assure the supervision and, on the other hand, there still is reserve and distrust about getting supervision into the county or local budgets or about the effect of making the activity efficient. I sustain as much as I can this initiative. There are already professionals

with experience who gained expertise over the last years, who have enough training to assure the supervision and to believe in the superior interest of the child, which is the prime principle in the social action that we promote, so, I hope, together with the will of the institutional management at local level and our support, to develop social representation and a perception of supervision not as a punitive element, but as a healthy initiative for professionals and also for the improvement of quality, a professional routine where all the professionals in child protection to find suitable solutions, viable alternatives, to interact agreeably with the child and the family, their beneficiaries, to be able to identify the suitable professional for the beneficiaries and to interfere quickly and correctly. I end with the hope that this magazine will begin to elucidate a part of the questions and the problems some people have about supervision and I hope that, soon, child protection to be able to be proud that it became a pace of interdisciplinary reflection and a field of maximum competency”



Introduction:

The supervision of the professionals in the adoption field and not only. A condition for efficiency



Theodora BERTZI
State Secretary ORA

The supervision is a professional investment less known and undervalued in Romania. Its role is recognized in many countries and its advantages are unchallenged. The supervision must be sustained in Romania, and this support has to be based on two main reasons: the extreme importance of the supervisor's role in the activity of the professionals working with children and families, and also the existence of the minimum compulsory standards for child protection services that stipulate the fact that the supervision for the professionals in this field is compulsory.

All professionals working in child protection field should be supported to develop both professionally and personally. The professional and personal development are interconnected in this field. Without supervision,

the professionals' performances can be really improved, with results at a high quality level on the clients.

In this moment, as a result of the important progress in the child protection field, we can talk about quality in child protection services. This quality can not be achieved without supervision; the promotion of supervision requires the knowledge of the supervision purpose, the understanding of its advantages and the training of the professionals who will make the supervision.

The Romanian Office for Adoptions admits the essential role of supervision in the improvement of the quality of child protection and sustains the promotion of supervision inside the whole system of child protection.



Self-portrait, the professional life



Louis van KESSEL

*President-Founding member ANSE
(Association of National Organizations for
Supervision in Europe)*

The greater part of my high school (gymnasium) period I lived at a (Roman Catholic) boarding school. I mention this, because this influenced my secondary socialization strongly. The educational system of this institute was characterized by a concept of a 'self-governing boy's city'. We learned to be as autonomous as we could be responsible for handling different situations and tasks we had to realize. Dependent of the way we were taking our responsibilities we got a degree of citizenship and with it corresponding privileges. In this context I learned to function in group processes and several leadership functions.

When I was fourteen year old I got there a position as secretary at the board of a committee which had to organize cultural evenings where the pupils presented drama and musical activities by themselves. I got the experience that with a little bit of 'coaching' from my side during the preparatory phase - although I did not know this

word at that time - co-pupils performed better in their various presentations during these cultural evenings.

These experiences were of great influence on the choice of my field of university study i.e. social pedagogy and andragology (helping human systems to improve), the last one in those days a new defined innovative field of study in the Netherlands. I got familiar with group dynamics, theories of change and changing, individual and group work, organizational development, and theories of social work, therapy and adult education. This broad perspective was very inspiring for me. A main objective of this study program was learning to connect and integrate practice and theory, and developing practice theory. Therefore I did some practical group work with elderly people within a project of community organization in a working class area, and in a centre for informal education with youngsters at labour. Both situations confronted me with



important experiences. Connected with this practical work, as a supervisee I got supervision. In that way I got familiar with the power of supervision in developing a professional person and improving the practice of helping and facilitating. In the final period of my study I assisted as a shadow-consultant a training institute (a residential folk high school) to develop and implement an organisational development approach in its educational work with a mental hospital, which tried to innovate its approach to clients in the direction of a therapeutic community. So I got experience with consultancy, with training, with 'working with bigger social systems', and with the field of therapy. Besides I started a small own practice in training for human relations.

During my student days - it was the second half of the sixties - I was engaged in the renewal of student life, university organisation and study programs and fulfilled several functions at faculty as well as at university level. Also I contributed to student networks at a national level.

During holidays I travelled mostly through several so-called 'Eastern European Countries', because I believed there were shaped a new kind of right-minded societies. I got various impressions: on the one side as a participant on the world youth festival in Sofia (Bulgaria, 1968), on the other side as eight days' prisoner in Prague (Czechoslovakia, 1969), because I was arrested by the riot police as 'contra-revolutionary' participating in a protest demonstration. Later, in 1976, I travelled by train and hitch-hiking through Hungary and Romania (Cluj-Napoca, Putna, Iasi, Bucuresti, Sibiu, Oradea). I was impressed by the cultural heritage and the hospitality of Romanian people.

All these activities and experiences paved my way for further professional life and development. They are associated with themes which seem to be central in my life. One of these could be called 'crossing borders' (of countries, political systems, professional domains, disciplines, organisations), another one is 'optimizing self-regulating (autonomous) behaviour of individuals, groups and organisations by coaching', a third one as 'bridging differences'. In 1971 I was offered a function for staff development and development of methodology at the national office of the Association of

Dutch Residential Folkhighschools. This was a pioneer function which made it possible to cooperate with engaged professionals in an important field of adult education and to sustain them in their work and professional development. The staff members of these Folkhighschools were working with various types of client systems (individuals but also organisations) and were active in contributing to social-cultural innovation of our society. So I could get a differentiated and broad image of adult education and of learning and development problems existing within organisations. Principles for development of methodology I introduced and practiced were 'from bottom up', 'learning from experiences by reflection', 'transforming implicit knowledge and acting into explicit knowledge and acting' and 'in cooperation with colleagues (social learning)'. I used workshops, training laboratories, team training. To improve this type of work I got involved in a fraternal cooperation with training officers of other national organisations in the field of adult education. So the development of a supra-organisational training offer got in existence.

After five years I changed my job: I got a similar function on senior level at the National Centre for Development of Adult Education. Here I could contribute to the (re)training and development of methodology of the whole emerging, expanding and innovating field of adult education in the Netherlands. Also I participated in some ministerial advisory committees on the (continuing) training of adult educators. Besides I was editor in chief of a multimedia program (TV, radio, booklet) on learning for second chance adult education.

In this period I took part nine years long on an ongoing training group for trainers in personal development, group dynamics and organisational development. In this self managed training group I got the privilege of intensive cooperation with colleague-trainers working in various branches and with various professional backgrounds. With the contributions of external trainers a good opportunity was offered to get more or less familiar with several training approaches, e.g. *T-group training*, *Theme Centred Interaction*, *Bio dynamics*, *Bioenergetics*, *Gestalt therapy*, *Transactional Analysis*, *Guided Affective Imagery*, *Psycho synthesis*, *Rational Emotive Therapy*,



Psychodrama, Zen meditation, Nonverbal Communication, Conflict Intervention, Organisational Development, Drama techniques.

After five years I felt a need for more specialisation. Training supervisors was one of my options: from my point of view supervision had the function of coaching (aspiring-) professionals in an intensive process, in which aspects of the whole complexity of professional work - of course depending on the stage of development of the supervisee and the specific work (s)he had to do - was mirrored and reflected upon as if seen through a magnifying glass. Professional development is a complicated process and a supervisor can contribute to it thoroughly, and observe the results of this process.

In 1981 I got the chance to accept a position as lecturer at the training course for supervisors in Nijmegen (NL). First training activities for supervisors (in social casework) were delivered there already in 1956. Recognized by the Dutch government, started the first training course for supervisors in the Netherlands ever since 1968. So I got admitted in a long tradition, and the initiator of the first activities was during some years my colleague. Meanwhile I am myself educating supervisors in the course of 25 years, although institutional context, content, supervisory theory and practice, and type of students changed. From 1999-2004 I lectured also at the new started supervisory training program in Rotterdam. Moreover, in all these years I could realise many other projects (training programs, supervisions, temporal coaching of intervention groups, team development) within a variety of organisations.

In the meantime I contributed to the development of the Dutch Association of Supervisors (LVSB): in the pioneer phase (the beginning of the eighties) I was member at the board; I was a member of the professional committee that prepared policy for the registration and certification of skilled supervisors in the Netherlands; also I was officer for foreign contacts on behalf of the Dutch Association of Supervisors. Moreover, in the first six years of her existence I was the general editor of the Dutch professional quarterly on supervision and member of the board of editors (1983-1997).

At the end of the eighties I developed contacts for professional exchange with colleagues in the supervisory scenery in Germany. Some years later I got a position as visiting lecturer for teaching supervisors at German Universities in Kassel and Berlin (Humboldt Universität). Especially the last one was very inspiring for me, being confronted with the transition of a faculty and city from the former German Democratic Republic into the unified Germany. The just mentioned activities were an important step stone to broaden international contacts: ever since 1994 I am member of the editorial board of 'the German journal 'Organisationsberatung, Supervision, Coaching' (VS Verlag für Sozialwissenschaften, Germany); since 1995 staff member of a training program for Supervision based on Theme Centred Interaction Method (Germany); since 2001 trainer for supervision and coaching at IAS, Institute for Applied Social Sciences, Maienfeld (CH). Furthermore I delivered workshops and lectures on supervision in various European countries (Germany, Austria, Slovenia, Croatia, Switzerland, Great Britain, Italy, Spain, and Russia).

Meanwhile, from 1994 -1998, I got engaged - in cooperation with a German colleague - in the development of supervision and the training of the prospective staff of the intended supervisory training program in Hungary (Hoynol Imre Eygetem, Budapest). Later (2001-2003) I could contribute also to the first supervisory training program in Croatia (Ud•benici Sveučilišta u Zagrebu).

All these activities offered me a lot of pleasure and inspiration. Through intensive contact with colleagues and trainees I learned a lot about supervision and professional service delivery in various European countries, and the very different socio-economical-political circumstances and conditions in which they are developing. Not at least I could also enjoy many cultural manifestations (exhibitions, opera and concerts).

Continuously, one of my preoccupations was the development of practice theory. Therefore I could come to light more as 140 articles on supervision, intervention, (professional) coaching, adult education, continuous professional training, and organisational development. Some of these were published in one of eight different languages



(Dutch, English, German, Hungarian, Slovenian, Croatian, Spanish, and Romanian).

All the above described activities and the experiences connected with these, strengthened me in my conviction that a more international cooperation in the field of supervision was of great interest. Their influence on my personal and professional development was for me a good precondition to fulfil my role in the preparation

and founding period of ANSE (Association of National Organisations for Supervision in Europe), and to fulfil my role as ANSE president in the first six years of existence of this European organisation on supervision as has been written in the concerning article (see pages of this journal).

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Supervision in Romania

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In Romanian language, the term „supervision” did not exist in the dictionaries till 1995 (*The Modern Romanian Language Dictionary, The Romanian Encyclopedic Dictionary*). In *The Explanatory Dictionary of the Romanian Language – DEX, 1998 edition*, it appears only with the meaning of „seeing a performance, a movie, reading a text for establishing their qualities and for disposing or recommending their buying, performing, publication etc.” Instead, the term exists in the specific training culture for psychotherapists.

Widely inserted in Romanian language in the same time with the terms and activity of western management, the meaning is often mistaken with the description and the connotations of the term „watch” which, in the current language means

control, guard, continuous attention (still-watch), pursuit and authority.

The present meaning of supervision reshapes, corrects and makes clear these connotations.

A general definition

Supervision is an activity of continuous training/counseling about the professional activity and oriented towards professional or professional training tasks. Supervision helps to reflect in the professional activity for the individual to be able to activate efficiently and with satisfaction in personal life and better integrate the activity with it. Supervision is a part of the present concept of continuous training. Thus, it becomes a creative dialogue relation between supervisor and the supervised(s) in which professional development and the supervisee’s work are promoted.

What for supervision?

Supervision brings a qualitative gain in:



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- reflection on activity and growing of professional ability;
 - promoting the individual and/or group's resources;
 - crisis management: reflection, understanding and overcoming the difficult professional situations (the difficult case, the critical condition etc);
 - improving work environment;
 - sustaining a suitable approach of the stress sources and challenges from professional activity;
 - „burn out” prevention
 - adaptation to different professional activities, roles, tasks and functions;
 - purpose wording, professional and personal strategies development;
 - improving of the social abilities;
 - outrunning some conflicts between personal and professional life;

Two views on supervision activity

The first view, considered pragmatic, leaning on the theory of communication and the theories of group functioning grew as a necessity of the democratic management, becoming a part of it. The view requires an „open” relation, meaning that it concerns observable professional activities or of which the supervisor and the supervised are aware.

They part from more empiric pre-requisites from which we synthesize a few:

- the employees' personal development is connected with the development of their professional efficiency;
- the growing (and maintaining) of professional efficiency is a personalized one and every individual has personal/specific development ways;
- the professional matter is a group one and solving the crisis of the institution depends on efficiency in communication which, at its turn, is connected with private life of the group members;
- transmission of some professional abilities, especially about outrunning of specific difficulties, has an affective modeling character more than the character of transmitting information in a formal system (alike “know how” transmission in relation with „the technology”).

The term is understood widely. In general,

it is applied in production and it refers to the ones dealing with the productivity and development of the beginner workers. Though, it is about a superior at the working place responsible in the organization with the development of the abilities and skills of the ones subordinated. A superior of a worker is a first line manager, while his/her supervisor is a superior level manager, a.s.o.

They are in this case also directly responsible for the productivity in organization and have decision, planning, solving problems, operative leading tasks given by the internal rules of the organization.

In many cases, the manager responsible with the major functions of the organization is designated as a „supervisor”. Thus, it can be observed that, often, the terms „management” and „supervision” are mistaken or even inverted.

This view can be efficient when the supervised's activities are „open” and when the supervisor's presence does not disturb the professional process, actions or functions of the supervised. Obviously, the supervision meetings are separate from the work ones, supervision requiring reflection, analysis, confrontation, mental planning and sustaining of some habits and activities.

Even if it happens in the „open” plan of behaviors or relations, it requires an environment suitable for experiments, a climate of valuating for all the participants, poise between confrontation and sustaining, between critics and understanding, a psychological ad equation, but also a reasonable and rational opening regarding the professional field.

The second view, considered romantic, is the conception about an archetype relation, mostly individual, an initiation between a master and the apprentice, between magister and rival, totally different from the academic, informational, educational aspect of it. It comes from the religious initiation register and has been taken by the psychotherapy, especially through its psychodynamic forms, by Sigmund Freud's urge, educational activity and proselytism. It has been assumed by almost psychotherapy schools. This means also the revealing of some „closed” or unconscious aspects from the supervisee's and supervisor's lives and even from their relationship.



An excellent illustration of this kind of approach appears in Herman Hesse's novel *Game with glass beads* (Das Glasperlenspiel, 1943), where "Magister Ludi", Josef Knecht gets initiated in the obscure „game” of glass beads, as a symbol of the wisdom of humans and a synthesis of science and art. In the book, there appears an argument that is often adopted by psychologists and psychotherapists and this is that „the truth must be lived and not be learned in an academy ('doziert' in German)". It must be found by an apprenticeship, we would transcript, next to a master. After the apprentice's perfection, the master is sacrificed, he disappears in the nothingness. Symbolically, he is integrated, assimilated by the „new-born”, in „the new competence”.

The idea of inter-supervision continuously by looking for another real master, different from you, also appears in Hesse's character's stories which are an implicit appendix of the novel. In this view, transmission of affective attitudes and models prevails on transmission of knowledge and abilities.

This view is closer to the spirit of psychotherapy where the relation with the patient is the center of the activity and where the assessment in the mirror is the supervisee's position, alike the position of the patient in therapy. This is also because in the individual relation from the classical psychotherapy, the supervisor can not directly assist the therapeutic act, his presence denaturalizing the therapeutic relation (and even the assessment one!).

In the same spirit, in some parts there is a requirement that the assessment in the process not to be done from only one side (the supervisor to the supervised), but from both sides (also the supervised to the supervisor). The complementary side of the problem: „how much the patients influence the therapist's private life?" is, without doubt: „how much the supervised(s) influence the supervisor's private life?" (v. G. Shipton Ed., *Supervision of psychotherapy and Counseling; Making a place to think*, Open Univ. Press, The analysis of the supervisor's life experiences and actions is preferred to happen in individual meetings, even then when it is about group or in group therapy, where the

supervisor can be present in the supervisor's activity.

The model got a shape in „the educational analysis” from psycho-analysis. Here, as in therapy, the important thing are the life experiences that the supervised confess and associate in relation with the patient presented in supervision („the object” of his activity), to „neutralize” the introduction in the therapeutic relation with the patient of his/her own delusive pathological pictures which could influence the authenticity of patient's life experiences that are necessary for the therapy process itself (v. A classical example appears in Frieda Fromm - Reichmann, *Principles of intensive psychotherapy*, Phoenix Books, The University of Chicago Press, copyright 1950, Thenth impression 1967, chapter 1).

After Landay, for example, (N.Ladany, M.L.Friedlander and M.L.Nelson, *Critical events in psychotherapy supervision; one inter-personal approach*, A.P.A., 2005), psychotherapy is clearly estimating, while supervision is clearly educational and only involuntary estimating, the supervised's personal life being a secondary plan and not strictly necessary for the supervision analysis.

The authors think that supervision has as main purpose only the identification of the crisis problem or the difficulties in supervised' s professional activity, that can affect the development or professional training and also making the problem known and, if possible, developing a solving plan.

There are different attitudes on supervision in psychotherapy and counseling, from the classical meaning of supervision as a educational therapy to subtle differences from different therapy schools, till the meaning of a promotion of competence and excellence in professional practice by correcting some explicit habits and actions, as in the behaviorist views.

Specifically, in psychotherapy and psychological counseling, depending on each school, there is formative modulus for qualification as a supervisor and/or trainer, including here: assessment and therapy plans, strategies and interventions, theory, ethics, parallel processes, development, key problems, contract conditions and supervision models.



For example, if we would want to assess the theoretic component, we have to know the theory; it is also about the understanding and applying level of the theoretic concepts, the analysis of the parts of the theory and their relevant application for each of the clients the supervised works with, the synthesis of personal experience and self-assessment. Regarding the process and its content, there appear as components the reflection on the therapeutic content of the meeting, exploring the strategies used by the therapist in the meeting and exploring the relation and the therapeutic process.

There are discussions on the therapist's counter-transfer and, not finally, what, in some schools refers to the parallel process: the way the supervision process reflects the therapeutic process.

There are different kinds of supervision

Starting from the supervision model in psychotherapy, the most experimented till now in our country, we can see more ways:

- educational supervision which is generally addressed to psychologists/psychotherapists in training;
- practical educational supervision for professionals, where a practitioner works with a colleague in the presence of a supervisor-trainer, in an intensive training session;
- direct supervision of working with the client where a practitioner works with a real client/group in the presence of the supervisor-trainer;
- professional delayed supervision where a practitioner describes a situation or a case that happened in reality (analysis of some registrations as a video tape, role game, analysis of the process etc);
- individual supervision that allows the better knowledge of the specific style of the supervised, where also the competence level, the transfer condition in psychotherapy etc are taken into account;
- intervision where two same level practitioners supervise one another and making some problems clear;
- group supervision that allows discussions about more cases with different specific aspects, widening the field of professional

experience with the joint contribution of more practitioners.

Who are the supervisors?

They are professionals with experience and/or high professional degrees, designated by the professional community and, in general, with a specific formation (theoretical or practical) for supervision activity. In general, for activities of psychology, psychotherapy and counseling, the supervision skills are correlated with the professional experience.

How do the supervisors work?

- With individual persons or in groups: in private practice.
- With teams, organizations or institutions: mainly, at the working place.
- Supervision is oriented to those tasks that are about to be processed (discussed, revised, experimented) by the supervised with the supervisor. In psychotherapy and clinical psychology a big part of the reflection and processing „material” is the supervised's life experience and attitude.
- Supervision can be requested by the employer, by the professional forum or by the supervised.

Administrative and formal aspects

Between the supervised, the supervisor and the professional forum, a relation stipulated by contract is established. The supervised is financially obliged to the supervisor and the supervisor is guaranteed by the professional forum in front of which he/she must be responsible of the quality of the supervised's professional progress. A supervised can have more supervisors, condition explicitly formulated by some schools of psychotherapy, for example. These supervisors can work in the same time or successively and have the same accreditation and responsibility in front of the professional forum. Working with more supervisors limits the dependence and the „copying” the personal style of the „master”.

The professional forum legally designated according to law 213 from 2004 in Romania for accreditation of psychologists for free practice, is *The Psychologists College from Romania* that



has four applicative commissions that issue the Free Practice Certificates and standardize the supervision activity specifically:

1. The Defense, Public Order and National Security Commission,
2. The Clinical Psychology, Psychotherapy and Psychological Counseling Commission,
3. The Educational Psychology, Educational and Vocational Counseling Commission,
4. The Work Psychology, Transports and Services Commission.

Each commission has its own rules for functioning and accreditation, having its own criteria for accreditation of the psychologists' professional level in their field (practitioner under supervision, specialist in independent practice, main psychologist) and the supervision conditions. The supervisors who fulfill the conditions of each commission must make an application and get through an interview to receive the right to supervise.

Nowadays, in all the accredited professional activity fields, supervision is stipulated as a condition for professional formation.

For psychotherapy and psychological counseling, *The Clinical Psychology, Psychotherapy and Psychological Counseling Commission* adopted the criteria of *The Romanian Psychotherapy Federation* and of the formative schools for recognizing the trainer quality, establishing that this practice must be recognized by the specific psychotherapy association, accredited by the Psychologists College, after the criteria of affiliation to a school recognized by *World Council of Psychotherapy* and by *European Association of Psychotherapy*.

The details about the accreditation rules and the supervision conditions for different applicative commissions can be found on the site of the Psychologists College: www.copsi.ro.



Supervision practices



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T*eam regulation”, „team supervision”, „ and analysis of the practices”, „institutional supervision” are different names to assign a working method of the teams in the health-social-educational field, usually with the help of a clinician psychologist. These reflection moments of the professionals involved, on their own practices of listening, following and accompany the subjects in suffering, can take place in different institutional frameworks. These moments can be planned weekly, in the working hours or they can be planned once or twice a month, but they can be proposed also in the framework of continuous training, being compulsory for all the participants, excepting if they are only volunteers.*

In the following we will refer to individual supervision, which has a particular aspect,

meaning that it is about a request made by a professional, for himself, to a supervisor he chose after personal criteria. This kind of supervision, which sometimes is close to what we call “control”, assigns a reflection and analysis work made by a professional, on his own emotional investments and also on the unconscious mechanism that could interfere in the relation with the other.

“The supervision” is a concept used in all the activity fields: supervision of work, supervision of the election. This concept spread into the psycho-health-social-educational fields about the years ’70, along with the development of the notion of “group approach”, “group therapy”, starting from ROGERS, BALINT, BION, ANZIEU....

The supervision of the professional’s team doesn’t have a precise concept, but each theoretical current gives it its own content. Seldom, the terms “supervision” and/or “analysis of the practices” are used without any differentiation. We will try to differentiate the two notions before approaching the different concepts of supervision,



in relation with different theoretical currents.

The institutional supervision or team supervision

This supervision examines the functioning, the history, the internal and external relations of the team or the institution, regarding the aspect of the symptoms, the repetitions, the painful moments, the satisfactions...

This kind of supervision proves to be necessary when the level of team professionals' conflict and sufferings is about to outrun the tolerance limit and the symptoms become invalidating for the functioning and the long life of the group.

This is the moment when a supervisor is requested, most usually a psychologist, although not compulsory, who will begin a reflection and analysis work with the pluridisciplinary team. In this kind of approach, the presence of all the professionals in the institution is indispensable. It is thought, in general, that "supervision" proposes an analysis of the practitioners' difficulties in work, while "the regulation" proposes an analysis of the institutional functioning and dynamics. Even if such a differentiation is possible in the moment of the constitution of the group and choosing the members, when the intervention takes place, this differentiation is less obvious.

In the first moments of the group, this differentiation allows the identification of each participant's position, especially when there are hierarchical connections between the members of the group. Each participant will be invited to ask questions or they can yield their own position, for the work to become possible without blockings or with minimum blockings due to the power games.

On other hand, this differentiation is less useful when we take into account that the clinical practice and its difficulties are circumscribed by the institutional context, where everybody plays their roles in resonance with the other = everybody's practice is influenced by the way the institution functions and mutually, the practices that appear will influence the institution.

The two definitions cross and can generate some resistances in the making of the interventions, between the systemic answers for the institutional dissatisfactions and the requests for an exclusive clinical analysis.

The framework of the requirement

The requirement is done by the team and is

confirmed by the manager's office of the institution. The first contact is, most often, with the manager or his representative who becomes the spokesman of the team and participates at the establishment of the administrative framework for the intervention. This framework is not chosen by chance. By it, the terms are established that connect the supervisor with that institution and make the team his collocutor. So, in the intervener's first action moments, the impact of his presence in the institution while he will have to listen to the demands of the team is made clear. The team, no matter the formulations, will ask for help for a better understanding of the factors that influence the practice, an elaboration of the group and intrapsychical conflicts, a diminution of the tensions and also a clarification of the problems, with the aim to lunch again the working capacity and the desire of investment.

The supervisor must be from outside the team and the institution to be able to guarantee a neutral position to the life of the institution – a very important thing in the periods of conflict – but also a fresh look able to permit recoil from the daily reality to ask questions. But this intervention can endanger the certainties and therefore it can weaken the participants. The intervener must pay a particular attention to the emotional load and to always maintain in the first line elaborations connected with the professional practices and not with the personal problems of the participants. It is necessary that this limit of the intervention should be clearly formulated as a rule of the supervision intervention.

Thus, this elaboration made with an outsider intervener permits the reconstruction of a narcissist and identity structure of everybody from the team, and also of the team in the institution, the connection of the institution in its functioning at different levels and also a internal representation of the community, enough strong to give everybody an internal security feeling.

The regulation of the team

The regulation of the team requires a process that begins at the point where the team is then. We are called to ask questions about the language of the institution, the rules of the life in common that establish the way the individual functions in the group and mutually. This thing will permit that the team catalogue and denounce



the connections with the institution as an arbitrary instance that will create interpersonal relations between all the beneficiaries of the institution;

The regulation analyses the institutional framework as „a transitional space” in the Winnicott’ s meaning. It is about the disconcertment of the obstacles that are the space itself, for each. It is a reflection work on the ideas of the group and it requires a good knowledge of the institutional phenomena, the group processes, the unconscious manifestations, in general.

The analysis of the professional practices

Everything that proves effects of the intersubjectivity in the professional relations, everything related with the emotional field (guilt, shame, anguish, idealization) in practice, everything that could disconcert the professional practice and would create a psychological suffering, questions, a defensive position, is the object of the clinical work.

This practical analysis will give the professional a chance to talk about the relational situations in a personal way, evocating his own practice, his own position, in his own name, as „self”.

The psychologist will make a double approach:

- He will help the group managing its dynamics, making the conditions easy so everybody is able to express themselves, guaranteeing the break moments, watching the observance of the defined rules.

- He follows the work of the group. Parting from the evocation of a situation by a member of the group, the reflection work will be organized around the elements important for the other members of the group too. The reflection and the analysis will be centered on „the case”. This group reflection will better enable the identification and defining the reflection object, taking into account the different sides of the object of reflection, reformulating, setting the elements in another perspective.

The framework of the analysis of the practices is a group mechanism that refers to the clear and conditional rules of functioning as: the number of participants, is there is a close or an open group, the duration of the meetings, the

frequency of the meetings, the principle of confidentiality (what is said into the group must not get out of the group).

Even the working framework is a elaboration of the group. The psychologist will not take the place of the one who knows and transmits his science, his values or judgments on what is said, because he is not in the position of a trainer or a professor. He is there to permit everybody in the group to share their experience till that point with the others. The psychologist supervisor does not belong to the team, which gives him the opportunity to look from outside, to take distance, to stop on the subjacent theoretical references, on the different orientations. He will use everybody’s abilities, will open new tracks of reflection, will permit a different view of the problems and will question the existing beliefs. He works at the improvement of the professional responses of the team regarding missions and purposes. He highlights the distance between the established project and its implementation in the daily practice.

Why is it necessary an analysis of the professional practices?

Not to fall into stereotypy, a professional team needs to reflect on its practices, to analyze them, to ask questions, to assess them. Today, when our interventions are with human beings in difficulty or great suffering, the reflection on the daily practices is indispensable, their confrontation with the established objectives, and their reference to the real situations of a person or of the whole group. In order to do that, it is necessary to regularly spend time for the reflection and changes of ideas in the team.

No matter if it is about a team supervision, the regulation of the team or the analysis of the professional practices, these approaches what are different by the built device, the reference theoretical methodology and paradigms, they have in common the achievement of a reflection and elaboration in common space by the professionals of the institution. These time spaces of transition mean creating something, permitting the psychological individual and collective representations to get connected in a different way, bringing a change in everybody’s image on the “institutional” object or on the “professional practice” object.



Supervision – A fundamental tool for an effective intervention



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As a former subject of different types of supervision and as a supervisor for more than 30 years already, I do feel committed to say that the clinical supervision provided by professionals, free or charged, with the main goal to provide support to people in need, is essential. The present article has four parts. The first part is trying to define the supervision act and different contexts of implementation. In the second part, several characteristics and supervisors as well as supervisee's roles are going to be approached; next part will be dedicated to the goals and stages of the supervision process. Finally, in the last part we will expose two examples of resilience based eco-systemic intervention.

The supervision definition and its application contexts

The supervision refers to the reflective process focus on the practical activity of a supervisee as client, carried on by a supervisor. The main

goal of this process is a better autonomy to be reached by the client in the frame of his activity of an undeniably quality.

“The supervision stimulates the professional and personal development and determines the supervisee to interrogate himself over the attitudes, words, perceptions, emotions of his actions. It foresees to develop the “clearness”. In the same time, it helps to keep the suitable distance from the cases meaning an appropriate complex situations management. It facilitates the integration of the experience and the theoretical information.” (Romand Supervisors Association, <http://www.suprevisseurs.ch/definitions.htm>, 16 april 2006)

We can talk about the supervision in different contexts: individual or group supervision, supervision in pairs two by two, on probation students supervision in different fields of activity (psychology, social work, medicine, education, etc), volunteers supervision, clinicians intervention in



different target range of populations (ill persons, disabled people, maltreatment, etc). In all these cases, the supervisor is working on regularly basis on the supervisee's topics brought into discussion, situations from the professional practice, diary, video session, observations behind the mirror, etc.

Characteristics and roles of the supervisor and the supervisee

The supervisor should prove clinical competencies acquired through professional training and enhanced through experience in the reference activity field. The knowledge of the intervention approach is mandatory. He must be empathic, able to read carefully and with accuracy the social work support situation, to be able to offer feedback to the supervisee, to support him in his personal development process and to properly guide him along the intervention in order to better the client's as well as his family situation. He is the one who make sure that the professional environment allows to the supervisee the best integration, that it will be able to unfold good quality intervention which will properly met the client's needs and complying with the professional ethics. The supervisor should focus on the professional skills taking into consideration the working environment in which the supervisee is running his activity. Williams (2004) states that the supervisor should take upon oneself four roles:

- a. Trainer/ Professor, which shows "How to do..." and indicate, if needed, the most appropriate theoretical information;
- b. Facilitator (the supervisee should explore the different approaches and to find his own way of acting, his own style);
- c. Consultant (for the resolution of the complicated situations, it allows a reflective practice);
- d. Evaluator (the supervisor gives feedback to the supervisee on his actions, as a reflective facilitator).

The supervisor serves as a model to the supervisee, in the first instant. The supervisee will build up his own approach and intervention pattern, based on the supervisor approach, values, methods and knowledge (Clifford et al. 2005, Marziano, 2004). Therefore, it is better to have

during the entire professional activity many supervisors able to offer different intervention approaches.

The supervisee should be highly motivated to take upon himself the social intervenient role, he should be a balanced person and able to facilitate, restore, maintain and develop the positive acting of the clients and their families. He must pursue a good quality functioning (respect for the working schedules, commitments, etc) in the work with clients and in relationship with the supervisor. He is committed to bring up in the supervision the necessary information for the optimal activity and to inform the supervisor about all difficulties he has to cope with during the process.

Goals and stages of the supervision

Ten supervision's goals could be underlined:

1. The aim of supervision relationship development with the client and his family subject of intervention process related to the importance of the mutual *adjustment* (Jourdan-Ionescu, 2001)
2. Explanation to the supervisee of the individual client's and his family goals (e.g.: increasing the self-esteem, implementation of a safely routine, discovery of the successfully accomplished task, transforming the child-parents relationship in a warmer one, etc)
3. Helping the supervisee to explain the goals to the clients;
4. Reminding the intervention principals (listening, respectfulness, confidentiality, continuously communication with the partners, eco-systemic vision, fashioning role (educational), empowerment, etc);
5. Reminding that the playful and joyful working environment it is paramount;
6. Facilitating the relationship with different contexts (school, work place)
7. Permanent checking of the professional adjustment with the beneficiaries and their families through the Professional Journal where the supervisee should record the most important events;
8. Analyzing the issues emerged inside the supervisee by the supervision content;
9. Giving value to the supervisee's work



and encouraging him to identify the progress even if the results are minimal and to give feed-back to the family he is currently working with;

10. Permanent supervisor-supervisee adjustment checking;

The moment we are analyzing the supervision process, we learn that it is a three stages permanent sequence (see Diagram 1) which can be recognized within the supervisor-supervisee relationship.

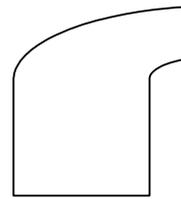
During **the first stage**, the most important is to explain to the beneficiary the supervision role and to secure him on the power and competence he has to successfully accomplish his goals (every intervention should be appreciated; we should give value to each of them). Another issue is to persuade him about the program philosophy and the specific roles in accordance with other partners. The professional team integration issue is a part of this stage.

During **the second stage**, the supervisor should check if the supervisee is successfully fulfilling the functions and this is more a setting solving problem. By the moment of a low visibility of his action's outcomes the supervisee should receive support and some safe feelings should be given along with encouragements. The boundaries should be continuously underlined and reminded (internal limits of the professional, the limits of his actions, etc).

Finally, during the third stage we observe how the supervision is carried out more as distance supervision, the supervisee gain more autonomy and request the supervisor support only for difficult situations as well as for hard to cope events or simply to check the appropriateness of some interventions he has already run. Exploring the supervisee's history is one of the main activities too. It is important to be known that the increased autonomy facilitated by the supervision occur during the supervision process, in the supervisee-supervisor relationship.

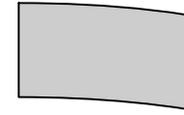
Samples of resilience based clinical interventions

To support the information provided above here there are two interventions targeting the resilience, supervision situations of volunteers which are acting to support children-youth at risk:



1. Defining the intervenant role

2. Providing the setting



3. Support for autonomy

- *In the frame of one children homework support action (at children's home in order to facilitate the mother's modeling role and to increase the family's resilience) the volunteer observe some mother - child abuse signs. But, having no hint about what to do, the volunteer contacted the supervisor and met him. They have together evaluated the situation then the supervisor provided assistance in all the actions carried out by the volunteer in order not to compromise the children's development and for the mother to become aware of her beyond measure punishment's consequences on her relationship with the children.*

- *A volunteers couple (trained and in the supervision process) had a family support role for a neglected child and his parents. The parents, benign neglecting parents, very disorganized, have been approached by the volunteers and confronted with their irrational behaviors, one example, they have bought a very expensive Home Cinema System while the child had no shoes (the former ones were to small now). As the volunteer's self confidence was very high they have bluntly said to the parents their thoughts about those inappropriate shopping stuff despite the child's needs. This episode has been conflictly managed by each of the participants at this story. The volunteers asked for their supervisor's help and they have to-*



gether settled the most appropriate attitude to be furthermore assumed. The volunteers felt guilty and had no beliefs they are ever going to see the family again. Therefore, the next meeting has been very emotional and the supervision technical support has facilitated the relationship's restoring process and the debate on some priorities with the parents which succeeded to become aware of the situation. This kind of approach allowed focusing on the supervisee-beneficiary relationship in order to advance toward a better attitude. The supervisee's capacity to act out (reinforced by the discussions with the supervisor) is reflected in the progress made by the parents who have heard and understood the message and though have taken the proper measures proving the resilience capacity.

I would have given many other examples if the Journal's space would have been allowed us to do it, examples able to mirror some good quality

help and support services through a permanent support provided by the supervisor. In all the ecosystemic based clinical intervention which targets the resilience and has been commenced by me so far, the supervision has given to the professionals and volunteers the opportunity to assimilate a certain intervention philosophy, it made them to feel efficient partners, it has given a certain safety feeling, it helped to keep a proper distance off the cases and of the feelings awaked and provoked by some complex situations. In the frame of a new intervention, the supervision should be provided by experienced clinicians. In proportion as the intervention model started to be well known and some of the supervised professionals started to become well-known in the professional community, the supervision should relax and should always allowed to the teams to keep the communication alive and not to accumulate disturbing elements, so that we might be able to speak about an effective intervention.

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The need of supervision/supervisors



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After the appearance of the 466/2004 law on the statute of the social worker, we can really talk about the beginning of the social work profession regulation in Romania. This law, next to other internal regulation of the National College of the Social Workers (NCSAR) allows the application and the observance of the 's ethical code and the existing standards in social work.

NCSAR sustains and promotes the good practices in social work and in accordance with art. 3 paragraphs (1) « the social worker applies the knowledge, the norms and the values of social work to interfere and give assistance to persons or to communities when they ask to or anytime it is necessary ». Moreover, in accordance with art. 25 paragraph (1) « the social workers must act only in the area of their professional skills given by the qualification and the professional experience. Social workers have the obligation

to permanently improve their knowledge and professional skills and to apply them in practice » and the paragraph (2) « Social workers contribute at the improving and development of the knowledge basis of the profession ».

We think that these articles from law 466/2004 are at the basis of different qualifications in social work as the supervisor. The demand of specialized services in social work over the last years, led to appearance of specific legislation and also to appearance of standards for work of the social workers. Thus, there was need for a case manager / case management, nearly followed by supervision and the role of the supervisor in social work.

The supervisor/supervision in social work is essential as a practical method to assure quality services. Taking into account that this is a recent qualification in our country, the supervisor has different functions, but what we want is for the



supervisor to become a trainer and a mentor. The efficiency of the supervision work is given by the quality of registration of the documents and the continuity in pursuit and transcription of the cases. Also the observance of the ethical code and the standards in the field are the elements pursued by NCSAR at its members.

Supervision as a work method is used for coordination, support and training of the social workers and it is a directional factor for case management and its results. After supervision, the documents proving the intervention of the social worker show also the changes in the case approach.

It can be seen in practice, that for some organizations or local directions for children protection the results of the offered services are in accordance with the supervision method they used. By supervision, the services they offer become better. Lack of supervision or a supervision resembling domination and control go to a wrong practice in social work work. No supervision that can be seen as coordination is a good practice.

NCSAR will apply the Standard for social worker profession made by World Learning where in accordance with competence 16 on supervision, there is a presentation of the forms, characterization, the competence elements and action directions in supervision.

This standard is one of the documents that precede the settlement legislation for practice of the social worker profession in Romania.

Florian SALAJEANU. *Profession – social worker, involved in social work field from 1992, being a student and activating in different research and offering services for families in risk projects. After graduation, he developed a number of social services for children and old people within ASSOC – Baia Mare, he worked a while as an assistant general director in DPC – Maramures and after that as a state secretary-president of the National Authority for People with Handicap.*

He got involved in the development of the social worker profession by participating in /organizing a number of meetings centered on the foundation of FNASR and after that of CNASR. Now, he is the president of CNASR.

Another positions he held:

- *President of the Romanian National College of Social Workers – February 2004 – ongoing*
- *President of the Committee on the Rehabilitation and Integration of People with Disabilities (CD-P-RR) within the Council of Europe – Strasbourg – September 2004 – February 2005*
- *General Secretary of the Romanian National Federation of Social Workers – March 2003 – February 2004*
- *President of the Romanian National Federation of Social Workers – perioada June 2002 – March 2003*
- *Board member of the Nongovernmental Professional Association of Social Work ASSOC – 2003 - ongoing*
- *Executive President of the Nongovernmental Professional Association of Social Work ASSOC – September 1995 – March 2003*



Violence in the family and its influence on children

-diagnosis practices and suggestions to overcome it-



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The problem of family finds a place in the works of philosophers, psychologists and teachers since ancient times. It is usually viewed within the context of the positive influence that parents have on their children. According to Jan Amos Comenski, it is the parents' duty and God's command "...to lead their children to a sensible, honest and holy life". Iv. Hadjiiski shares his view that "...the relationships, connecting the members of a family, must be relationships of personal attachment... Love, attachment, the tender care of parents for each other and toward the children must be the foundation of the family". Many classifications were created on the basis of such views, where the foundation is the longevity of marriage and the parents' role in bringing up the children /E. Ericsson VIII stages, E. Vassileva – VI phases etc./.

Suhomlinski's views are similar. S. Parkinson, M. Rustomji and S. Pavri also recognize the fact that patience and love, support and respect are things

that parents owe their children in order to bring them up peacefully and with confidence.

There are some differences in the views of H. Jeinot upon viewing his specific requirements for parenting. He recommends that they act, not out of necessity, but on the basis of values and convictions, or with other words, he recognizes the presence of negative, forcible relationships between parents and children. Shalva Amonashvili considers the child's preparation for life is their most important obligation, but he also recognizes the fact that the child "lives now" and in this sense, the relationships within a family must be humanized. It is apparent there are people, studying the problems of childhood and family, pointing out their negative sides. According to V. Reich, the family causes a deformation in children in the earliest stages of their social life. These are expressed in a subconscious potential with an emphasis on conflict. He believes that the family represses children by imposing rules, forcing them to obey,



which demonstrates the child's financial dependence. By suggesting that the family is a model of a "small economy or an enterprise", or a model for a structural unit of class distinctions in society, he states that the family is a model of "authoritarian socialism". There are incorrectly formed beliefs, regarding important moral concepts – "duty", "honor", "dignity", "authority".

We are witnessing many social changes in modern society. They affect also the family. As a result there is a great diversity in structure, relationships, social status of the different families for which there is a wide, constantly varying type – "divided family", "family with a criminal element", "family with a narcotic dependent within", "family with a permanently ill person" etc. In parallel to this a different from the former tendency in the development of the family a new emotional environment is also forming. With polarization of the class division, the growing illiteracy and the low education level of the people its negative influence is growing. The relationships between adults and children are more often surrounded by violence in different forms and activities – starting with the parents' dictatorial demeanor and reaching to sexual violence, forgetting to take basic care for grownups or expulsion of children from their homes. There are many noticeable negative prejudices in parents, which is an obstacle children and their career development, for a better standard of living, for personal pleasure. These beliefs are the basis of the increased violent acts on the part of adults. In some ethnic groups, these things are in the foundation of the ambition for forming in the grownups of a group identification of the self, which relates to accepting subordination as a normal behavior. Therefore, every form of violence slowly and consecutively gives rise to an irrational behavior in the opposite side. Gradually it is spreading, taking over persons and groups and becomes a potential for negative acts that threaten some groups or the whole society. The result is a vicious circle where everyone is fighting for supremacy and no one ever considers an act of sympathy, compassion, goodwill for understanding – to say nothing of teamwork or friendship, in other words the things that make us strong and successful.

All of this causes many questions - for finding

the violence in the family and looking for ways to make it stop, to identify children susceptible to aggression, ready to counter violence with violence, for the necessary circumstances that are needed for the normal physical and psychical development of children... Some of their answers are published here in this work and they are a product of the practical work with children and families in which violence has been established.

It is a fact that a major part of the children who have lived through violence also display the same behavior, but not all of them. According to an observation and interviews with 9 – 17 year old children, from the violent group, it turns out that their families, coevals and the miscommunications devices have had a great effect on them.

On the one hand, they have been used as a model of that behavior, while on the other hand they have reduced the level of moral characteristics of the person related to altruism such as understanding and behavior. Accept that the acts have proved that the behavior in which the purposes often and quickly gives the desired result because it causes fear in the opposite side – one of the strongest phenomena for gaining power over others. Last but not least is the fact that for such behavior the performers get support which builds up the ego – identification with the power and success even with the non – punishability. Specifically the influence of grownups shows some biological factors, the circumstances in a concrete environment – noise, temperature, color design of the room – commonly or through certain color splashes /posters, pictures.../, the appearance and the acts of the victim, drugs, and alcohol. Another factor is the social environment of the person and his/her cognitive abilities /even if they are developed in a negative direction/. George Richardson and some of his colleagues explain the act of violent behavior by pointing out two of following steps – solving the situation, recreation of the people and all of their socially important signs, define of options for action leading to desire for results, prognosis for the possible behavior of the others and realizing of the plan. Keeping in mind the scheme in the interview we have included questions such as: "What made you angry at that moment?", "Why did you accept that the man in front of you doesn't act right or



friendly?”, “Weren’t you afraid that there could be negative consequences for you?”, “What gave you the courage to do that?”... The results show this: children, committing violent actions are well-oriented in the social environment and that they have relatively varied life experience for their age; They know the body language very well and find the hidden meaning of the words; they are skillful at making predictions, where possible, in other words – they have alternative thinking; They show courage; in their mind these skills are adding up; also planned acts, acts of critical thought, combinative thinking. By definition, those are personal skills, which ensure prosperity for an active person. Thus, we can describe them as positive / the negative side is that the modern-day school does not tend to teach adults that/. The point is that they could show in the context of behavior which guiding point is fixed, positive value system. The opinions that the causes for the aggression could be found in terms, describing the personal characteristics, the provoking stimuli and the supporting circumstances. Researched with test for self – valuation, the persons are proving that their level of self – valuation reflects upon the level of self – valuation of the violence.

According to the self–valuations and the characteristics /received due to comparing of the personal profiles of the children with violent acts – extroverts, introverts and ambiverts in rate and the same types with high neurotic level/, complemented with result form the test for male – femininity the following conclusions can be made:

- Extroverts with high neurosis level, mostly – 89%, are imperious with leadership acts, they are stubborn, they don’t agree to co–operate and to comment on their own behavior with other people, but they conform;

- Introverts with high neurosis level, mostly – 91% are distrustful, skeptical and suspicious. They are stubborn and rectilinear;

- Extroverts, ratin mostly – 77% are open for partnership, responsible, objective in their opinions, they show that they need to be accepted in the group and the society which are surrounding them and have personal responsibility for the personal change;

- The persons – introverts, rating mostly – 86% are obedient, feel guilt and shame, they show

desire to get help, despite that they aren’t really prepared for teamwork;

Consultation of the children with the aim of decreasing their violent acts helped also for the diagnostics of children who have suffered sexual violence. They’re most commonly outside typology is described as increased aggression, decreased communication, school problems, time–to–time problematic conditions, low self–valuation. Studying of documents of these children / medical passport, school diary, etc./ Tendency of thinking, related to atypical complaints and acts or with other unidentified factors which are inflicting strong negative influence upon them. Because of this purpose the “Methods of Mihailova” /1988/ were used, where character is distinguished with its’ good gaming, drawing and expressive methods of testing. Another reason for its inclusion in the research was age. As all tests are giving the child a chance to choose the verge of the suffering that it will experience on his own. Independently from some characteristics of the test, which are making him particular, not quite trustworthy, without forgetting the following consultative procedures and included acts in modeled situations for long examination of the child’s behavior, the same is successful. The established count and forms of sexual violence are aimed to its author in order to find ways to get the children out of their psychotic instability and their lack of desires for socialization as much as possible, also to find ways to eliminate the lasting, negative irregularity of the psyche. The results from the statistic of parents – sexual abusers indicate that:

- Those are people without any clear plans for they lives or ambition in constructive behavior – 85%;

- A lot of them are alcohol dependent, hidden for the society but always drinking;

- Regardless of the educational level which they posses most of them don’t have high self-esteem and do monotonous work;

- The parents don’t have the proper sense of belonging and duty neither to their family, nor to their parental family;

- Most of them are male and they are typical introverts with high degree of psychosis.

As a whole it’s known the part of the family upon bringing up of the grownups. Today by



the advanced social changes, it's more necessary and it should be expanded its perimeter. There are changes in the family structure and the parents' roles are too dependent on the economic and social circumstances, interactions with school, the perceptive role which should be done by the family by attitude of influence upon the children – from friends circle, television and radio, virtual space etc. There are restrictions such as work–relationships of the families and the cultural establishments and groups of people, as well as those between the family members, the personal relationships between the parents are often schematic and do not show feelings of adherence, trust and concern. All these factors unlock the family violence and are a base for the forming a society of people who have suffered violence with potential for repeating of the model or shutting themselves in. In other words – a society that is not free and can not achieve any positive social changes. A society where interactions between people affected from drugs, alcohol are based upon relationships between egocentrics acting uncertainly and frustrated people with a nihilistic attitude to law and order – people who are punishing, blaming, insulting, threatening, forbidding... or are submitting themselves depending on which side of the barricade they are.

In this line of thinking, now more than ever social workers are needed, working on projects,

working together with the schools and family communities on:

- Meeting, understanding and accepting of the family code with the following responsibilities;
- Meeting, understanding and accepting of the law for safekeeping of the child and the terms linked to him such as “violence”, “protection”, “misappropriation”, “helplessness”, “discrimination”;
- Convention against discrimination in the education, carried in 1960 by UNESCO;
- Building up parental skills because for the safety of children at home, augmentation of the parents' skills of support, assistance, co–operation, solving conflicts etc.;
- Organization of community centers for work between the families and the boards, families and the communal education and law government, families and the culture establishments /theaters, television and radio, universities, associations of artists, etc./.

In conclusion, the aspect what parents must provide for their children in circumstances of goodwill was written by prof. R. Valchev. He defines the factors by which children are developing well as follows: “physical safety”, “emotional security”, “knows himself”, “belongs and is bound with his family and friends”, “capable” /such as understanding for himself in specific fields/, “has an understanding of the meaning of life”.



Romania and the supervision



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The interruption of the academic formations in the psycho-social field in Romania, in 1977, generated, among other things, also the delay of supervision introduction in clinical practice.

The results of this drastic communist measure are bigger. This measure was so alike the philosophy of the Romanian communist party, for which the individual did not exist, - there were only the people of the party and the masses and also an ideal of the new man, many-sided developed, the perfect human being, without problems, who did not need specialty support.

The absence of the specialists, the quasi-absence of a scientific life in this field led to aberrations in the professional conduct and to the disaster of the psycho-social care in Romania, as it got known to everybody after 1990. Under these circumstances of imposed separation of the psycho-social field from Romania by research and practices development in the rest of the world, supervision was not known, not even as a concept¹.

Over the last years, in parallel with the fast development of supervision abroad and the generalization of its functioning, in Romania, an ad-hoc practice of supervision began, especially in services created by non-government organizations with foreign partners. The introduction of supervision as an offer came from abroad, was enough to generate the impression of its importance in psycho-social services, but insufficient for its conceptualizing and general practice. The direct and remarkable consequence is the recommendation of supervision practice for child and family services, by the methodological documents and settlements contiguous to children protection legislation. During 2004, a few government orders appeared in the Official Monitory, which stipulated the minimum compulsory standards regarding the functioning of some child and family services¹. All these mention the obligation, as a minimum standard, of “human resources supervision”. In practice, however, there are difficulties in implementing the legal stipulations and settlements.



The professional standards in social work also comprise supervision as a specific skill of the social worker. There is the risk that, in a professional context poorer in information, some people to say that supervision is the exclusive privilege of the social worker.

Beginning with university year 2004-2005, in Romania appeared the first post-university studies, at West University from Timisoara, which offers formation in supervision.

At about the finish of one year formation, with an important number of practical and theoretical training hours, with a supervision of students as supervisors, by the trainers in the program, the program has been transformed in a Master, with duration of four semesters, bringing 120 transferable credits. The structure of this first training program in supervision has been made together with supervisors and universities from Austria, Sweden and Germany, but taking into account the national structures and settlements.

The university year 2005-2006 brings the opening of new training programs in supervision, at other universities in the country: Baia Mare, Iasi and Bucharest.

Barriers

An important barrier in supervision development as a practice (individual, team or group) in Romania is the mentality remained from the communist era. Not to name the bad things, hiding the emotional aspects, impoverishing the communication (fear of words, fear of honest expression of life experiences, fear and inability of recognition and being aware of the life experiences), not trusting others and hide from others, not to reflect and assess your own actions and results, the inability of a professional solidarity, are generalized defensive mechanisms, still strongly obvious in the Romanian society. The suspicion and the fear to reveal the uncertainty and the professional limits are directly connected with fear of the Security in the communist era. Then, everybody was feeling followed, "watched" (supervisee), and the reaction was a solid rejection of the idea of assuming, of becoming transparent and also the tendency to slide, to "unravel", to play false roles.

This inherited mentality generates strong myths which function at all the existential levels: in

practice, in the imaginary and symbolical. The myths about supervision make difficult the understanding and introduction of supervision practice in Romania.

There is a general fear about supervision which makes that our practitioners to reject the help they could have by supervision. This fear creates a situation which gets along with the defending mechanisms developed by people in the confrontation with the cases, without the existence of supervision. Supervision is seen as a control that could put into danger the working place, if the employee can not satisfy the practical requirements. The working place is vital and has to be kept no matter if it is or not suitable with the employee's abilities.

Another reason of understanding supervision as «control» and reeking it is the narcissist need of the practitioner to think he/she is efficient, a professional, the most suitable to..., and not to uncover in front of anybody (not even in front of him/herself) his/her professional weakness, the uncertainty or the inherent mistakes in a social environment so confused and, more, at the beginning.

The supervisor is seen as a superintendent and assimilated with the boss, who watches, verifies, punishes, guides, dominates, decides....

The immediate result of this reactive life experience of our professionals in social assistance is obvious also in the theory and promotion of « favorable supervision », as an alternative for « the supervision centered on the problem » (Cojocaru, 2005). Under this light, supervision feeds the narcissist illusion, letting aside the intervention and the relationship with the client, that would impose a common reflection process of the supervisee and the supervisor.

This obvious fear of supervision meets and is sustained by the precarious democracy in some health-psycho-social institutions, along with the poor quality of services. The autocracy still frequently met in our social systems, where the boss has the whole power and responsibility, gives directions, controls, exists and brakes either the respecting of fundamental human rights and also the development of the professionals' responsibility towards the beneficiary and a transparency of the professional act. The



supervisor is seen as an equivalent of the hierarchical superior and the attitude is a run of responsibility one in the name of a superficial rescue of the relationship with the boss. In the same time, the employee does not see in the boss a real professional on whose experience someone can count for professional development.

Thus, supervision is seen as punitive, having the aim of « punishing the mistakes », and the mistakes assessment in an autocracy becomes a subjective problem, at the hand of the boss.

There is also a positive myth, a myth generated by the isolate practice, with foreign supervisors, in services developed by NGO-s. This myth gives the supervisor qualities of a superman; the supervisor will save the services, will solve all the general and specific problems that give the quality of health-psycho-social services in Romania.

The mentality, still resistant to gender equality ideas, can make that the supervisor's and supervisee's affiliation at different genders to lead to difficulties and conflicts in supervision process. The fact that there is no ethical code raises the risk of such problems. On other side, although the social and health care services got had more and more women (and this is a general tendency in the world), in our country there are more women than men both in services and between professionals that choose a specialization in supervision.

An empirical definition of supervision, formulated by the eight students from the first training program in supervision (2004-2005), at West University from Timisoara, gives to supervision the role to «help understand and support in the difficult moments in the relation with the client». Supervision is seen as a «permanent support made by an approved professional counseling, that assures the comfort and safety in practice».

Thus, supervision leads to self esteem improvement of the professional who receives it. It also improves the trust in the professional capacity, the early identification and confrontation of the intervener with the defensive mechanisms to use for avoiding certain damaging artifacts for the client. The students in the supervision program say that supervision must bring useful information to the supervisee, necessary in the professional act, considering that the supervisor has a degree

of professional expertise in the intervener's field which will lead to a better and permanent professional and personal development, to reflection and analysis, the recognized base of self-development.

In accordance with these attributes of the supervision process, the expectances formulated by the students are that supervision should assure a support for professional and personal management, protecting the intervener against professional exhaustion. About team supervision, the relaxation of the intervention team and solving the conflicts in the team, are expected to happen. Both for individual and team supervision, it is thought that supervision «supports the supervisee's desire to know and develop». An expectance, approaching supervision, experimented by the first students in supervision in Romania, was that supervision should assure that necessary framework for an intervention, of a mutual counseling between interveners' colleagues within the same service.

In the field of expectances of the supervision practice, formal problems also have been formulated, specific for the beginning of any specialization such: recognition of supervision as a specialization, delimitation of supervision by the tasks of the staff service from the institution where the supervisee intervener or team works, payment for supervision, the existence of an ethical code and standards, initiation of a national professional association affiliated at the European network of supervisors.

Supervision and the professional climate in Romania

A study made in April-May 2005, in the social services from the government county structures (General Directions for Social work and Children Protection) and in the NGOs that offer health-psycho-social services from Romania, permitted a better understanding of the socio-professional climate where the new specialty of supervision will be integrated and valued.

The study was made by collecting the information by questionnaires. They had a simple structure, with 6 questions, 5 of them closed, where the answer had to be chosen and only one open question, where a reflection was needed.

There is no order about the gathering of the answers. These could be filled individually by



the employees in the services who wanted to or after a group discussion or by a representative of the service according to personal opinions.

We specify a few critical aspects of the study:

- statistically, it is not significant and the data can be considered only for orientation;
- a selection of the respondents was made, the criteria of which we do not know;
- the responses appear as being of the respondent and not as a note of the common reflection of the work community, which leads to the growth of the idiosyncrasy of the answers;
- the classification criteria for the information collected by the last question (open) are controversial.

We grouped the elements in five categories:

- recognition of the expertise (professional abilities and experience) of the supervisor by the supervisee and by the others,
- personal qualities of the supervisor,
- training of supervisor,
- the supervisor in team work,
- supervisor's management abilities .

When we make the comparisons and especially the differences between the group of the responses from DGASPC with the one from the NGOs, the groups are not equal and ,thus, the comparisons are less relevant (for example, 1 answer out of 32 means 3%, while 1 answer out of 26 means about 4%).

There have been sent 46 questionnaires to DGASPC and 36 to NGOs. The dead line for sending them back was two weeks. 22 DGASPCS sent back 32 and 15 NGOs sent 26.

The response percent was not very different at the NGOs, compared with the state services (1,71% compared with 1,45%).

The received answers make a design of the socio-professional environment, under the existing representations on supervision, the new specialization included in the functioning standards of child and family protection services from Romania.

Interpretation of the results/difficulties in implementation of supervision

Taking into account the different experience of public services compared with the private

ones in supervision, are there differences between the ways the supervision is perceived in government sector compared with the non-government one?

What is the supervisor's profile given by the global expectations of the professionals from Romania?

We try to answer.

For the first question, *do you think that supervision is necessary in the health-psycho-social services from Romania?* The differences relatively important: 88% from the respondents of the NGOs compared with 72% from the government services. The comparative interpretation of this result could get to the idea that in NGOs the professionals believe more that things need to get better and supervision could be a solution; we also could conclude that the NGOs are more democratic structures and more open to new, more transparent, assertion empirically made.

If we think of the suppositional initial assertion, that in NGOs there is more supervision experience, we can say that supervision, as known as it is, is well received by the professionals in the health-psycho-social field in Romania.

The second question, *How do you think the supervision could take place: individually, at the team or both?* brings big differences in appreciation about the usefulness of supervision at individual (professional) or team level.

While in NGOs sector the answers seem balanced, most of them asking for both forms of supervision (58%), in the government sector, the option for team supervision is 50%. The double supervision is not so welcome (22%).

The high option for team supervision can lead to the conclusion that in the government sector there are more known dysfunctions of the team. Another possible explanation is that generated by the fear of supervision; the individual believes that h/she is less exposed and pressed to make disclosures in a team supervision (Fleming, Steen,2003), compared with an individual supervision, where the supervisee is directly confronted with the supervisor. There must not be left aside the implicit experience from DGASPC of « the supervision » made by the boss on the whole team. The little option for combined supervision: team and individual,



makes stronger the preference for team supervision.

The option for both kinds of supervision, very low in the government sector (22%) compared with the non-government one (58%), makes stronger the impression of high fear about supervision, in the government sector.

The major option (almost three times) for individual supervision doubled by a team one, from the non-government sector, proves a better knowledge of the way the supervision is made and a higher trust in the benefits of supervision.

In the global profile of the supervisor, the big difference of choice between the two sectors gives a percent of options that leads to equal choices the team and double supervision, with a little putting into shadow of the individual one. In fact, this aspect proves the lack of trust and of knowledge, at a global level, of supervision for professionals from the health-psycho-social services in our country. Supervision is a process that, either from historical, practice development point of view and the present functioning is firstly requested at individual level.

The questions about *the usefulness of supervision and the need of training the supervisor* do not have differences between the two sectors, the answers bringing a total concordance with the improvement of quality of services by introducing the supervision and also with the need of a special training for the supervisors.

The positive expectance about the impact of supervision on the quality of services is concordance with the practice of supervision in the world. The question does not affect the respondent's person, is formulated at a general level and the answer express more the honest hopes of the respondents in an improvement of the quality of services and a general information they have about the effects of supervision, where it works.

The answers, approaching the two sectors, for the fourth question can be interpreted either as coming from the information the respondents have about supervision or/and from the fear and rejecting of a non professional supervision which could bring prejudices to the supervisee and/or to the quality of the services.

« We have to have supervision, but with

well trained supervisors » tell us the answers to these two questions.

The question about the origin of the supervisor, *Do you think that the supervisor has to be a part of the staff of the institution where he/she works or to be from outside?* has again big differences. While more than a half (53%) of the respondents from the government sector say that the supervisor must be from within the institution, 23% from the NGOs' respondents say the same thing, 69% believing that the supervisor must be from outside (compared with 47%, government sector). We have to remind that in the non government sector, the supervision was initiated and practiced over the last years, especially by professionals came from outside, thus a practice being created which can be seen in the answers. This thing did not happen in the government sector, where the supervisor was the boss from inside the institution and where the supervision process seems to be less known. This could be a generating cause of the differences in opinions between the two sectors. There are big differences (60%) between the two sectors in the answers to this question.

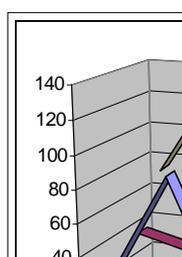
In supervision practice, it is considered that the supervisor is more a person from outside the team, the service. It is interesting that when a member of the team becomes a supervisor, after a training, this member gets an outside position from the rest of the team he/she will supervise, by the new statute that puts him/her closer to the management team of the service (Kadushin, 2002).

The supervisor can not be an equal member of the supervisee team, having a new role, trying to get both the full and the detailed picture of the functioning of the team. This new role makes the supervisor be « from outside » the team. « Being from outside » is an important aspect of supervision, facilitating the objectivity and the efficiency of the supervision process.

The most complex information was collected at the last question. This was an open question and was asking the enumeration of the supervisor's qualities and professional profile. We grouped the 308 answers containing the expectations of the respondents from the supervisor in five categories as they appear in the table.



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The three profiles of the supervisor as they appear in the answers came from the services (series 1), the NGOs (series 2) and the global profile (series 3).

For exemplification of the characteristics of the supervisor described in cultures with tradition in supervision, we have chosen one of the descriptions of « one of the most useful » characteristics of the supervisor, as they appear mentioned by the supervisee (Fleming. Steen, 2002) : the capacity to establish good relations with the others, the capacity to give correct feedback about the inefficient behaviors of the supervisee, to support the development of self trust, as a professional, of the intervener, to give the supervisee the occasion to learn by observation or filmed materials, to give biographic references, to suggest alternative ways to work with the clients, to help the intervener to discover and develop his/her own working style, to make meetings lasting at least an hour from which at

least 45 to be for the discussion of the client and the intervention.

It is to be observed that most of the characteristics come from the interaction with the supervisee, an aspect almost forgotten or only implicit in the characterizations received from our respondents.

In a simplified conclusion, reducing everything to the predominant characteristic of the profile, we can say that in the services of DGASPC, the supervisor is requested to be a nice person, good, sure of him/herself and tolerant; in the services developed in the private sector, the supervisor is requested to have expertise recognized by the other professionals. The portrait described by the potential supervisee from our services is far enough by the qualities requested from the supervisor in the western practice and literature.

Conclusions

Supervision hits its generous purposes in a special professional relation: the relation between supervisor and supervisee(s). Vidal (2004-2005) gives a complex definition of a relation in general, saying that this must be understood as « ...a more or less stable movement of investments, representations, actions which associate two or more subjects for the purpose of a psychical realization, fulfillment of some wishes, but also for assuring a protection, defense, raising the interdictions, common actions, to do together... »; thus, the supervision becomes a real chance of development and progressive awareness of the



two participants at the relation: supervisor and supervisee.

From the client's perspective, the purpose of supervision is promoting and maintaining the ethics in the practice in the health-psycho-social field. This practice evolves in a register with the beginning point in respecting the human rights and the final one that allows the development of the best practices in the approach of the clients of the social mental health and correction services. The supervision promotes the continuous improvement of the quality of services, the development of good practice, of some intervention models.

From the supervisee's point of view, supervision a kind of continuous training, assuring a permanent learning, by adequate counseling and feed-back. It is, in the same time, just because of that, one of the professional exhaustion prevention forms. The supervisor's feed-back helps the supervisee to overcome the professional uncertainty moments that could lead to defensive mechanisms and professional exhaustion. The supervisee's expectations from the client and the interventions done in practice receive a realistic perspective by the supervisor's feed-back, a reframing in the dimensions of a responsible practice with the client in difficulty. Supervision supports a functioning with less frustrations and doubts; most of them can be brought and the supervision meetings. The supervision process assures a permanent reflection on the clinical act and an assessment of it, avoiding the routine, falling into automatism, in a field where the subject is a human being in need.

Do we need supervision in the psycho-social services in Romania?

Our research, with all its drawbacks, outlines a positive response to this question. The responses we got confirm the fact that the moment has come to introduce the supervision in the health-psycho-social services from Romania and to initiate training programs, expected by the professionals.

Taking into account that there are no ethical code, training standards, a definition of the specialization in the documents that settle the professions in Romania, a specialty association, the introduction of the new specialization has certain risks which can not be neglected and which

come both from the traditional practices and the quality of the services that function in our specific cultural framework.

In different cultures, there are different ways to organize the supervision. The long existence of supervision practice and its generalization in all the cultures for the health-psycho-social services is the most persuasive argument of the need of supervision as a source and guarantee of the quality of services. In cultures with tradition in supervision, but also in those where supervision is at the official beginning only in the last century, is clearly necessary a training for the supervisee. A profile of the supervisor appears made in the same time by professional and human qualities of the supervisor.

In Romania, many aspects of the functioning of the social services, including supervision, are still at the beginning. This phase makes a difference in the evolution of the Romanian services, with many consequences that created an unpropitious image for us in the world. They are connected with the blockage of formation in psychosocial professions for 25 years. Knowing the price of this, and not lastly, wanting the integration of our services at the level of the European and international ones, we are obliged to create the chance of a fair, professional training in supervision. This thing can be done easier by trainer with experience in the field, from countries where supervision is a specialization well defined by laws and settlements but also by a widely accepted practice, for the usefulness they proved.

We need, in the same measure, a culture for the professionals, in which the necessity of supervision to be perceived and to have an understanding of the chances created by the introduction of this specialization for assuring quality services, in a continuously changing society, which permanently requests intervention and support. As for any novelty, the reaction of fear and distrust is the more important the less the others know about the functioning and the advantages of supervision. The creation of the atmosphere favorable to supervision requests the recognition of certain resistances or perverse intentions (Ferrandi, 2004) that affirm the impossibility or the absence of an obvious need of using the supervision. The Romanian leit motif



« there is no need of that...this has already been done for a long time... » expressed at the idea of introduction of any novelty in the socio-human field, has causes that we have to be aware of. The fear of words, the main instrument of supervision, is one of those causes and it probably has an explanation in the communist inheritance where the reality could not be told.

The training of supervisors is a process that already started at WUT, where there is a master program in supervision. The students of this program have specialty information at a library that offers books, works, and video tapes. The courses are given by professors from Austria, Sweden, and Germany. In the practical training of the students, these professors assure the supervision of the future supervisors. There is only one more problem left: the initial training of the students in supervision. According the norms practiced in the world, the students trained in supervision would necessitate a previous training in a form of psychotherapy, self-development or counseling. There still are too few professionals in the social field from Romania who have such training and to remain interested in going on with their professional development by being initiated in supervision. This situation is made more difficult by the belief that supervision can be made by anyone with experience or by any boss and, though, it does not require either theoretical training courses, nor a well supervisee practice; a few specific information that can be found in the

specialty works seem to be enough.

The 18 students of the first master training program in supervision from Romania began a pioneer's work that will lead in the next future to creation of an ethical code for the specialization and of the standards in supervision. They also have the task to make this specialization known in Romania, to define it as a specialization and to put into evidence its qualities in the efficiency of the services.

In Romania, our social services are about to be confronted with the European ones. A confrontation in which, we can not remain with a big qualitative and quantitative difference. This thing requires a rapid development and change of services, that leave no time for a natural development, from inside. The introduction of supervision, according to a standardized correctness can be the beginning of inspiration for changes and fast promotion of quality of the services.

As a hope for fast improvement of the social, mental health and rehabilitation services we need the introduction of supervision and its institutionalizing by creating formation and functioning standards. Creating these supervision quality control mechanisms, creating the chances for the supervisor to be trained, creating professional organizations are necessary steps to assure quality services, promote good practices in our country, by making the supervision maximum efficient.

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Supervision a process with many components



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In the western world supervision have a long tradition. Already during World War II one of the grand old ladies of supervision Bertha Reynolds (1942) wrote about supervision and different phases in the supervisory process. A book, which has been used until recently in supervision, courses. The word supervision, however, was mentioned much earlier. According to Kadushin (1992) it was first mentioned in a book title as early as 1904.

The first courses in supervision in psychotherapy in Sweden were held in 1970th. Some years later started the first supervision course in psychosocial work. I know because I belonged to this first group, and we graduated as supervisors in 1983. Over the years supervision in psychosocial work has increased tremendously. Today it is considered an absolute must to have supervision, if you work as for instance a social worker or psychologist.

The objectives of supervision in psychoso-

cial work are both short- and long-range. The short-range objectives are to improve professional's capacity to do their work better. It is also to help workers to develop professionally. The long-range goals are to effectively provide clients with the particular help that the agency is mandated to offer (Kadushin, 1992).

Supervision - definition

According to the literature there is some uncertainty about what we mean by supervision. Kaduschin (1992) for instance talked about three different theoretical models of supervision. Educational supervision which is supervision given to supervisees in order to increase their professional competence, methodological supervision which is client centred and were focus is in how to handle a case and finally administrative supervision which is supervision provided by managers to their employees.

Most of the literature describes supervision



as an activity that conveys knowledge, skills and attitudes from a more experienced to a less experienced person; integrates theoretical and practical knowledge, which is related to clients. Supervision also is a pedagogic, evaluating and organized process (Näslund, 2004).

Gerald Caplan, who was well known for his mental health consultation model, pointed out not only prerequisite for consultation but also for supervision (Caplan & Caplan, 1970). He stated that the supervision process goes over time. It is a process between one professional with a certain competence and one or more professionals without this competence. The supervisor has a certain responsibility and participation in the supervision sessions is almost obligatory (Caplan & Caplan, 1970).

Supervision - effectiveness

Considering the long tradition of supervision it is rather surprising there have been very little research done. This does not mean that there is no literature written. Most of it is however written by clinicians. From a clinical point of view there is a great need for research where the effectiveness of supervision is studied. However supervision and the supervisory relationship is widely accepted as contributing to better work performance. And it has been studied.

Recently a study was conducted where the aim was to identify factors that may have influenced the effectiveness of clinical supervision for mental health nurses (Edwards, Cooper, Burnard, Hanningan, Adams, Fothergill & Coyle, 2005). They identified some factors as contributors to the effectiveness of supervision. For instance the length and frequency of the sessions seems to be important. Sessions have to be longer than one hour and the frequency has to be at least once a month.

Over the years some frames for the supervisory process have developed. One of these framing rules concerns the length of the supervision sessions. In Sweden we talk about supervision hours and mean by that 45 minutes per supervisory hour. The frequency of group supervision very often last for 3 supervisory hours every fortnight. Individual supervision sessions often go on for 2 supervisory hours. Frames that

started out from clinical experiences turned out to be supported by research.

Another supervision tradition in Sweden is that supervisees usually choose their supervisor. There are lists of supervisors from which professionals can choose several candidates to invite for interviewing. Another way is by recommendation from other professionals. To choose their supervisor turned out to be another factor that contributed to professional effectiveness (Edwards, Cooper, Burnard, Hanningan, Adams, Fothergill & Coyle, 2005). Another factor was location. Supervisees who had their supervision sessions out of their workplace scored higher than those who had their session in their workplace. Very often the supervisory groups prefer to leave their workplace for supervision even in Sweden. Especially in social work supervision there is a risk that the sessions are interrupted and thereby intervening in the process in a non-effective way. A factor that turned out not to have any significance for the effectiveness was type of supervision. The most frequented mode of supervision in the study turned out to be one-to one supervision.

Swedish experiences

Most of the supervision given in Sweden is group supervision. Therefore this is an obvious locus of interest for researchers. In order to study the supervision process Näslund (2004) investigated teachers and psychiatric nurses in three supervision groups. The overall purpose of the study was simply to describe what group supervision could be, how it could change over time and factors contributing to these changes. The expectations of the supervisees and their experienced outcome of the supervision were also studied. The expectations could be divided into two parts; the content and the method of the supervision. That is what were they talking about and how were they working in the supervision sessions. Results showed that how participants worked in supervision in groups could differ. It is probably easier to talk about what will be discussed than how it is done. Tradition and experiences played a great part in the processes. If group members were used to work in groups in a certain way, this way would be converted to the group supervision as well. This was more obvious,



according to the study, when group members were not used to supervision. Participants who were more satisfied with the supervision were more curious and willing to change together as a group and more responsible. In other words curiosity, willingness to change and practical assuming of responsibility affected the group development positively. As other researchers have showed the group climate, i.e. feelings of trust and support, are important for the learning process (Boalt Boëthius & Ögren, 2000).

Since 1970th supervision is very commonly used in psychotherapy and psychosocial work. Supervision is supposed to increase professional competence frequently used as such. In order to survey supervision, supervisees and supervisors and effects on professional competence in 70 communities in Sweden a larger study was conducted (Egelund & Kvillhaug, 2001, 2002). Part of the study investigated the use of supervision, criteria for choice of supervisors, goals of the supervision and increased professional competence. Supervision was very commonly used. Results showed that 81% of the professionals had ongoing supervision mostly group

supervision. Supervisees were very active in the choice of supervisor. The supervisor's formal professional qualifications or theoretical orientation were of minor interest. It seemed as supervisors hypothetical contribution to professional competence was not valued high. The supervisors work experiences were on the other hand valued higher. The goals with the supervision were more directed towards personal development than towards increased theoretical knowledge and knowledge about relevant research findings.

In Sweden most of the supervisors are specially trained in supervision (Egelund & Kvillhaug, 2001). Supervision is an educational task and demands to my opinion specially trained supervisors. We want supervision to increase professional's effectiveness. As a supervisor for many years I sometimes wonder how experiences from the supervision sessions are implemented. Literature shows that supervision seems to be effective at least from supervisee's point of view. If supervision indirectly increases the possibility for clients to get better help still remains to be studied.

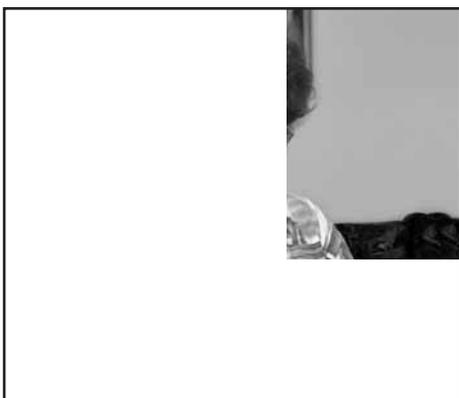
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Interview by Ovidiu Ionescu
31 May 2006

Interview with Mrs. Georgeta Aprotosoiaie, General Director of the General Direction for Social Work and Children Protection Mehedinti



Georgeta APROTOSOAIE

*Jurist, General Director of the General Direction for
Social Work and Children Protection Mehedinti*

O.I. Dear Madam Director, thank you for accepting to participate to this interview, it is a good occasion to transmit to the readers your position on the improvement of the professional practice and the increase of the quality of children protection services. Let us begin with a comment on the idea of supervision in Romania, in children protection and I want to ask you how do you think the professionals perceive this intervention?

G.A. *Supervision is the way a designated supervisor authorizes the activity of the professionals working in social work and not only. Supervision assures the observance of good practice standards and it is really useful in the observance with maximum efficiency of the skills from the job record. Many of my colleagues assimilate supervision with control. We are now working for changing this outlook.*

O.I. We define this need for supervision as a support granted by a senior to a professional junior so that they act in conditions of good

practices and to learn in the same time. What is your opinion is supervision a form of learning the profession?

G.A. *For sure. Especially in Romania, where only now we have models of good practice. We could not know if what we do is good or not if we haven't had a supervisor of our activity. How could we get rid of the entire emotional load that we accumulate with every case?*

O.I. How can supervision help you at DGAS Mehedinti ?

G.A. *There are many variables that influence the staff performances: the competence and the capacity to realize how they work. It is necessary that the supervisor find the training needs of the staff.*

O.I. There are two approaches about the institutional relations with the supervisor, some promote hiring a person in the institution to have the role of a supervisor and the other one, getting



a supervisor from outside the institution to come with a certain rhythm and to talk with the employees and to reflect together with them without the director's or the manager's presence. What is your opinion on that?

G.A. *We would choose a supervisor from outside the institution. My colleagues would be more relaxed and there would not be the fear of "control".*

O.I. Which are, in your view, the most important functions of supervision, and how can this help you and which roles of the supervision would support children and family welfare?

G.A. *- if the created services are efficient
- if the team has been well selected; the abilities of the team*

- if there are training norms

- attainment of the performance indicators

O.I. Are you one of the social institution managers that support the introduction of supervision as a good practice element in the activity of the professionals working with the child and the family? What makes you promote this idea, have yourself had the possibility to reflect with somebody at the daily activity and in making decision process, did this help?

G.A. *I have 9 years working in this field and I am the person that created all the services in the direction. If I hadn't had a supervisor, do you think I would have done all these things?*

O.I. Professional training is necessary before going on with social and therapeutic activities. This is true for any profession, but why a good knowledge of the theory and the practice is not enough for the professionals to be able to go on with the intervention at the best professional standards?

G.A. *In social work we work with people and a professional can never say he knows everything, no matter how much theory he would know or how much practice he would have.*

O.I. For supervision, administrative will and resources are necessary to be integrated as a daily natural activity in DGAS's budget. Is it possible to find the necessary resources for this, and how?

G.A. *We have always found support at the direction of the County Council. All you have to do is to explain it and in order to explain it you have to know what it's all about.*

O.I. Do you have anyone to contact as a supervisor to work here in Mehedinti?

G.A. *As an executive director, I have a supervisor. I requested it also for my colleagues, but I'm waiting for their asking me. We are now in the period of discussions about the need for supervision. I can not impose it to them. They have to feel the need and ask me to help them.*

O.I. What help can we give to the professionals working at the countryside? At their turn, they badly need help in this moment.

G.A. *They can ask for supervision from our badly. But, like my colleagues, they are afraid.*

O.I. What are your future plans for the development of this activity and helping the professionals to get involved in such a reflection process without being reluctant, and to openly analyze their activity for improving it or for making the best decisions for the clients?

G.A. *Reluctance to novelty is present in every team. The important thing is to know how to approach this novelty. And I think that also here a ... supervisor is needed.*

O.I. Do you want to send a message to your colleagues, general directors or heads of services?

G.A. *Supervision is necessary. Let them wait no more. The supervisors assure training at the working place for the social workers and personal and emotional support to every professional.*

We all need a feed-back for our activity.

O.I. Thank you!



Reflection - the core competence of supervision



Siegfried TATSCHL

This article¹ explains the reasons for which reflection and hence also supervision is increasingly gaining significance in the working environment, how reflection evolves, and why supervisors are specialists in reflection².

A selection of hypotheses by way of introduction:

- Rapid changes in the working environment lead to contradicting requirements and work orders. Profound changes in job profiles (professionalisation) put great pressure on professionals and lead to contradictions in professional self awareness.

- These conflicts cannot simply be solved by orders and rules. Cooperation and consideration on the part of all involved are required in order to deal with these conflicts. A need for reflection arises.

- Supervision is being implemented in an increasing number of areas to deal with and support this need for reflection. Meanwhile this phenomenon has spread throughout Europe.

- Supervisors are specialists in the area of reflection in working situations and professional action.

- The selective development of competence

¹ I am grateful to Angela Gotthardt-Lorenz and Helmut Haselbacher for their important suggestions for this article.

² Gotthardt - Lorenz Angela: Die Methode Supervision – eine Skizze. In Pühl Harald: Supervision und Organisationsentwicklung. Published by Leske und Budrich, Opladen 2000



in reflection is an essential prerequisite to be able to act professionally in supervision.

The following article aims to prove these hypotheses using experience and observations made during my own activities as supervisor and with reference to relevant literature. Guidelines for the schooling of competence in reflection will round off my discourse .

Change, professionalisation and the need for reflection

The examples listed here deal with changes in methods of working and attitudes to work, and with new demands on the employed due to changed working conditions. It is always a case of intense emotional and cognitive consideration of professional identity up to now. Not only should new actions and opinions be coherent, it should also be possible to reconcile and explain past action in the light of these new demands. Furthermore, the reasons for these changes in action must be conveyed to the environment rationally and comprehensibly.

The coming into being of the *probation service* as an already historical example for changes in the working environment and the implementation of supervision will be described in the following: "the legislative basis for a modern probation service was laid down in 1961. With the backing of Elisabeth Schilder, Sepp Schindler introduced supervision in the newly established all-Austrian "Association for Probation" in order to support the probation officers in their difficult task (double role) between control in the name of the law and therapeutic help for the individual. The probation officer's capacity to act is determined to a great extent by trust, which builds up throughout the contacts with his clients. (see also Schindler 1984)".³

In organisations working with the disabled, the need for reflection frequently arose in the transitory stage from the pioneer phase to a professional institution. Personnel, who, as dedicated human beings, took on tasks in care

and organisation without special training, sometimes also as dedicated family members who relied on their experience as mother or father, came into conflict with the new requirements, such as specialised aid for their clients. Craft tutors who relied on their experience as apprentice or assistants in various trades often found themselves confronted with demands for which they had no useful experience.

An example:

In his new job in the *care for the disabled*, a former truck driver, originally trained as plumber, is responsible for ten mentally and multiply disabled people. In addition, a number of these stem from difficult social backgrounds and show strong behavioural disorders. It is his task to organise adequate activities for these people, the workshop concentrates mainly on pottery (vases, ash trays) which are to be sold at christmas markets. One of his clients is keen on woodwork, his greatest wish is to make a wooden car. In the course of conversion work there are also tasks on hand such as cleaning and sorting old bricks. The issues which preoccupy the attendant in supervision are "do I have to force the clients to work or to a certain workload? To what extent should I give in to clients' individual recreational wishes? How do I deal with opposition – these are after all disabled people, they are not responsible for their behaviour?"

In team supervision, experienced colleagues and management always stress the importance of empathy and intuitive action. Whatever happens, force should be avoided. The clearly structured rules of order and delivery were replaced by an undefined task. Working hours are the only reliable structure. In the past it had been important to deliver ordered goods to clients at the correct point in time. Social contacts with clients were limited to the period of goods delivery and their content was easily understood. Now it was a matter of spending seven solid hours a day with ten very different people, of working together with them as a group, and of reacting pedagogically sensibly to the conflicts that arise within subgroups. Care timetables instead of order lists must be filled in and checked. In the course of supervision, I always try to seek links to other

³ Sauer Joachim: Zur Geschichte und Tradition der Supervision in Österreich. In Luif Ingeborg: (Hrsg) Supervision-Tradition, Ansätze und Perspektiven in Österreich. Published by Orac, Vienna 1997, pg. 33



familiar roles, such as that of commander in the voluntary fire brigade. In this function, he is well capable of motivating people to cooperate of their own free will and reliably, and to react adequately to unforeseen situations.

Professional training in *care of the disabled* sometimes even increased the pressure to perform, as newly acquired knowledge and professional roles had to be “squared” with what had been done so far.

Similar conflicts arose at management level. Although they had seen themselves as administrators over a long period of time, they were increasingly being called upon to make decisions in specialised areas without the relevant training. In addition to this, they were confronted with a new generation of assistants who entered into service with a solid basis of training and practical experience, and who took a critical view of these management decisions.⁴

A need for reflection also arises out of the changed behaviour of clients and customers. *Administrative bodies* are turning into service organisations and contact with clients is based more on dialogue and becoming increasingly customer orientated. An ever larger number of *economic organisations* are selling “solutions” and service, no longer merely technical products. Communicative and social competence is being demanded from workers at all levels.

In schools, *teachers*, who find themselves suddenly subjected to assessment through feedback sheets, face self confident pupils and parents. In order to avoid teachers feeling that they are being pressed into a student’s role, such new instruments can only gain acceptance if new roles and identities are developed for teachers for dealing with feedback. Being *headmaster* in a school will rapidly turn from an honour into a nightmare, when one is suddenly confronted with a demand for management skills for which the previous role as teacher and the professional

experience gained therein are not enough. Staff members are no longer colleagues, they expect advice, far sightedness and scope for development from their former colleague, but frequently also the fending off of the multitude of additional tasks which are increasingly being delegated to schools. Loneliness, which for the teacher in the classroom occasionally led to unburdening feelings of autonomy, now becomes a burden and a risk both socially and healthwise.

Well founded general professional training and additionally acquired specialised knowledge is often no longer enough when faced with the demands as *general practitioner*. Increasing experience and routine lead to confidence in action. This confidence is often undermined by patients who are self assured in their bearing towards the doctor, who come well-informed and often formulate particular wishes for their treatment. Doubt is voiced concerning routine prescriptions, there is increasing readiness to change practitioner and obtain a second opinion. University training did not prepare for these new challenges, the role of the lone fighter, highly developed in the course of a long study period, makes it difficult to develop new strategies and roles to come to terms with these new demands. Here also the ability to work alone becomes a risky burden for both patient and doctor.

Politics as a field of work is also subject to profound changes. “Spin doctors” and media coaches are called upon as advisers to be able to cope with merciless medial transparency. An increasingly demanding electorate is critically peering behind the facade, a wish for integrity and authenticity is present. It is possible to train and practise confrontation of the respective target groups with appropriate messages. The necessary authenticity for this however requires reflective inner processes. The roles which have been adopted must be reconciled with the own identity. Charisma, eloquency in dialogue or competence alone no longer suffice. All these abilities must be made use of flexibly and suited to the situation. In the course of a reflective process, the *politician* also needs to consider his profession in order to be able to react competently and autonomously to current demands.

⁴ Tatschl Siegfried: Organisations supervision und Organisationskompetenz als Antwort auf Herausforderungen des Wandels von sozialen Organisationen. In Luif Ingeborg: (Hrsg) Supervision – Tradition, Ansätze und Perspektiven in Österreich. Published by Orac, Vienna, 1997



Due to over aging in the population and decreasing birth rates, many European countries are faced with a dramatic fall in numbers among the young workforce. In the short term, new workers can only be gained through migration. In the near future, this will mean that many areas of work will face having to integrate workers from various cultures and working backgrounds to a much greater extent than at present. Here also a well-known conflict is in the process of developing. Often it will not be possible to solve the problems which arise with regulations, on the contrary, reflective competence on the part of all concerned will be called for. By concentrating on the factual conflicts at the workplace, prejudice against “foreign” colleagues may also be prevented.

What all these developments and the resulting questions have in common, is that the problems which arise cannot be solved by orders alone. They are beyond simple control mechanisms. Dialogue and reflective processes are always necessary here in order to include both sides, flexible and adequate action will be required. Constant learning through experience is absolutely essential. In most cases, this alone however will not be enough. It must be linked to new techniques, as practiced in courses, furthermore it must be reconciled with new attitudes. Personal and professional history must be integrated, so that “that which I was and that what I am now” can exist together. The alternation between inner orientated and externally orientated processes requires special schooling. Supervision specialises in learning techniques to facilitate this process.

Summary

The complex problems described above are not a result of personal deficit or personal failure. From the supervisor’s point of view, it is about phenomena which occur due to a change in working conditions and the social and technical changes on which these base. They occur in professional groups, institutions, or even entire trades. The concrete supervisory process focuses on the significance of these changes, also for the individual.

This development is gaining momentum

rapidly and is spreading increasingly to many fields of work.⁵

Graduates from supervision courses who, in the course of their training turn towards new fields of activity, frequently provide valuable advice and suggestions for the implementation of supervision.⁶

Reflecting - the core activity in supervision

The verb “to reflect” was taken from the latin re-flectere, “to bend back, turn back” (or in latin “animum reflectere” “turning one’s thoughts to something”). Other circumscriptions of the meaning would be “to mirror; to think about, to mull over, to ponder upon; to take something into account, to aim for something, to have one’s mind on something.”⁷

How reflection comes into being:

“This would be an unlikely conclusion, Hungertobel wondered. “Of course” replied Bärlach, but it is possible. You should take all possibilities into account.”⁸

“Taking all possibilities into account”, for me, this basic attitude of Dürrenmatt’s Kommissar Bärlach characterises an essential supervisory attitude. Past experience and perception is tried and tested for various possibilities of understanding and explanation. It is like laying variously coloured filters over one and the same picture, lighting a stage from different angles, or choosing various “entry corridors”.⁹

This process of “approach” to the understanding of a phenomenon can be divided into three steps:

- defining the facts
- discerning feelings and emotions
- reflection

⁵ See also: Buchinger Kurt: Supervision in Wirtschaftsunternehmen. In Supervision vol. 2/2002, published by Votum Verlag, Münster 2002

⁶ See also contributions in Reichel Rene., Dvorak Karl (Hrsg) Sozialarbeit und Supervision. Liebesbeziehung und Vernunftfehe. SOZAKTIV, St. Pölten 1998

⁷ Duden (1989): Das Herkunftswörterbuch. Mannheim

⁸ Dürrenmatt Friedrich: Der Verdacht. Published by Benziger, Zürich 1952

⁹ Gotthardt-Lorenz Angela, personal impartation



This three-way division is based upon a psychosomatic model which relates to the body, the soul and the spirit. This will be further explained using the example above of supervision with a team working in the care of mentally and multipally disabled people:

Defining facts

In supervision, facts are what is visible to others, can be read up or proved through statements by others.¹⁰

Example: I was called upon as supervisor by the team working in a workshop for the mentally disabled. The number of people in the team is determined by a personnel plan. Organigrams and job descriptions determine responsibilities. Some work orders are articulated, others follow tradition. The lay out of the premises or their interior encourages or limits certain encounters. Actions are carried out. Decisions are made.

Perceiving emotions and feelings

Emotion in this context means immediate physical, sensual reaction to an event, to something related, to something seen, to the environment, people, a room or a situation. The human ability to feel these emotions enables us to attribute various qualities to these immediate physical reactions.¹¹

An example: A request over the phone by a team leader initiated a physical condition of alertness in me, and awakened feelings of curiosity and interest. My physical reactions during supervision are completely the opposite, when the new colleague explains about a client's refusal to work. As he is disabled, there would not be much one could do about it. On the other hand, the situation required urgent action, as this client was also "infecting" the others in the group with his attitude, and chaos was spreading. These

supervision sessions initiate extreme physical tiredness and phases of disorientation and "fogginess" in me. Feelings of panic begin to surface.

Practising reflection

The facts, emotions and feelings are tested on the basis of certain concepts and theories in order to be able to understand the situation presented by and experienced with the supervisees. These conclusions are intended to open up new perspectives or reinforce decisions made previously. It is important for the supervisor to discern the correct moment and the correct way in which to present his sentiments and ideas to the supervisees, so that they will be accepted as supportive and helpful.

An example

The feelings of panic make me think of the client, who feels irritated by the new workshop tutor. He is overburdened by the workshop tutor's indecisive behaviour. The workshop tutor too is in a similar situation. He is not used to the unforeseeable outbursts of emotion on the part of the clients. He feels more relaxed when he is able to instruct familiar activities of workmanship. He is obviously unfamiliar with the "psychological language" used by the other team members. I can see that in the current working situation, the need for security and the wish for guidance for "working with feelings" have priority. I try to seek analogies between his current situation and situations in his previous career and encourage discussions on concrete expectations on what is to be done.

The following schemes of interpretation or "entry corridors" have established themselves as vital for the process of reflection on working situations. The process of reflection requires corresponding knowledge and competence in the following areas:

- The person (The human being as an individual. Theories of development. Theories of personality.)
- The group (The human being in a group. Group theories. Group dynamics. Rank dynamics. Typical phases in groups. Coming to terms with fear in groups. Mass psychology)
- The history of the learning process

¹⁰ See also the concept for the development of quality by the Frey Akademie, which focuses on verifiability as the key issue in quality analysis: QAP Qualität als Prozeß. Dornbirn 2001

¹¹ For a closer look at this distinction see also Damasio Antonio R: Ich fühle also bin ich. Die Entschlüsselung des Bewußtseins. Published by Econ Ullstein, Munich 2002.



(Individual history. Development of knowledge in the profession and in the field of work. Knowledge management in the organisation. Learning theories. Learning concepts.)

- Counselling¹² (Concepts and models. Ethic standards.)

- Field and Field dynamics (Knowledge on the field of work in which supervision is taking place. Historical development of this field of work. Typical behaviour of clients and professionals in this field of work. Laws. Taboos.)

- Organisation (Theories of organisation. Laws in organisations. System theories)

- Employment and professions (Behaviour of human beings in a working context. The status of professions. Functions and professional role.)

- Culture (Culture theories. Ethnopsychanalytical concepts. Interculturalism.)

- History¹³ (Contemporary history. Dynamics of history. Concepts of public space. Conflict studies. Forms and structure of power. Collective coming to terms with history.)

Supervision and the ability to “instrumentalise”

The term “instrumentalise” often means using something or someone to one’s own advantage. In this context, “instrumentalise” means the ability to make oneself and one’s own abilities available for processes of reflection. The process described above, that is dividing comprehensive experience into three steps of determining facts/ observing emotions and feelings/ reflecting, requires specific skills. Drees uses the term of instrumentalisation¹⁴.

Supervisors make themselves available as an instrument of work and perception as a person, with their ability to witness and empathise, their own particular history and experience. It is matter of developing the so called “third ear” in order to be able to hear what has not been said, or what was meant in a different way, of reading between the lines and hearing the background noise.

This ability of self perception and self reflection helps to attain at once distance and peace in action and proximity to the events. I should be able to put myself in a position which enables me to observe my own doings and perceive what others are doing at the same time.

De Roos calls this ability subjectivisation.¹⁵

Personal requirements in supervisors

Three aspects can be discerned as essential abilities for supervisors intending to learn the craft of reflection and guidance for reflection:

- The human being’s genetically defined neuronal endowment.

- An individual’s personal history

- Education and training.

These are the crucial requirements in order to gain reflective competence in the areas of perception/attention/observation and when dealing with or interpreting what was perceived/noticed/observed, and to develop the ability of subjectivisation (Sijtze de Roos) or instrumentalisation (Alfred Drees).

The human being’s genetically defined neuronal endowment

Cognitive neuroscience is currently one of the most fascinating areas of science. Various specific activities in the brain can be displayed using different depictive methods. The discovery of so-called mirror neurones is of particular interest

¹² See also Petzold, Hilarion G.: Interdisziplinär beraten – sich ergänzen: Überlegungen zu Beratung als Disziplin und Praxeologie in der modernen Wissensgesellschaft. Düsseldorf/Hückeswagen. In www.fpi-publikationen.de/supervision - SUPERVISION: Theorie - Praxis – Forschung. Eine interdisziplinäre Internet Zeitschrift – 02/2003

¹³ See also: Die Beschäftigung mit der Geschichte. In Tatschl Siegfried: Wenn Supervisoren reisen. Was bei europäischer Arbeit von Supervisoren und Supervisorinnen entsteht. Erfahrungen und Reflexionen anhand des Projekts HASI. In Supervision 1/2003, published by Beltz, Münster 2003, pg. 10

¹⁴ Drees Alfred: Intuitive Dialoge in Therapie, Supervision und Beratung. Lecture at the 2nd world Congress for positive psychotherapy, Wiesbaden, 5th – 9th July 2000

¹⁵ De Roos Sijtze: Skills and methods of observation in supervision and coaching. Lecture in the course of the ÖVS meeting, Salzburg, 2003.



for our topic¹⁶. This is an area of the brain which enables us to perceive what others are feeling and thinking and to interpret it. This region of the brain is activated when another person moves, or even if we merely hear the noise which accompanies a movement. The movement is imitated in our own corresponding regions of the brain. All of us are familiar with the phenomenon that we automatically take on the same stance as the supervisee during the supervision sessions, that we lead our hands to our mouths at the same time, or yawn together. The colloquial expression “be moved to do something” thus attains a neurological explanation.

Interesting perspectives for counselling, supervision, psychotherapy and learning open up in practise through the implementation of these realisations. This innate ability can be trained and put to use deliberately. If for a brief moment I adopt the breathing rhythm of the supervisee after

she has just rushed in, I am entering into an intensive exchange process. I am in emotional contact with her, have some notion of her hurry, and can consider in peace what use I am going to make of this realisation. As a rule, this procedure facilitates the supervisee’s arrival, leads to visible calming and therefore rapidly creates a feasible working basis. Sometimes I find it important to give up the position which I have adopted unconsciously, a mirror image of my supervisee. This brings me once again closer to my own perceptions, I take up my own stance, which in most cases also leads to a new flexibility in thinking. These considerations can once again be integrated into the process of supervision. My “solution” can on the other hand lead to a new “posture” in my supervisee. Various investigations have shown that communication happens to a great degree para- and non verbally¹⁷. The reason

¹⁶ „In the early nineties, scientists working under Vittorio Gallese at the University of Parma, discovered cells in the brain of macaques in an area named F5, a part of the premotor cortex, in which actions are planned. These neurons discharged when the monkey reached for an object – and equally so, when the monkey saw that the team supervisor was reaching for the object. Gallese termed these neurons which reflected another’s actions “mirror neurons”.

We can discern from our fellows’ mimicry and gestures how they are feeling and what they are thinking. From this, we can predict their next moves, and therefore motives for moves of our own. A simple example: A man lowers his eyebrows – he must be angry – he may want to hit me – I had better run away.

We understand what is going on inside someone else’s head by simulating it ourselves. It could by all means be called “aping”. A charming precursor is a baby’s reaction to a tongue stuck out at it: It sticks it’s own tongue out.

Mirror neurons are therefore closely connected to learning. And also to language: The F5 region in monkeys, where the first mirror neurons were located, is seen as an early form of the Broca region, one of the areas for language in the human brain. F5 is responsible for movements of the hands – one of the arguments in support of the theory that the development of speech was built up on gesticulative precursors, that speaking through the hands preceded speaking through the lips. In one of Gallese’s papers, it was shown that a link can already be found in monkeys between hearing and communication through gesture: he discovered neurons in F5 which also discharged when the monkey merely heard the sound accompanying a gesture. Mirror neurons are not only found in the premotor cortex. In patients who were subjected to brain surgery while fully conscious, the Canadian physiologist William Hutchison discovered neurones in the cingulate cortex (where some scientists presume the location of the “self”, as it is active when something is done of one’s own accord), which discharged when the patient was pricked

in the finger, but also when the surgeon pricked himself in the finger. Pity neurons in a stricter sense, so to speak.

It seems essential for neuronal mechanisms of pity that areas in which action is planned or represented are connected to areas in which feelings evolve, in the limbic system therefore, which also includes the notorious amygdala, the “seat of fear”.

Scientists in Los Angeles and Rome successfully proved such a connection: with test subjects, who were shown faces expressing emotion. Some subjects were asked to imitate the expression, others merely to observe it. The result: in both cases, the network of cerebral areas in which particular activity could be measured – through magnetic resonance spectroscopy – was almost identical. The connection between premotor centres – particularly mirror neurons – and the amygdala runs through the insula, an area which also seems to be connected to speech.

This paper, which was published online in PNAS (online 8.4.), in which the flow of information through the areas of the brain is reproduced in greater detail – confirms a concept by the German psychologist Theodor Lipps (1851 – 1914): “Empathy” as Lipps called it, bases on “inner imitation” of a person’s action into whose situation we place ourselves.

The “chameleon effect” shows that the boundaries between inner and active imitation are blurred: Sympathetic people unconsciously imitate behaviour and facial expression of those with whom they are sympathising. This presumably reinforces sympathy: Darwin already knew that not only do feelings influence mimicry, but also the other way round. Whoever manages a smile, will make himself feel better.” Die Presse, Vienna, 12.04.2003

¹⁷ „The results from investigations show that only 7% of the effect of a message bases on the words used, 38% on the way in which these words are articulated (paraverbal communication) and 55% on body language and mimicry (non verbal communication).“ in Herbert Frank: *Fit für fremde Kulturen: Interkulturelles Training für Führungskräfte*. Published by Haupt, Bern, 2002 pg. 38



for the effectiveness of nonverbal communication lies in the mirror neurones. The root cause of various profound communicative disturbances could also be located in these neuronal regions.

Personal history

Mankind's innate ability for feeling for others, for empathy, is formed and characterised by each individual's personal development. Choice of vocation and personality have been thoroughly investigated and well documented for the area of social work and psychotherapy¹⁸.

Gerhard Wittenberger wrote as follows on the vocational choice of supervisor: " In my opinion, the vocational choice of supervisor is linked to the candidate's high sensitivity, his interest for conscious and unconscious needs in other people. Genetically this interest is the result of a type of relationship with the mother or parents, the narcissistic balance of which depended on a certain manner in which the child behaved "correctly". The child developed an astonishing ability to satisfy its mother's need intuitively, and so secure itself "love", that is its parents' narcissistic attention. It felt useful, and that in turn gave it's existence security. ... But precisely the development and perfection of this particular sensorium will help the child to survive and will permit the adult to practise a profession such as that of the supervisor."¹⁹

Since supervision is rarely the first vocational choice, a general profession will have been taken up previously in most cases, for which empathy is an important factor.

Training observation and reflection

Supervision means looking closely in order to gain an overall picture, as well as taking in the details. I have repeatedly found both the following concepts helpful.

Microanalysis: In child therapy, *Daniel Stern*²⁰ focuses closely on short scenes and sequences: Who did what, how, in what order, what were the feelings involved, who said what to whom...?

In this concept, a short moment in time is observed closely in detail. For supervision, this means having selected situations recapitulated again precisely and in great detail. I have experienced repeatedly that this approach both slows down the speed of recapitulation and at the same time often unveils a whole new panorama. In these scenes, frequently chosen intuitively, actions and processes emerge clearly, such as they occur similarly in a larger context or in the organisation as whole.

Phenomenon of resonance: The dictionary defines resonance as covibration, echo, appeal, understanding and effect. The expression "resonance phenomenon" was coined by *Heinz von Förster*, in a discussion with *Mony Elkaim*²¹. The origin lay in the phenomenon that feelings which occurred in counsellors and supervisors are often feelings also described by patients and consequently helpers. These feelings are then connected to respective patterns of behaviour. On the one hand, these feelings are related to the supervisor's own personal history. On the other hand they have a function and meaning for the understanding of the other person and their system. It is not only a matter of perceiving and understanding the function of feelings which usually irritate such as anger, but also of paying attention when feelings of great well being or happiness occur. Looking into these feelings and reflecting on them is often a key to understanding a situation or a problem brought up by the supervisees.

¹⁸ See also Schmidbauer Wolfgang: Die hilflosen Helfer. Über die seelische Problematik der helfenden Berufe. Published by Rowolth, Reinbeck bei Hamburg 1977

¹⁹ Wittenberger Gerhard: „Über die Verwundbarkeit in der Supervisionsausbildung. Aspekte angewandter Psychoanalyse.“ In FORUM Supervision Nr1, Münster 1993

²⁰ Stern Daniel: Die Wirklichkeit zwischen Mutter und Kind. (Audiokassette erhältlich unter www.auditorium-netzwrk.de) Workshop in the course of the 2nd world congress for psychotherapy. Vienna 2002

²¹ Elkaim Mony: Wenn du mich liebst, lieb mich nicht. Lambertus, Freiburg im Breisgau 1992

Elkaim Mony: A systematic approach to the therapists's feelings. (Audiokassette erhältlich unter www.auditorium-netzwrk.de) Lecture in the course of the 3rd world congress for psychotherapy. Vienna 2002



Guidelines for training perception and reflection

Supervisors will develop inner guidelines for questioning in order to focus observation and permit reflection according to the considerations above on procedures which encourage reflection.

Determining facts:

Who took part? What was said? Who talks, and how much? What was left unsaid? What actions were taken? What sort of institution is it? What written guidelines are there? How is the organisational structure? Who is responsible for what according to organigrams and job description? Where is the establishment? How is it equipped? What impression does it make? What is the usual seating order?

Perception of emotion and feelings

What do I feel, what feelings come up in me? What sensations does the supervisee initiate in me? How do I feel on the premises? Do memories come up of similar situations in a totally different context? What I would like to do most is run away, hit, take him or her in my arms...? In what state of mind am I – wide awake, absent, disorientated? What physical symptoms make themselves noticed (headache, falling asleep, butterflies...)? I whistle a tune suddenly/afterwards – what tune?

Reflecting

What is my opinion? What conclusions do I draw? What new questions arise? What insight have I gained concerning my learning requirements, my strengths and weaknesses? What would be the next steps? My gain in insight in retrospect, from a distance? What significance do these emotions have regarding this field of work, this position, the task? How do I interpret my feelings in the light of what I have been told? What would be typical for this type of organisation, the clients, the cultural background of the persons in question?

Summary

Reflection is the supervisor's key competence. This is based on the ability to instrumentalise. This ability is part of a person's

innate cognitive skills. It is shaped by personal, individual history. Later on this ability is trained, at first probably unconsciously, then deliberately. A series of concepts serves as blueprints for the interpretation and understanding of working situations and conflicts such as they have been perceived. Supervisors volunteer themselves as media of communication in the exploration and handling of scenes from every day working life. By their contribution, they support the supervisees in discovering and developing their own reflective competence.

Distance as a prerequisite for the effectiveness of reflection

The production of reflection was described above as a gradual dissociation from comprehensive experience. This dissociation takes place within the supervisor. In order to allow for different aspects of reflection, outer dissociation will however also be necessary. Supervisors come from outside the system, and are only temporarily part of the system under supervision. This brings about spatial, social and cultural distance to the system under supervision.

Bodenheimer explains this necessity "as arising from a basic principle, which states that a fact cannot be explained from within the system in which we are confronted with it. Any sensible interpretation – or extension of meaning – must be understood in essence as *inter – pretatio* that is as a transfer from one system to another system... whoever does this, the *inter-pres* is a mediator, who, if we are talking about the interpretation of divine words, sees himself as *presbyter*, builder of bridges (*pontifex*), as moving between systems and mediating between them."²²

In 1978, Jager wrote the following about supervision in psychiatric hospitals: "As far as the supervisor is concerned, it is of great importance for the staff of the therapeutic unit that he is not drawn into the network of this community, but is able to observe it at a distance from outside."²³

²² Bodenheimer Aron Roland: Warum? Von der Obszönität des Fragens. Published by Reclam, Stuttgart 1984, pg.17

²³ Jager Elisabeth: Die therapeutische Gemeinschaft. In: Hans Strotzka (Hrsg): Psychotherapie: Grundlagen, Verfahren, Indikationen. Urban und Schwarzenberg, Vienna 1978, pg. 386



Inge Tutzer puts it as follows: “It seems important to me to enter the other’s space for an exchange, in order to be able to experience strangeness and approach with all senses. This is after all a general characteristic of supervision.”²⁴

In the 24 years which lie between these two statements supervision has become an integral part of a variety of professional areas. Supervision, and its particular exponent of coaching is being used on different levels of the hierarchy to broaden the professional horizon. Remote observers have become “travellers in the service of work related reflection”. Professionally cultivated “strangeness” allows for the inclusion of cultural and historical dimensions in the process of reflection. A decisive factor for the analysis of this aspect is knowledge acquired in the course of Europisation of supervision.^{25,26}

Summary

Distance is a characteristic of supervision. It is a prerequisite for the enhancement of meaning to take place. “The methodical craft of supervision consists of building a bridge between considerations on communicational processes in the working environment or the organisation, and the presentation and experience of these issues and the emotions linked to them in the supervision system. Feedback takes place between the systems, from the supervisory system to the working system and vice versa.” (Gotthardt-Lorenz)²⁷

To be able to understand a working environment which has become more complex requires suitably modern instruments. Because of its independent and remote position and the emotional and cognitive observation of working processes and situations, supervision is able to continue evolving methodically, equivalent to

changes in the working environment. The supervisees undergo a similar process of learning and development. This mutual learning and development of competence, always in contact with and relating to the working environment and to social and personal reality has led to supervision becoming a European success story.

© *Æiril Æiro Raië – Mostar*²⁸

The metaphor of the bridge appears regularly in connection with supervision. Here I would like to use the image of the bridge of “Stari Most” – the “old bridge” of Mostar²⁹. It expresses much of what is important to me as supervisor and as a European. “Stari Most” connects different cultures and religions, as well as differing values. It makes possible personal encounters. The image of “Stari Most” stands for the overcoming of an abyss and the encouragement and facilitation of exchange. Another aspect is the look at collective history. The fact that “Stari Most” was reerected under involvement of all concerned in an interactive and reflective process after being purposely destroyed is an act against resignation in the face of traumatic historic experience.

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²⁸ I am very grateful to Æiril Raië for placing this photo at my disposal. Zahvaljujem gospodinu Cirilu Raiëu za fotografiju Starog mosta.

²⁹ For a long time Stari Most, the old bridge in Mostar, was seen as a symbol of communication between different peoples, as well as a picturesque motif and destination. The static achievement of 1566, of erecting a single arched bridge of this dimension (height 28m, width 21m) in stone, deserves as much admiration as the graceful aesthetics of the architecture itself.

The destruction of this piece of cultural heritage during the Bosnia war of 1993 shocked the world. The international community made the reerection of the so-called “Old Bridge” possible, this also involved salvaging the original stone blocks from the bed of the river Neretva. See also the book from the exhibition at the Vienna Museum of Art: The bridge of Mostar / Die Brücke von Mostar. Vienna 2003

²⁴ Tutzer Inge: Erfahrungen aus der Internationalen Supervisionsgruppe. In ANSE website: www.supervision-eu.org

²⁵ Tatschl Siegfried: Wenn Supervisoren reisen. Aao

²⁶ Freitag-Becker Edeltrud: Im Dialog mit der Andersartigkeit. In Forum Supervision, Nr.22, „Supervision in interkultureller Perspektive“, October 2003

Hrsg. Gerhard Leuscher / Gerhard Wittenberger, Fachhochschulverlag Frankfurt 2003

²⁷ Gotthardt-Lorenz Angela. Aao.



Professional supervision in Mother and Baby Center



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Supervision is the main way a supervisor designated by the organization authorizes staff individual and joint activity and assures observance of the quality standards. The objective is creating the possibility for the staff to be able to work according to their job descriptions, with maximum efficiency. The nucleus of the supervision process is the periodical meetings organized by the supervisor and the supervisee. The Supervisee is an active participant to this interactive process”- (Brown and Bourne)

The Mother and Baby Center has or it should have an active human resources supervision system that assures its best functioning. Supervision is treated as a key component of management of quality of human resources, being

indispensable for any service that means a direct relationship with the client.

Having a supervisor for activity of the social workers/educators and their relation with the mother, child and family is compulsory. It is preferable that this supervisor to be a high education specialist, in the field of services where the assistance program is integrated or in DGASPDC or the non-government organization that offers the services.

In family centered social work is necessary that the social worker responsible with the case or the educator who works directly with the mothers and their children to have supervision from an outside specialist, to be counseled in making and applying the individual protection project, to improve the work methods and overcome the difficult situations in relationship with the client and/or the stress inherent to a working place where human dramas are « treated ». It is a right of the specialist to ask and receive support



to solve the professional problems or the ones aroused by the professional stress.

In the same time, the service provider - DGASPDC or the non-government organization – takes the benefits from naming a supervisor for the mother and baby center because it can assure management and assessment. It is based on personal experience and expertise of the supervisor. The hard thing for the supervisor are the different roles that can support case heads/ case managers/the staff to work efficiently, having in the same time the responsibility for the results and the fulfillment of the center's mission.

What do the supervisors do?

- *Support and train the staff dealing with case management.*
- *Lead and co-ordinate the activities of the program.*
- *Assess the employees' performances, the efficiency of the program and the results for the beneficiary families.*
- *Contributes to making the politics and applying them.*
- *Manage programs.*
- *Assure communication and feedback.*
- *Settle co-operation relations.*
- *Negotiate agreements between organizations/ systems.*
- *Interfere in solving problems for consolidation of child and family services system*

ABILITIES (Cooke and McMahon, 2002)

There are four essential fields of ability for the supervisor from child and family protection system:

- Relational abilities
- Coordinating abilities
- Leading abilities
- Development abilities

Each of these fields has certain associated characteristics. Let us analyze each separately first and after that as a whole to see the unity of certain characteristics from each abilities category in having an efficient supervision in protection system centered on family.

a. Relational abilities

To be efficient in their role, the supervisors must have relational abilities in their daily relation with the employees. Here are some abilities from this category: the empathic capacity, the care, the flexibility and a supportive style in supervision. If the supervisor proves such abilities, the staff can thus see the “more human” side of this one's personality and also the support and interest for the employees' efforts. When the staff can see this side, the supervisor facilitates and builds teams inside the department/office. The supervisor is a role model for the employees. By a flexible behavior, he answers the requests imposed by his changing role and also the changing roles of the program and organization as a whole.

b. Coordinating abilities

Other necessary abilities for an efficient supervision are the coordinating ones. Among them: to be a reliable man, a man that can be trusted, to pay attention to details and concentrate on results. The supervisor is a man of trust when the staff and the organization itself can trust him and rely on him. Here some role problems can appear: the needs of the staff and of the organization can not be the same. The supervisor is responsible to both and there are moments when the two seem to be in conflict.

c. Leading abilities

Among these, there is the character determined and oriented to do the task, plus a directive supervision style and the objective is starting the action. Having a directive style, means to act for an objective, a wanted result. Leading can mean assessment of programs, judging the performances, staff supervision and projects elaboration.

d. Development abilities

The last category of abilities necessary for an efficient supervision is the category of development abilities. They require creativity, taking risks, character open to new, team spirit and political boldness. Using all this in supervision means orientation towards change – within own department/office and/or the mother and baby center where the supervisor works. This is the



level where the supervisor is confronted with the ensemble picture: cooperation between community services, making agreements and community planning. The supervisor must have a « unitary vision » and the ability to express it, both in front of the staff and the community.

Consequently, an efficient supervisor must be able to express his/her own vision of the team and to present to the staff the perspective of the organization. He/she must be able to interact with other services from the social work and child protection system and co-operate with it. All the abilities mentioned above are essential in supervision. The difficulty of becoming an efficient supervisor is that efficiency requires abilities development for all of these four fields.

THE IMPORTANCE OF INTERNAL COMMUNICATION AND TEAMWORK

The human resources management in the mother and baby center assures the intervention in the multidisciplinary team and an internal permanent communication between staff, volunteers and associated specialists from other services of the community.

Communication is indispensable for a modern, flexible and efficient organization. All the forms and the methods of communication will be adopted - speaking and writing – for all the employees to know « the internal life » of the mother and baby center, to disseminate information themselves and to express their opinion. It is necessary that in this internal communication process, the beneficiary mothers should be involved, excepting those gatherings and written notes that deal with the confidential details or the specific problems of the staff. The mothers will be informed on the activities, events, projects for future and their opinion for improvement will be asked. It is recommended to set a notice board and a box for suggestions and opinions can be done, encouraging written communication.

We will present some theoretical and practical aspects of work in a multidisciplinary team and development of efficient teams.

The team

According to Katzenbach's and Smith's (1993) definition the team is « a small group of

persons with complementary abilities dedicated to a common purpose, to the same performance requirements and approaching methods for which they feel mutually responsible».

The term multidisciplinary team, adapted to the mother and baby center, refers to an unitary working group, relatively permanent, formed by professionals with different specializations, which is responsible with assuring the assistance, care, education and preparing reintegration into the family and society of the couple mother-child.

But it is not enough that the members of the group be named to become a team. The following elements are absolutely necessary:

- common purpose
- interdependency
- engagement
- responsibility

Let us explain them shortly:

a. Common purpose

The persons must have common objectives or a reason to work together. Thus, to become a team, the members of the group will first define the common purpose. It is necessary besides the formal definition, also the understanding and consciousness of the common purpose by each person.

b. Interdependency

Members of the group must understand that they need one another for achieving the common purpose, taking into account that their roles are complementary. Although each member of the group has different specializations, experience, abilities, specific professional activities, they are equally important for the success of the service plan of couple mother-child. A team can not be build without trust and the trust can be obtained by doing the tasks together and a clear consciousness of each member's role.

c. Engagement

The members of the team must be convinced that only the common decisions are efficient, that « two heads think well than only one, three better than two etc ». In making decisions, the members of the team must be encouraged to express their



opinions. They, at their turn, must be proactive in making decisions and expressing their opinions for improvement of work, services and team quality.

d. Responsibility

For obtaining important results, all the team members must be responsible one to another.

THE GROU
<ul style="list-style-type: none">• the members are together individuals their objectives• the members

The group itself must be responsible as a functional.

Group versus team

For a better understanding of the passage from group to team, we propose a parallel between group and team (Maddux, 1992), according the following scheme:



Building the multidisciplinary team is not only an activity that happens at the beginning of a new program, or a year, but a continuous process that implies more development stages. The coordinator of the center, as human resources manager, will get involved development of the team to make it efficient.

An efficient team has some ideal characteristics, which must not be seen as impossible to reach objectives. Behind every characteristic, there can be found elements relatively easy to put in practice, in any team activity and some deontology rules on which each member of the team must meditate.

The ideal characteristics of an efficient team (Team building. An Exercise)

- All group members follow high quality standards.
- The environment in the group is not formal, but positive and relaxed.
- The critics are constructive and do

not create discomfort; there are no personal attacks.

- The members discuss and everybody participate. People listen to each other; all points of view are listened; there is a supportive atmosphere.

- The members fully trust each other and rely on the others

- The members, including the leader, are loyal to each other.

- The members clearly understand the general and specific objectives and the tasks of the team and accept them.

- The decisions are made by concord (there is a clear general agreement and everybody is willing to accept it) and the disagreements are discussed.

- When the activity begins, there are formulated and accepted clear tasks.

- The leader does not dominate the team and does not obey it blindly.

- The mutual support is free.



Which are the differences between supervision and psychotherapy?

Ruth WERDIGIER



***Biography:** Ruth Werdigier is a cognitivist-behaviorist therapist in Wien. During the past 25 years she was a private practice therapist. In addition to this occupation she works as a supervisor in Health Institutions and provides training for supervisors in companies and big organizations mainly on conflict management issues.*

Coming from cognitive behaviour therapy and having added a training in supervision I want to ask myself what is the difference between those two roles?

Every supervisor learned a basic profession which guides him through his supervisory tasks. As a behaviour therapist I learned a lot about going deeper into a problem- analysis, to learn more about the history of a problem, its maintaining factors and its secondary gains.

Supervisors of other different primary professions might avoid going deeper into personal histories and might look to the system and the organisational aspects.

Let's have a look what we can learn from either way and how the supervision process could profit from every former training.

Behaviourally speaking, personal problems arise from two different sources:

1) From a lack of skills (not knowing what to do and how to do it).

2) From a conditioned anxiety (to fail, to lose love and affection, to lose status) and therefore an avoidance behaviour.

Problems which arise by the system are e.g.: limited resources, ideologies, hidden intentions and contradictions, economic pressures.

When you decide as a supervisor to go deeper into the personal problem of the supervisee then you avoid dealing with the reality of the system. You go into his imaginative world where you don't have to deal with the cold daily life work situation.

The other way round, when you deal only with questions of the system you rationalize and act out only on the practical level. You are looking for fast solutions. Therefore you avoid dealing with the person who is involved and maybe you perpetuate the problem by doing more of the same.

In both cases you avoid the exposure to unpleasant questions.



So maybe we can combine the two strategies.

Supervision has to try to make the supervisee

1) Able to reach a concrete goal, to test the success, to plan future work and act consciously.

2) To allow your client to pass borders into a timeless space, where he can reflect work, not yet knowing what the outcome of the session would be, where he can experience the conflicts by feeling, being aware of bodily sensations, discover old schemas of behaviour, memories and patterns which hinders him in his present work. Provided of course the supervisee agrees with the goal.

Supervision, as Peter Hinnen points out so brilliantly in his article in "Supervision und Beratung". EHP. Bergisch Gladbach, 2005, serves as regain of resources in the working field of the individual or of a team.

What are the resources you need in a certain professional situation?

They are forces, power, energy, knowledge and skills in contradiction to weakness, deficits, faults and problems. Therefore you have to identify which resources the supervisee or the team have already or need, but have no access to them, so they can be developed. The latter aspect was the original goal of supervision.

The themes in supervision are a permanent subject of bargaining between the supervisor and the supervisee and a lively process, where at the beginning of the session neither of the two knows how the session will develop. The supervisor doesn't know what the supervisee needs from him and sometimes not even the supervisee knows it exactly, nor does he know which strategy will be useful to get it.

The supervisor needs a lot of basic skills which he has hopefully learned during his former training, like e.g.:

Knowledge about philosophical and ethical basics, different forms of supervision and different concepts, possibilities and limits of the supervision process.

He has to have personal competence like e.g.:

- Ability to put the right questions and listen to the answers, to empathy and confrontation.

- Talent to perceive and observe, ability to reflect social processes, role flexibility, tolerance to conflict and chaos, awareness to political and ecological aspects.

- Openness to religious and spiritual question, counselling competence, handling resistance (Hannes Brandau/Wolfgang Schüers. Spiel- und Übungsbuch zur Supervision. Otto Müller Verlag, Salzburg, 1995)

Coming back to Peter Hinnen(2005) whose definition of supervision is gaining resources of the supervisee in his working field, he puts some very significant questions:

- Which resources do you wish for yourself and other in your field?

- Which resources do you and others miss in this context?

- Which resources do you possess in your personal context and how come that you don't use them in your working field?

My behaviour- therapeutical background helps me a lot to understand why people act, as they act, but it is obvious to me that every background has its own advantages and the supervision of the future would include the best aspects of all the theories including rational, emotional, political, behavioural, systemic and analytical aspects all in one.



Supervision in counselors' formation



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In an institutional environment and a system where supervision is still a novelty, a hard to get or useless luxury, a reflection on supervision leads to more essential questions:

- What should a supervisor do?
- Which are the tasks and the roles of the supervisor and of the supervised?
- What should the supervisor do to assure the quality of the superviseds' work?
- Which is the nature of the supervision relationship?
- Which is its connection with the counselor-client relationship?
- Which is the kind of relationship most rewarding for supervision?
- What learning methods should be used?
- What can be done if the supervisor has some personal problems that do not allow him to have an efficient relation with the client? (do we

suggest a personal counseling? Some hours of personal development?

- How should the assessment be done to facilitate the learning/development process of the supervised?
- Which is the supervisor's role in observance of professional deontology by the supervised?
- Which should be the relation of supervision and supervisor with supervised' s organization?
- Which should be the supervisor's profession reported to the supervised professionals? (a psychologist can be supervised only by a psychologist, a social worker only by a social worker or a intersection of these professions is possible?)

One of the main purposes of supervision seems to be the emergence, at the supervised counselor, of an “**inside supervisor**”, a function from inside the supervised. The counselor will be



able to do, after a time, a self-supervision; this should happen during the whole professional activity.

Supervisor's tasks can be described and analyzed in the following contexts:

- the relation with the supervised,
- the learning process,
- the counseling,
- the consultancy,
- the assessment,
- the monitoring,
- the administrative activity

The supervision relation

What kind of a relation is this? Can it be put between a learning relation and a counseling one? Which elements of this relation should be negotiated at the beginning of supervision within a contact?

Supervision helps for a better consciousness of the way people are and act, it requests changes not only of the knowledge, but of behavior, emotions and attitudes of everybody's personality. The change is followed by a certain anxiety. More, the relation with the supervisor can look like a report with an authority and thus can mean a threatening for own independency and autonomy. The supervised is in a vulnerable position because he/she is obliged to expose his/her "ignorance" about some professional details. The supervised may also fear of receiving contempt, reproaches and a rejecting attitude for his "mistakes" from the supervisor.

The supervision relation requires working with emotions and attitudes (sometimes intimate) which makes it difficult to separate from a therapeutic relation that can appear between supervisor and supervised and should be avoided in such situations.

The learning process

The supervised should want to discover the meaning of his/her professional actions, to discover his/her own professional identity, to have a proper distance by the events of professional life that have a resonance in personal life. This periodical, systematic turn to self can not be fruitful unless there is a real professional relation with the

supervisor and the members of the supervision group.

Which are the most useful learning methods in supervision? Offering information directly, the demonstration, role game, case studies analysis, learning by experience? Should the methods and the learning style change in the same time with the evolution of the supervision relation?

The relations within the supervision group (when supervision is not individual) lead to a mutual information of each member of the group, a common problems inventory. The big number of different experiences go to the elucidation of the ideas and feelings by explication, clarification and comparison. The superviseds learn one from another, manage to correct easily some perceptions and clichés. There is a greater motivation because of the group. During supervision meetings, the members of the group confront their attitudes, their emotions towards the clients, which determine a better consciousness of their and others actions.

Group supervision leads to a development in the capacity of perceiving the others and the communication with them.

Group work requests a minimum safety for each member of the group, safety that can be get progressively, with the supervisor's contribution who has to obtain freedom of expression for the superviseds without the risk to "be destroyed" by the other members of the group.

Group work is an essential preparation for team work, for using the forces of the team colleagues who come, with useful skills, knowledge and attitudes.

Counseling in supervision

Supervision is not therapy, the relation being centered on work with the client and less on the supervised's personal matters. We suppose that the ones asking for supervision need a forum where they can try to know and to meet the feelings and reactions they have working with the client. Relation with beneficiaries is used as a starting point for the supervised to learn about themselves, about the clients and the most suitable interventions.

What a supervisor should do when a supervised asks directly or indirectly that the



supervision sessions to become a therapy or a personal counseling?

How much time, how much effort is necessary from the supervised, besides supervision, to solve the personal problems which are important obstacles in relationship with the client.

Supervision and counseling

Counseling is one of the supervisor's main tasks and it is about solving problems and discussing with the supervised about the details of the counseling work. The supervision group looks for answers to questions like: which interventions are the most adapted, which is the way the counselor can be efficient with *this* client.

Supervision and assessment

The assessment requires an informal part – feed-back from the supervisor to supervised, feed-back from the supervised to supervisor.

The formal assessment is one of the most difficult tasks of the supervisor because it can threaten the supervision relation and can influence the professional future of the supervised counselor.

Which are the criteria to be used for assessment in supervision? How can the supervised be determined to open and establish a good supervision relation if this one knows that he/she will receive “marks” at the end? What kind of assessment can facilitate learning in supervision?

Ones of the main questions to receive an answer from the assessment in supervision are: which is the efficient action/service from the client's point of view? Which is the efficient action/service from the counselor's point of view? What is a practice that follows the ethical criteria?

Monitoring

Supervision must make sure of the continuity of the counselor-client relation, its quality and the observance of ethical criteria together with the fact that the supervised is conscious of the implications of his/her actions/work.

What has to be done if a counselor does

nor respect the ethical criteria of his/her work? What about its work is not qualitative?

The administrative side of supervision

Supervision has to make the counselors conscious of the organizational sides, the impact of the organization/system where they work on their activity and on the clients. It must answer questions like: how can supervision approach the critical points of the counselor's work in a certain organization, which is the counselor's position, but the supervisor's by the organization?

The importance of the organization is major in establishing the initial agreement between supervisor and institution.

Who is the supervisor?

We think it is important that a supervisor has a big enough respect for his work, to be able to transmit it and to want that another professional be formed and feel good with this profession.

The supervisor should be ready to use strategies, techniques based on interaction, to get into a professional, inter-personal relationship with the supervised with a duration and rhythm established together. The supervisor stimulates and recognizes the supervised active participation, which he respects as a person with a values and intentions system, with actual and potential possibilities but also with his/her limits. One of the common values of the supervision group should be the certainty of the value to help the client to progress towards independence.

The supervisor has the task to facilitate the interactions, to watch that everybody express their thoughts, to avoid useless pressures, “the chasing” within the group, to assure learning, to support each member of the group.

Consequently, we can say that supervision answers a need of the professionals to have a reflection forum. (Reflection is understood here as something that makes the passage from experience to learning; it also has a function of searching the meaning of what is happening in the professional-beneficiary relationship). Supervision creates an environment for this passage.



The supervisor is closer to a mentor – who is not only a professor or a parent, but a guide, an experimented adult.

It is about an apprenticeship not only for learning a profession, but for how to become a professional adult.

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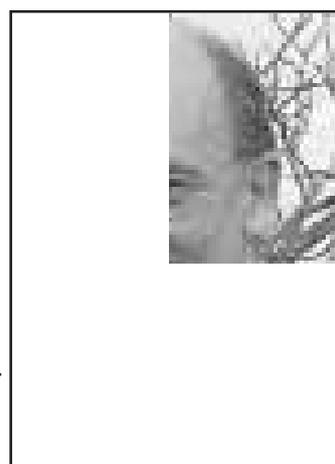
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ANSE: the European Organisation for Supervision - Origin, Aims, Activities and Significance

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This article deals with the origin and significance of ANSE - *Association of National Organisations for Supervision in Europe* - for the development of supervision and professional coaching in Europe.¹ During the final quarter of the last century, supervision in Europe got more and more professionalized. As an effect supervisors joined forces and associated within national organisations for supervision. In the early nineties, national organisations and their members realised the necessity to cooperate on European level as Quality Assurance on supervision became an international issue and the need to exchange information increased (section 2). This process resulted in an initiative to found a European umbrella organisation (section 3) and in 1997 in the foundation of ANSE (section 4). In section 5, aim, means and the structure of ANSE are discussed, as well as the extension of ANSE and the operation of ANSE as a supra-system.

In section 6, a survey is given of specific activities that have been initiated by ANSE up to 2005. This article is concluded (section 7) with an interim report of the significance of ANSE.²

Demand for international consultation and the importance of conformity

The early nineties of the last century saw a breakthrough in the comparative isolation of national organisations of supervisors. Representatives of the Swiss BSO (1976), the German DGSv (1989), and the Austrian ÖVS (1994), attended one another's professional conferences and general assemblies.³ The Dutch

¹ The article is an adapted version of Van Kessel (2005).

² The author was involved as one of the initiators with the bringing about of ANSE and was her president during the first six years (1997-2003).

³ See attached *list of abbreviations*.



LVSB (1980) also participated. Moreover, after the fall of the Berlin Wall and the Iron Curtain (1989), the development of supervision and of organisations of supervisors became possible in what used to be 'Eastern Europe'. Lecturers in Supervision, registered by the organisations mentioned above, rendered their assistance.⁴

Supervisors operate on an international level: demand for Euro coordination

In the early nineties, supervisors from the German-speaking border regions of Switzerland, Austria and Germany more and more started to deliver supervision not only in their own country, but also abroad. As clients wanted to know whether they were registered as supervisor or not, supervisors submitted a request for recognition in the countries concerned. The organisations of supervisors made inquiries about one another whether the applicant concerned was registered. In some cases it turned out that the person involved was not a member of the organisation of supervisors. There appeared to be training programs for supervisors who did not qualify for recognition and who applied to an organisation in a neighbouring country with a request for accreditation. In 1993 this alarming situation led the Swiss organisation BSO to invite the Austrian ÖVS and the German DGSv to work out together how to deal with the problem in a uniform way and to exchange experiences. It became apparent that a transnational matter of quality assurance of supervision was at stake.

In November 1994, a meeting of the German-speaking *Euro-coordination* took place in Munich (Germany).⁵ There representatives of the Swiss (BSO), Austrian (ÖVS) and German (DGSv) organisations of supervisors agreed with one another that those who had completed a training program for supervisors at a training institute approved by one of the organisations mentioned above, had to register in their own country before being able to apply for recognition with an organisation abroad. This would be entered in a written agreement.

The Vienna Agreement: The German-speaking organisations of supervisors reached an agreement

One year later (October 1995), a follow-up conference took place in Vienna.⁶ The German, Swiss and Austrian organisations of supervisors - represented by their chairmen, office managers and one member of their registration committee, respectively - put the finishing touches to a text with definite agreements on conditions for recognition of each other's registered supervisors and training institutes.⁷ This agreement was important for supervisors to be able to work across the borders. They also implied the mutual recognition of the registration regulations and of the training programs for supervisors in the German-speaking countries. In this, historically developed differences were taken into account (Van Kessel, 1996). On behalf of the LVSB, I attended this consultation as an outsider.⁸ In accordance with my proposition, this covenant was named the 'Vienna Agreement'.⁹ Whether the Dutch LVSB could associate with that and how they would approach it was still a matter to be discussed by the LVSB and by this European platform in particular. For the time being, emphasis was put on quality assurance to the market of supervision of the three countries previously mentioned.

Immediately following on from this consultation, a meeting took place which was attended by colleagues from Southern Tyrol (Italy), Slovenia, Croatia, and Hungary; regions where organisations of supervisors did not yet exist. The development of supervision and training programmes in the participating countries, were

⁶ Actually organised by Siegfried Tatschl on behalf of ÖVS.

⁷ Participants: Wolfgang Weigand and Mechtild Miederhoff (DGSv), Angela Gotthard-Lorenz and Siegfried Tatschl (ÖVS), Ueli-Bartley Brönnimann and Lisbeth Mumenthaler (BSO), Louis van Kessel (LVSB).

⁸ Engaged with the development of rules for registration for supervisors in the Netherlands, since 1990 I had invested in written and in personal contacts to realise an exchange of information between the organisations of supervisors existing in Europe in those days.

⁹ In German-speaking associations' journals also mentioned: *EuroVereinbarung Supervision, D/A/CH-Abkommen* oder *D/A/CH-Vertragswerk*.

⁴ E.g.: Gesamthochschule Kassel (1997).

⁵ Organised by Ueli-Bartley Brönnimann, the then BSO-office manager.



presented and discussed. My proposition to take concrete steps in order to establish a European organisation of national associations of supervisors, such as a European platform for supervision, and to strive for a European professional conference on supervision to be taking place in the year 2000, was favourably received. I was asked to become co-ordinator and to organise a follow-up meeting in the Netherlands for the following year.

This meeting, which included a discussion meeting with members of the Austrian supervisor organisation (ÖVS) who were interested in the importance of national cooperation, was meaningful, inspiring and it widened horizons. Supervision appeared to develop in a European scope, while the various countries kept their own identity. The more insight was gained into various politico-cultural backgrounds and socio-economic circumstances within which supervision was beginning to take shape in the various countries, the more their mutual interest and engagement grew. Because everything had to be discussed in two languages, namely in German and in English, (everything had to be interpreted into the other language), the process did not go as fast as expected. At the same time, however, it encouraged the attempts made to understand one another accurately.

Gradually on the way to the foundation of ANSE

Energetically, I assumed my role. The LVSB was willing to act as guest organisation for a European work conference in 1996, and to make this financially possible. In order to emphasise the cooperation, I renamed the project '*Euro cooperation*'. The network which had been established in Vienna was extended by establishing contacts with groups of supervisors in Estonia, Spain, Flanders, the Walloon provinces in Belgium, France, Sweden, Finland, Great Britain, Ireland, and the French-speaking part of Switzerland.

Linked to the jubilee congress held on the occasion of the twentieth anniversary of the Swiss sister organisation, BSO, and a general meeting of the DGSv that was held in Nuremberg, further consultation took place with the chairmen of the

three German-speaking organisations of supervisors in the spring of 1996. The main theme of the meeting was how to bring about a European cooperative for supervision (the vision of the German-speaking colleagues), or the establishment of a 'European association of national organisations for supervision', which I personally advocated. I presented my vision on the possible effects of such an umbrella organisation and what an organisation like this would be like. It was decided that I would act as 'founding president' and that I would draw up the statutes. A foundation in Vienna would be strived after. In case this would fail, Amsterdam would be an option (Bassen/Weigand, 1996).

European Working Conference in the Netherlands

In November, a European conference took place under my chairmanship in a beautiful canal side house in Amsterdam, in which fourteen representatives from eight European countries participated (Freitag-Becker, 1997). Representatives from other countries let us know they were interested, but unfortunately unable to participate. Members of board and organs of the LVSB took part in specific subjects. On the agenda were: the current state of the developments regarding supervision and the organisation of supervisors in the various countries, a comparison of supervision concepts and training requirements, and the draft statutes for a European Association of Organisations for Supervision and how to achieve these. In order to focus the attention of members of the LVSB on the importance of European cooperation, a meeting took place on Sunday morning, which was attended by some fifty interested LVSB members (Dekkers, 1997; Schwirtz/Sicking, 1997).

The conference was fruitful, but not without its problems and frictions. All sorts of European differences became visible. They went beyond differences in organisational forms and supervision concepts. Already after the first utterance of a Spanish colleague, a German colleague asked what he was actually doing there, for apparently there was as yet no organisation in Spain.

The representatives of the Swiss, German and Austrian organisations withdrew as a closed



sub-group because they wanted to deliberate amongst themselves whether they wanted to go on with those organisations from other countries 'which are not as far ahead as we are'.

Only very gradually psychological and language barriers came down. Interest in each other grew and there turned out to be wide support for the idea of a European association. It was definitely decided in 1997 to found a European Association.

Further preparations

After the Amsterdam conference there were further preparations for the foundation. It had to be decided which organisations were allowed to be among the founders, which criteria they had to meet and how these were to be measured. Agreement had also to be reached on the subject of the name of the association and the formulation of the statutes.¹⁰ On the one hand these were to fit within the framework of the Austrian laws on association and on the other hand they had to be characterised by a European 'Gestalt' and offer a juridical-organisational framework for an association of institutional associations as distinguished from an association with personal members. Moreover, the organisations wishing to belong to the founders needed to let their general members' meetings decide they did indeed wish to belong to the founders, would be willing to shoulder part of the foundations' costs and decide which members with mandate they would delegate.

Founding of ANSE

After two years' preparation, on 21 November 1997 ANSE Association of National Organisations for Supervision in Europe was founded in Vienna by five national organisations of supervisors (BSO, 1998; Fellermann, 1998; Freitag-Becker, 1998). The founding members were the national associations from Germany (DGSv), Switzerland (BSO), Austria (ÖVS), the Netherlands (LVSB) and Hungary (MSZT). Apart

from representatives of these associations there were also representatives of professional associations and initiatives present from Sweden, Italy (BGS), Belgium (VVS), Slovenia and Russia.

For various reasons Vienna had been elected as domicile. Austria was a new member of the European Union (since 1994) and the Austrian colleagues set great store by manifesting their European predisposition in their country. They wished to dedicate themselves to a festive inaugural meeting and it would prevent a power struggle between big Germany and little Switzerland.¹¹

Louis van Kessel (LVSB) was elected president of the ANSE board and the chairmen of the other four organisations were elected members.¹² Organisations from seven other European countries (Belgium, Great Britain, Italy, Croatia, Slovenia, Spain and Sweden) made known there and then that they were interested in joining.

The inaugural meeting took place with great ceremony, as the Austrian colleagues insisted. The venue was the law faculty of the University of Vienna. I asked the doorman for the room. He said: Go up the stairs, when you see the 'Kaiser' (there was a massive statue there) you see the door right in front of you. It was as if ANSE was founded with the approval of Franz-Josef, in the best traditions of his empire 'Kakanië'. According to Austrian association law at that time, the

¹¹ After World War II, Austria had been occupied by the allied forces, as punishment for the 'Anschluss' with Nazi-Germany. In 1955 this situation came to an end, under condition of the Soviets that the country would not rally in an alliance. After the fall of the iron curtain, this condition was not yet in force. With the referendum in 1994 merely a 66,4 % of the Austrian population voted in favour of entry into the EU. Or perhaps their motivation was influenced by the Austrian nature on founding associations, even counter-associations, as Robert Musil (1981, 347) has described in a literary way?

¹² This is not a governing principle and in my opinion even not quite desirable: the ANSE-board has to attend to the interests of ANSE as a whole independently and must avoid double loyalties. Interests of the member organisations are represented by their delegations in the *general assembly*. However, in the beginning phase this was important: ANSE was yet still more an initiative carried by the pioneers than by the organisations.

¹⁰ Obvious was the name *EAS European Association for Supervision*, but this was already in use (see section 6). Therefore a different name and abbreviation had to be found.



foundation of ANSE was not forbidden ('nicht untersagt') by the Austrian 'Vereinspolizei' (police for associations). For me, as a citizen of the Netherlands, where freedom of association exists, statutes are approved by a notary public and one is accountable to the Chamber of Commerce, this was a surprising situation. It was enlightening as well, as it became clear to me what legal and socio-cultural differences there are between countries in Europe and how different Austrian history concerning this topic is, though it too is a member of the European Union.

On the occasion of the foundation there was a big party in the evening, preceded by a meeting in which Dr. Caspar Einem, then Austrian Minister of Science and Transport, held a festive speech with the title 'Offering human beings a hand. A European challenge' (Einem, 1998)¹³. In our personal contact he told me that he was pleased to find the time for this: he used to be a supervisor with the probation and after-care organisation and he was 'Hausherr dieser Universität'. Another cultural clash: I could not imagine a Dutch Cabinet Minister attending the inauguration of ANSE and expressing himself in this manner.

Aim and structure of ANSE

ANSE has been set up as a transnational cooperative body of national organisations for supervision in Europe. Europe in this respect is seen as a geographical identity, as a continent, and is therefore not to be identified with the political European Union. ANSE was drafted as an interorganisational system, an umbrella organisation of cooperating autonomous organisations. Its statutory domicile is Vienna.

Aims

ANSE intends to realise the following aims:

- Promote the cooperation and the exchange of information between national organisations for supervision in the European countries and between the members of these national organisations about the developments

taking place within these organisations and developments with which they are confronted; developments in the theory of supervision; practical experiences with supervision and with the training of supervisors. With that view ANSE organises and stimulates activities on transnational level for representatives of the organs of associations of national organisations for supervision and for their members.

- The promotion of the spread of supervision and its applications in the various sectors and fields in all European countries.

- Further development of the theoretical basis and methodology of supervision and the training of supervisors in Europe. To that end ANSE offers support for, respectively organises projects aimed at research, training and the practice of supervision and the publication of scientific work.

- The development of comparable standards of training and curricula for the training of supervisors in Europe. For national organisations this may mean that they will have to adapt their current training criteria and norms.

- Promoting the exchange of information between training institutes for supervisors and between organisations utilising supervision.

- Supporting initiatives for the training and organisation of supervisors in European countries that have not been able to develop their own supervision culture and training practice.

- Representing the interests of the member organisations with other organisations and organs at a supranational level. This is done by means of public relations and starting initiatives important for supervision and supervisors at transnational level.

- Making and maintaining contacts and exchanging views and experiences with national organisations for supervision in countries outside Europe.

Structure of ANSE and criteria for membership

For the realisation of its aims ANSE needs an organisational structure that fits its identity, character and financial scope. The cooperating member organisations form the constitutional basis of the organisation. Therefore ANSE only knows

¹³ We find the metaphor supervision as a 'helping hand' also in the word '*handledning*', with which supervision is denoted in Sweden.



institutional members; natural persons cannot become members.¹⁴

Two kinds of membership are distinguished. 'Full membership' can be awarded to national organisations for supervision¹⁵ that in their own country meet the following criteria in their mutual interdependence:

- They are, in their own country, registered as an association in conformity with the law in said country.

- They possess a membership consisting of graduates of training programmes for supervision of at least two different training institutes, and aspire to recognition of programmes of other training institutes.

- They create, in their own country, a network of supervisors, offering supervisors organisational structures.

- They regard supervision as a method for self-reflection for the development of professional expertise.

- They represent a platform for supervision that transcends the various professional groups and methodological schools.

- Their members have completed a specific postgraduate training in supervision.

- The training programmes for supervisors, recognised by the association, accept students with different professional backgrounds.

An 'associate membership', an exceptional membership, may be granted to national organisations for supervision that have been registered in their own country as an association and aim at cooperating with sister organisations at a European level, but do not yet meet all the requirements for a full membership.

¹⁴ A 'sponsoring membership' can be conferred upon natural persons and corporate bodies which support ANSE financially, and an 'honorary membership' can be conferred upon persons who made an extraordinary contribution to the development of supervision in Europe. However, these forms of membership do not constitute.

¹⁵ Soon after the foundation it has been found necessary to clarify the concept 'national'. Organisations of supervisors in South-Tyrol (Italy) and Navarre (Spain) find themselves in relative autonomous regions within their respective nations, recognized as such by the EU. Decided has been they could obtain membership of ANSE, provided they define themselves statutorily as national organisation for their whole nation and purposefully realise this position.

Structure of decision-making

How to organise the decision-making in an association consisting of organisations? That was one of the central issues while drafting the statutes.

The organisational structure of ANSE is to be found in enclosure 1. The *General Assembly* is the highest organ in ANSE. It determines policy, approves implemented policy afterwards and elects its president and members at the board. The policy on which decisions are to be made concerns not only the policy of the organisation of ANSE itself. Because ANSE consists of member organisations, decisions may - albeit indirectly - affect the policy of member organisations because of the requirements of membership ANSE demands.

The General Assembly is formed by the member organisations. They form part of this through a delegation consisting of two members - with mandate and consultation - per member organisation.¹⁶ Each delegation, however, has only one vote. Also the *associate members* take part, however, without the right to vote. They can participate in the discussions and opinion polls, though.

Extension of ANSE and the function of the ANSE network

We created the ANSE network in order to actively promote extension of ANSE from the moment of its inauguration. This took the form of making and maintaining contacts with organisations of supervisors in Europe that were not yet members of ANSE and with initiatives to found a national supervisory organisation (e.g. Kersting, 1997).

From the start we were in favour of an open form of cooperation. This was achieved by allowing representatives of the *ANSE network* to participate in the annual general assembly and incorporating their records on the ANSE website. Within this framework, contacts have been maintained during the last few years with organisations and initiatives in Estonia, Great

¹⁶ This implicates that member organisations have to ratify the passed resolutions afterwards, as far as not submitted as resolution previously, before getting validity.



Britain, Ireland, Croatia, Lithuania, Norway, Poland, Russia, Slovakia, Spain, Czech Republic and Sweden. Many of these contacts were in writing, sometimes through visiting conferences. Where necessary, ANSE put various initiatives existing in a country in touch with each other. After some time, organisations from Italy (South Tyrol), Slovenia, Belgium (Flanders), Spain, Croatia, Russia and Norway acquired membership of ANSE.

Operation of ANSE as supra-system

On the occasion of the inaugural meeting of ANSE, Werner Zbinden, a colleague from Switzerland, read a paper on the operation of supra-systems (Zbinden, 1998). ANSE can be seen as such. A characteristic of supra-systems is that they accelerate a movement. This was illustrated by the inaugural meeting: representatives of organisations of supervisors from ten European countries met for the first time. For the first time colleagues from northern and southern Swedish organisations came into contact with each other and later on they established contacts with Iceland and Finland. Right away initiatives were launched to make a brochure in which ANSE, its member organisations and its network presented themselves (Tatschl/Fellermann, 1998).

The ANSE website can be seen as the start of a globally accessible informative supra-system on supervision and professional coaching. Also the other activities of ANSE can be interpreted in that light (see section 6). They had and still have their effect on the development of supervision in Europe and on the development of organisations of supervisors. Thus, within national organisations for example, committees for international affairs came into existence (Lippenmeier, 2000) and in member journals and publications of the national associations, reports on ANSE and on international developments appeared frequently.

ANSE activities

With ANSE, in the past seven years, a European structure of cooperation of national organisations has been achieved, which also functions as a European platform for supervisors. Various activities have been realised through ANSE or within the ANSE framework. Exchange

of information is taking place, support is offered with the further development of supervision in various European countries, and agreements have been and are being reached about levels of education that are aspired to and criteria which training institutes are expected to meet.

ANSE definition of supervision

ANSE needed to develop a definition of supervision in which the national organisations with their variety of concepts of supervision could recognise themselves and which at the same time expresses what they have in common. This led to the following definition:

- Supervision contributes significantly to the development of the quality of organisations and their services.
- Supervisors promote in a professional and methodical way processes of self-reflection. They aim for real improvement in their daily professional functioning of those taking part in supervision and improving the way in which they implement their professional tasks.
- Aspects of person, function and professional role, (professional) biography, professional expertise and way of functioning of organisations are object of inquiry without any pressure to act immediately. Moreover, special attention is given to reflection on the relationship between these factors and the way in which they influence the quality of professional acting.
- Supervision is an essential contributing factor to learning in and about organisations and in some cases leads to processes of teambuilding and organisation development.
- Supervision is implemented by supervisors that have qualified by means of a practice and theory orientated postgraduate training.

Organisational and subject-orientated

Meetings of members took place annually, in which a different member organisation functioned as host organisation each year. Journals of associations of member organisations have reported on these: Brönnimann, 1999a; Brönnimann, 1999b; Freitag-Becker, 2003c; Freitag-Becker, 2004; Leeneman/Schwartz, 1999; Schwartz/De Roos, 1999; Schwartz/De Roos,



2000; Rinke/De Roos, 2002; De Roos, 2003; Munning, 2003.

Besides an organisational part, these always had a professional content as well. Four times there was an opportunity of linking the general meetings to the conferences of the receiving member organisations. As a result, participants in the general meetings could also take part in the conferences, resp. contribute to them. Members of the receiving organisation could get to know ANSE and their European colleagues (e.g. Munning, 2003).

Quality assurance

From the outset, control of the quality of supervision in Europe was a central theme with ANSE. That is why a *Quality Assurance Committee* was set up at the start. Its task was to promote the realisation by each member organisation of comparable quality criteria to which supervisors - their members - were to adhere (Freitag/Becker, 1998). This could lead to a European standard of training so that the *Vienna agreement* reached in the preliminary phase (see section 2) could apply to all member organisations of ANSE.

In this connection all kind of questions needed to be dealt with: the professional concept, is supervision a profession or a function? What does the profile of a supervisor look like? What are the minimum requirements for recognition of training programmes for supervisors? What are the minimum requirements that are to apply to an ANSE member organisation? A definition of training standards at European level appeared to be sorely needed by the newcomers among the organisations of supervisors. They wanted to know what norm to aim for in their training programmes.

It was found that there are differences between the organisations and that it is not always easy to clarify these to each other, let alone to weigh them (cf. Brönnimann, 1998). A rough agreement was reached about an ANSE standard and points of departure for the training of supervisors. They serve as recommendations to member organisations. It was further agreed that students at a training programme for supervisors can be associate members of the supervisory organisation in their country.

Standards for the training of supervisors in Europe

Although there are differences due to national circumstances and traditions, ANSE advocates the following formal standards for the training of supervisors:

- The level for training for supervisors is post-bachelor, last a minimum of two years and comprise at least 300 (clock) hours' teacher contact in the training group.

- In order to be admitted, participants are required to have at least 4 years' experience as a professional in the exercise of a form of a human service profession. To that end they have to taken at least 40 (clock) hours supervision and they must be able to demonstrate having participated in at least 200 hours' of different activities in the field of continued professional development.

- Within the framework of their training, the participants are required to work as supervisor-in-training ('learning-supervisor') for at least 75 (clock) hours, take supervision-on-supervision for 50 hours and write a thesis.

Promoting mutual support among organisations

One of ANSE's tasks is to promote the mutual support of organisations. In this regard ANSE acts as a clearing house among other things. It can refer organisations and it can whatever has been developed by one organisation make available to another. Because the LVSB *ethical code* can serve as an example to its sister organisations, this was translated into German and English and made available on the ANSE website. Prior to that it was used as an example and as study material at a conference of the German DGsv (Bennink/Van Kessel, 2001; Van Kessel/Bennink, 2001).

ANSE website

At the end of 1999 ANSE published its bilingual (English and German) website on the internet under the following URL: www.supervision-eu.org. It presents information about ANSE and about supervision. Specific information about member organisations and the ANSE network is available, with direct links to their own websites. Moreover, the site offers



relevant information for supervisors, reports of ANSE projects and a glossary of terms in 11 languages. There has been a web forum since early 2001 so that supervisors all over the world can exchange information and discuss professional themes. The ANSE website also offers member organisations the possibility to incorporate their own websites, which is very cost-effective for them. In the future, the website, which appears to fill a need, could be extended with an international database of publications about supervision and professional coaching.

ANSE intervision groups

At the general meeting in 1998, at the proposal of Siegfried Tatschl (on behalf of ÖVS) a project was started in which supervisors from the old Habsburg monarchy (Austria, Italy, Slovenia and Hungary) could exchange professional experiences (Tatschl, 2000). In the course of 1999-2001 sixteen supervisors, four from each participating organisation, worked together in four meetings, each time in one of the countries concerned in this *ANSE intervision group Central Europe*.

They learned from the confrontations with the differences in supervision practice and ideas and from confrontations with the socio-economic and historical-cultural differences (Müller/Tutzer, 2002; Tatschl, 2003).

The ANSE *summer university* (Hungary, 2003) and the second ANSE professional conference (Leiden, 2004) formed an important impulse for the formation of new intervision groups.

For example, an '*International Diversity Intersession Group*' consisting of eleven members (from Switzerland, Hungary, Holland and Germany) arose in this way. They meet twice a year for two days in one of those countries, aiming to further develop expertise in handling diversity/intercultural aspects and to do research into the question how the differences in concepts of supervision represented by the participants can complement and reinforce each other (Baumgartner/Leiser, 2004).

It is true for all intervision groups of ANSE that the variety of languages and the differences in supervisory backgrounds and culture bring with

them specific communication problems, which form an additional challenge for the participants to focus on one another in order to really understand each other. Thus they are a training in *intercultural sensitivity* (Van Kessel, 2004).

Provided the intervision groups meet the criteria formulated by ANSE, they may be recognised by ANSE, participants thus acquiring the right to an ANSE continued professional development certificate, validating re-registration in their own national organisations.

Support of the development of supervision

In support of the restructure of Kosovo, ANSE decided, in cooperation with aid-organisation CARE-Austria, to enable two training meetings in 2000-2001, in which at the same time the possibility for a training programme for supervisors for supervisors in the field of education was explored. An Austrian and a Slovenian colleague undertook the implementation (ÖVS, 2000).

Also with the aid of a subsidy from CARE-Austria, the ANSE President could contribute substantially to a conference of psycho-therapy and supervision at Perm and thus stimulate the development of supervision in Russia.

In the implementation of a training programme for supervisors in Lithuania, ANSE, the German DGSv and Caritasverband Oldenburg (Germany) worked together. In Croatia, ANSE supported a professional conference '*Challenges of supervision in South-east Europe*' (March, 2004), organised by the training programmes for supervisors of the University of Zagreb (Croatia), for supervisors in south-eastern Europe.

ANSE professional conferences

In order to enable large numbers of supervisors and professional coaches to meet professionally, ANSE organises its *ANSE Professional Conferences*. The first took place at Munich (Germany) in 2000, with the theme '*Supervision and Coaching: are they offering the same under different labels?*' For the first time in the history of supervision, there was a meeting of 260 supervisors from thirteen different European countries and the significance of ANSE



could be experienced by a large group of members from member organisations (Hottinger, 2001; Middelkoop, 2001; De Roos/Schwartz, 2001; Van Kessel/Fellermann, 2002). The conference brought about the intensifying of the discussion on the relationship between supervision and coaching in the member organisations. The result was that some organisations broadened their identities to include coaching (cf. Gotthardt-Lorenz, 2000; Strauss & Awecker, 2002).

A second ANSE professional conference took place in the Netherlands in May 2004, organised in cooperation with LVSb; its theme: ‘Value dilemmas as challenge in the practice and concepts of supervision and coaching’ (Alting von Geusau, 2004; Bennink, 2004; Munning, 2004; Stapert, 2004). There were some 170 participants from fifteen different countries. Besides 23 workshops, led by 25 colleagues from 9 countries, there were two renowned speakers: Prof. Dr. Zygmunt Baumann (Leeds) and Prof. Dr. Peter Heintel (Klagenfurt).

ANSE Summer University

The ANSE summer university organised by the Hungarian member organisation (MSZT) in Hungary in 2003, with the theme ‘Intercultural dialogue in supervision’, was a high water mark in ANSE history. It enabled an intensive intercultural meeting for an entire week between a hundred participants from ten European countries (Brönnimann, 2003; Caselli, 2003; Duin, 2003; Ehmer/Goeschel, 2003; Freitag/Becker, 2003a; Tjoa c.s., 2003; Van Kessel, 2004). Because of its success it is among the regular activities of ANSE.

ANSE continued professional development certificate

The ANSE continued professional development certificate was introduced in order to lend significance to participation in ANSE activities for enhancement of professional expertise for purposes of re-registration in their own national organisations. The continued professional development of supervisors was thereby raised to a European level. The certificate was granted to those who took part in the *ANSE summer university*, in the two *ANSE*

professional conferences and in the *ANSE intervention groups*.

Publications

During the past few years, three ANSE publications saw the light. In 1998 appeared a bilingual (English-German) information brochure ‘*Supervision in Europe*’. In it, ANSE introduced itself and presented a European supervision concept; at the same time, the member organisations introduced themselves (Tatschl/Fellermann, 1998; Van Ooijen, 1998).

The papers and statements of the member organisations presented at the first *ANSE professional conference* in 2000, appeared in book form (Van Kessel & Fellermann, 2002). The papers of the second *ANSE professional conference*, held in 2004, appeared in a German and an English language version in a special issue of the German journal on supervision ‘*Supervision*’ (Bauman, 2004b, 2004c; Heintel, 2004a, 2004b).¹⁷

One of the ambitions is the bringing about of a European handbook on supervision/professional coaching and the realisation of a European magazine in this field (Van Beekum, 2000; Van Beekum, 2005). So far these ambitions could not be realised. It remains a future goal, possibly to be realised in digital form on the ANSE website. On account of the increased interest of supervisors to look across the borders, the need for this facility is growing. Because publications based on the language specific are rarely distributed across the language barriers, such a facility for the development of supervision/professional coaching at European level appears necessary. Moreover, in many countries a special magazine is not yet financially viable. Meanwhile, the first English language articles appeared in the German language magazine *Supervision* (Pregrad & Ajdukovic, 2003) and in the Dutch *Forum* (Van Kessel, 2004). This was a significant start.

¹⁷ A translation of Bauman’s keynote lecture (Bauman, 2004a) has been published in Dutch language in the Dutch Journal *Supervisie en Coaching*, and also a commented reconstruction of Heintel’s keynote lecture in Dutch language (Bennink, 2005).



External contacts

ANSE also maintains contacts with related organisations. Two of them deserve special mention.

Two years prior to ANSE, in 1995 *EAS European Association for Supervision* was founded, mainly by supervisors and training institutes with roots in transactional analysis (Sell, 2005; Van Beekum, 2005). In the meantime, this organisation has about 300 individual members (supervisors and coaches) mainly from Germany and Austria, but also from Switzerland, the Czech Republic, Ireland, Great Britain and The Netherlands. Moreover, twelve institutes are members in six of these countries (Hendricks, 2005).

Since 1999 ANSE and EAS have had annual meetings (Van Beekum, 2000; Van Beekum, 2005). At first, orientation towards each other's organisations was on the agenda and some points of friction needed to be resolved, particularly between members of EAS and the Austrian and German member organisations of ANSE. In 2001 from the ANSE side the idea of a merger between these two organisations was introduced (Hendricks, 2002). That was supposed to reinforce the European platform for supervision and professional coaching and the interests of supervision/professional coaching and supervisors/coaches could be promoted better. Also activities pursued, such as promoting research projects, publishing a *European Journal on Supervision and Coaching* and of a *European handbook* could be better realised. A second organisation with which ANSE developed contacts was *ASCCANZ Association for Supervision, Coaching and Consultancy in Australia and New Zealand*. This has existed since 2002. There is a draft agreement to achieve mutual recognition of members, which on the part of ANSE means members of member organisations.

Balance after seven years of ANSE

After a gestation period of two years, ANSE has, in seven years, developed into an important organisational structure, which nurtures the development of supervision/professional coaching, its organisations and its training institutes, and which offers supervisors/professional coaches

opportunities to develop in international exchanges with colleagues in a way which crosses borders and opens new horizons (cf. Freitag-Becker, 2003d; Lippenmeier, 200; Utz, 2000). Meanwhile ANSE represents, on behalf of its member organisations, nearly eight thousand qualified supervisors and professional coaches and about 80 recognised training programmes in thirteen European countries.

It is evident: supervisors in Europe - but also elsewhere in the world - have a lot in common, their differences amongst other things. Especially these latter form an important inspirational source of energy in order to see one's own work through different eyes and to develop it further. Participants in ANSE activities have experienced this: the confrontation with differences furthers the development of intercultural sensitivity, enriches one's own perspective and stimulates an interest in the other person, other things and other ways of acting and observing as well as the importance of other context systems and their influences.

Also the development of ANSE itself as an organisation was characterised by confrontation with differences: different views, customs and cultures in the way organisations function and are organised; legal differences governing associations; differences in concepts and practise of supervision and in the training of supervisors; and also differences in purchasing power per capita in countries where member organisations are established.¹⁸ This last difference is exceedingly relevant: socio-economic differences turn out to be very important for the possibility of international cooperation. Internationally operating supervisors and organisations of supervisors have to take this into account. Within ANSE regular sponsoring of member organisations that have fewer financial resources available is necessary. In the way finances are handled and in the financing of ANSE the cultural differences connected with

¹⁸ Some examples of *purchasing power parity 2004* of countries represented in ANSE (www.cia.gov/cia/publications/factbook/fields/2004.html): Norway (\$ 40,000), Switzerland (\$ 33,800), Austria (\$ 31,300), Netherlands (\$ 29,500), Germany (\$ 28,700), Spain (\$ 23,300), Slovenia (\$ 19,600), Hungary (\$ 14,900), Croatia (\$ 11,200), Russia (\$ 9,800).



this became clear: the Swiss organisation regularly made it clear that ‘ANSE costs us so much.’¹⁹ For the German organisation it went without saying at first: ‘We are the biggest organisation and we pay the most in any case. If organisations from the former Eastern Bloc want to belong, they have to make sure they find the money as well’. (The relatively lesser wealth of West Germany as a result of the unification of East and West Germany played an important role in this, of course). The Dutch LSVB, on the other hand, reacted generously at the second ANSE professional conference by taking care of a large part of the costs themselves (cf. Munning, 2004). BSO, DGSv, LVSB and ÖVS purposively sponsored quite frequently, so that colleagues from the so-called ‘transition countries’ could take part in the founding of ANSE and its subsequent activities.

Not just financial problems had to be overcome, but many other problems as well. Among them were many communication

problems, which, on the one hand, were connected with a lack of knowledge of languages²⁰, on the other hand with semantic problems and, especially in the first few years, with technical facilities. ANSE could not have been launched without great personal and professional commitment from many people.

The future holds major tasks for ANSE to enable the further spread and development of supervision/professional coaching in Europe. Cooperation between national organisations is essential for this. Surely, there is a price tag, but it yields something for the organisations, their members and eventually the consumers of supervision (cf. Brönnimann, 2000). International cooperation and encounter offer professional and personal enrichment and provide the opportunity to investigate the differences in theory and practice of supervision and to learn from it, as I myself have been able to experience intensely in years of the described period in this article.

List of abbreviations

<i>BASPR</i>	<i>B</i>
<i>BGS</i>	<i>A</i> <i>S</i>
<i>BSO</i>	<i>B</i>
<i>DGSv</i>	<i>D</i>
<i>DS</i>	<i>D</i>
<i>ESVÜ</i>	<i>E</i>
<i>FHiN</i>	<i>F</i>

¹⁹ After all, this was right. Swiss colleagues at the board of ANSE and at delegations became by their organisation a financial allowance for hours invested, whereas all the others were volunteering.

²⁰ It took 4 years until English got used as main language for communication.



Enclosure 1: *Organisational structure of ANSE*



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Abstract responsible
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Philosophy of professional supervision, attempts of conceptual and methodological delimitation, approaches and currents

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Donoghue, Munson, Kadushin suggest that there is an unilateral perspective on supervision that would limit the interdisciplinary and the implementation of this concept with a real importance in improving the professional practice of workers in humanist, mental health, education and research, and clinical fields. In the literature that some authors consider « the supervision jungle » there is no comprehensive definition or a mega professional supervision theory able to vastly describe its meaning, method and objectives. Munson suggests that there are four dominant perspectives when it is about supervision: organizational perspective, situational perspective, personological perspective and the interaction one. After Munson (1993) these perspectives do not exist in a pure form and, in fact, he says that they are interdependent and intricate. Next to these perspectives, we add the contextual perspective that admits the ecology of supervision and the

influence of the mediator context in different systems where there is supervision. This perspective is a new current in supervision and in branch literature, where the authors take into account both the ecological and the practical role of supervision (Kadushin, Donoghue). The subjects that responded the question « what is, in your opinion, the definition of professional supervision? » gave very diverse responses that do not reveal a common definition and Donoghue's research on two professional categories in social field shows this thing. The two categories, and this is the experimental example, are the probation officers and the service managers. What was interesting in Donoghue's research is that there were identified two perspectives and the debate went on two channels.

Before giving the two examples and debating the idea of supervision from many perspectives in order to see the philosophical



meaning and the sociological place, it is worth mentioning that in clinical psychology, the idea of supervision was more advanced taking into account the way of development and experimentation for different approaches in psychotherapy and experimental psychology. For example, Ian Fleming and Linda Steen say in the book « Supervision and experimental psychology » that because of the advance of the psychologist profession, there were possible in psychology too the critical analysis and the progress of supervision and systems reported to the therapeutic support offered to the client. Many years, the clinical supervision served also as a background for clinical practice and now, the authors say, it is about time that this background to be developed so the advanced practice should be sustained by right means. In the opinion of these authors (Ian Fleming and Linda Steen) the purpose of clinical supervision is to encourage the supervised's reflection, understanding and self-awareness and to rise the capacity of solving problems. It is important because we want to compare the data from the analysis of the clinical activity and the clinician's observations with the ones from Donoghue's research. It is about different perspectives, communication, the themes of the specific cultures and the idiosyncrasies. In principle, clinical supervision aims to develop the clinical practice, to raise its efficiency for the superior interest of the client. Besides all these quality control priorities, supervision has also the role of «gatekeeper», the procedure created to take care that the ones who get qualified as clinician psychologists are really able and suitable to practice.

Anyway, we are interested in putting into a context and to state an axiom on supervision especially when we want to analyze the social and philosophical implications, to refer to the way the British authors Ian Fleming and Linda Steen (Supervision and Clinical Psychology / Brunner – Routledge 2004) present themselves as supervisors. We underline the metaphor “reflective educators”. They treat the education and the training of the clinician psychologists as a profession (Peterson, 1995). In the same way, their colleagues adopt the model theoretician-practitioner; these trainers of a new clinicians

generation seem to have adopted the most suitable attitude, parallel, with their duties as “reflective educators”. They say: “even if we are trainers or clinicians, each of us must follow a reflection in action process like following the educational duties. We have to look attentively and critically on our programs, to discuss everything about them and to come as close as possible by the rational responses for the questions we had before implementing, replacing or sustaining different specific feature of the programs we run” (Peterson, 1995).

As we can see, the constructive self-critical look is the solution given by the authors of supervision analysis especially in clinical psychology. The experimental data should show us the context in which the accent goes more and more from professional training which means reflection on the activity (fr. analyse de la pratique), to introspection inside the clinical practice. Why do we supervise somebody? How do we come to supervise? How do we legitimate as supervisors? Which are the qualities, contexts and obligations? What are the necessary abilities?

The answers to these questions can be practical or can make us reflect by using scientific data or subjective analysis to create possible scenarios and representations.

If we come back to O'Donoghue, he works with the four perspectives that he mentioned initially. Already the selection criterion was a professional one, the study group was parted taking into account the occupation and the position. He saw that the probation officers present all the four supervision perspectives. The most common is the organizational perspective that makes the debates on supervision operates with terms like functions, roles and the organizational objectives. So supervision is about the ensemble of mechanisms, structures and the organizational corpus.

Inside this study group, the answers were diverse if we take into account that the author used a small group. The most representative of all is the organizational perspective which one of the subjects illustrated like that: “supervision assures the fact that you follow your role, functions in concordance with the ones of the organization”.



The situational definition can be that supervision is a second opinion when you feel blocked in a problem or when it can help you about a problem of a client.

The personological perspective, that build supervision as an approach based on experience and the features of the persons integrated in the supervision practice, who influence it as they do with the professional practice. For example, the subjects answer, under this perspective, thus: “supervision is meant to help me to discuss anything personal” that can influence the professional relationship between probation officer and client. One of Donoghue’s subjects says:

“The fact that the major instrument in my probation officer role is, in fact, myself, has the biggest importance for me. There are some defects that come along with this instrument, meaning myself, and I want to be aware of the most uncomfortable ones. In my interaction with the clients, I want to be sure I do not ever balance on one side or the other, for some personal predilection”.

Let us add to these testimonies, the Linda Steem’s about clinical psychology. Many professional categories produced their own definition for supervision. For example, UKCC Nurses College from Great Britain says that “clinical supervision brings the experienced supervisors and practitioners together to reflect on the practice. Supervision tries to find solutions for different problems, development of practice and a higher understanding of different professional problems”.

The British Counseling and Psychotherapy Association define supervision as:

“A formal framework for the counselors to be able to regularly discuss about their activity with somebody more experienced in counseling and supervision. The task is to work together to develop and assure the counselors’ efficiency in relation with the client. On the agenda will be the counseling activity and the feelings about this work, together with supervisor’s reactions, the comments and the confrontation. So we consider supervision

as a process that maintains the adequate counseling standards and a consulting method able to diversify the horizons of an experimented practitioner”.

One of the key elements of this definition is that the most important role of supervision is to protect clients’ interests.

One of the definitions that include till this moment all the approaches, the aspects and functions, is, after Linda Steem, the following (Bernard and Goodyear):

“An intervention that is provided by a senior member of a profession for a junior member of the same profession” The relation is assessing, lasting long and aims to reach different simultaneous objectives for a junior’s professional development in order to monitor the quality of the services offered to the clients and to serve also as a gate for entering and selection for the ones who want to have a certain career”.

Here is what different professional associations say, which use a preferential definition depending on the view of the members or the politically correct view of board members who can be considered seniors of the profession, establishing the priorities and the directing line of this kind of intervention.

In O’Donoghue’s research there is one more experimental category, the services managers. This category is important because it includes the institutional view on staff development, the importance of the reflexive intervention upon the quality of work and adhesion to the principle of superior interest of the client. Let us see what they answer to us. The interviewed managers offered definitions that highlight the organizational, situational and personological perspective. From them, it seems that the situational perspective is the most common in their representations. For example, one of the subjects, as a service manager, sustains that “he promotes alternative model for treating the clients”. Another one considers supervision as “a connection between theory and practice” or “mentoring, support, professional development”. From the personological perspective, managers do not want that their employees “to bring the personal problems from home to the office”.



If an analysis for the two professional categories it is done, there can be seen that there is a big difference between probation officers and managers. The probation officers define supervision from more perspectives than managers, but from the all points of view, it is obvious that the dominant perspectives are: organizational, situational, personological in the point of view of both categories.

Munson thinks that each of the three perspectives refers more precisely at the content promoted by the agencies, work itself and the implicated persons. The dominant of the three perspectives shows the fact that the respondents inclined more to line up the answers with the ones from the literature that see supervision by its functions.

Another interesting aspect is that the analysis of these professional categories shows that there is an expectation from the supervision to bring protection to vulnerable groups (staff or clients – the concept of self practice) and that without this intervention they would be more exposed to the risks of their activity.

As it can be seen, there is an impressive variety of approaches and perspectives. The ones epistemologically grouped here are the more underlined by the subjects of a research. Rich consulted 26 authors with different formations about the functions of clinical supervision and developed and integrated a clinical supervision model. He stands that the functions of supervision are “facilitating staff development and socialization and offering services”. Rich (1993) says that the facilitating function means in fact creating of a privileged environment that encourages creative thinking, autonomy, communication and improves the staff skills. The function of staff development means formation in an environment where learning abilities are encouraged and the opportunities for personal development and growth are obviously promoted. Staff socialization is the process where the new employees or the ones already working are integrated in an organizational culture that means professional values, ethics, standards, culture in general. The function of offering services means qualified and ethical services providing to clients in concordance with professional standards.

Correlations, practices, experimental learning in training of supervisors (What do we form, who do we form, to what we form them?)

Generally, we speak about two big process arias: one is if the supervision processes go in parallel with the practical ones and the other the role of the problems, gender characteristics and culture involved in supervision.

Parallel processes or mirroring have been considered important and treated as essential elements in branch literature. They are supposed to recognize the parallelism between professional supervision and any other support relation. Recognizing that, the behavior and the processes of supervision are reflected in the supervision relation between supervisor and professional in the setting imposed by the supervision. These concepts come from the psychoanalytical literature that, proposing supervision or personal analysis as a normal process in professional development, shows phenomena as projection, displacement, identification, transfer and counter-transfer, as in any other relationship, in the supervision relationship too. In the history of supervision, there has always been the conviction that supervision can be efficient (Linda Steem). There have been countless attempts, Ian Fleming and Linda S say, to evaluate this aspect and there were analyzed some important ones, but countless obstacles appeared and that is because of the difficulties of controlling the interpersonal variables network involved in any supervision relation or therapeutic relation that involves a supervisor, supervised therapist and a client. More, a serious question that appears is “what do we think to be a success?”. This question was asked by supervisors, by therapists (Holloway 1997). In a research, Ellis (1996) analyzed 144 studies and inference that a lot from the empirical research from clinical psychology was not very well organized.

It has been said that, for demonstrating the efficiency, the researchers asked wrong questions. The important part to remember is that, despite the research done, supervision relation has a capital importance and the interpersonal variables have an ultimate role.

Then, what does formation of supervisors



able to be efficient mean? We think that the training is enough for reaching such an objective. We have again two questions: can the training be efficient (only the training)? and “Do we know what to train?” Here too it can be found that many educationalists subscribe to Kolb’s experiential model, an experiential learning model. This concept (Experiential Learning Cycle, after David Kolb) is a base model used by trainers when they design the training because it is useful for an easier growth of participants’ performances.

How much does the clinical psychology learn from the formation content of other professions? There is no suitable answer for this question yet. Even if for some professions, the authors say, there are formation standards for supervisors, the connected content and practice are not always clear. In Great Britain, the Counseling and Therapy Association lunched some demanding for “superiors to follow specific trainings for developing supervision skills” and stressed the importance of the ethical code for supervisors.

In medical assistance, for example, the compulsoriness of supervision was introduced in 1992 and got more important in 1996. Their National College settled 6 principles for nurses’ formation. Things get more complicated when it comes about inter-professional supervision. Many clinician psychologists supervise people from other professional fields or may receive supervision from them. Are the requirements for these interventions different than supervisor’s formation for clinical psychology and if so, how? We talk about general or particular skills when it comes about supervision (specific skills).

Already the problem of interdisciplinary connections brings into attention the transdisciplinarity of the supervision process. From this point of view, it is maybe necessary to put supervision at the confluence of many factors that make the supervision relation to have a character or another as, for example, gender, power, consolidation, political context, role and status, parallel processes, counter-transfer, transfer, public space, social space. But, one of the challenges of this privileged report is the reflexive, educational, interpersonal, institutional relation, a penetrating development form endorsed

on identification, imitation and thinking mechanisms in the synthesis of the thinking endorsing process on the others. Mircea Eliade use to say “la raison se penche sur elle-même”. This dynamic circular relation proves to be the base of a development from a senior to the apprentice and we still try to find its qualities. The classical philosophy catches and conjures up apprentice-master relationships in which the common reflexive dimension brings into attention the self-outgrowing process so as to the understanding (understanding = seeing beyond things) or the affinity (the maximum empathic understanding that helps the senior to give the most suitable answer – verbal, in meta-idiom, analogical, it is not important - to the apprentice) to be a coagulated perspective. The supervisor’s role is a containing one. The supervisor must be a warehouse for the knowledge anguishes and the.... connected by the authority report that comes with the initial relationship and determines the transfers.

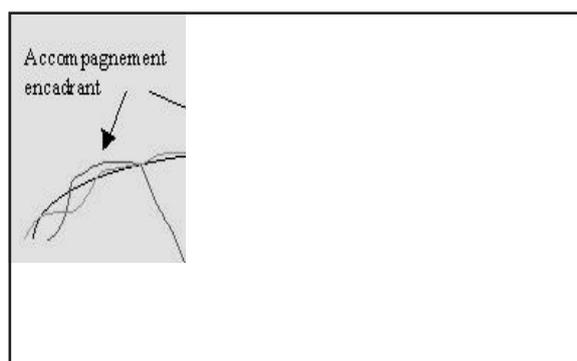
The self and the professional formation, the protective membrane

Eric Stern, who is a specialized trainer and a director of a social institution in France, with regular interventions in Switzerland, intervened at professional team, as an analyst therapist and a specialist in psychodrama.

Beginning with the observation e has done in his activity, he thought of the pre-requisites leading to a supervision concept, a dynamic personal educational development concept.

He is interested in ethics, philosophy of history, psycho-analysis and Hermeneutics. He is passionate and always searches to discriminate communication elements in all the possible forms.

Here are some graphics of the framework





accompaniment and the practice analysis process, trying to denominate the crucial points of the relationship.

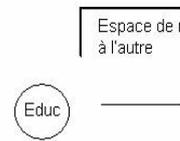
Specifically, what he says he tries to do is the desire to create and develop in the professional teams or in other children and adults groups relational spaces, created as matrixes big enough for experiment and the educational dialogue or dialogue learning.

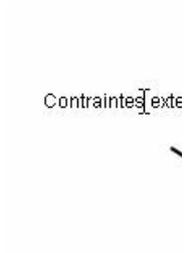
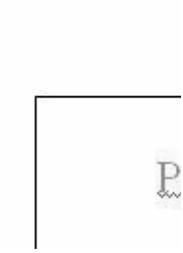
Here is another representation of reflection and possible educational volute. Over the first level, for example, the defalcation is not about meaning, but dynamical growth. The relational educational space is not closed, but asks a permanent reorientation to the purpose. The purpose here is a cognitive one, a purpose of cognition and omnipotence.

The second learning level requires an identification movement in a psychodynamic direction but also an imitation which can be experienced by the self in the attempt to “control” and maintain the homeostasis and to get rid of the contained elements that are a distressing novelty. This merry go round is a sort of a cognition metabolism, a game of learning. Regarding the experiential learning, others authors with a behavior-cognitive or a scientific pedagogy orientation point out the same “internship” pattern. The cognition is impossible without the participation of all the psychic instances. The unconscious, the Over Self has a very important role, after Stern’s enclosure. The membrane Self is equally assailed by the external and internal stimulus. Education deals with input and output, what gets in and what goes out from the system, the need of homeostasis is permanent. The internal

pressure is as present as the external one, the Self contains and retains by letting the information circulate, thus becoming a kind of filter.

The cognition need is part of a natural entropic dynamics and the reports with the others are accompanied by the intervention of the defending mechanisms and by the narcissist need. In the psycho-analysts’ training and in the training of the social intervention teams, the supervisor’s role is complementary with the role of a mentor, “of a therapist, a protective membrane, a filter between self and the others. The illusory border between psychosocial and psychotherapeutic fields makes the psycho educational a collision, interdisciplinary, university field for preparing “universitas scientiarum”





'Ca = unconscious aria in Freud's topic
(Fr), Surmoi= moral instance



The shame and the guiltiness in the medical practice – clinical study

Research done by Wayne Cunningham and Hamish Wilson

The positive philosophy of medicine and the emphasis on the cognition can induce a “shame” response when the medical staff can see a mistake in their practice. Unlike the guiltiness, the shame affects the whole Self of the person and this can diminish doctors’ ability to accept their own illness, to respond a disciplinary complaint or even to accept supervision. The considerations on the polarities of the medical practice can help doctors to respond to mistakes, errors or mal-praxis more with shame than with guiltiness. This sets the failure somewhere outside the doctor, outside his/her Self, reduces the capacity to restore the relations and to learn from the clinical experience. This is in the benefit of the doctors and the patients too.

Guiltiness is a less deep feeling and affects the person less than the guilt. It involves getting conscious of the mistakes and the potential to separate the action by the self of the person in contrast with the internship of the mistake. The fundamental difference is between “I have done **that horrible thing**” (guiltiness) versus a failure of the self “It is **me** who has done that horrible thing” (shame).

To experience guiltiness and shame, the failure must be recognized and analyzed both internally and externally. How the doctors do depends on their own standards and is a continuum between two extremes, based on the foundations of cognition that sustain the understanding of the situation axis.

Here is an example of a feeling that can affect the practical medical intervention and this is the shame. It is not easy to define because there is a psychological conflict in the branch literature similar to humility and uneasiness. Anyway, it is seen like a powerful emotional experience of the person. The idea is that “shame” suggests hiding, ignoring, getting back and disappearing. Shame is an exposure of the self, an emotion directed to the self. It shows us how we feel about our self. The other feelings are experimented in relation with

other’s presence. It is important the connection between shame and cognition.

Context, pre-requisites

Many centuries there has been considered possible that applying the medical understanding and the cognition (anamnesis, examination and investigations) correctly, the doctors “know” how to treat the patient. A long time this was the fundamental philosophy of the medicine.

The limitation of this objectivity has been recognized in the last part of the XX century with a more and more obvious emphasis on the role of the patient in the success of the treatment. However, biomedicine remains the foundation of many medical training programs for practitioners and researchers. For the doctors the idea of not to know remains similar with a failure and it is still strong. The method of paying more attention to the patient still remains a modern paradigm. It admits that there is no detached observer and that the doctors, through the relation itself with the patient, get in a restoration, recovery process. This approach allows to the doctor to explore the illness experience of the patient and to negotiate a management plan with results more important than the paternal attitude. It allows to the doctor and the society to see the medical practice from different angles and to evaluate the performance on more axis with the recognition of the complexity of the medical act.

If the internal and external evaluation is centered on the potentiality of the situation and ignores its reality and actuality, very probable the doctor will not be able to appreciate correctly and will fail. And more, if the social expectations are not realistic (expectations internalized by the doctor) the perception of the failure grows even more.

Problems connected with “to know” and “judgment” and the importance of the shame resulted from studies done by authors on more arias: the response of the doctors if they receive a complaint and the role of supervision in medical practice. In the study about the complains regarding the medical act, the authors reported changes in the way the doctors practice medicine, the doctors who received a complaint that was afterwards classified. The implication was that no



change was due to a modification of the internalization; it was more a submission to external constraint.

The respondents reported changes, including denial, in the way they think about their work: harming the relationship doctor-patient by losing the trust in patients and changes in the social perception characterized by cynicism and losing the pleasure to practice the medical act.

Studies on supervision in medicine and its place in maintaining the professional disposal attracted the attention on the power and the perception of failure with the exposure of the doctor's self.

The doctors must be judged using internal and external standards from the fundamental philosophy of the medicine. The positivist philosophy encourages the beliefs that it is possible "to know" the best way to practice medicine. Very little attention is paid to the polarities of the human existence and to the tensions accumulated during the professional practice and also the fact that it is not always possible "to know". Making the positivist nature of the medical philosophy clear, it is very possible to skip the emotional response to failure, from shame to guiltiness. This way, the doctors will perceive failure as different from self, permitting restoration of the relations with the patient, guiding the perception on errors and permitting learning from experience in a positive way useful for both doctor and patient.

Conclusion

Into the context of professional cognition, we must take into account the inter-individual and inter-subjective variables thus as in the psychical

diagnosis we talk about the subject variable in both clinic and laboratory. No matter the professional field, supervision involves an educational size, a reflecting the experience size and an ethical one that opens the way to transdisciplinary approach.

In social sciences, in children protection field, family welfare, infantile clinic, often the professionals are confronted with themselves and the education next to the experience reflecting bring a measure of responsibility for the complexity of the professional interaction. The barriers and the obstacles are both toxic for the professional and the beneficiary so supervision in professional training and in the professional activity should become a routine. Analysis of the practice in France or supervision in Anglophone countries appeared as a result of the insufficient knowledge and the moving from the verb "to know" to the verb "to explore and to understand". Thus, the mechanics dialectics already becomes old and I do not speak about the norm need, but the norm becomes the discussion about it. I finish with a quotation from Michel Foucault:

"The norm (and here we think to the norm of cognition) bears a power demand. The norms are not only, and not even, a bearer of an understanding principle; it is a power element on the basis of which a certain exercise of the power seems to be grounded and in legitimacy. The norm carries a qualification and a correction principle. The norm does not have as function only the exclusion, the rejection. On the contrary, it is always connected by a positive intervention and transformation technique, by a sort of a normative project".

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On the effect of supervision and the possibilities of its application in child protection system



Valentina SIMEONOVA

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Along with the development of the child protection system, the expectations of the society about the fast solving of the problems of different groups of children in risk situations became very great. The different activities, especially ones of the social workers from the Departments for child protection, get better and better. The analysis of the State Agency for Child Protection show that total number of records solved by the Department for Child Protection in 2004 was 50 804, number that contains the complains, the records and the requests for help. Compared with 2003, when the number was 23 115, we can see that the activity of the Department for Child Protection doubled in only a year. On one hand, these figures show that the professionalism of the social workers becomes more obvious for the society, but, on the other hand, they show that they are the results of an important pressure.

The social work with the children is a new

field in Bulgaria, and the social workers' stress is caused not only by the hard work, but also by lack of practice and experience, that would allow them a better assessment of their own abilities and a better self image. The maximum emotional tension, the insecurity and dissatisfaction feeling, lead, over the last year, unfortunately, to an important professional instability.

One of the ways to dominate and get over this negative tendency is strengthen of supervision, a process that helps for:

- Establishment of a common understanding of the meaning, the objectives and the purposes of working with children;
- Extension of the professional abilities area, of the techniques and work methods;
- Creating a innovative dynamics;
- Introducing new prospective and reacting methods;
- Finding motivational forces;
- Determining the social workers to see their



own mistakes and to understand their own limits; accepting the difficulties of the work to obtain more professional satisfactions;

- Offering great safety and self trusting to improve the quality of the social activities.

The functions and effects of supervision, we talked about above, can be done only if the supervision is well conducted, planned and prepared. In this stage, the development of supervision as a possibility to improve the efficiency of the social activity is not yet a purpose because it not guaranteed by no resource. The social workers' training in The Departments for child protection, is organized only in the NGOs' projects and remains fixed – usually, the training ends at the end of the project, because the supervision is not institutionalized by an administrative or legal act. Unfortunately, in Bulgaria, there is not yet a market of the qualification services where the universities can participate in order to train the necessary professionals in child protection system for different organisms and NGOs. Not all the universities have introduced the supervision as a modulus in the fundamental training of the students who study the child protection. There also isn't a system of qualification and development of the social workers' careers that could, on one hand, provide the knowledge in supervision and, on the other hand, a progress in the social workers' career. "The social worker – supervisor" could be a level in the development of the career. This is one of the reward possibilities for the social worker who showed competence and improvement of the efficiency of the social activities from the whole Department.

The organization of the supervision process is important as a necessary element for the organization of the functioning of the Departments for child protection.

At what level can the supervision of the social activity be organized?

One of the functions of the Board "Standards and analysis" from the National Agency for Children Protection, is to apply the supervision for child protection. Taking into account the organization and the demands for the Agency, the team of the Agency applies more kinds of supervision:

- At the request of the Departments for child

protection which have difficulties in the activity with the children or when they have a complicated case. The objective of this supervision is to help the social workers to understand better the essence of the problem, to begin an analysis of the situation, to diminish the emotional tension, the insecurity feeling and find suitable solutions;

- At the request of Board for "Control of children rights" from the State Agency for child protection, that making this control, observed big lacks in the activity of child protection department. The objective of this supervision is to professionally, sustain the social workers to overcome the inherent difficulty of their work. This control has an educational character, because the social workers learn by it new techniques and work methods that will improve their professional abilities.

- A planned control, made according to an agenda and which regards different departments for child protection from more regions. On one hand, the objective is to help the social workers to overcome the emotional tension, and, on the other hand, to stimulate their creativity; finally, to encourage them in finding their own working method in the social practices.

The supervision can be seen also as a form of cooperation between all the members of the team of the departments for child protection – an internal supervision. This is planned and led by a responsible from the department, if he is professionally authorized or by a social worker with a supervisor training or by different team mates, after a rotation principle that allows everybody to be a supervisor.

This supervision is neither a substitute for the discussions in the team, nor for the decisional hierarchical structures, because in supervision the objective is not taking decisions. In general, supervision is oriented towards processes. To efficiently apply this control, it is important to have a well trained staff.

Creating a system of qualification and evolution of the social workers' career will make possible the organization of local watch teams, where the members have to be from the regional boards "Social work". These teams will be able to organize the qualification process at the office, what will determine the development of internal supervision.



The social workers can be supervised by institutions from outside the child protection system. It is about especially about teams from NGOs that have the necessary resources and experience. This supervision is important because it brings an external point of view, necessary for the improvement of work quality. The experience of the last years showed that the NGOs, especially by supervision, help the social workers from the departments for child protection to improve their professional capacity in cases of children victims of violence and the deviating ones. The first who dealt with the social workers' "burn-out" syndrome and who researched the assistants' fear to confess their mistakes and weak points were the teams from NGOs. This research can really improve the quality of social activity and the efficiency of the application of the measures for chil-

dren protection. This is proved by the analysis of the social workers' activity, which is done regularly by the experts of the State Agency.

The resources of the NGOs can and must be used for overcoming all the problems mentioned above. These resources help the creation and development of an efficient qualification and evolution of the social workers' career system and also the efficient development of a qualification service market able to permit the introduction and development of supervision in the activity of the departments for child protection. This process will help the social workers to answer a question they often ask themselves "How am I doing in my work?" but also with the process that helps for understanding the evolution of social activity for children in Bulgaria and how we can make it more efficient.



An introduction to social work supervision practice: defining and describing the terrain towards an ideal practice



Kieran O'DONOGHUE

This article will present an overview of supervision practice as described in social work supervision literature and research. The areas covered in this article include: a) the definition and scope of supervision in terms of the various forms, modes, kinds, types and media of supervision; b) the supervision mandate and the contracting or making agreements; c) supervision sessions and models of supervision practice; and d) the notion of best supervision practice. The article concludes by encouraging supervisors and supervisees to actualise these supervision ideals in the practice.

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Social Workers: A Practical Handbook published the School of Sociology, Social Policy and Social Work at Massey University. He also published several articles on social work supervision in *Social Work Review* as well as book chapters on clinical supervision and group supervision in edited collections. Kieran also teaches social service supervision theory and practice in Massey University's Post-Graduate Diploma in Social Service Supervision. Kieran keeps his supervision skills sharp by providing external consultant supervision to a small number of local practitioners.

Somewhere in the world as you are reading this sentence a social worker or social workers and supervisor(s) are engaging in the activity that is called supervision. The particular content, approach, type, form, mode, and process of their supervision is likely to be shaped by those who are directly and indirectly participating in the supervision and the setting in which the practice



of supervision is embedded. Using our imagination we can picture the following scenes:

- A social worker employed by a child protection service is meeting for an individual supervision session with their social work supervisor who also has line-management and performance management responsibility for the supervisee. The content of their supervision is determined by both the supervisor and supervisee and involves a review of cases, the discussion of problem or high-risk situations, and perhaps the social worker's workload and feelings about their work.

- A trainee social worker in a hospital is meeting with a client and their family. Also in attendance is the social worker's supervisor (a more experienced colleague) who works in the same area. The supervision is live and this type of supervision is learning and developmentally focussed involving direct observation and joint reflection upon the supervisee's practice.

- A social worker employed by a community agency. This social worker is visited in their agency or goes to visit a consultant supervisor who provides her with supervision. The supervisor is either self-employed or employed in another agency. The agenda of this supervision session is set by the social worker in the supervisee role. The content of this session involves the social worker's well being in the work situation, the management of issues of isolation, conflict with the agency team.

Defining Supervision in Social Work

The social work supervision literature reveals how social work supervision has evolved, changed and developed over time particularly through changes in the definitions of supervision (Kadushin and Harkness, 2002; O'Donoghue, 2003; Tsui, 2005). The author of the first book on social work supervision, *Supervision in Social Casework* (1936), Virginia Robinson, defined supervision as "an educational process in which a person with a certain equipment of knowledge and skill takes responsibility for training a person with less equipment" (Robinson, 1949:53). Subsequent definitions have balanced this educational aspect with an administrative one (Shulman, 1995). Commentators on the early history of supervision have emphasised both the administrative and

educative roots of social work supervision and argued that at differing points in its history one has had greater emphasis over the other (Kadushin and Harkness, 2002; Tsui, 2005).

The subsequent definitions have predominately viewed supervision from a functional basis consisting of administrative, educational and supportive functions (Kadushin, 1976, 1985, 1992; Kadushin and Harkness, 2002; Shulman, 1993, 1995). In this regard the following definition from Kadushin and Harkness (2002:23) is seen as pre-eminent:

The supervisor is an agency administrative-staff member to whom authority is delegated to direct, coordinate, enhance the on-the-job performance of the supervisees for whose work he or she is held accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in interaction with the supervisee in the context of a positive relationship. The supervisor's ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively, in accordance with agency policies and procedures. Supervisors do not directly offer service to the client but they do indirectly affect the level of service offered through their impact on the direct service supervisees.

Whilst the above definition has not changed remarkably from that found in Kadushin's earlier editions, it is widely recognised as foundational (Kadushin, 1976, 1985, 1992; Shulman, 1993; 1995; O'Donoghue; 1999).

Nonetheless, over the past two decades there has emerged an overabundance of definitions of supervision both within social work and in related professions (Rich, 1993; O'Donoghue, 2003). These definitions have seen supervision constructed from a range of perspectives. This plethora of perspectives has contributed to comments that 'no single definition or theory exists by which to describe its [supervision's] meaning, methods, or purpose, uniformly' (Rich, 1993: 37). These definitions have also been influenced by changes in the organisational, professional and social context, particularly the new managerialism, professionalisation and regulation, free-market ideology and postmodernism (O'Donoghue, 2003).



The current shared understanding of social work supervision encapsulated in the definitions describes social work supervision as a process, activity, and relationship(s); based upon an organisational, professional and personal mandate; with designated roles, and boundaries, in which particular functions are performed with the aim of facilitating the best or competent service or practice with clients (Kadushin and Harkness, 2002; Kaiser, 1997; Morrison, 2001; Munson, 2002; Shulman, 1995).

The specific of the process, activity and relationship(s), the basis of the mandate, the designation of the roles and boundaries, the functions performed and emphasised are the subject of the forms, modes, kinds, types and media of supervision.

Forms, Modes, Kinds, Types and Media

Supervision in social work exists in a range of forms, modes, kinds, and types. It is also delivered through a range of media (Brown and Bourne, 1996; Morrison, 2001; O'Donoghue, 1999; 2001; 2003). Forms of supervision are essentially different domains of supervision with particular characteristics or areas of emphasis. Some common forms of supervision are:

- Student or fieldwork supervision (i.e. supervision of students in training)
- Managerial supervision (i.e. supervision conducted by a line manager focused on the management of the work)
- Clinical supervision (i.e. supervision that is focused on client outcomes, the process of practice and the development of the practitioner's knowledge, skills and attributes)
- Peer supervision (i.e. supervision provided by a professional colleague at the same level within an organisation)
- Cultural supervision (i.e. supervision that focuses on the cultural safety of the practitioner or clients and is provided by a supervisor who holds the respective cultural knowledge).
- Cross-disciplinary supervision (i.e. supervision in which the supervisor and supervisee come from different disciplines e.g. social work and counselling or social work and nursing).

Each of the above domains differs in its

process, relationship and the emphasis it places on particular functions. For example, on the one hand, fieldwork supervision or student supervision tends to emphasise the practitioner development and learning process through focusing on the educative or teaching function of supervision within an educator-student relationship. On the other hand, managerial supervision tends to emphasise an achievement-based process, which places its focus on the administrative function of supervision within an employer-employee relationship. In New Zealand, social workers participate in a range of supervision forms with clinical supervision and peer supportive supervision being the most common with management supervision next, and then student, cultural and cross-disciplinary supervision being the least common forms (O'Donoghue Munford, and Trlin 2005).

The concept of a mode of supervision refers to the size of the client group participating in supervision. Traditionally, individual supervision has been the primary mode of delivery of supervision by supervisors to practitioners (Kadushin and Harkness, 2002). In New Zealand, participation in individual supervision far exceeds participation in group and team supervision with these other less prevalent modes of supervision being used as supplementary to the individual one to one mode of supervision. These different modes of supervision, like the different forms previously discussed, necessitate a range of different processes and relationships between the supervisor(s) and practitioner(s) (Brown and Bourne, 1996).

An interesting discussion that is occurring in the terrain of supervision concerns the kind of supervision. This discussion constructs two kinds of supervision, namely, internal supervision and external supervision (O'Donoghue, 1999; 2003). Internal supervision is essentially supervision provided by a supervisor employed and working within the organisation, whereas, external supervision is supervision provided by a supervisor who is not working within the organisation but rather is contracted as a consultant to provide supervision. A study by Itzhaky (2001) which examined the differences between the two kinds of supervision in Israel found that external supervisors provided more constructive criticism



to practitioners than internal ones, carried out more confrontation when necessary and appropriate. They also possessed more expert-based authority and less formal authority than internal supervisors did. This study also found that there were no significant differences between internal and external supervisors related to role ambiguity and conflict. These findings illustrate that the basis for the supervision mandate, the nature and interactions within the relationship differ between the two kinds of supervision. In New Zealand supervisees participated more in internal supervision than supervisors and that the supervisors participated more in external supervision than the supervisees. The supervisors increased participation in external supervision was due to them participating in supervision as both supervisors and supervisees (O'Donoghue, Munford, Trlin, 2005).

The notion of different types of supervision is based upon the range of methods used in the delivery of supervision. This range of methods includes the following:

- Open door (informal ad hoc as and when required).
- Consultative (i.e. based on regular consultations).
- Recall and review (i.e. sessions in which practitioners, describe, explain, scrutinise, justify and evaluate/revise their work and their knowing, decisions and actions in the social work role through using a process of interpersonal process recall).
- Observational (i.e. involves the use of methods of observation such as live observation, co-working, audio/video-taping, process-recordings, etc.)

The most common methods employed in supervision appear to be the consultative, and review and recall methods (Kadushin and Harkness, 2002; Munson, 2002). The open door method and the observational seem less common (O'Donoghue, 2003). In New Zealand, the primary focus of the methods used was the supervision of social work practice and the practitioner, with the managerial and agency requirements and compliance coming third. Individual sessions, involving case consultations, checking-in concerning work plans and activity, and reviews/debriefings of specific work or

situations were the methods most frequently experienced, whereas, formal group meetings or sessions, co-working, formal team meetings or sessions and especially observation were the contact types less frequently experienced (O'Donoghue, Munford and Trlin, 2005). It is worthwhile to point out that the recall and review and the observational seem to be methods that are employed in the clinical form of supervision. On the other hand, the open door and the consultative types seem to be methods tending to be used in the managerial and peer support forms of supervision (Kadushin and Harkness, 2002; O'Donoghue, 1999; O'Donoghue, 2001; 2003).

Recent developments in information technology have raised questions concerning the media by which supervision occurs. Traditionally, supervision has taken place via face to face meetings supplemented by telephone consultations. In the United States of America some online supervision is occurring by email, chatroom, audio and video conferencing (Stofle and Hamilton., 1998). The developments in this area tend to mirror those concerning cyber-counselling and are very much in an infancy stage (Geraty, 2000). That said, the media by which supervision is delivered has become a conversation in the supervision terrain, particularly given the research undertaken through the University of London on online supervision (see <http://www.online-supervision.net/>) and the use of telehealth technology in clinical supervision (Miller, Miller, Burton, Sprang, and Adams, 2003).

Before moving on to discuss the mandate for supervision it is necessary to state that this discussion of forms, modes, kinds, types and media of supervision highlights that the construction of social work supervision as an activity, process and relationship is one that is subject to a range of features that are variable. Furthermore, the boundaries and the interaction between the various features, (i.e. forms, modes, kinds, types and media) is dynamic and fluid with them not acting in isolation but rather interacting and existing together or in relationship with each other in the practice of the activity that we call supervision.

The Supervision Mandate

The mandate or "the right to act" as a su-



pervisor comes from the same sources that a social worker's mandate with clients comes from, namely, from their organisation, profession, and from the person who is using the service (O'Donoghue, 2003). In other words a supervisor's authority is derived from these three sources.

In the case of the organisation the supervisor's authority derives either from them being employed (in the case of an internal supervisor) or contracted (in the case of external supervisor) to provide the supervision. The professional mandate to act as a supervisor comes from being recognised by the profession as a social work supervisor on the basis of supervisory competence or by virtue of the attainment of a supervision qualification (O'Donoghue, 2003). The third mandate, namely, that conferred by the practitioner to the supervisor generally takes one of the following two types. The first is the mandate ascribed through the choice made by the practitioner that this is the person they have decided is their supervisor. The second type is the authority given through the degree of recognition, acknowledgement and acceptance by the practitioner that their organisation or professional body or registration board has authorised this person to be their supervisor. In New Zealand, the organisational mandate tends to dominate both the professional and the practitioner's mandate, because of an emerging professionalisation coming from the Social Workers Registration Act 2003, formal supervision qualifications that at postgraduate level have only been in existence since 1997

and supervisor competency standards developed by Social Work Association in 2004 (O'Donoghue, 1998; 2003; O'Donoghue, Munford and Trlin, 2005).

Generally, the setting and the parties involved shapes the relationship between the three mandates. This diversity has necessitated the development of supervision policies and supervision contracts or agreements as structures that help clarify the supervision mandate. Supervision policies are a means by which an organisation and/or a professional body can specify the mandate for supervision, establish and support the right of supervisors to be and act as supervisors, and establish and affirm the rights of practitioners concerning the provision of and their participation in supervision (Morrison, 2001; O'Donoghue, 1998).

Contracts or agreements on the other hand exist under the umbrella of supervision policies and provide a means by which the practitioner's mandate can be recognised and affirmed. Figure 1 above illustrates in diagrammatic form the key points and the relationship between the three mandates described in this section.

Supervision agreements or contracts

Supervision agreements or contracts are used to establish a shared understanding concerning the purpose, mandate, roles, responsibilities, relationship, expectations and processes used in supervision. The supervision literature related to contracts and agreements emphasises that the process of establishing an

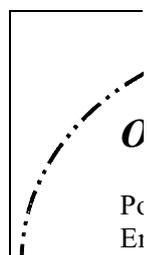


Figure 1. The Supervision Mandates



agreement is as significant as the content of the contract (Morrison, 2001; Brown and Bourne, 1996; Kaiser, 1997). The literature also suggests that the following areas are included in the contracting process:

- Sharing past experience, values and expectations and understandings of supervision.
- Approach, form, mode, types, kind and media of supervision.
- Accountabilities and responsibilities.
- Mandate, purpose and focus.
- Ethical code and confidentiality.
- Practical Arrangements i.e. timing, frequency, venue, record keeping, storage of record, and fee payment.
- Process matters i.e. Preparation, agenda setting, and techniques used.
- Recognition of difference, power and authority and a commitment to anti-oppressive practice.

Hewson (1999) writing about contracting in counselling supervision highlights the important role that contracts have in making supervision an overt and transparent process. Furthermore, she also highlights that supervision contracts usually involve at least three parties, namely, the agency, supervisor and the practitioners and she strongly advocates for the explicit involvement of all parties involved in the contracting process and final agreement. Hewson (1999) contends that it is only through an overt and transparent process that covert agendas and collusion are minimised.

The types of contracts or agreements present in the current terrain of social work supervision, are the written and the verbal contract. Written contracts provide a reference point, which captures the understandings of the parties at a moment in time, which can be referred to in the future. Whilst, there is not a set and established format for a written supervision contract, Morrison (2001) and Brown and Bourne (1996), provide guidelines and examples. Written agreements are particularly important in environments and relationships where trust needs to be developed or where there is low trust (Hewson, 1999). Verbal agreements on the other hand rely on memory and/or the records of the participants. They are most appropriate in a high trust environment and where the culture is orally

based (Hawkins and Shohet, 2000). A national survey of supervision practices in New Zealand (n=209) found that 86.6% of respondents had a written agreement/contract and 12% had an oral one with only 1.4% not having any form of agreement or contract (O'Donoghue, Munford and Trlin, 2005). Regardless, of the type of contract or agreement it is important that all parties involved in the supervision have a shared understanding of the following:

- what will happen;
- what won't happen; and
- what may happen in supervision.

Figure 2 below summarises the key stages and features involved in a supervision agreement.

Thus far we have discussed agreements and contracts related to the supervision relationship. This is not the only form of contracting that occurs within supervision. There are two further forms of contracting, which are ongoing throughout the life of a supervision contract. These are sessional contracting, and actions contracting. Sessional contracting involves establishing an agreement about the work that will be done in the session. Actions contracting, on the other hand, involves making an agreement about the actions that have resulted from supervisory conversations (Shulman, 1993).

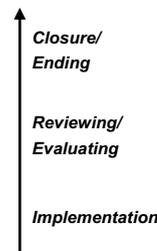


Figure 2. Stages of a Supervision Agreement in a Supervision Relationship



Supervision Sessions

The most common forum for supervisory conversations is the individual supervision session or conference (Kadushin, and Harkness, 2002, Rich, 1993; Shulman, 1993). In this section the literature related to content, process and structure of sessions will be briefly discussed.

The content of supervision sessions is in most cases shaped by the people involved and the setting. That said, what appears common in the content of sessions is that they generally involve discussion about the practitioner's work, the people they work with be they clients or colleagues, the worker themselves in relation to their work, and their training and development (Kadushin, 2002). In New Zealand, the most commonly discussed content in sessions was identified by O'Donoghue, Munford and Trlin, (2005) as being complex or challenging cases with the supervisee's concerns or matters and ethical issues next, followed by workload, problems with colleagues/management/organisation, boundaries, professional development, success stories, caseload review, stress, team issues, and cultural matters, with personal matters, supervisor's concerns, performance management and the supervision relationship being the items least commonly discussed in sessions.

The process of supervision sessions generally mirrors that of the social work interview and involves preparation, an introductory phase, a phase where the purpose or the agenda is clarified and ordered, a working phase and a review or ending phase (Kadushin and Harkness, 2002; Shulman; 1993; Rich, 1993). Within New Zealand supervision sessions, decisions and discussion were identified as the most commonly occurring features, followed by checking comfort, closure, preparation, planning, agenda setting and summarisation, whilst, evaluation and centering were the least common features reported (O'Donoghue, Munford and Trlin, 2005).

The main structures related to supervision sessions are the length of sessions and the frequency of sessions. The length of sessions seems to range from thirty minutes through to two hours, with most sessions appearing to be between sixty and ninety minutes (Kadushin, 1992). The frequency of sessions on the other hand ranges

from weekly through to monthly with the most common frequencies being weekly and fortnightly (Kadushin, 1992). In New Zealand, O'Donoghue, Munford and Trlin, (2005) found the overall average rate of supervision contact to be fortnightly, and the most common length of contact was between 60 and 90 minutes.

Models of Supervision Practice

The majority of literature published on social work supervision is devoted to approaches or models of supervision (O'Donoghue, 2003; Tsui, 2005). Munson (2002) asserts that there has been a proliferation of approaches and models of supervision in recent times, which is due to a practice theory explosion in which there are a multitude of theories of social work practice competing for use. One result of this theory explosion and the proliferation of supervision models and approaches has been a call for a moratorium on new supervision models (Rich, 1993). Rich, (1993: 137), has even described the supervision theory situation as a "supervisory jungle" rather than a lucid body of knowledge.

Within this literature a number of classifications have been made of the various types of approaches and models (Tsui 2005; Rich, 1993). Three of these classification systems appear to capture the themes found in the literature. The first system is that of Tsui (2005) which argues that supervision models or approaches focus on one or a combination of the following five elements: (a) practice theory; (b) the structures and functions of supervision; (c) the structure of the agency; (d) the interactional process between the supervisor and supervisee; and (e) feminist partnership approaches. The second system, that of Payne (1994), is more simplistic and conceptualises supervision approaches on a continuum, with managerial approaches at one end and professional approaches at the other. Payne (1994: 44) argued that in social work supervision, either the managerial or the professional aspect is dominant. Payne (1994: 44) also asserts that authors generally distinguish between the two aspects, but differ in their emphasis and in the importance of each aspect. The third system is proposed by O'Donoghue, Munford and Trlin (2005) who



found that supervision models could be classified in terms of those that were practice theory or model based (e.g. task-centred, strengths-based, systems, solution-focused) and those that were specifically developed for supervision (e.g. developmental, integrated, adult learning, functional (social role) and comprehensive). O'Donoghue, Munford and Trlin (2005) found that amongst social work supervisors and supervisees in New Zealand there was a clear preference for the ideas from practice models and approaches such as strengths-based supervision and task-centred, with the ideas from supervision specific approaches such as adult learning, developmental models and the integrated model being less frequently used. It was also noted that ideas from overseas models were preferred to those from local ones. Their respondents also indicated a degree of eclecticism by signalling that they used ideas from a range of supervision models and approaches.

Writing internationally about models of supervision, Tsui (2005:19), notes that practice theories are adopted into supervision for a variety of reasons including: a) deficiencies in supervision theory in terms of its accessibility, abstraction and complexity; b) the relative theoretical coherence, familiarity, accessibility and practicality of practice models; and c) that practice models enable practitioners and supervisors to build upon what they already know. However, whilst such reasons are perfectly understandable, they harbour the long-term cost of inhibiting the building of specific supervision theories, which in turn has implications for the development of social work supervision as a discipline and practice speciality (Tsui, 2005). The degree of eclecticism identified by O'Donoghue, Munford and Trlin (2005) in their respondents' use of ideas from a range of models and approaches raises a question concerning the extent to which supervisors and supervisees construct and use their own personal practice models and approaches (Solas, 1994). The key issue here is the degree to which the eclecticism, development and application of personal practice models is informed by critical reflective practice grounded in both evidence and context (O'Donoghue and Tsui, 2004; Ife, 2005), rather, than as permission for uncritical supervision and

as excuse for "anything goes" and "if it feels good do it" in supervision practice.

Towards Best Supervision Practice

The limited literature concerning what's best about social work supervision (Kadushin and Harkness, 2002; Davys, 2002) suggests that best supervision involves a constructive interpersonal relationship between the parties; the meeting of the supervisee's needs in the areas of practice, emotional support and development; and effective aid in the direction of assisting the supervisee to help their clients achieve positive outcomes. In addition, it also appears that what's best is contingent upon the setting, (including the extent to which a choice of supervisor is available), the characteristics of the participants, the supervision practice and the nature of the supervision relationship. O'Donoghue, Munford and Trlin (In Press) explored the question of what is best about social work supervision from the perspective of 204 New Zealand participants in supervision and found that the picture of best supervision practice that emerged consisted of a conducive supervision environment, in which progressive, effective, interactive, and safe practice occurs within a supportive, trusting, honest and open relationship with a supervisor who demonstrates well developed professional qualities and attributes and shares practice expertise, knowledge and experience. One possible implication of their results, is their contribution to the development of a contingency model of "best social work supervision". This emerging model would consist of a scaffold built from the study results which would in turn provide the foundational support for "best fit decisions" contingent upon the setting, issues and those involved. Figure 3, below provides a possible diagrammatic representation of this emergent model.

Conclusion

This article has presented a foundational overview of social work supervision practice as described by both literature and research. This overview has defined and described a theory of what social work supervision involves in terms of forms, modes, kinds, types and media, as well as articulated the mandates upon which supervision



practice is based. It has also overviewed the theory of how to do social work supervision by discussing the process of establishing a supervision agreement plus the content, process, and structures of supervision sessions together with reviewing the current thinking concerning models of supervision and an eclectic supervision practice. The final section of the article has attempted to emphasise what is best about social work supervision and to present a contingency model of best supervision. It is hoped that the definition and description of the social work supervision

terrain provided by this article will assist social workers and supervisors in their attempts to actualise these best supervision ideals in their supervision practice.

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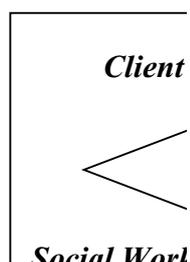


Figure 3. Emergent model of “Best Supervision”

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Supervision in social work in the context of children welfare reform in Romania



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Last years changes, due to the reform of the social services, determined a change in approaching the field, thus the quality of services and a professional way to offer them to the beneficiary became more important. Especially in children protection reform, one of the first fields where results were rapidly obvious, important steps were made. The last step was the change in legislation beginning with this year by enforcing the law 272/2004 concerning children rights protection and promotion. It increased the quality of the services for the children and their families, by the existing standards and the professional level of the people offering these services. Supervision in children services, and not only here, is a guarantee of the quality of these services.

It is known that supervision is an interaction process in which the supervisee person plays an active role. It is based on personal experience and expertise of the supervisee person. Essentially,

supervision means doing an activity by others. The difficulty for the supervisor is to make different things to back the case managers/the staff to work efficiently. The supervisors also have the responsibility for the results and for the fulfilling of the mission of the organization.

For creating a supervision model in social work, Alfred Kadushin starts from the first remarks on this subject by John Dawson in 1926 who has defined the functions of the supervision thus:

Administrative supervision: promoting and maintaining good work standards, coordination of the practices with the administrative politics, assuring an efficient and functional work environment;

Educational supervision: calculated educational development of the members of the team so each should have the possibility to be useful;



Supportive supervision: maintaining good work relations and cultivating an “esprit de corps”.

These three functions of supervision show that the supervisor is the bridge, the mediator between management team and the professional team.

Over the years, academicians, theorists and practitioners searched a correct definition for supervision in social work. Supervisors were identified as professors, facilitators, counselors and managers (Christian and Hannah, 1983; Crow and Odewahn, 1987; Magee and Pierce, 1986; Perlman, 1969). Supervision was named an administrative activity; therapy, a removed step and a parallel process of the social work practice (Dimock and Tracker, 1949; Kadushin, 1976; Kneznek, 1966; Shulman, 1982; Trecker, 1971).

Even if the concepts of “giving” and “receiving” supervision are accepted as integrated parts of social work practice, there have been reserves in defining supervision as a current method for practice. The traditional opinion is that supervision is a separate entity, different from the concept accepted by the professional social work practice (Gordon and Schutz, 1977; “Working definition”, 1958). Supervisors are described as professionals who gave up the direct practice (Shulman, 1982) and as “administrative staff of the agency who were social workers before becoming supervisors” (Kadushin, 1976, p. 241).

The distinction between the social work practitioners and supervisors is enhanced by the hypothesis that supervisors need some skills, behavior and attitudes different from the ones necessary in the social work practice (Kadushin, 1985; Perlmutter, 1990). Shulman (1982) says that, even if supervisors use habits similar and parallel with the social workers’, the purpose is to teach them to the practitioners, and not the direct use of them. Munson (1983) advises the supervisors to use totally different teaching habits so they could avoid “falling back” in using the practical social work habits. Some authors suggested using the management and administration techniques instead of the habits from the social work practice in order to succeed in supervision (Bramhall and Ezell, 1981; Edelwich and Brodsky, 1980; Keys and Ginsberg, 1988; Mordock, 1990).

An alternative opinion in literature suggests that supervision must be defined as being practical social work. More than 50 years ago, Reynolds observed that the habits, the administration values and the work for a case are very much alike, having as common purpose to fulfill human needs. This theme appeared periodically ever since. Trecker (1971) says that supervisors use the same habits, work by the same process and prove to behave based on the same values and professional principles as any other social work practitioner. Pettes (1979) defined supervision as “a process in which a social work practitioner helps another social work practitioner to work using the best of his/her abilities”. The reason is not to promote therapeutic relations among social workers, but that social work should recognize the practice at another level and from a different perspective (Battle, 1991). Based on the alternative opinion that supervision really is a practical social work method in the same conceptual framework of recognized values, habits and professional knowledge, the following chapter explores the history of supervision in social work and suggests a supervision model based on practical concepts of mediation and mutual help.

History of supervision in social work

Social work as a profession developed from many disciplines, theories, philosophies and groups. Supervision in social work showed this complex development and often the changes in orientation to direct practice could be seen in supervision (Kadushin, 1985). The traditional functions of supervision were: administrative, educational and supportive (Towle, 1963). In different moments, one or another from these functions was taken into attention as a response to the internal and external influences on the profession.

The supervisor as a professor

The beginning of the formalized social work practice in US has its roots in the charitable organizations from 1880. In these agencies, social work was considered a work process with “respectful, paternalist and from outside” case (Perlman, 1969) and supervision was made by paid agents who were administratively verifying



the “friendly volunteer visitors’ work (Reynolds, 1963). Over the years, the importance of the supervisor grew till professor of methods for volunteers, and later, for students participating to outreach activities (Brackett, 1903/1979; Robinson, 1936).

The supervisor as facilitator

During the '20, there was an increase of professionalism in social work practice and a development of mental hygiene and children assistance. More than supporting the poor population, the services were oriented to children welfare, persons with mental and physical diseases and generally to family. During the '30, social workers hired in different counseling centers, borrowing knowledge from the psychiatric and psychoanalytical treatment, often were tiring the practical methods of insight therapy. The supervisors in social work took some things from the therapies as long as their work began to include helping workers to become conscious of themselves and for their own need to solve their intra-psychical conflicts (Towle, 1935/1969). After the workers succeeded in this mission, there appeared the opinion that they could use the same process successfully with their clients. In 1950 and 1960 the changes in the profession determined a more eclectic practice, which was covering a wide range of intervention theories, people served and administrative structures. This growth led to lessening of the power of psychoanalytical influence, but the roles of the supervisor as a professor and facilitator went on existing.

The supervisor as an administrator

Administration as a part of supervision had its roots in the origins of the social work practice, but it followed a way of development different from the professor and facilitator. These last functions are more connected to clinical services and reflect the work method with the case. The administrative function deals with management of the resources and procedures of the agency and reflects business methods. Charitable organizations used paid agents and program administrators. They were responsible with the organization’s resources distribution together with supervision of the volunteers. The Milford

conference in 1929 included a work named “Staff management in Social Services Agencies” (Munson, 1979), which referred to the rights and obligations of the employees and to the contracts between agencies and workers, with the supervisor representing the agency. The two functions of the supervision underlined in this work were to maintain the activity of the agency on established standards and to promote staff professional development. In 1935, the Social Security Act approval created a new system for offering the social services. The offered service was not therapy, but support, that meant financial assistance. As supervision reflected outreach practices, administration became more important. Supervisors were asked to administrate agencies, to develop policies, to lead program, networks with communities and to negotiate with the complex birocratic system (Dimock and Trecker, 1949; Reed, 1961; Schertz, 1959/1979).

Supervision separation from practice: a false dichotomy

The restraint to recognize supervision as a legitimate professional practice method produced a false dichotomy between the two. Separating supervision from practice meant that supervision is to be defined in fact by conceptual criteria different and opposed to the ones which worked for the professional social work. The base framework of social work is centered on three convictions: there is interdependence between people; the purpose of profession is to assist the decreasing of the lack of poise (unbalanced situation!) between people and their environments; and, the interaction between individuals and environments is facilitated by the existence of professional relations.

The educational supervision leads to learning and teaching theories and the administrative supervision leads to structure, functioning and organizational development theories and also to leadership and management ones. The reference frameworks for education and business are different from the one for practical social work. While the social work is based on the idea of interdependence between people, getting rid of the lack of poise between people and their environments and using of the



professional relations to do that, the reverse is more often present in the education and business disciplines. Educational and business contexts are concentrated on hierarchical, competitive and power based relations within importance being granted to individuals, some of them being seen as more important than others (Davis and Watson, 1982; Gardiner, 1989; Whyte, 1956).

The educational system is built on the assumption that the ones with an expert level of knowledge will share knowledge to others who are not at the same level (Gardiner, 1989). Business management system follows the same construction in which people with a power position have the authority to give directions for activities to the ones who have not authority and power (Davis and Watson, 1982; Whyte, 1956). None of those models recognize the egalitarian interdependence of individuals and none prove to be interested in solving the problem with the lack of poise, taking into account that this is created by the competitive interactions established in these models. Despite the divergence with the social work practice, these concepts have been applied in the social work field by the definitions established for the functions of supervision. Starting from the educational framework, Robinson (1936) wrote that supervision is “an educational process in which a person with some knowledge takes the responsibility to prepare a person with less knowledge”. Using the framework of business management, Kadushin (1976) describes a supervisor as “an administrative officer who has the authority to give directions, to control and evaluate others’ work”. These definitions mean that “the others” have no authority for self-direction and that the dependence relation is one way (to the supervisor), not two ways or interdependence.

Separation between social work supervision and the professional practical social work framework had a deep effect on the professional working place and on the social workers working there or on the supervisors. A bureaucratic working place has been created as a result of using the business management model for organizational structures that gives hierarchical roles and authority to staff. Arches (1991) shows that when people are forced to work in such

environments, frustration appears, working stress and burnout gets high (Bramhall and Ezell, 1981; Edelwich and Brodsky, 1980; Murphy and Pardeck, 1986; National Association of Social Workers, 1994).

Supervision as practical social work: an alternative model

We said that it isn’t necessary to make a separation between supervision and the conceptual framework of practical social work. “Working Statement on the Purpose of Social Work” (1981) says that “the purpose of social work is to promote or to remake a good mutual interaction between individuals”. The purpose is based on the convictions that the general environment must offer the opportunity and the resources for getting individuals’s potential at maximum; these transactions between individuals and others in their environment must improve everybody’s dignity, individuality and self-determination; and that people must be treated correctly.

It is possible and desirable that the organizations became structured so that to make the social work work using the conceptual criterion that holds professional discipline. The working place must be an environment where full achievement of professional potential is possible and where there is no working stress and suffering. Supervisors in social work can be changing agents who can work directly or indirectly in the name of the staff for raising their skills, getting the resources, increasing the receptivity of the organizational environment and facilitating any interactions at any level.

The supervisor as a social worker

Even if Schwartz (1968) developed the mediation model as an intervention strategy for group working, his fundamental theory is that the general professional mission of social work is to mediate the relational process of individuals as a part of a common self-completing need. Schwartz’s successors say that the general role of the professional social work is to “mediate between individuals/groups and systems within the effort to recreate reciprocity” (Farris, Murrilo and Hale, 1971). These definitions for the correct application of the mediation model in all the social



work practices are particularly applicable for social work supervision. Schwartz's mediation and mutual help model is very useful in reshaping the supervisor's role from a professor or a manager-administrator to social worker. By application at the working place, the staff of the agency is redefined as a mutual support group whose common interest and task is to offer services to groups of clients. The supervisor is a mediator between the independent mutual support group and the network of the system which can disturb it. This relation becomes practical social work in action, with the social worker-supervisor acting for the adjustment between individual and environment, that represents the supervisee and the place of work.

A non hierarchical and non competitive place of work is more suitable with the concept of social work referring to the interdependence of individuals and balancing the relation individual/environment. When the group is defined as a community of interested parts, the usual tensions

brought by the control and power situations, "us" versus "them", and the supervisor as an outsider, are smaller. In the same time, supervisors are authorized to assume control for their decisions and are recognized for their experience and knowledge, and for the force they bring to the group.

By referring to the present practice, tackle "supervising people in their environments", Kieran O'Donoghue underlines that this stimulates critical reflexive supervision because admits the impact of the social and political context on the direct practice with the client, the workers and the organization. This kind of critical reflection is far more possible to appear when it is about the interventions that deal with social realities and clients', supervisee' and agencies' perception of this reality. It is more probable that the intervention should be built on the advantages and the resources of the implicated parts.

Kieran sketches the interactions that appear in a supervision process for individuals in their environments:





Individuals and the environments where they are, can also be adapted, as there can be seen underneath, so they could be used as instruments for theoretical supervision models evaluation. The key questions to put in this evaluation are about how the theory or the supervision model takes into account micro and macro elements.

The need for a children services supervision guide

The reality from our country forces us to speak about what has to be done in this period when we have to concentrate more and more on the quality of the services offered to the beneficiaries. The need for a guide, a set of procedures for children and family supervision was obvious from the first moment when the need of supervision for these services was taken into account. The supervisors and the supervisee will need to know how these things must be done for these services, so the existing legislation, the minimum compulsory standards for the services and the professional social worker standard or the recognized supervision principles should be respected.

One of the first things to be clarified would be the answer to the question “why the supervision is made?”

Supervision is made for:

- knowing/improving work procedures
- professional development
- support
- efficient functioning of the team/each

member of the team’s roles

- work methodology
- avoiding professional exhaustion
- continuous formation
- getting over the obstacles in making the

activities

- efficiency of the interventions
- maintaining/improving the quality of

services

As kinds of supervision that can be used in the children and family services we have:

- individual supervision for professional

interventions

- group supervision: with persons who have the same profession

- team supervision (ex. Professionals working for a case)

- supervision for organization

As we also said in the previous subchapter, for being a supervisor, a professional must demonstrate having a set of abilities from experience and/or from trainings (for ex. Knowledge about personality, defensive mechanisms and professional exhaustion; knowledge about group dynamics, management, capacity to manage crisis situations, communications and empathy abilities with the supervisee), that can be rally in the four essential fields for a supervisor.

An important chapter of the guide must refer also to supervisor’s responsibilities because, as we showed earlier, there is an influence on the supervisee’s activity that finally as an influence on the beneficiaries. We can talk here about some techniques for management of the difficulties in a supervision: “must and can” interventions, the parallel process, the transfer and counter-transfer, strategic games for getting over the unhealthy processes that can appear in the triangle supervisor-supervisee and employer/agency/office.

The supervisor must be prepared to use techniques based on interaction, to get into a professional, interpersonal relationship with the supervisee with a rhythm and a duration commonly established. The supervisor stimulates and recognizes the supervisee’s active participation and must offer respect as to a person with a values and intentions system, with present and potential possibilities but also with its limits.

Among the main responsibilities of the supervisor we have:

- gives to the supervisee the standards/legal framework for working and makes sure that the activity goes under these standards;
- makes periodical evaluations, finds the needs, makes propositions;
- is a mediator for the team;
- has direct relations only with the super-

visée(s), keep the confidentiality of the discussions from supervision meetings;

The supervisor must be recognized by the professional community and an accredited supervisors group would be necessary to exist or a site where the supervisors can be listed along with their abilities. The accreditation can be given by the trade college.



The supervisor makes an agreement with the institution for the solicited kind of supervision. The agreement must contain at least the following: the objectives of supervision and the expected results, frequency of meetings, establishing the agenda and the place of these meetings, the cost of the meetings. A supervision process should last at least 6 months. An agreement model must be offered in the enclosure of the guide.

The guide must specify who makes (or if there is necessary) the supervisee's evaluation after the end of the supervision process and how the moment when this process must or can be ended is to be determined.

The framework for the supervision is very important and its elements must be specified in the guide along with the idea that there must not be disturbing factors during the supervision.

The importance of feed-back in the supervision process must be mentioned.

About the advantages or the responsibilities of the employer after/for the staff supervision process, we can mention:

- staff motivation; the staff is efficient and offers quality services;
- supervision must be encouraged by the employer;
- the employer must assure the access for every employee to supervision, depending on the identified needs (the employer must set the framework, rhythm and resources);
- must make a clear distinction between employer/boss and supervisor;
- the relation between supervisor and institution must be made clear and the fact must be underlined that between supervisor and supervisee there are no hierarchical relations;
- an ethical supervision code is necessary to be worked out; for example, here must be specified that the supervisor keeps the confidentiality on the supervision meetings and do not report to the supervisee's employer;

The supervisee needs to have the confidentiality assured and this thing must be specified in the agreement. The supervisee has the obligation to follow the established agenda and to

respect the work rhythm established by the supervisor. The supervisee must be free to choose the supervisor when it is individual supervision. The relation with the supervisor is a equality, a support one. One more, the supervisor must not be the direct boss in front of whom the supervisee could not express the dissatisfactions with the personal job.

In children and family services standards there is the possibility/compulsoriness of the internal and external supervision. Thus, the guide must specify for what and how can be done a supervision kind or the other. Internal supervision can be done for: case management, resources administration, methodologies, duties and responsibilities. External supervision can be asked for supervising the team or for the individual staff supervision.

Supervision principles

- all the social workers need supervision
- the superior interest of the client/beneficiary must always be put on the first place excepting the situations that threaten the safety of the supervisor/supervision process
- supervision is based on the policy/rules of the agency/employer/office
- supervision takes into account the participants' culture and gender
- supervision is a common responsibility
- supervision is based/made after a negotiated agreement which must have foresights about solving the conflicts
- supervision is regular and without brakes
- supervision promotes a development, responsible, facilitating practice
- supervision promotes a non discriminatory and non oppressive practice
- supervision is based on understanding of the ways the adults learn
- supervision considers concealing when necessary about gender, culture, sexual orientation and identity, disability, religion or age.

It is always important to remember the fact that supervision is a partnership that involves: the supervisor, the supervisee, the agency and the profession.



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Self-development by painting and creative techniques for future supervisors



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Supervision means that at least two persons get in direct contact, with the intention that one of them, the supervisor, supports the other, his/her client, in a reflection process oriented towards the client's tasks and work, well regulated in their structure. It is a support for reflecting on the personal position and on the possibilities of dealing with problems and conflicts. It is a support for the reflection process for making the quality of work better and for the encouragement of a constructive communication between the persons which collaborate. In the same time, it widens the action possibilities in the work field.

But to help a person in the reflection process is only possible if the person that helps to have a clear image of its own conflicts, blockings and resources. How a supervisor reacts when a client asks to be helped to overcome the inferiority feeling towards the authoritative boss, when the supervisor too has such an inferiority feeling and

he/she is not fully conscious about that? It is obvious that there is a risk of misguiding the client.

To be able to accompany somebody, in an emotional way, in the supervision process, it is necessary to know very well our own feelings and subjects that accompany us in life, which have the roots in our biography, in our past.

Painting and the creative techniques can help us to see our blockings and to have a new attitude about our own feelings. Seeing clearer the answers to the questions „from where”, „why” and „where” about our development and feelings, helps us to know ourselves better and to develop our own personality.

The means used by art-therapy quickly offer the possibility that the participants get in contact with their own inside. Creativity is a force that produces something new and, in the same time, helps us find something that is already inside us, forgotten or repressed by the restrictive



education we received and an excessively rational conception.

In my work, I rely on C.G. Jung's conception which assumes the idea of **entelechy**, meaning the natural tendency of the human being to unfold, develop, grow and overcome the problems by healing them, as a tree that, in time, heals its wounds from some broken or cut branches.

The tree is one of the great symbols used by Jung to represent the individualization process.

The tree that appears freely on an open plain, without being hindered by other trees or rocks, having sap inside, is a wonderful thing. But how admirable is a small pine that grows on inhospitable cliffs, hardly climbing to be able to stretch its branches to light or when it twists its wounded with millions of wounds trunk to be able to survive and fulfill, even in these unpropitious conditions, its pine form. The imaginations, the stories, the group work, as it is the mandal of the trees painted simultaneously by all the participants of the group, the river of life and the interactions of a participant to accompany another one in the painting process are means based on four elements: the creation process, symbolization of the internal processes, the therapeutic meeting and the relationship between the therapist and the group.

Imagination exercises introduced in a relaxation moment represent an opening to the inner world of symbols. Through them, we get in the field of our day dreams and of the inner river of the symbols. This had the role of an intermediary between our thoughts and our feelings, between realities and wishes. If we can consciously receive

the symbolical impulse from inside, they enrich us and can lead to a more intense activity and life pleasure.

The stories open the gate to a treasure of collective symbols which has a great importance for the understanding of the unconscious personal processes. They reflect tasks, blockings and possible solutions in human development. Consequently, even today, the stories are not just a lecture for children, but they guide us by the great wisdom they contain. The stories are an inter-relational model too and a model of the system constellations. Likewise dreams, they enlighten darker or lighter arias of our soul. For, love and hatred, betrayal and honor, tenderness and violence are all aspects of the way we walk in the individualization process. Where there is light, there is also shadow. Even if our culture has the tendency to hide the shadows, we meet them even more outside us and inside our souls, too.

The solution is not the exclusion of the shadows, but their integration, letting them have their place in our life. Everything that stays unconscious is projected outside. The art, the dreams, the stories and the myths show us how we can treat the shady sides of our soul.

„The consciousness is not important only as an opposite pole of the unconscious, but it also has a very important social role: only the conscious ones can recognize the evil in the world, in the people next to them, at the persons near by but also inside their own souls. This recognition itself is strictly necessary for us to be able to build tolerant relations with the others, between human beings, between peoples.”

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Supervision from psychotherapy and psychotherapists perspective



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The supervision has its roots in the legacy left by Sigmund Freud regarding the psychoanalysis practice where the psychoanalyst need to share his cases he has in treatment with a bunch of friends having the same interests and working background, in order to identify as much as possible what nowadays we call contra-transference manifestations. Latter, all psychotherapy methods have introduced this supervision practice (group or individual) as one of the psychotherapists's training program tripod component (along with the theory and the personal therapy). It continues after the end of the training anytime the clinical cases need this.

Throughout many of the therapeutically modalities, the client focus psychotherapy very much linked with Carl Rogers name, successfully extended the theory and the practice outside the counseling and therapy relationship within the institutions and organizations.

Carl Rogers's innovation was born from the individual psychology and cultural mental level fusion which have given to everybody the right to hold hands on his own fate. The author emphasizes the fact that the people's life is interconnected and our life is mostly relational in process and its awareness. His theory's conditions lighten the process unfolded in the client-therapist agreement inner micro-cosmos. This doesn't mean that the client's external relationships have no impact on the answer to the therapy intervention becoming obvious that for this social support approach wider conditions should be foreseen and the person and the society's "disease" has vital impact on the therapeutically intervention. A joint unification axis might be the healing relationship: the inner self relationships, interpersonal relationships, group and community relations as well as population large systems relationships.

In a very specific way, the therapists are trained to confront with a terrible, exceptional



change: the ability to emphatically profoundly bond with “the other” in a high degree of internal subjectivity as well as the capacity to know and to allow to the responsiveness to cover our client’s inner human relationships world mainly the sensitivity toward the client’s subculture, individuals worries and of course, the prospects brought by the therapy process.

In the client focus supervision the accent falls on the therapist’s congruency according with Rogers basic conditions framework considered by him “necessary and sufficient” conditions (Rogers 1975). This seems to contrast with the others supervision practice approaches (and sometimes with the cognitive-behaviorist therapy where the client’s materials serve as basis to the supervision sessions and the discussions are limited to the technical problems regarding the empathic communication understanding or the therapeutically plan as well as the treatment goals.

The supervision is the process in which the therapist explore the work with the clients in a non-management environment together with a more experienced and supportive colleague. Ongoing regulated supervision it is a basic prerequisite for the accreditation in all European countries and Romania as a basic criteria stated in the Romanian Psychotherapy Federation Accreditation Regulation.. Most of the supervision approaches emphasize the fact that the supervision sessions content have to include for example, the therapeutically alliance, diagnosis and client evaluation problems, techniques used by the therapist, ethical and professional issues and in psychodynamic tradition, transference and counter-transference aspects. Client focus supervision changes the accent from the client individual interest on the structure of the therapist/counselor self structure. As follow, the clients have the opportunity to live a supportive threaten free relationship which brings understanding so that, together with the supervisor he is enabled to explore defenseless what the counseling process meaning is for them and the way both live the relationship with their own clients. The author argues that the supervision should be perceived as a basic relationship complying with the six necessary and sufficient Roger’s conditions. The relationship is organized around a meaningful

development through experience particular approach and, consequently, he promotes the congruency and *internal locus of control* for the self evaluation in supervisee. Finally, it is promoted that similar approach in supervision should be entirely matched with the phenomenological Roger’s approach on personality.

In 1999, Merry propose that the client focus supervision to be conceptualized on practical reasons as a collaborative interrogation. This new investigation approach is in Heron’s (1981) and Reason’s (1981) qualitative research new paradigm described as democratic and equalitarian which consider each participant to the research as having the same contribution to it’s implementation.

In the context of supervision, the investigation or research consist in the tentative to help the counselors to describe and to give a mean to their subjective experience, to form and maintain therapeutically relationship with the clients. The investigation it is set up as a collaborative process between the supervisor and the supervisee, the quality between the two of them having the main importance.

The client focus approach is very appropriate for the supervision process through defining it as a form of collaborative investigation, because in all ways of expression (including in client focus therapy) it has a phenomenological approach of the meaning, insight issued from experience.

The collaborative investigation in supervision is a mental attitude or a «way of being» and cannot be represented through a strategy and steps list. The supervisor and the supervisee collaborate and they are equal partners in the therapeutically relationship complex symbols decoding process. The subjective experience of the supervisee represents the primary data and the process’s investigation is facilitated by the supervisor which focuses his entire attention to it. According to the theory and general philosophy, the supervisor adopts a non-directive process related attitude. In another words, the agenda should be drifted away from the current interest and preoccupation of the supervisee to his focus on the self exploration, permanently stimulated by the experiences with his clients. Of course the client material is relevant but, most extended theorization about the clients



and their psychological histories would do anything else but to drift the attention away from the self exploring process of the supervisees.

Audio/video therapist/client interactions recording must be of a real usefulness through bringing value information on the therapist behavior, thinking and emotions. The accent will never fall on the clients diagnosis, evaluation or labeling their behavior. The client is not an object but a person to be accepted and understood. In addition, the tape recordings might help the supervisor and the supervisee to explore to what extent the therapist's behavior and manifest communication are according (congruent) with their experience with the clients and the awareness of this experiences. The general goal of the supervision is to assist the supervisee in the basic conditions internalization and communication process meaning, inevitable, aspects related to the personal congruent experience of the supervisee

Even if Patterson and Merry agreed that the supervision's meaning is not to facilitate an excessive focus on the personal problems of the supervisee it has been suggested anyway that if the process does not include the personal experience and self acknowledgment it could be crucially client focus approach theory and practice deprived. Where the personal problems of the supervisee interfere with his own capacity to build up a client focus relationship a certain exploration of those problems become inevitable in the supervision process. If the problems persist or are too severe, the outcome of this investigation seems to take the shape of a decision for the supervisee to start a personal psychotherapy (or eventually, a new one). On the other hand, the personal problems once stimulated by the experiences with the clients represent a legitimate material for the supervision because their solution even if partial, might contribute to the control feeling which the therapist has on his own life or work with the clients. The personal feeling exploration with a partial or total further solution might lead, in a certain extent, to a self-concept reorganization widening the congruency between the self-concept and experience and empowerment of the therapeutically relationships with the clients.

If during the supervision, the supervisee experience suppose the acknowledgment of a

significant and consistent, congruent, emphatic and accepting understanding then any potential threaten to the current self-concept could occur out of the experience with the clients might be undefensively managed.

As the personality theory, the implication that the « necessary and sufficient » Roger's assumption has for supervision is that a certain degree of personal development naturally occur during the supervision because the environment and the relation facilitate and promote it.

Also, out of the counselor/therapist attitudinal orientation and specific implementing techniques for its assimilation, in the client focus therapy training program the supervision is a support provided for the students regarding their cases. The straightest way is to follow a personal therapy which could help them to increase the sensitiveness and accuracy of different attitudes and feelings the client manifest and though becoming more empathic to a deeper and meaningful level.

I would like to address below several aspects regarding the psychoanalytical psychotherapy supervision.

In the psychoanalytical therapy the supervision is more and more admitted for its abilities and necessary knowledge apart of some requested pre-requisites to become a competent psychotherapist. During the last decade the literature about the supervision exploded, in some countries the compulsory training requests have been regulated the supervisors being forced to attend special supervision trainings additional to the psychoanalysis psychotherapy training to prove the specific supervision skills. Many of the severe patient's therapies supervisions proved their effectiveness when they focus on projective or introjections identifications mainly when they reflect themselves in the caregiver's counter-transference. That's why the psychoanalytical approach supervision is not important only for those in the training process to become psychoanalytical therapists but for further personal development after the training ends. The supervision has a special relevance for those working with deep psychologically troubled patients in different situations. As more as the patient is troubled, the same the staff counter-transference is troubled and the patient more vulnerable to these reactions. The



additional problems and the pain the staff might develop as a result of the un-conscience counter-transference do not have to be minimized. So, through identification, containing and understanding of the counter-transference process which could be approached and accomplished by supervision, the quality of the psychological assistance in a mental health center could be dramatically improved..

In the group psychoanalysis, the supervision is present in the field of institutional triangulation where meaningful latent structures for a certain organization are relevant in order to better understand the production process and the related behavioral issues. In this respect, the supervision offers a frame where the work specificity could be perceived with all inner un-consciences constraint anxieties and as consequently with all the related defenses, it increases their awareness and they could be processed.

In Winnicott sense the supervision realized a transitional space which creates the possibility to emerge a protective environment through the borderlines delimitation between what is unpleasant or threatening.

Regarding the role of the supervisor in a company he has to deal with problem based situations. He has to take care of the performance of the employees and to be sure they will obtain the best result, to quickly react when things go wrong and to be able to keep control. It is a stressful situation and the supervisor has to have this capacity to deal with.

The main aspect of the under stress work seems to be similar with other occupations and,

each of them apparently created its own way to resist (including psychotherapists).

The stress emerge when somebody has a lot to do in a short period of time or when difficulties occur too fast to manage them. If he does not do something to decrease the pressure the employee will make mistakes which will increase the tension and stress. The way of perceiving things is often fundamental to create stress. Everything is only at the mind level. What some people seize as being a threat it is a challenge, a good opportunity to be creative, a chance for acting for others.

In order to decrease the pressure which could be a huge burden on the employee's shoulder he has to be ready to draw work limits which he is ready to be responsible for. It is better to focus on a limited range of tasks and to do them properly than to take too much risk and to finish with half work accomplished. If he plans things anticipating potential difficulties, having B plans and a certain time available in emergency cases, it will spectacularly decreased the leading pressure in leader's case for example. If the activities are planned so that they might generate crisis and interruptions, then more time interval between the tasks is needed. Different methods and techniques are recommended in such cases.

Also, it is always foreseen the care for the employees and their well being because the best results are accomplished by the people well treated perceived not as resources but individuals with their own qualities, worries, personal problems which can highly influence the attitudes and cooperation.

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Appreciative group supervision in social work. Using the principles of the appreciative inquiry in the supervision process



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This article approaches the problems of group supervision from the prospect of appreciative supervision, using the principles of the appreciative inquiry and their application in the group interactions established in the supervision meetings. Giving up the paradigm of deficiency in supervision process creates the pre-requisites of an approach focused on the identification of the strong points of the beneficiaries, the understanding, the appreciative and the amplification of these points. All these have to lead to a wanted and intended situation of the beneficiaries after the intervention. The article describes the practical way to organize the group supervision meeting and the way the principles of appreciative inquiry can be used in this process.

Introduction

The social work in Romania has had a good evolution over the last nine years, especially after

the graduation of the first social work classes. The field that got many of the graduates was child social work. Impelled and conditioned by the existence of foreign funds, by the new activity, by the youth and ambitions of the new generations of professionals, the child social work field was lately very innovator and reforming. Moreover, the pressures of the graduates, their abilities and training of the staff for new interventions, rapidly made this field of social work more professional, by reforming the management systems and the intervention forms and developing new and efficient services in the same time with having professional social workers in leadership positions. In parallel, also other fields of social work have been approached, which concentrated on other vulnerable populations: deligent teenagers, maltreated persons, victims of domestic violence, and people with HIV etc. All these answers, in different forms of intervention, are an image of the dynamics of the social work field



and of the study of the ways to approach the social reality we live in. Over the last period, the attention was centered on other categories of vulnerable and disfavored persons: the old men and the adults with disabilities. Due to the attention given to these fields, it is possible to have a transfer of competences from the already developed fields to the ones still in exploration. Over the next period, there will be a necessary clarification of the statute of the social worker and of the implications of the social work. The weak point of the acceleration of this process is, in our view, generated by the way the supervision is seen. In many institutions, supervision activated only its administrative, control, watch and monitoring side.

The functions of supervision

Stressing the administrative function of supervision, sustained by a high bureaucracy, “the social workers begin to look like the workers in industry” (Arches, 1991:202). The person designated to organize the activity and make decisions in the name of the organization is the supervisor, who has a management responsibilities and also support responsibilities for the social workers; this person does not offer direct service, but conducts the whole activity of these services, promoting directions, rules and values by guiding the employees. This position, which is over the positions that offer direct services to the clients, has the purpose to assure quality services: “supervision is an administrative and educational process used in social work agencies to support the social workers to develop their abilities and to assure quality services to the clients” (Barker, 1995: 371-372). The term supervision is a combination of two Latin words (*super* which means *over, on, above* and *videre* which means *to see, to watch*). The supervision appeared as a watch activity for the efficient organization of work, especially the work of people less trained, as the volunteers are. “Supervision in social work was practiced in the field and was mentioned in literature from the beginning of the specialized social work practice” (Brashears, 1995:692). Initially, at the end of the nineteenth century, in USA, supervision was seen as a watching activity of the volunteers who were activating in different organizations for supporting the disfavored

persons. In the same time with the development of social work, the need for supervision development as a form of support and control for social workers was observed.

The supervision models changed over the years, influenced by the theories about the social intervention, the change of the organizational structures, the beneficiaries and the financial sources. The supervisors was considered to be trainers, advisers, therapists, managers and even superintendents; they are described as professionals who left the direct services and are now administrative staff, but “who were social workers before becoming supervisors” (Kadushin, 1976: 241). Kadushin describes the supervisor as “a person with an administrative role... who received the authority to conduct, organize and assess the others’ work” (Kadushin, 1976:21).

By the administrative function, the supervisor participates at the management of the resources of the organization, at their administration and distribution; the supervisors are involved and have responsibilities for the administration of the organization, the development of the service and staff policies, programs management, establishing and development of the policies in cooperation with the members of the community and also the negotiation with the partners. With the development of the methods, the techniques and the proceedings of intervention, the case work became more complicated and the supervision became a complex process of the social practice. No matter the accent on the functions of supervision, a thing is sure: supervision is a part of the social work practice and some authors see it as a “method of the practice in social work” (Weissman, 1983: 44). The requirements of supervision implicitly settle the qualities of the person designated to lead this process: experience in social work, specialty studies and management skills. The supervisor was seen by some authors (Kadushin, 1974, Munson, 1993, Shulman, 1993) as a *mediator of the conflicts* between the social workers and the agency and by others as “a representative of the organization for the employees” (Munson, 1979:42).

Supervision was described as *a form of support*, “a process by which a practician social worker supports another practician social worker



(...) to put into practice his own abilities” (Pettes, 1979:3); in other words, the supervisor is resource person, who helps the social worker to develop his abilities which he must apply then according to the established rules. As a support person, the supervisor has been compared with a therapist who has to help the social workers to become conscious of their abilities, competences and responsibilities and to help them solve the problems generated by the long time contact with the beneficiaries of the social services. Supervision does not only mean administration and support, but is also seen as *a continuous education process* of the practitioners. As a training activity, “the supervision is an educational process by which a person with knowledge (...) has the responsibility to instruct persons with less knowledge” (Robinson, 1936:53), depending on the practical tasks of the social worker in the services offered. This feature of supervision, as an educational act, is a permanent adaptation of the social worker’s activity to the existing needs, conditions and opportunities. This is why, the principles and the practice of social work are influenced by the supervision of the social work.

The traditional definition of supervision was build on three essential functions of supervision (Kadushin, 1976:24): *the administrative, supportive and educational one*. By the supervision relation, the social worker receives from the supervisor a model of client approach, which he will apply for each case.

The principles of appreciative inquiry and their usage in the group supervision process

Cooperrider and Whitney (2000: 3-27) thinks that the appreciative inquiry is based on 5 principles, that ground the way to see the social intervention at the level of the interpretations about the reality. These principles help us to theoretically ground the organization of appreciative group supervision, taking into account the view of the social constructivism.

The construction principle. This principle says that the organizations are a result of the human creation, of the interaction between individuals and of the permanent reconstruction generated by our knowledge, beliefs and ideas. The organization is

a construction of the projection of the ways of intervention for different categories of beneficiaries. The organization is a manifestation of the interactions between our mental models about this, which are socially constructed by a relational process. Thus, the organization is a reality generated by many interpretations and the organizational change by the appreciative inquiry means, in fact, the change of these interpretations and the construction of a common and coherent image. In the supervision process, this principle admits the possibilities to interpret and reinterpret individually for the participants of the supervision meeting, possibilities generated by the participants’ different experiences and values promoted by each. This is why the roles of each category of participants are built such as to generate as many definitions of the present situation as possible and interpretation opportunities negotiated in the group interactions.

The concomitance principle. (Cojocaru, 2005: 48) refers to the fact that always the questions about the presented cases in the supervision process can generate themselves simultaneous changes of the way the intervention is seen and interpreted. Cooperrider thinks that any organization or social system change into the direction where the researcher’s attention is focused, naming that “a heliotrope process” (1990) because “as the sun flower takes the sun as a guide, the organization takes its positive image as a guide” (Johnson and Leavitt, 2001: 130). Also the action-research considers that the questions of the research born modifications in the organization because of the presence of the researcher and the imagination unleashed by him (Miftode, 2003: 393). According the concomitance principle, “even the most innocent questions bring about changes” (Cooperrider and Whitney, aped. Cojocaru, D, 2003: 206). This principle formulated by Cooperrider (2000) cancel the myth that we firstly analyze the situation and after that we decide the change, because any organization changes in some situations without a clear decision about it, and when we are interested of some aspects of the organization, we begin the change inside it. This principle is exploited by the participation of the *counselors* in the group supervision, they are those who interpret the data



exposed by the presenters, or by the case manager. They are encouraged to display the cases without using the disorder model; the presenter is encouraged to identify the positive results, the functional aspects and the successful events of the beneficiaries and of his work with them.

The poetical principle (Cojocaru, 2005: 48) refers to the fact that those cases instrumented and interpreted in the group supervision are a result of the many people's interpretations expressed by *language*, which, at its turn, has an educational character, being a part of the built world. The language is not just an image of the world, but a form of the social action, in our case, of the practitioners' and beneficiaries' actions. The ideas, the representations, the images, the stories, the metaphors used in the supervision process, generate events depending on their *emotional load* and on the way of interpreting the situations. *The metaphors* which describe the cases or the interventions are ways of social action for their structuring.

The anticipation principle (Cojocaru, 2005: 49) tells us that the destiny of the cases presented in group supervision is *the future positive image* built by the individual interpretations that influence the present events. It can be said that *the best way to predict the future is to build it*, parting from the wanted images by the present interpretations, because *the map precedes the reality*. To motivate this principle, Cooperrider uses the example of placebo effect from medicine and the Pygmalion effect, which proves that the professors' image of the pupils is a good way to predict these pupils' performances. In other words, in group supervision process, they intend that the participants to interpret positively and constructive the wished situations of the beneficiaries, because the wished and intended situations must be transmitted in all the social intervention practice.

The positive principle (Cojocaru, 2005: 49) refers to the potential and the force of the *appreciative* in case management; by the disclosure of the positive aspects and making the innovative changes in correlation with the anticipation of a positive future. "The essence of the positive change is one of the biggest ignorance of the change management today" (Cooperrider

and Withney, 1999: 248), because the classic change management is centered on the analysis and the diagnosis of the organizational problems and deficiencies. Because "the usual organization and interpretation often ignore the positive view in the favor of the analysis of the obstacles, resistances and deficiencies" (Withney, 1998: 5), the present management remains hooked into the dysfunctional prospective. Formulating and asking the questions is one of the most important actions of the agent of change, because *what we ask, we will find later in the situation of the beneficiaries*.

The appreciative supervision

The assessment *based on the problem* encourages individualistic explanations for the problems of the client, but *the appreciative supervision* reconsiders the client's situation by social and environment explanations. "When the social conditions, as poverty, seem to limit the persons' abilities to organize their life, the attention is only centered towards the efforts to change the behavior of the people affected" (Weick and al., 1989:351). The economic problems or others that limit the opportunities, can be overcome when the social worker proposes an appreciative intervention, by identifying and assessing of the way the problems have been overcome in the past and of the available resources to overcome the present situation.

The past is seen not only as sum of failures, problems and tragedies, but also as a source of solutions identified for overcoming those moments. The prospect of appreciative intervention, based on the strong points of the client, refuses to identify the clients with their lacks, failures and pathological situation. Every situation is thought again from the prospective of positive aspects and client's potential. "The prospective of the strong points forces the social works to understand that the individuals in crisis not only survive but also grow. They can handle a situation often by using their own resources identified in the crisis (without a compulsory specialized intervention, n.a.). We have to know what they have done, how they have done, what they have learned from the difficult experience and what resources have been used to overcome their trouble. People always act to



solve their situation, even if often they decide to be resigned in that situation. As practitioners in social field, we have to approach this situation, to make it clear, to find and build solutions for it, starting from these possibilities” (Saleebey, 1992:171-172).

In the *appreciative intervention* (Cojocaru, 2005: 85), the individuals, the families and communities with which the professionals work, are *experts* in the problems they are confronted with, because they live the situation and understand it the best, which is an important resource for solving the problems. The *appreciative prospective* turns the professional from a *leading actor* into a resource at the clients’ disposal, who become the leading actors. The practitioners are trained to see the clients as intelligent human beings, using their strong points and their resources to overcome the difficult situations and improve the chances to make their own situation better. Thus, a part of the investigation is centered on the abilities transfer between the specialist and the client or the other actors next to the client (for example, the family). “To start with what the client is” (Saleebey, 1994: 353) is a necessity that moves the emphasis of the intervention from the client’s problems to *what the client does* and what *the client is able to do* in the situation he faces. When the clients asks for help from the social worker, they present from the beginning “the vulnerable prospective” and wait for empathy and understanding from the social worker for their nuisances and sufferings. They also want to share their problems with the social worker.

“The identification of the strong points is not relevant for the client during the first meetings and a premature insistence on the strong points can be interpreted by the client as a lack of understanding or even as a refuse of the social worker to offer (to offer his support)” (Mc Quaide and Ehrenreich, 1997: 209). Some authors stress on conducting the clients in self-identification of the strong points; the way of appreciative intervention and the appreciative case management do not ignore the problems of the client. The strong points prospective teach us that we do not have to neglect the mechanisms of the client for solving the problems and the difficulties.

The differences between the intervention based on problem and the appreciative intervention (built on the strong points and on the appreciative interpretation of the situations) can be found also in the different way the *classical* and *appreciative supervision* are seen. In the appreciative supervision, the stress is on the *assessment* of the favorable situations, which generate new learning opportunities. When, during the supervision meetings, the social worker presents his problems and weak points, the supervisor can encourage *the appreciative view*, parting from the idea that these problems can be ignored, precisely to exercise and learn together with the social worker how the analysis of the situation can be done, parting from *the identification of the resources*. Williams suggests that the supervisor must take into account “the supervised’s state” (Williams, 1995: 24). Of course that the supervised can describe his state in terms of problems and limitations. The role of the supervisor is to transfer the social worker’s interest and the attention on the strong points and to reassess the state of the client from this prospective. This transfer offers the possibility of reflection on the social worker’s self-development.

Even if sometimes the actions are not successful, these are events that can be resources for the future challenges. Learning from success is considered “as a compulsory condition for an innovative intervention which can make easier the change of the client’s situation” (Rosenfeld, 1997: 361-378). Rosenfeld recommends to the social workers and to the supervisors, for learning from success, three techniques: 1) to have a reflexive attitude, 2) to pay more attention to the clients who developed a flexible attitude and 3) to get in a real partnership with the clients in order to learn what they know. The appreciative supervision uses postmodern ideas, focusing more on the strong points than on lacks and limitations, more on the potential than on constrictions, on future possibilities than the past ones, using many prospective by abandoning the universal truths.

The appreciative supervision (Cojocaru, 2005: 147-159) helps the social workers to overcome the crisis situations and, by the assessment of the long time implications, as a part of the staff development strategy, the crisis



situations can teach new competences for the future challenges of the organization. Sometimes, the management team of the organization does not accept the appreciative supervision, because it requests a high of autonomy of the practitioners and the supervisors. This autonomy is considered as a factor of independence encouragement for the employees and the lessening of the loyalty to the organization.

This thing can be true, but by an appreciative supervision, it is made in parallel an appreciative intervention that leads to the improvement of the services for the clients, achieving a high level of success for the organization by mobilizing the strong points of the clients and the practitioners.

What is group supervision?

The group supervision is a form of supervision used in social work based on the interactions in the group of the supervised social workers. It is applied when the supervised have enough experience in the services they offer, when the group is enough consolidated and when the supervisor's presence is accepted by the members of the group. The group supervision session is a meeting attended by the social workers to find the most suitable solutions for their problems. The group supervision is a professional, planned and organized meeting, having as objectives: the assessment of specific problems met by the social workers in practice, learning from their own experience and from the others', solving the conflicts inside the group, group therapy etc. The group supervision process can be applied only if there are "minimum three persons into the group" (Proctor, 1997: 218), from who, the first is a *presenter*, the second is an *observer* and the last is a *counselor*. In the group supervision, each observer writes down the elements proposed for the debate, the feedbacks from the counselors and these documents will be given to the presenter (the supervised social worker). The group supervision meetings have to provide solutions for certain problems, including administrative ones, of the social workers, by the participation of the same range members from the team, which are the persons who have equivalent positions in the organizational hierarchy. In the following, we will

present the essential elements of organizing the supervision meeting (Proctor, 1997: 218).

Organizing the supervision meeting

The hours of the group supervision are established depending on the available time of the members of the group. The invitation for the meeting is lunched 6 or 7 days before and all the participants must be noticed again one day before the meeting. Usually, the space is isolated and aerated, without too many posters, pictures etc, not to distract the participants' attention. The supervisor must be sure that the chairs and the tables are put into a circle, so everybody can see the others, that there is coffee, mineral water to create an atmosphere as nice as possible.

Sometimes recording methods (video camera, voice recorder) are used, especially if after the supervision meeting, *video interaction* sessions are made (comments sessions that have to lead to the modification of practice, based on the recorded experience). Generally, a group supervising session lasts between 60 and 90 minutes. In introduction, the supervisor gives more information about the aims of the group meeting and the social worker presents the case. The supervisor informs the participants about the rules of the supervision meeting, the organization and which the roles of everybody present are. For a good communication and for the memorizing of the names, the supervisor can use schuteons, especially if he is an outsider.

Roles in the group supervision

In the group supervision meeting, there are three roles of the supervised: *presenter*, *observer* and *counselor* (Proctor, 1997: 218), plus the role of a facilitator, played by the supervisor. In the supervision groups with experience, the facilitator role can be taken by a member of the group.

The presenter exposes the case for discussion; he chooses half of the participants to be counselors for the presented case and the rest of the participants remain observers. The presenter has this possibility to choose the counselors precisely; he is able to choose the most suitable persons, depending on personal criteria: experience, affinities, the work with the same kind of cases, training etc.



The presenter has to present the case, the purpose of presenting it in the supervision group and what expectations he has from the counselors, the intervention in the case, describing the working methods and the results, conclusions and the action plan for the future. The presenter asks the questions of the counselors and interprets the comments of the observers; in the same time, he says which of the observations seem more useful for continuing the work in the presented case.

The observers are the persons who get not involved in the discussion, do not ask questions and are placed at the extremities of the group. The observers write down their observations about the case, the roles of the social worker involved in the intervention, the case presentation, the comments about the intervention and the results. They will have the possibility to make verbal comments at the end of the meeting. Usually, this discussion between presenter and counselors lasts 30-45 minutes. To monitor the time for each case and, implicitly, the supervision meeting, one of the observers has the role to control the time of each stage of the group supervision process. After this stage, each observer presents his comments for each section established at the beginning of the supervision meeting, depending on the aims proposed by the presenter.

The counselors are the persons designated by the presenter to interpret the data given by him and their role is to help him achieve the established aims for the supervision meeting. They can ask questions, can interpret the data offered by the presenter and support the presenter in the clarification of his relation with his beneficiary. Their interpretations about different areas of the presentation are considered feedbacks for the presenter and can be completed by recommendations to the presenter.

The supervisor has the role of facilitator of the supervision group; he helps the selection of the most suitable ideas of intervention and moderates the group to get to the objectives established at the beginning. In this group, the supervisor has also the role of “an evaluator, therapist, professor and counselor (Williams, 1992: 74). He also has the role to prevent that the supervised social worker (the presenter) to become a client or to be treated like this by the

other participants at the supervision meeting. He gets sure that all the participants respect the professional situation presented by the supervised and that they understand it as a professional relation. The facilitator has the responsibility to organize the supervision meeting, he monitors the agenda, gets sure that counselors' questions are asked in order and have a connection with the subject in discussion, protects the supervised of the tendentious questions that can appear as a result of the interaction of the group, monitors the supervised' s presentation and gets sure that the supervised does not overlook useful information for the analysis, encourages and supports the supervised to get the most relevant observations from the counselors and the observers and also gets sure that the supervisor gives feedback for the observations of the other participants. To be able to be a facilitator, the supervisor must obey some rules: a) to know very well the case in discussion and presented by the supervised in the group meeting; b) to support the supervised in establishing the objectives of supervision; c) to treat all the participants respectfully and equally; d) to be patient with the persons who express themselves difficultly and encourage them to go on; e) not to get involved by offering answers from the position of an expert or a counselor; f) not to create the image of the specialist who has answers for all the questions; g) to be firm about the keeping of the theme of discussion; h) not to be a supporter for some opinions expressed by the counselors during the presentation; i) to be an active listener, able to see the essential elements of the presentation and to give feedback when the supervised presents the ideas exposed by the counselors which they consider useful; j) to be friendly, warm and kind; k) to have a positive attitude, encouraging for the participants; l) to be flexible, dynamic; m) to keep the discussions into the sections presented at the beginning of the meeting etc.

The stages of the group supervision

The meeting begins with the supervisor's presentation of the objectives of the supervision and discussion sessions. Then, *the presenter* (the supervised social worker) chooses *the counselors*. *The observers* are the ones not chosen by



the presenter. The supervised presents the case about 20 minutes and after that the counselors ask questions and make recommendations. Usually, the questions from the counselors are preferred, because those can help the supervised to find answers by him. In all this time, each *observer* writes down the information they consider relevant from the supervised's presentation, the counselors' questions and the supervised's feedback to these questions. At the end, the observers present their observations about the process.

Wilbur et al. propose a structure of the group supervision in 6 stages (1994: 262-279), that we present further:

Stage 1: presenting the information and asking for help. After the introduction made by the supervisor, the presenter (the supervised social worker) presents the case. He makes a help application to the team, after a short presentation of the case. The observers write down the important data.

Stage 2: the questions stage. The selected counselors from the group ask one by one question to the supervised about the case presented. The questions have the role to explain away some of the things that are not yet clear in the description and also to make the case better understood. This process repeats till there are no more questions; each counselor asks a question and after that the process starts again, till there are no more questions. In this stage too, the observers write down the questions of the counselors.

Stage 3: the feedback and the counseling. This is the stage where the counselors, guided by the supervisor, discuss the subject, taking into account the questions asked earlier. In this stage too, the counselors' answers are analyzed from different prospective: the beneficiary's, the counselor's, the social worker's and the mission of the organization.

Stage 4: reflection break. In this stage, the participants have a 5-10 minutes break, when the supervised does not discuss with the members of the group about the supervision. It is a time of reflection for the supervised and for the counselors there is a moment of informal discussions.

Stage 5: the supervised's answers. It is the stage when the supervised (the presenter)

answers the questions received from the counselors about the theme, the problem, the client, the working way etc. No counselor or observer can interrupt the answers given by the supervised.

Stage 6: the stage of analysis. This is the stage where the observers interfere, and present their individual comments about each stage and the supervisor makes a summary of the things discussed. After that, there are the discussions with all the members of the group. At the end, the supervisor presents the process of the meeting and announces the next meeting, (ibidem).

There many models of group supervision, but we stopped on this just because of the easy way a group supervision meeting can be organized, following the roles of each participant at the meeting. The simplicity of this model is given also by the fact it is structured and applicable to any group of social workers who desire group supervision. The supervisor or the facilitator can be a person from inside or outside the team. Using this model is an option of each professional team, depending on the training level and the objectives of supervision.

The advantages and the drawbacks of group supervision

As any practice in social work, group supervision has advantages and drawbacks. Choosing this practice for the supervision of the social workers' team is an option of the team management depending on the aims of supervision, the necessary resources and the characteristics of the social workers' team. Bernard and Goodyear (1998) present some of the advantages of group supervision:

- a) sparing time and money,
- b) opportunities of group learning,
- c) a low level of supervised' dependency of the supervisor,
- d) a high, complex and diverse level of information about the cases,
- e) establishing in the group of some criteria that lead to improvement of quality of the services,
- f) a more complex view of the supervised about the intervention,
- g) the mirroring of the supervised' intervention and modeling their actions by the



interactions with the others. On other hand, the same authors present also some drawbacks of group supervision, as:

a) the confidentiality of the cases can be broken if there are no strict rules about the presentation of the cases in the supervision meetings,

b) the supervision group can not replace the individual supervision and the counseling of the supervised,

c) some aspects of the dynamics of the group can influence in a negative way the learning process,

d) the supervision group can concentrate very much on the problems and not on the particular situations, because some of the members can not be very interested in the subject,

e) the social workers do not permanently have at their disposal the possibility to talk with the supervisor when they need to.

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The administrative supervision



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The administrative supervision addresses to the leader of a team, to the team.

Supervision will help them:

- to become better leaders,
- how to administer the firm, the society,
- how to be leaders, not chiefs.

The following aspects could become reference points for administrative supervision. For applying successfully this form of supervision, it is important that the supervisor know these aspects.

Obs. In the following work, the term supervisor means the person that leads a firm, an organization, a department etc. The present work is inspired by the book «Common sense in supervision» by Roger V. Fulton.

HOW TO BECOME A SUCCESSFUL SUPERVISOR

Most of the people can be successful supervisors. But, in order to have success in anything, you must have knowledge, training, experience and it is also necessary a lot of effort from you. Other people can help you, but you are the one making the effort for success.

A few steps for success:

1. Your superior already trusts your abilities of being a good supervisor since when he has sent you for training in supervision.

2. Maybe you already have a lot of knowledge and experience in your own field which gives you the ability to solve problems.

3. You already have a positive attitude about work and the institution/organization you coordinate, and this is why you make efforts for success.

Having these qualities, it will not be difficult to build and get to a real success as a supervisor.



• ***Putting yourself face to face with the facts***

Supervision means to control other persons' work and that can be a rewarding and full of satisfactions experience. It can give you the opportunity to coordinate the activity of people or more groups of people and finally to see the effects of their efforts in final complete results. This process, you can do it by yourself. For experimenting the satisfaction and reward, you have to experiment also the difficulties and frustrations of the team work. Their problems, their frustrations and their failures can lead to difficult trials for both parts.

• ***You are not alone***

More ideas, proven concepts and the solutions can be found in this work, in a practical, lapidary, common form. This will not give you all the answers for solving all the situations. It would be impossible, because all the situations, the employees and the supervisors are different. Despite that, the key to success of supervision is in your abilities for solving unusual and unique situations in your own career.

• ***Your role***

As a supervisor, you are responsible not only for your own activity and performances, but also for the others' activity and performances. Your work includes a bigger aria. Your time can be a prize; at the beginning you can feel that the day has not enough hours for what you have to do. You are tempted to take the work home, not only the office work, but also the problems of the day. You have to learn to be a "buffer" between your own supervisors and the team. Both parts have their own purposes, wishes and needs. Your job is to keep both parts in a state of reasonable happiness and satisfaction, while you keep yours. Does it sound difficult? A little overwhelming? Relax! It is easier than you think and it is worth the effort.

• ***The executive privileges „ The executive exists to confirm the rule"***

Even if you are not really an executive, your life quality improves with the training for becoming a supervisor. People will respect you more if you will be good in your work. Your wage will appre-

ciably rise; you will be able to get advantages, more safety, and longer vacancies. You will be treated better by other management levels. You will have more access to your superiors and will be able to take part at the policies of the firm and the decisions making. Enjoy these advantages! You already earned them and you will get them every day.

• ***Getting along with the boss***

This is a priority! He can make your life very difficult or very easy.

A few rules to be followed:

1. Do not steal too much from your boss's time, only that much you need to take the necessary information or to obtain the direction.
2. Do not be afraid of your boss! He needs you more than you need him. Remember that his work is done with the help of more people and you are one of them.
3. Do not forget that every boss is a human being and every human being has oddities. Thus, every boss has oddities. Try to know and understand them. This will be in your own advantage.
4. Do not ever make him feel awkward, not with intention, not by mistake. If you get along with the boss, you already passed over an important part of the road to success in supervision.

• ***The informal organization***

It is the unofficial part of the organization. It is the power structure of the employees. It is formed by usual members, who are respected by the other workers for their experience, knowledge and relations. They control the sources of the information and the gossips that are among the employees. Control such informal organizations, otherwise you will be manipulated. These can destroy you or help you, depending on what you say and what is said about you. How do you handle this? Be fair and open with all the employees, with specific attention at the informal leaders. Just treat them right in their own work and let them know what is happening.

It is better that they spread the truth about you and the organization than false gossips or meaningful words.

• ***The morale***

The morale can be positively or in the



negative affected, because an incident that is insignificant for you can be very important for the employees. A happy team can do more and better than an unhappy one. The gossips and the injustices are the enemy of a good state of mind. If one of the employees is unfairly treated, all the others will think that they will be the next on the list. If you know what is happening in your department, you can solve the misunderstandings or filter the false gossips before affecting the employees' morale. The maximum level of the employees' morale has to be your most important purpose. Remember: the subordinated people of an excellent leader have an excellent morale; the subordinated people of a weak leader have a low morale.

• *The recognition*

That means that the employees are proud of their work and of the organization. The external recognition for excellent performances from mass-media, other organizations, professional associations or their own organization will lead to the reinforcement of their motivation for work.

As a supervisor, you have to look for these kinds of recognition for your own people and stimulate them to get to such performances. Let them know that you are looking for this recognition, not for yourself, but for them, because they deserve it. Encourage them every day to do such as their staff functions as a team in business. Thus, they will feel and work better, both for you and for the organization.

• *The inside conflict*

You are staying in your own field. You will have enough things to do in your own work. Do not try to intercede the problems of other departments unless they influence the performances of your department. Solve the conflicts between departments with your match from other departments. If you gave your match the opportunity to informally solve the conflicts between you two, but you face an unreasonable resistance, you have the right to ask your boss to assist the solving of the problem.

Carefully chose the battle when it is worth fighting. Not all the battles are worth fighting, even if you win them. The problems, the effects, the

results make the battle not to be worth or maybe to be worth. You will pay for your judgment. Use it carefully!

• *The competition between colleagues*

The structure of the organization is a pyramid which gets narrower to the top. When a few good people (you and your colleagues) are in competition for the next level of the pyramid, the competition can be very hard. Protect yourself all the time. Do not let anybody exclude you, but do not look for trouble. In the thick of the competition, do not attack by the back, this will cost you a lot in the end. The best global strategy in competition is to be loyal. Take care of your work and use your own abilities at maximum. You will be a real winner in a long road.

YOU AS A SUPERVISOR

- be ready to work
- be in time, preferably earlier
- dress suitable with your profession
- do not solve your personal problems in the work time
 - do not spend an hour reading the paper, drinking coffee or having fun
 - the gossip, the critics, playing the victim and the laziness have no what to do in a supervisor's office
 - the attitude, the look, the behavior will create a model for the employees.

Be a professional, technically

Know your work. You probably have a good professional training in your own field or you had no choice to become a supervisor. Anyway, during the training, the technical problems are easy. The people's problems are the most difficult ones. Attend the theory classes, the seminars and find out the rapid changes in the field. Attend management seminars to improve your management skills. A progressive organization will be your payment way for such an expensive education. How could you make a mistake?

Make a decision

The worst decision is not to make any decision. For a decision to be good, it is necessary that it should be widely spread and made in time.



Your superiors believe in your ability to make decisions, otherwise they would not have made you a supervisor. Anyway, not all the decisions are good ones. But if they are based on a continuous process, they will not be bad decisions.

When a decision can be made:

1. find all the necessary information for understanding the situation

2. analyze the facts and look at them again objectively

3. formulate possible strategies and take into account the consequences of all

4. choose the best strategy and make the decision to implement it

Some decisions can be made in a second, some in a few days and others in a few months. Anyway, all are made somehow. If you can not make a decision or constantly make wrong decisions, then you are not made to be a supervisor and you should choose another way for your career.

Be responsible for your actions

This means: good or wrong actions. If you made a decision as an extreme solution, stay to that decision and make it up with the reason you made that decision for. If your supervisor says that your decision was wrong and has to be changed, then it is not your decision anymore. It is his decision and he must take the responsibility for it. The chance would be that rarely a good supervisor tell you that you went wrong. Almost always, he will let the decision be yours. Even if it is not the best alternative, the supervisor gives you the chance to modify it, but it is not necessary to change it. Remember that your boss understands the decision making process and has to trust you in the future too. The boss understands that you will not be able to be perfect always. If you had been, he could not have afforded to have you. Sometimes, the success or the failure depends on a simple decision. If they are correct, or mostly correct, you will be considered as a successful man.

Know yourself

Nobody is perfect from all the points of view and in all the situations. Anyway, by knowing your own strengths and weaknesses, you can get

stronger and diminish these weaknesses. If you know and understand yourself, the knowing and understanding other is a much easier process.

Keep a positive attitude

Both your and your team's success depends on your attitude. If you have a positive attitude about your work and the objectives of the organization, then your actions and your words will transmit this to your employees. If you transmit a negative attitude, then the employees will assume that. If you want to maintain a healthy and productive atmosphere at the working place, then you need a healthy and productive attitude for work and for the organization.

Manage your personal stress

The supervisor has been a stress. Yes! This stress harmed you? Not necessarily. Everything is to know how to manage the stress. Be interested and conscious, but do not get into panic. The organization has existed before your coming here and would exist much time after you leave. Make everything you can to maintain or to improve the organization, but do not worry for all the insignificant things or you will destroy yourself and will not value anything for anybody. Accept the things you can not change, but change the things you can.

To give correct directions

Many supervisors make important mistakes in this field. Here are some guidance:

- in the routine problems – « could you..., would you..., when you can...etc »
- in urgent or top priority situations, the direct orders are adequate « do..., go...take care of this immediately, etc »
- normally, a simple « please » followed by a « thank you » are preferable.

Do not expect too much

Get sure that the quality and the quantity of the work you expect are a reasonable level. If the people are pushed over the limits for a long period of time, they will get exhausted and their productivity will diminish when it is most needed. Establishing reasonable standards, you can be sure that there will be more employees who can and



want to work more in order to get to a solution in an unexpected situation.

Keep your humor

Keeping you humor, you will be able to overcome the most difficult moments of your career. If you do not have humor and let frustrations to block you, then your career could be very short.

1. GAINING RESPECT

• Keep a nice personal appearance.

Take care of yourself, look tidy, keep your weight under control. Cut, arrange and take care of your hair. Be always freshly shaved. Wear a discrete make-up.

• Keep the discipline. *Do not tolerate the lack of respect and the laziness. Be sure that your people know the rules, understand the quality and quantity of the work you ask from them and that they have to maintain the standard you expect from them. The most important compliment for a supervisor is to be known by his people as resolute but correct.*

• Carefully manage the friendship with the subordinated. *As a supervisor, you are in a different position than before. The people who are worth being your friends will understand the difference between work and the informality from the spare time and will respect that. The ones who are not friends for you will use this informality to have advantages at the office. An important rule, which you must never break is: the affairs must not interfere with the work.*

• Take responsibility for your mistakes. *You are the boss. If the subordinated do good, you too will do good. Do not try to blame the others. You are the supervisor and you are responsible for everything the people do, good or wrong. If a mistake appears, correct the error and do all the necessary steps to be sure that it will never happen.*

• Be patient and calm. *Use self control all the time. When things go wrong. It depends on you to find a rational solution. You only can do that if you think clear and rational. If an urgent situation appears, the others will wait*

from you a guidance and a solution for the problem. If you can not control yourself, you will become a part of that problem and not a part of the solution.

• Avoid the useless activities. *Do not try to find anything to do. If the objectives are established and the employees work hard to finish quicker, do not disappoint them, by forcing to work over the time. Try to reduce working with papers. You can plan before some lightly periods by giving leaves or free days when there is not too much work to do.*

• Know what is happening. *Do not stay in the office all day long. You will not learn anything but what somebody wants you to know. Get out and speak with your people. They will tell you what is really happening. While your waking, do not forget to speak with other supervisors and with the managers, so you will have a full image and will be able to foresee the future needs of your department.*

• Be impartial. *Treat everybody equally. Do not make favoritisms. Let the personal prejudices aside. In some cases you are like a judge in an instance. You have to solve conflicts between the employees. You have to balance the production interests with the people's interests. To manage to do that with support from everywhere, you have to be recognized as an impartial judge.*

2. GAINING TRUST

• Be available. *You have to find time for your people, they are the most valuable resource. If you are not available for consultation, then what you want to do may not get into the right direction. If it goes on in a wrong direction, you lost a lot of time, effort and money.*

• Encourage them to speak freely. *If your employees do not speak with you, they will speak with anybody else and you will not be informed. If you know things about a problem, you will be able to solve it. If you do not know about it, then it only get worst and you can not control it anymore. Be open to new ideas.*

• Inform your employees. *There are very*



few necessary secrets in most of the fields. Keeping your employees informed about what is happening in organization, you get rid of the rumors and create for them a full picture. If they are correctly informed, they will come with concrete problems and will trust the process.

• **Insist for honesty.** *Do not tolerate the lies. Investigate, analyze the facts and confront with anybody lying to cover a problem. The rumor that you do not tolerate the dishonesty between employees will run rapidly. This policy will be in your own interest for solving the problems and finally will be in the interest of the whole organization.*

• **Keep your promises.** *Or do not make them. Promise to try, but do not promise what you can not guarantee. If you promise to the employees that you will do something for them, then make sure you do it. Doing that, they will learn that they can trust you, your word and your capacity to get things to the right end.*

• **Encourage the ideas.** *You will make the employees feel better and will rise their morale, knowing that they have something to say in a decision or in production. If you steal their ideas and pretend they are yours, they will find out. The result? They will not ever come with any idea or at least with one you did not hear about.*

• **Do not criticize your superiors.** *As you made a decision, in your position, also your superiors must make decisions. Even if you do not agree with the superior's decision, it is your duty to put this decision in practice. Criticizing the superior's decision in front of the employees, do not serve anyone.*

• **Make them like you.** *Treat the others as you would like to be treated. Making them like you is easy and do not cost a thing. Maintaining of a suitable work climate for the employees will make them work efficiently, what will determine a growth in productivity.*

• **Respect the subordinate's secrets.** *Do not ever gossip. If an employee confesses to you, keep that confidence for yourself. If this confidence gets known, then the communication between you and all your employees is ruined for ever.*

• **Know your people.** *Your people are the most valuable good. Remember that they are persons and not objects. Try to find out their passions and needs. Ask them about their families, their health and the way they spend their spare time. Learn to see their qualities and also their weaknesses.*

• **Help your people to discharge.** *Make their work easier with training courses, experience exchange and modern technologies. Make sure they have everything they need to discharge, depending on their abilities. Encourage them to finish a difficult and long lasting work.*

• **Rise your people's morale.** *Find time to speak with them about the future. Share your experience with them and guide them to succeed in their career. The time spent with them will be found in the growth of the present and future performances.*

• **Take care of your people.** *Protect them of the irrational and unjustified decisions that could affect them. Give them free time for solving the personal problems. If they make mistakes, help them have minimum effects from the mistakes. If you take care of your employees, they too will take care of you.*

• **Keep the safety standards.** *Protect your people. The protection equipments must be available and in function. Make sure that your people know the way the equipments are to be used. Establish firm safety rules. If you do not care about your people, do you think they will care about you?*

• **Loyalty value.** *The devotion of your employees can be decisive for your success in the organization. Do not forget that as you get higher in the organization, many of your subordinated people will do it along with you. The loyalty obtained in the past can be priceless in the future, most of the cases.*

• **Be understanding.** *Try to understand your employees' problems. Listen to them! You are not only a boss, in their opinion you are a symbol of power and wisdom. Thus, they will take your opinion into account in any field. Help them when you can, listening to them or guiding them.*

• **Do something!** *Do not ignore the*



problems! Do not hide them – fight with them! Solve the problems and do such as to be sure they will not appear again in the future.

- **Try to anticipate the doubtful arias.**

« It is easier to prevent than to combat » The same with the problems. Think! – what areas can create problems? As much as you can, correct the deficiencies before they cause problems.

- **Ask.** Identify all the factors that created the problem and find everything about them. Interview all the affected or implicated employees in the problem. When you have all the data and made a full picture, you can rationally begin to solve the problem and take all the necessary measures to avoid it in the future.

- **Do your homework.** After you have investigated the causes of the problem, you can formulate possible solutions. Analyze these solutions and think of their effects on your department, on the other departments and on the whole organization. If you are well informed, from this point of view, you will see the things more calmly and logically.

- **Be creative!** When problems appear, the most important task as a supervisor is to solve them so the activity to come back to normal rapidly. It is possible that an incident to make you think that you need new equipments or the intensification of the training of the staff. A creative thinking generates creative solutions!

- **Do not embarrass the boss.** Inform your superior! Nothing can be more embarrassing for your supervisor than his supervisor asking him about a certain problem, problem of which he does not know anything.

- When you finished investigating a problem, you solved the problem and took all the measures for it not to happen again, inform your supervisor. The supervisor will appreciate this thing and will know that, from this point of view, his involvement is not necessary anymore.

- **Write down.** You have too many problems on your head to lean on your memory. If you do not write down what you have to do, you will forget to do something or to be somewhere and that will have a negative effect on your activity and will create problems for the others. A daily or weekly calendar will be able to remind you the meetings, the events and the dead lines. Of course, you have to regularly look in it.

- **Be organized.** If you can not find the reports, the holiday plans, the transport tickets or any other thing in less than 5 minutes, that means you have serious problems. Going on this way, very soon you will not need to find anything anymore or at least not in this field. Find time to get organized, which does not mean that you have to become a fanatic. Look at the time spent for being and staying organized as an assurance of the working place.

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Supervision in family therapy



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FAMILY THERAPY is an interaction process in a specific context with the purpose of certain changes.

FUNDAMENTAL CONCEPTS OF FAMILY THERAPY

- the family is seen as a system = a whole, given by the family members who are in relation and influence each other
- the family can not decompose in its elements, but only in the relationship, the interaction between the members
- the individual problems of the family members become the problem of the family
- family therapy is an action process that takes place in a specific context – a debate, a discussion between 4 persons different from a discussion in a café because of the context
 - as a purpose of the therapeutic process – in the context of the same interpersonal relations,

inside the family, a change at more levels happens: emotions, behavior, spirit, communication and interaction

- it is an interactive process – it is not counseling, it is an interaction between family members and between family members and the therapist
- over the time, it had different orientations, schools which enriched more and more the intervention possibilities, offering theories, strategies, means, methods
- family therapy can and must be eclectic, because it is possible to use the theory and the methods from other orientations

Jay Haley – researcher of the strategic orientation, says that the success of the family therapy depends on:

1. therapist – his/her personality
2. the therapeutic relation
3. the theory behind the intervention



1. The therapist's personality :

- Acceptance
- Tolerance
- Flexibility
- Being spontaneous
- Creativity

The Therapist's personality is more important than in the individual psychotherapy, because of the fact that the family with children can act in different ways (they fight, they throw toys). Thus, the therapist needs:

- high activism
- concentration and distributivity of the attention

2. The relation:

- A trusting relation must appear inside the family for the members of the family to believe they are in an important meeting (to feel the meeting was meaningful).

- This relation is build from the beginning of the therapy in the stage named „ Joining assessment” and goes on for the rest of the therapeutic process. Different methods are used: supporting, praising, following, imitation – mirroring

It is a very important moment for the family, for the couple:

- firstly because it is about a stranger
- one can not know what can happen in a meeting with the psychotherapist (one knows what happens at the dentist, at the gynecologist)
- creating the necessary privacy to say very private things

- commune, concrete, possible (therapeutic contract) aims to be established and there must be a scenario about the future, the purpose of the meeting

3. The theory

• very important, because the family is a complex unity where one can not really intervene therapeutic just as a discussion, without a theoretical important base.

• Usage of a combination of methods from different theories must appear in the psychologist's mind. He/she must wonder:

- why am I doing this,
- when,
- for what purpose,
- how

THE INDICATIONS/IMPLICATIONS OF FAMILY PSYCHOTHERAPY

When is the right moment to intervene with the family psychotherapy?

- emotional disorders,
- behavior disorders – which involve more members of the family
- psychiatric disorders, with the aim of reorganization, growing, mobilizing the existing resources in the family (it does not act on the cause, the psychiatric disorder is not solved)
- psycho-somatic disorders
- normative and Para normative crisis
- blockings in the cycle of individual, family life or couple
- losses, mourning (death, divorce, natural catastrophes, unemployment, chronic disease, incurable disease etc)

In the west, a new branch appeared, the community family psychotherapy – where we have the disfavored families. The aim is to see how these families can be motivated for community integration, looking for a job.

The indication must be established depending on the motivation for family psychotherapy.

It is applicable in almost all the fields (psychiatry, handicap, pediatrics, social etc) if:

1. there is enough motivation from the family members
2. there is a therapist trained in this field

COUNTER-INDICATIONS:

- absence of the family – there can be used techniques from family psychotherapy also in the individual therapy having backwards the dynamics of family relations
- absence of the right therapist
- if they can not get rid of the prejudiced expectations and convictions from the beginning, if they do not want to change but only a judgment “who's right”
- overtaking the medical model, they wait for advices, what has each of them to do
- unrevealed secrets, high resistance to opening, not involving the family members in the responsibility of the change. (For ex. “we go together because they will fix Pisti and we will be witnesses, but if they ask about private, personal things, I will get out” - answer – Pisti belongs to



the family, he is not in a relational void). There are continuous interventions, interferences – use the proper words for them to understand this.

OBS. Especially in strained situations, when the family opens harder, it is important that the psychologist to be lighter, to have humor, flexibility.

It must be valued that the control is in her/his hands and would like that the patient to remain there. The control exists not because he/she is an authoritative person, but because it is his/her business to control this situation.

1. *The therapist has the responsibility of the therapy*

2. *the family has the responsibility of the change*

The therapist decides:

- the methods, but with flexibility (he can draw or model with plasticine),
- the frequency of the meetings,
- the problems – if anything happens that has to be processed - do it, but not with force; the family as to be convinced.

OBS. What if he/she does not leave but makes the therapy more difficult by staying?

- There are cases when the man says “I am here just because I am very nice, for my wife”

Ex. technique – how do we “court” these persons, to involve them even without them being aware of that? We begin with the supposition that each person has a soul.

Who should be part of the family psychotherapy?

- the ones living together
- the one responsible for the problem – to participate even if he/she does not stay with them

Ex. the grandmother, the natural father, aside the step one. If the atmosphere is strained, they must part in 2, in different meetings (mother, step father, child; mother, natural father, child). The child must not be asked who is right, who loves more, one whose side he/she is, only in educational orientation to decide together.

How the person who does not want to come can be convinced

- the wife, if she wants to convince the

husband – it is better if she shows him the positive aspects and not the negative ones (ex. you can not do at least that for me and the children)

- the importance that the ones missing to participate “we are the ones who know better for our child, you are needed too”

- if the wife or the family members can not convince him, the therapist can write a letter (better than using the phone – it can be written again) – positive things, right words, which are his advantages if he comes, he is welcome, important, expected. Over the phone you can get out from the neutral, nice role, he could reply violently, toughly.

The place of the family psychotherapy

a. private practice

b. in an institution (hospital, social institutions, high-schools, legal law courts)

If the specialist works in an inflexible institution (psychiatry) is very difficult to get out from the prevalent, biomedical conviction. (ex. “It is not necessary, the medicines must work”). This conception influences the family therapy and can not create the specific framework.

It is an advantage if there is a therapeutic organization with a specialization in family psychotherapy. The specific of the organization is on the door, the family does not have to hide.

For the therapists who are at the beginning, the situation can be different; they have the possibility to change mentalities, to convince, to sensitize, to make propaganda for family psychotherapy and to make it be accepted.

The place

- a room where at least 5 persons can enter and be able to move, not just to sit (there are methods that need movement)

- not to look officially, not to have school banks (hospital), to have a friendly design

- for the families with children, there must be a place with a little table, toys, colors, plasticine

- to be technically equipped, to have a video camera and it would be good if in the other room is a TV set with observers

- the therapy at the house of the family is a possible situation, especially when it is about nutrition disorders (anorexia, bulimia)



It is an advantage to:

- to make breaks for discussions with the observers, thus the therapist can change certain things on the way
- the family must know and even sign that there is a video camera which is not hidden
- the observers must be presented, even if they will never meet; the family must know about them
- the first time, at the beginning of the meeting, the money problem – the retainer- must be discussed (private, financed by others totally or just a part, how much the family can give)
- before the first meeting, there have to be discussed, even over the phone, the problem of giving up, the program (2 times a month), if they can accept, how they can give up

INTERVENTION IN FAMILY PSYCHOTHERAPY

a. For the beginning of the therapy

- contact

JOINING, Working alliance

- if the family knows why it is there, we have the framework and the aims and the proper working stage begins
- mirroring
- reflection
- modeling
- watching
- making the expectations clear
- establishing common aims
- EX “from what you observed, what helps you come, where do you need hope? »

b. The working stage

In the working processes:

- to make the connection with the problems and the symptoms
- to follow
 - communication
 - the structure: the limits, hierarchy, the subsystems
- the functioning – which are the repetitive models
- in parallel with the structure, to be observed the system of convictions, the credits
- the therapist must feel the emotional atmosphere of the family

- everything the therapist found out must be put in a transgenerations line, how this family appeared

- which are the factors that influence all these dimensions

- which are the resources, what they do well, how is the family maintained in unity

- the possibility of change for each level (ex. what if you would not sit between the two parents, what if you would sit next to your mother?)

- everything goes in parallel – the diagnosis, the therapy, the hypothesis

- the trying of changes is made as a permanent process in therapy

- the change in the structures

- to stay here

- to talk with their mother or father – precise indications

- the change in communication – the indirect style masked towards a direct and open (explicit) style

- a rigid repetitive chain can be broken by finding the alternatives and its proposition, its suggestion “what would be if ...?”

- putting under question the credits system

- connecting the past with the present, processing the losses from the past, understanding the past

- selecting the changes, formulation, reflection, strengthening the change

- recognizing and getting conscious of the possibility of re-falling, for them to be really prepared

METHODS, MEANS

- for communication problems, as methods, there are communication rules

- Encouraging the expression, the self-development, the elucidation (what does this mean to you?)

- encouraging the expression of emotions, feelings (what do you feel when they say that?)

- active listening – to bear the silence, the stillness

- the summation, the mirroring, the feedback

- the explanation from time to time, even interfering in important moments

- we ask the person to speak at the first person, singular



- to speak with concrete formulations not generally

- messages to their own person
- to stop the useless disputes that make us

lose useful time

- using the questions

- line questions
- reflexive questions
- strategic questions

- making maps of the pathological interactions, of the circles

- the techniques of the right hemisphere

- symbols
- metaphors
- stories
- pictures
- statues
- drawing – the charmed family
- modeling
- common games
- improvisations
- using the psycho dramatic elements
- role games, monodrama
- any other thing from the training in

psychodrama

- other techniques

- reframing (with a positive connotation)
- fanciful miracle questions (« what would

you do if...»)

• scale questions (« the degree of trusting the couple from 0 to 10, what would be necessary that this degree to approach 10?»)

• questions with the good fairy (“if the good fairy would come and wants to satisfy 3 wishes to you, what would them be?”) – suitable for the children

• collecting the positive features – to say three positive things about the other

• looking for the techniques to solve the problem – fantasies, how can the problem be solved

• evaluation of the exceptions – what happens when they do not behave like that

• externalization – (what does the depression do with you?)

• the effect of the changes on the family – positive and negative, if the depression disappears, what positive and negative effect this would have on the family, what symptoms, “if the elder son would move, what would happen in the family,

what advantages and what disadvantages would this have?”

- giving tasks during the meeting or between meetings

- maintains the motivation for the therapy
- makes the new changes stronger
- the new attempts and the responsibilities

are now of the therapist instead of the family members

- a part of the themes are with observers

1. to observe how they argue (they are seen not only from inside, but also from outside – double consciousness – which suggests to them that if they want they can control themselves

2. paradoxical tasks – prescribing the symptoms

When we think that the positive changes are stable, the symptoms are lower; we can make the proposition for finishing the therapy.

c. Finishing the therapy

- Detachment from the therapy and a summation

- Having the concord the aim has been hit

- Admitting if the aim has been partially hit

- Stressing the fact that here is their accomplishment, their work, even if they came her together – reinforcement of the autonomy, accumulating energy to solve the problems by themselves in the future

- The therapist proposes a comeback to them if new problems occur

- It is important that the therapist praise the family, to put into evidence any small result and the fact that they have needed a lot of opening and courage to talk about intimate staff (they must find in themselves the resources to see the real reasons for praise)

BLOCKINGS IN FAMILY THERAPY

- They are an important part of any

- Aside the therapy, so many other aspects can interfere

- For the theoreticians – it is the therapist’s job to recognize the blockings and the moment

- The most important message of the theoreticians: to admit a blocking appeared; the worst thing is not to admit the blocking. The therapy does not evolve



To identify the blockings, it is very important that the therapists observe their own emotions (ex. Hearing the name of the family)

1. **THE FRUSTRATION** -ex. The therapist looks at the planning, “today I have the Popescu’s again”

- You work hard but nothing happens

2. **THE FEELING OF INCOMPETENCE**- ex. «why did I not become an internist?» there are destructive fights in the family, the therapist can not stop them and that makes him feel guilty.

3. **THE LACK OF HOPE**- ex. “they are so sick, they can not be cured by anyone”

4. **THE DISAPPOINTMENT** ex. “yesterday I saw a light in their eyes, but today we are still in the same place as before”

5. **THE LACK OF MEANS, INSTRUMENTS**– meaningless discussions

6. **THE FEAR**– “this man will subjugate me, he will question my competence. I will avoid giving him reasons to say anything about me”

7. **THE MANIA** – to a member of the family, to parents, to all the family – the critics, the mania to somebody

The therapist must admit these feelings and ask himself: what will happen if I get in the next meeting with these feelings. He must look from outside and rebuild the whole therapeutic process.

The analysis is done on three levels

a) framework/contract

b) methods, style

c) involvement, transfer and counter-transfer

a. Framework/Contract

- if it is clear for the family where the are (“I came for my wife’s sake, but it seems useless to me”), to put the problem back in its place and make the meaning understood

- if the family does not understand why it is

there, which is the aim; this is a reason for failure. The things must be explained and a concord between the therapist and the family in defining the problem must exist, especially when the family is sent for “problems with the child in school or if the child is sick or overweight” – it is doctor’s job to cure him”.

• They are not convinced they have to be there

• Each member of the family must get involved and be motivated that if they take care of this problem, the whole family will benefit by this

• The therapist must use a suitable language and wording

• They are specialists in their family relations, the therapist just helps them

• The therapist must emphasize how valuable their help is

• The purpose must be expressed, realistically, clearly formulated, but not too soon for the family; they could get afraid. The purposes established have to be close to the culture of the family (ex. In roman families, equal relations are not possible)

• The therapist could realize after two themes that they do not have a common aim

b. Methods, style

- The therapist must know what he can do, where are the limits of his competence, he has to use only the methods he knows well (if you read an article about a method, it’s not sure you will be able to do that for 60 minutes)

- The methods can be eclectic, but the therapist must know “what, why and for what can a method be used”

- During the therapy, the therapist must see if the members of the family did not estranged from one another and how the joining works

• The therapist must speak openly

• The therapist must observe if somebody is destroyed, happy or have a burden

• The therapist tries to have resonance with them

c. The involvement

- The families have a big capacity to attract and involve the therapist in their own problem, in



their own pathological functioning. They want the therapist to become an element of sustainability for their pathological state.

- They feel the weaknesses of the therapist and give him a role similar with the therapist's role in his family

- The therapist must observe when the others develop certain emotions about a family member

- They react to a certain content
- The question is what caught them, what is the theme that made them get involved

• The therapist must admit: the identification, the detachment, the observer position, the context, the relation

• The problems of the origin family are the most probable to influence the therapist's position: unsolved problems with the authoritative father, rivalry with the brother or the sister, the double relation with the martyr mother

• Personal experience (ex. The neglect) determine the identification with the child who is in a similar situation

• In couple therapy, the present indefinite situation in the couple can determine identifications

• The therapist women in couple therapy, busy working, with a neglecting husband, have the tendency to receive from the man in the couple what they do not receive at home

• The therapists must always suspect themselves, always be suspicious about themselves – “what do I feel, who, when, how this influences me and how all these influence the family therapy”

If the therapists know all these aspects and that still doesn't show him which is the reason of the blocking, **they ask for supervision.**

SUPERVISION IN FAMILY THERAPY

THE SYSTEMICAL APPROACH

In supervision of the family therapy, the concepts and the methods of the systemic approach are applied.

The systemic approach requires a contract between the supervisor and the supervised with an intervention list/order which has to answer the following questions:

1. The context of choosing the supervisor:
 - Why did you choose me as a supervisor?

- Who recommended me?
- Do you have any connection with my previous supervised?

• Have you ever been supervised before? (When, how?)

• What is the aim of the one who asked for supervision (possibly a superior)?

The sender's role is important because:

- It reveals the motivation for supervision; this is different depending on the way the therapist looked for the supervisor: checked a list of supervisors, the service offers. The supervised may have felt the need of a supervisor, identified a blocking in the therapy or he has been sent by a superior or a colleague, by another specialist who already had supervision.

- It offers information about the supervised's attitude on supervision, expectations, aims, preconceptions

2. Defining the problem:

• Why does the therapist want supervision now?

• When did the problem occur?

• What is the perspective regarding the persons involved?

• Which are the expectations in solving problems that already exist?

• Who's involved in this?

• How successful were the previous strategies, what did they need more?

• Who had more / less to suffer in this situation?

• What would be the positive consequences of the way the things are now?

• What worked well till now and has to remain like that?

3. Defining the aims:

• What problems must be approached in supervision?

• What problems do not have to be approached in supervision?

• Which are the supervised's expectations?

• Who will be a part of the efforts to achieve the aim and how?

• What has to be done to improve the aims?

• Supposing that everything remains as it is now, what would be the consequences?

• How will each of the participants know



that the aims have been achieved? Which were the ways to achieve them?

- How will the supervised know that his aims have been improved?

4. The supervisor's self-reflection:

- Which are the objectives we are talking about?

- What role can I have/offer?

- Are there myths, taboos, and secrets?

- If there are, how will I be able to protect of them?

- What system of convictions, rules, and values can be found in this case?

- How can they be used to find solutions?

- Is the formal structure similar with the informal one?

- How can the supervised prove the accepted experience, its assessment and critics in the system?

- How is their control under control in this system?

- What are the major responsibilities of the system?

- How clear is who and what has to do?

- Are there unpleasant expectances I have from the supervised?

- How can I manage them?

- How content am I after this session?

What are my thoughts, feelings, did the supervised manage to attack me?

- Did the supervised manage to challenge me, to have an active or passive attitude?

The three pairs of glasses with which the supervision is looked at

In each supervision session, the supervisor decides to act on three levels:

- The level of the psychic system (the person, the individual)

- The level of interaction (the group and the interaction from inside it)

- The level of organization

In each of them, the supervisor looks through some special glasses.

Each of them is important. Each point of supervision brings themes that can be watched by each of the three pairs of glasses, in succession. The supervisor has to decide which of the glasses will help more in the present situation to find a

solution and, though, those he will use the first time.

a. **THE FIRST PAIR OF GLASSES** „the supervised as a person”:

- How is the supervised as a person, taking into account the data provided by him: biographic references, development, evolution, specific patterns and the ways he uses them in a social context.

b. **THE SECOND PAIR OF GLASSES** „interpersonal” :

- The supervised, in the action context where he acts, the relations, the interactions, the dynamics of the group regarding the evolution of the persons in it.

c. **THE THIRD PAIR OF GLASSES** „organizational”:

- Which is the organizational structure where the problem aimed by the supervision appears?

Possible roles of the supervised:

1. Visitor – often the supervisor is recommended by another person, there are no complains from a third person, the solutions are already found; appreciation is needed.

2. Plaintiff / whiner – the person looks for somebody to complain to, hopes that the solution for his problems to be found by others, needs home works / objectives to study, to observe his own behavior, to reflect

3. The consumer: - the person has clear objectives, complains, abjections, wants to do something to change the situation; this involves a cooperation contract

Assumptions the supervision is bases on:

- The client is an expert

- The supervisor does not know more than the supervised

Basic rules of supervision:

- Do not fix what is not broken

- If things go well, make them be more

- If things don't go well, try something else

In supervision of the family therapy, case supervision is needed.

THE STAGES OF THE CASE SUPERVISION IN FAMILY THERAPY

I. CHOSING THE SUPERVISOR

compatible with the supervised. The supervisor



has to realize his abilities, what he can or can not do according to his own curricula.

ESTABLISHING THE RELATION AND MAKING THE CONTRACT

THE RELATION:

- This is not a therapeutic relation, but it has to be based on trust anyway
- The supervisor has show from the first meeting a nice, modest attitude, without showing his superiority
- This attitude will help the supervised to open and to be able to speak honestly about the problems, even if they are embarrassing (ex. Problems of transfer and counter-transfer).

MAKING THE CONTRACT:

- Establishes the framework for the supervision process
- Defines the problem, the aims, the objectives and the limits of supervision
- The contract has a logistic function, you can come back to it and when you begin, it begins its process
- The contract must be written, and the content is very important
- It must be clear and well done
- It makes clear and underlines some aspects like: the time, the duration, the frequency, which are the roles and the responsibilities of the supervised and of the supervisor
- It has the role to protect the weaker parts and it also has to contain aspects of how it can be canceled.
- It must show the abilities of the supervisor
- in contract, 3 months of test can be stipulated and the supervision can be stopped if the knowledge and the working style do not match.

THE SUPERVISION INTERVIEW

- what formation, what education the supervised has
- what experience in the field he has
- what experience he has in supervision (how much he participated in other supervision, with who, what kind of supervision, what he thinks about that supervision, if he has a good or bad experience)

- the personal life: the incidents, the difficult moments, children (how many, their age)
- if he is specialized in any other form of therapy
- the attitude about learning and authority
- what he expects from the supervision process; in some cases, it is necessary that the supervised to reorganize his expectances, to make them more realistic

THE PROCESS OF SUPERVISION

- A long supervision (10 years) can determine the dependency of supervision
- If the supervisor is from the same organization, the periods of supervision can be longer (5,6,10 years)
- If the supervisor is from outside the organization, supervision is shorter: minimum 2 years, maximum 3 years, and can go on with consultancy
- The moment of action in supervision depends of the moment of the process: at the beginning, the supervisor is more cautious, later, with the evolution of the process, he gets more into problems, he is confronted more with the others, he asks more questions, he does not criticize, but he does a critical analysis.
- Towards the end of the supervision process, the supervisor chooses another focus, he concentrates on something else.
- The process is longer, the beginning and the end are shorter.
- They take into account the limits established at the beginning by the contract.
- The supervisor will prepare the supervised for the supervision meetings; he can ask the supervised to do a report on the problem, which he must receive 2 days before the meeting.
- For each meeting, the supervisor will get prepared mentally and properly.
- The supervisor will take care to have a suitable attitude during the conversation:
 - i. respect
 - ii. humility
 - iii. naturalness
 - iv. empathy
 - v. calculated enthusiasm
- the supervisor will use the right questions for each situation (informal questions, twisted



questions, questions for confirmation) and he will not use the forbidden questions (like “why?”)

FINISHING THE SUPERVISION

The supervision will finish at the end of the period established by the contract, by mutual understanding or by the canceling of the contract requested by one of the parts.

POSSIBLE BLOCKINGS IN SUPERVISION

- In supervision, blockings can appear, because of more factors, in different moments and levels and they can appear from both supervisor and supervised's fault.

a. Blockings because of the supervised

- Not coming the planned meeting
- The shame to admit the mistakes
- The fear to be judged, criticized
- The lack of communication abilities – communication blockings
 - The inability to synthesize, to present the case understandably
 - Non realistic expectations for supervision, he waits for advices, guidance, without assuming the responsibility of the process, and this responsibility is transferred to the supervisor.
 - He thinks that he has no problem, he can manage by himself, he does not ask and he does not accept the help.
 - He has rejects and does not accept the solutions found by the supervisor.
 - The incapacity to apply the solutions in practice
 - Defensive, rejecting the supervisor, masked aversion.

b. Blockings because of the supervisor:

- The incapacity to get along with the supervised's working style
 - Blockings of listening
 - Subjective inadequate state (personal problems, organic disorders, pain)
 - The difficulty in finding the adequate methods for clearing the problems
 - The wish to offer solutions for all the aspects, and to impose his own style, passing from a the role of a supervisor in the role of the therapist
 - He is centered too much on the subjective experiences of the supervised, delaying his psychotherapist's role and the meeting turns into a therapy meeting, away from the specific and the purpose of supervision.
 - The over implication in the supervision relation, and the appearance of transfer and counter-transfer.
 - The identification with the supervised's problems or with one of the family members.
 - The superiority that can inhibit the supervised and make him feel inferior, incapable.
 - The lack of progress of the family after the identified and applied solutions and strategies.
 - The supervisor must find out and admit on which of the three levels appeared the blocking (relational, methods, involvement).
 - When a blocking appears, this will affect both the supervised and the supervisor but also the supervision process
 - Both of them can feel: frustration, incompetence, mania, rejection, and the supervisor recognize these signals and to reassess the situation.
 - Both the supervisor and the supervised must know themselves very well.
 - The supervisor must admit that he can not have solutions for all the problems and answers for all the questions.



Supervision MASTER training program

UNIVERSITATEA DE VEST Timisoara

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FACULTATEA DE SOCIOLOGIE SI
PSIHOLOGIE
SECTIA: Asistenta sociala
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MASTER DEGREE IN SUPER- VISION *SUPERVISION FOR SOCIAL AND MENTAL HEALTH TIMISOARA*

4 SEMESTERS

120 ECTH

INITIATED: 2005-2006

The training is organized within the Centre for Continuum Education set-up by Tempus Project (JEP-13428), during the academic year 1998-1999.

The competences achieved within the training:

1. Specific competences in Supervision

- Knowledge in supervision, different theoretical and practical models.
- Knowledge about personality, defensive mechanisms and the professional burn-out
- Knowledge concerning group dynamic

- Knowledge concerning the organizational management

- Laws and regulations in supervision

2. Personal competences

- capacity to analyze and evaluate the intervention

- ethical commitment to the supervisees

- capacity to face stressful situation and to be aware about the human and professional limits

- capacity to develop positive image about things and human relationship orientated toward solutions

- capacity to manage crisis situations

- capacity to support continuum development of the supervisees

- capacity to apply the theoretical knowledge about communication and hierarchy within supervision process

- knowing at least one international language

- capacity to work and to present a papers in the domain of supervision



- computers skills
- basic skills in research (to be apply for the final thesis)
- capacity to self analyze and self evaluation
- capacity to face new situation keeping the creativity
- good skills in communication and establishing empathic relationship with the supervisees

3. Management competences

- focus on quality work
- ability to plan the activities, to organize a service, to coordinate and to use the information (transparency within the activity)
- capacity to solve problems and to make a decision
- to be democratic and to respect human rights within the interactions with others
- capacity for setting up and maintaining international, multicultural and intersectorial relationship
- good skills in project plans and project management
- capacity to use supervision as a resource

What is supervision?

- it is a method to accompany by shared reflections the professionals working with different cases and to support them to increase the abilities to work with persons at risk or in difficult circumstances

The professional interaction in the supervision process is based on:

- confronting the motivations of the persons involved
- confronting different personal stories
- confronting the different organizational tasks of the organizations where they are employed
- Confronting the goals of the organizations within the social and political framework.
- The supervision is a dynamic process which brings about improvements within the work place having as a consequences the efficiency and satisfaction of the staff. It is working as a shared reflection about professional aspects and can be seen as “method of fellows counseling”.

- The supervision is a condition for the professional improvements, despite the profes-

sional efficacy of the supervisee, for professionals in the beginning as well as for senior professionals.

Objectives of Supervision

- to improve the transparency and the capacity of the supervisee to understand the tasks and his/her activities within the organisation as well as outside;
- to improve the capacity for professional intervention of the supervisee;
- to improve the self management in professional environment;
- to develop an efficient cooperation among people sharing common tasks;
- to improve the quality of work as well as the degree of satisfaction within the work
- to analyse the personal limits (according with the skills and the tasks)
- To identify the personal attitude and the capacity of intervention within conflict/crisis situations
- To prevent the burn-out through permanent supervision;
- To improve the quality of services provided to the customers

Type of supervision

- individual supervision (having a coaching effect)
- group supervision
- team supervision
- organizational supervision
- managerial supervision

Fields of Supervision

- within education process, professional field, management.

Training objectives

- the students will acquire theoretical knowledge and practical skills by :
- accompany of supervisee in their practical intervention with the beneficiaries
- establishing working relationship with supervisee
- supporting the development of professional identity of supervisee
- accompanying the supervisee in developing the comprehensive and empathic skills



in relation with the beneficiaries and the methods

The master program is giving 120 ECT .

The selection of the students is done on the following criterias:

- to be graduated in humanistics
- to have at least 5 years of experience
- to have an expertise recognised by two referential persons
- to be over 30 yers old;
- to speak english and french
- to have previous masters and trainings in the field (for about 40 ECT)
- to have at least 40 hours of psychotherapy or selfdevelopment
- to have the experience as being supervised

The topics of training:

Module I: 8 ECT

The personal profile and the role of counselor; the individual within the social system; Theoretical and practical models of supervision;

ModuleII: 8 ECT

The circumstances of the professional meeting
The question methode in intervention;
Meeting individuals and meeting groups;

Module III; 8ECT

The supervision protocols;
The formal aspects of employment of supervisor;

Module IV The Conflicts 8 ECT

Communication management and conflict resolution.
Transfert and contre transfert within counseling and supervision;
Supervision in group and team conflicts

Module V Individual supervision 8 ECT

Supervision as counseling
Supervision as moral support
Supervision as training

Administrative supervision

The theory of supervision practice
The individual practice supervision

Module VI Group supervision 8ECT

The dynamic and group processes
Team buiding
The practice of group supervision

Module VII Self development 8ECT

Self understanding
Art-Therapy
The imaginary and the symbols

Module VIII Organisational supervision 8ECT

The fundament of organisational development
The systemic supervision of an organisation

Module IX The psycho-dynamic of supervision 8ECT

The psychodynamic in individual supervision
The psychodynamic supervision of groups, teams
The eticalk code of supervision

Module X The legalframework in supervision 8 ECT

- social policy
- the legal aspects in social protection
- the second legislation and the supervision

Module XI Types of intervention 8 ECT
The differences comparing with other type of meta-intervention

Supervision/consultancy/training/ psychotherapy

Module XII Methodes in supervision 8ECT

Counseling
Questions
Creative methodes
Graphic presentation

Module XIII The specificity of interaction in supervision 8ECT

The beginning of the supervision relation



Ending supervision process
Evaluation and supervision

Module XIV Continuum training in supervision 8ECT

Adults education

The structure, the process and the phases in supervision;

Orientation of supervision toward client

*Module XV The theses * ECT*

Choosing the subject

The research

Preparing the theses

Defending the theoretical and the practical parts of the work.

Permanent work in partnership with the coordinator.

The research part will be organized according with the accreditation criterias.



Master – Supervision in social work

**NORTH UNIVERSITY
BAIA MARE**

MASTER PROGRAM MISSION

The growing number of social workers who graduated after 1994, the diversification of social work services where they work, the accumulation of professional experience, they all impose the coverage of all the professional competence levels. The quality of services in social work can be created and maintained with highly qualified specialists. Supervision in social work assures the observance of these professional requirements.

EDUCATION BY INTEGRATED PROGRAMMES

Taking into account these requirements, by its Master specialization – SUPERVISION IN SOCIAL WORK, North University Baia Mare develops, at Master level, the study of supervision in social work for training the specialists in the field, being able to bring a plus in social services quality for different categories of beneficiaries. The University also offers the possibility for the students to further pursue their doctoral degree programs in the country and abroad.

In this Master, the emphasis falls on the training process as supervisors in social work for graduates from the country, who have been practicing social work since 1994, by forming specialists with an international recognized qualification and by integrated training programs.

Practically, this Master completes the specialized studies for graduates of specialized superior education forms from the country and completes the knowledge of the existing specialists from the field organizations.

MASTER PROGRAMME OBJECTIVES

This Master presents supervision as a practical way, essential for assuring complete work practices with the beneficiaries in social work institutions. The Master involves both supervision functions: management and education.

The theory of supervision and the models, the functions of the supervisor, the roles and the skills get tangible in:

- training supervisors in social work
- supporting with specialized information



- training of the future trainers for a Phd's degree
- development of the international university co-operation and integration of Romanian superior education in Europe

INTERNATIONAL CO-OPERATION

The MASTER program will develop and facilitate the co-operation between North University Baia Mare with professors from **Rutgers State University, and Illinois State University - School of Social Work**, with other national organizations in organization and displaying of training, research and application programs and projects; the academic university changes are encouraged.

EDUCATIONAL OFFER

- the specialization is open to all superior education graduates from the country and abroad
 - complete educational offer (courses, manuals, internet)
 - emphasis on the practical side:
 - formation of supervision staff in social work
 - evaluation of employees' performance, program efficiency and the results for beneficiaries
 - program management
 - assuring communication between service providers and administrators
 - work visits and practice in institutions that offer social work services
 - conferences and seminars programs, contacts with specialists

THE COURSES AND THE THEMATIC LECTURES ARE OFFERED BY:

- university professors from North University Baia Mare
- university professors from Bucharest University and West University Timisoara
- guest professors from Rutgers University and Illinois State University - School of Social Work

REGISTRATION

- Interview and analysis of the professional files
- The courses will take place between 2005

and 2007. The fee is 450 EURO/year payable in two installments. The total value of the Master is 675 EURO for three semesters.

- There 5 places paid by the state.
- Registration – at the headquarters of Letters and Sciences Faculty, Str. Victoriei nr.76, Baia Mare, Maramures. Tel 0262- 276305

CURRICULA

- 3 modulus
- 9 courses, each with 10 credits
- dissertation – 20 credits

MODULUS I

1. The objective of supervision in family services.
2. The competitive values framework for leading roles.
3. The transition stages from the social worker status to supervisor in social work.
4. The five roles of supervision and program management.

MODULUS II

5. Analysis of performances.
6. Learning principles for adults.
7. Stages of building the team.
8. Group reunions.

MODULUS III

9. Time and stress management, delegation skills.
10. Elaboration and affirming the program mission.
11. Practices and procedures for staff hiring.

TUTORING SYSTEM

For going over the Master, 120 credits are necessary. The curriculum is the same for all the admitted students. Communication with students takes place on monthly basis (usually on Saturday and Sunday) and at the social work Conferences – every three month within the social work laboratory.

University Lector

Liviu Bozga

Associated professor

Florian Salajeanu



A new Master Program in Iasi:

Supervision and social planning

UNIVERSITY “ALEXANDRU IOAN CUZA”

IASI

FACULTY OF PHILOSOPHY

The Department of Sociology and Social work

University “Alexandru Iona Cuza” from Iasi, Faculty of Philosophy, the Department of sociology and Social work will organize, beginning with 2006-2007, the Master program *Supervision and Social Planning*. By the themes proposed, this wants to be an opportunity for specialization in these fields, supervision in social work and social planning, taking into account that already the legislation in the field recognize the competences of the supervisor, the necessary requirements for working as a supervisor, the specialized master studies.

The master program addresses to different categories of professionals, graduates in social and human sciences field: social workers, psychologists, teachers, sociologists, educators etc. The supervision relation is one of the most important professional relations in social work and this master program will offer opportunities for many practitioners to improve their abilities. The supervision will assure the improvement of the quality of social services offered both in the government and NGO systems.

On the other hand, the second direction,

the social planning, stresses aspects like: social change, projection, programs assessment, building strategies, social services management, community development etc, under the condition that the integration of Romania in EU will mean not only external pressures, but also the need to offer specialists able to make viable projects, to assess them and to build development strategies in the social field. This is why; we wish to fulfill our (and other) graduates' permanent training need, proposing a specialization in supervision and social planning.

The courses will be organized in thematic modulus of three days; each modulus will have a number of additional hours for the practical activities and made at the student's working place or, where it is possible, in the institutions the University is in cooperation with for the practical supervision activity and making realistic projects and adapted to the existing conditions and the needs of the community. As an interdisciplinary program, there will be brought professors and lecturers from the departments of Sociology, Social work, Psychology, Political Sciences, Communication,



Economy, but also specialists from outside the University who have a PhD or recognized authorities in the field.

Curricula

Semester I

1. Supervision in social work
2. Social planning
3. Change management in social work
4. Social and united economy
5. Strategies for social development

Semester II

1. Assessment and professional development
2. Organizational culture and development
3. Development of community
4. Social services based on community
5. Appreciative methods of organizational development

Semester III

1. Communication inside and between organizations

2. Intervention projects management
3. The crisis and the planning for overcoming the crisis
4. Video Interaction in social work
5. Methods and techniques of individual and group intervention

Semester IV

1. The public private partnership in the development of the social programs
2. IT in the social projects
3. Assessment of social programs
4. Putting together the intervention projection

Coordinators:

Prof. Dr. Maria Cojocaru

Lecturer Dr. Stefan Cojocaru

The Department of Sociology and Social work

Faculty of Philosophy

University "Alexandru Ioan Cuza"

Iasi



Books



Polirom Publishing House

Stefan Cojocaru – “Appreciative methods in social work – the inquiry, supervision and case management”

Author: Stefan Cojocaru, Polirom Publishing House, Iasi, 224 pages

Summary

Vulnerability and types of vulnerable populations / Appreciative inquiry – giving up the deficiency paradigm in social work / Social changes and types of social intervention / Management through values. Comparativ study between governamental and non-governamental system / supervision in social work / Case management in social work.

The work “**Appreciative methods in social work – the inquiry, supervision and case management**” has been published in order to help the professionals in social work regarding the renunciation at the deficiency paradigm. The author seizes how the problem focus paradigm is deeply inflicted in the social work practice and proposes a new intervention approach: the appreciative approach. The Romanian social work is still tributary to the problem focus approach and

the work proposes by Stefan Cojocaru gives many examples to be considered for the replacement of the deficiency approach.

Thus, the author’s experience in implementing the appreciative supervision it’s an additional argument for the high quality supervision in social work in Romania. Aiming to offer practical tools to the professionals, the author bring to our attention the results of the classical supervision (problem focus supervision) and confront them with the appreciative supervision experienced with the professionals involved in child abandonment risk cases. Out of the main outcomes, the three times more effectiveness has been remarked in appreciative supervision as opposed to the problem focus approach, conclusion which argues for this practice dissemination. At the same time, the work emphasizes the parallel processes emerging in supervision and the way that the supervision influences the social practice with the beneficiaries. The supervision process presented in this work represent a rich source of inspiration for the practical organization of this activity, at individual as well as group level, starting with some supervision games, exercises, samples of techniques.

The work it is the result of a huge documentation effort (mainly when using the social constructionism in social work projected intervention) and social work practice. At the same time, in the book there are presented an experiment on the appreciative supervision effects on the social work and the parallel processes in supervision, as well as a study about the organizational metaphors used by the employees working in governamental and non-governamental system and the way that an organization could be changed starting with the interpretation the people have about the organization itself.

The appreciative supervision and the appreciative case management are developed on the social constructionism and appreciative inquiry theoretical background which the author refines and operationalize in order to become useful for the practice. Therefore, the work means a good opportunity for the professionals to become more familiar with the appreciative approach who wins more and more attention in different fields of social work practice.

Ovidiu Ionescu



“Generatia” Foundation Publishing House

NEW*

(www.generatia.ro) (August, 2006)

1. Rene Diatkine și Janine Simon – „Psychoanalysis in little childhood – the psychoanalytical process in children”

It is a book targeted mainly for those interested in psychoanalytical ideas which, in time, turned themselves toward the Psyche analysis at early age up to the very first moment of child's life. The present work is structured in two main chapters, the first one have samples of therapeutical sessions with a 3 years and a half little girl rended back almost litteraly and then debated in detail by the authors R.Diatkine and J.Simon. The second section enfold theoretical and clinical reflective chapters on the analitical process in small children: „ The analitical relationship”, „Interpretative elaboration and it's effects”, „The small child's inconstient and the Oedip complex set out process”, „Inconstient fanthasies”, etc. As Freud's works (Dora, Little Hans, The man with wolves, The President Schreber) or Melanie Klein (Richard), Serge Lebovici and Joyce McDonald (Sammy), this book is one of the rare clinical analysys and case presentation.. The two authors with a harmonious practical and clinical collaboration use to say „ If Carina's psychoanalysis seems satisfactory to both of us , it is due not just because it allowed to illustrate a certain number of knowledges about infantil psyche evolution but the fact that we have the feeling that this experience proved to be an important turning moment for the child and it had it's contribution to provide better evolutive possibilities”. It is a captivating lecture and opens new clinical reflections.

EFG, Bucharest, 2006, 475 pag.

2. S. Lebovici – „The life tree: elements of psychopathology in babies”

Above all conceived as a knowledge and reflection vehicle tool starting with an astonishing visionary practice of an excellent child psychiatrist, Prof. Serge Lebovici invite us in his cabinet to watch him during some of his therapeutically consultations which he has lead and recorded during 35 years at Bobigny, discussing them with other child psychoanalysts and psychiatrists as Michel Soule, Bertrand Cramer, Bernard Golse, Jean-Paul Visier, Marie Rose-Moro, etc

This multimedia package tool lays under the sign of transmission (inter and trans-generational, if we think at Serge Lebovici's interlocutors in these recorded sessions as well as us, the listeners, those who have the possibility to listen and to see) and liaison.

It is relevent what Serge Lebovici himself transmit about his clinic and practice: „ My reaction it says not too many things, I just say „You are a very beautiful baby” carresing his head. And then, I withdraw, the moment his mother take her „mother position”. It is my empathy, my attitude toward the mother and the baby which allowses to the baby to act upon his mother which makes me to act over her which makes the mother to make me act as I did. I was able to do this only the moment the two of them agreed to offer me a role. The empathy it is a profound sensation which make me to act as a substitut father. Then I should of consolate the father for not being one, which without any doubt i haven't done enough; anyway, I determined the mother and the baby



to make peace. I do protect the mother and baby relationship by creating and supporting an effective relationship between them the moment the child's mother feel that I am like a mother for her. Of course, this way of acting assume an entire approach of intergenerational transmission”
EFG, Bucharest, 2006, 340 pag.

3. Serge Lebovici, Joyce McDougall - *Dialog with Sammy*

This book it is established to the presentation of certain documents referring to a psychotic child's psychoanalytical treatment, treatment which has been conducted by Joyce Mac Dougall with technical assistance from Serge Lebovici.

The productions of a psychotic child are often very interesting by their sometimes tragic beauty. The fantasies world those children live in it is tragic because it translate their anxiety; it questions sometimes the feeling they have with their internal unity and with the one of the people they live with. The ill person fantasies are a remarkable illustration of splitting anxiety, aggressive feeling, ravenous feeling, a defensive fight by seeking of an impossible fusion; the psychosis appears as the only way of relating to the others which avoid the pre-delirium fracture which lead to nothingness. The therapeutically relationship could lead to more evolved neo-structures.

This treatment sample allows the discussion not only of the psychoanalytical approach fecundity but of the effectiveness of this type of psychotherapy in such cases. The book answer to the wishes of those which would like to know what happens during a psychoanalytical treatment.

The fact that the mother's patient attended a psychoanalytical treatment with his therapist allows us to make a possible comparison between the psychopathological structure of the mother and the son. The authors try to demonstrate that the mother's structures had an active role in the process of defining the object relationships so troubled like those mentioned in the book.

EFG, Bucharest, 2002, 448 pages

4. D. W. Winnicott – *Child therapeutically consultation*

D.W. Winnicott brings into theory and clinical

psychoanalysis classical works, famous around the world: From pediatrics to psychoanalysis, Play and reality, The Baby and his Mother, Deprivation and delinquency, The Human Nature, just to underline some of them.

In *Child therapeutically consultation* Winnicott disclose with refinement the paramount role of the first clinical interview which could provide the key of the child internal psychological life acknowledgement. He emphasize the squiggle technique as a “simple way to relate to the child” it is about a drawing realized in two in which the psychoanalyst and the child participate to the early childhood child's history reconstruction and his family environment.

Through the drawing, which complete the psychoanalyst's one (and vice-versa) the child express the most deep feeling and thoughts, he is a live participant to the relationship with the therapist to seek the real Self, the early childhood feelings, the early childhood relationships with the mother, the father in full respect of the symptoms, fears, pain.

Winnicott found again in the therapeutically setting a ‘sacred moment’ in which self revelation bring light to an inner world obscure and conflicting so far.

The book has 21 chapters which represent as many descriptions of therapeutically consultations that Winnicott, one of the most famous children psychotherapists, had during his entire life.

EFG, Bucharest, 2002, 424 pages

5. J. Manzano, F. Palacio Espasa, N. Zilkha – *Narcissistic scenarios of parenthood*

The long practice of the authors regarding the short parents and children/teenagers psychotherapeutically interventions (therapeutically consultations) allowed them to release a core concept named by them Narcissistic Scenarios of the parenthood.

In the first chapters different aspects of this concept are presented. After a clear positioning of the fundamental elements of the author's technique in a wider field of psychoanalytical inspiration therapies, they approach the clinical part where some of the results of the analysis of different cases approached in their practice are displayed.



There are typical parenthood scenarios which allow a classification of the most frequent clinical configurations and dynamic-descriptive parent-children psychopathology semiology is proposed. Each of those configurations it is illustrated with clinical examples.

The last chapter gathers the clinical and theoretical conclusions.

EFG, Bucharest, 2002, 200 pages

6. Donald Woods Winnicott – *Fear of falling down: psychoanalytical exploration*

Of homage work, this book posthumous published in memoriam D.W. Winnicott under his wife co-ordination, Claire Winnicott and Ray Shppard together with Madeleine Davis, which have done a huge manuscript analysis and synthesis of Winnicott manuscripts and to bind them into an original work of psychoanalytical exploration in the thinking and clinical of the famous psychoanalyst. The present volume, an ample work, it is enfolded in 4 different in content chapters: the first part, *Psychoanalysis and practice*, has articles about the main theoretical concepts and about the practical clinic in child psychoanalysis like “Early disillusion”, “The fear of falling”, “Interpretation in psychoanalysis”, “About the object usefulness”, “The mother and baby reciprocity experience” etc.

The second part, *Psychoanalytical psychotherapy for children and teenagers*, it is structured mainly with clinical and technical elements of winnicottian children therapy: “Squiggle game”, “A psychotherapeutically interview with a teenager”, “The value of the therapeutically consultation”, etc. Included in this architecture it is interesting the chapter dedicated to the famous psychoanalysts because it comprise different book reviews, book presentations, necrologies, where Winnicott realize a meticulousness analysis in a skilful texture. The forth part, *About other forms of treatment*, it is an article collection about different forms of psychological diseases therapies existing at that time. Winnicott present their advantages, disadvantages, case studies with examples from electroshock therapy, occupational therapy, lobotomy.

Claire Winnicott relate in a reflection over

Winnicott entire masterpiece works: „... the key of his work, related to **objects** and **transitional processes**, could be found out in his own personality, in his interaction pattern with the others and his entire life style. I would refer to his playing capacity which never left him, which lead him into the research world which he conceptualized...”

EFG, București, 2006, 737 pag.,
preț editorial 50 RON

7. Jean-Michel Quinodoz - *Reading Freud - The chronological discovery of freudian work*

«Is it Freud still actual? Do they still have the universal value? What is the place in our era of the psychoanalytical cure, the therapeutically methods which are related to those ideas?

To those which have these questions in mind, I would say that, “Yes, the psychoanalysis was never so alive than today”: “The psychoanalytical revolution” as it has been named by Marthe Robert (1964) it is still happening. To prove this, I have elaborated this *Reading Freud* book to emphasize and to express the vitality of Freud ideas and of psychoanalysis.

I use, as much as possible, daily living vocabulary, as Freud did in German language which has not diminished at all the complexity of his thinking. It looks to me relevant that the texts and Freud’s ideas to be accessible to everybody in order that some of his works to touch us personally, to speak to us. With a huge echo what is the most profound in our entire being the Freud’s lecture might become the 0 point of an internal exploration adventure.

In this respect, Freud encourage us to travel along his way, the way he followed from the moment he discovered the subconstient, within his own self-analysis. All along his entire life he made not just a discovery but a sequence of discoveries related one to another which determines one to another. Because of this, the chronological lecture of Freud’s work it has more than just a simple historical relevance, it is the story of an exploratory approach which could serve us as a guideline along our own internal search until we’ll find our own way” (J.M. Quinodoz)

EFG, Bucharest, 2005, 472 pages



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4. Cojocaru, S.(2005) – *Metode apreciative în Asisten.a socială*, Polirom, cap. Supervizarea în asisten.a socială
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Is there any other relationship with the supervisor other than the present one, promoted through the present contract? Yes/No. If yes, which kind of relationship, professional relationship please provide environment, place, type of service, contract data, etc) the supervisor agrees to keep confidence on the personal data of the supervisees and shall be confidentially manipulated on the computer.

III. Supervisee's name _____ Working environment _____

_____ Professional task _____

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V. The supervision's fee. _____ For the supervision costs a bill should be issued.

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