EDUCATIONAL SUPERVISION PRINCIPLES-KADUSHIN

KEY PRINCIPLES

✓ We learn best when we are motivated to learn
✓ We learn best when we can devote most of our energies in the learning situation to learning
✓ We learn best when learning is attended by positive satisfactions and when it is successful and rewarding
✓ We learn best if the supervisor takes into consideration the supervisor’s uniqueness as a learner.

EDUCATIONAL SUPERVISION: STRENGTH BASED EMPOWERMENT ORIENTED

✓ The focus is on individual strengths rather than pathology. When we look for pathology, we’ll find it. When we look for strengths, we will find them.
✓ The environment is viewed as a potential oasis of resources. The agency, the community and other resource systems within the environment contain learning opportunities as well as solutions for addressing areas for student improvement.
✓ The supervisor and student are engaged in a partnership. Collaboration and relationship provide the foundation for learning. The supervisor’s role is facilitation of learning.
✓ The supervisor – student relationship is primary and important. There is a delicate balance which must be achieved. The relationship between the supervisor and student is not therapeutic, yet contains elements of therapy. Professional boundary, ethical principles help define the relationship.
✓ The language of empowerment is observation and dialogue. Students are empowered by the supervision and guidance their field instructor provides. It involves the supervisor observing and overseeing the work of the student and then having dialogue through the supervisory process with the student.
✓ Belief that learning, growing and changing is possible. The supervisor models lifelong learning to the students. It is critical to continue to grow and develop as a person and a professional. The pursuit of continued education and training is encouraged throughout the professional life.
### DEVELOPMENTAL STAGES OF AN INTERNSHIP

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<th>FIELD INSTRUCTOR STRATEGIES</th>
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| ANTICIPATION| Mix of excitement and anxiety. Worry about fitting in and having the knowledge necessary to do well | ✓ Discuss learning objectives  
✓ Be clear about expectations  
✓ Allay anxiety by discussing fears openly  
✓ Plan and structure supervision time  
✓ Provide encouraging feedback  
✓ Challenge faulty assumptions about the work |
| DISILLUSIONMENT | The real world of practice may shatter lofty expectations. Ethical issues and hard work expose a different side of practice outside of the classroom | ✓ Help student work through challenging issues  
✓ Challenge students to face and explore ethical issues  
✓ Model the process of ongoing learning and inquiry  
✓ Help the student see the differences between classroom and real world  
✓ Expose student to positive models of effective practitioners |
| CONFRONTATION | Expectations have to be revisited. Students must explore interpersonal and intrapersonal issues. Confidence should be increasing as greater competence in the work. | ✓ Field instructor can provide support and encouragement to student.  
✓ Assure and model the commitment to excellence in work  
✓ Help in the understanding of the need for advocacy |
| COMPETENCE   | Shift to identifying with professional vs student status. More productive in the work roles. Capable of completing more complex tasks. | ✓ Introduce student to the professional community  
✓ Discuss career and job strategies  
✓ Create learning tasks that are more advance  
✓ Help student attend professional training events |
| CULMINATION  |                                                                             | ✓ Assist the student in termination  
✓ Help student to feel pride in work  
✓ Recount the learning that has occurred  
✓ Assure student they are prepared for practice  
✓ Consider writing a letter of reference for student  
✓ Refer possible job opportunities |

Developed by Molly Everett Davis, and adapted from the stages of H. Frederick Sweitzer and Mary A. King. The Successful Internship.
COACHING MODEL: SUPERVISION BEST PRACTICES (Davis)

- Communicate high expectations for your student and faith in their ability to perform highly. Coaches have faith in the student’s ability to rise above their own perception.

- Set up regular one to one meetings to develop a relationship and give an opportunity to share.

- Do not compare the performance of the person you are coaching with the performance of someone else. Treat each individual as a unique situation and adjust your training style accordingly.

- When coaching others relate your real experiences and stories using “I”. It may be helpful to share positive and negative experiences.

- Ask the student for ideas. At the end of a coaching session ask the student about your coaching performance (as a supervisor).

- Resist the temptation to ask why. What is a better question?

- Positive ideas trump negative feedback.

- Never de-motivate the trainee.

- Debriefing is the process used by facilitators to encourage participants to reflect on their performance.

- Don’t coach when you are upset because you will take out the frustration on the student.

- Practice generous listening-listen for intent behind the words.

- Have the student leave the session looking forward to returning for more.

- Ask the student to identify what they have learned at the end of the supervisory session.

- Review the performance standards or goals frequently. Let the student know you are invested in seeing her reach these goals.

- Give students detailed feedback regarding their performance. Be prepared to provide a developmental plan to promote positive growth.

- Don’t forget to reward and encourage the student to continue working hard.
**Strengths Based Empowerment Oriented Supervision**

**KEY PRINCIPLES**

- All students possess strengths that can be channeled to improve the quality of their work
- Student motivation is increased when strengths are highlighted
- Strengths can be harnessed to work any area of needed improvements
- A collaboration relation is required to discover strength in an environment conducive to trust and communication.
- Students are encouraged to use strengths which have helped them overcome obstacles in the past and to overcome present obstacles in the practicum experience.
- Students have many potential resources to create empowering solutions for themselves with their clients.

**FIELD INSTRUCTORS DO THE FOLLOWING:**

1. **Foster Relationships/ They:**
   - Are Empathetic
   - Are Affirming
   - Value student input
   - Are collaborative

2. **Promote communication that is**
   - Congruent
   - Clear
   - Respectful
   - Honest
   - Constructive
   - Timely

3. **Seek solutions that:**
   - Encourage student participation
   - Reflect best practice
   - Are ethical
   - Provide opportunities for learning

4. **Reflect standards of the social work profession in actions that:**
   - Adhere to the NASW code of ethics
   - Provide opportunities for students to engage in professional development and policy development
   - Opposes discrimination, inequality and social injustice
GUIDELINES FOR ADDRESSING ETHICAL PROBLEMS

Social work professionals and students are expected to abide by the ethical guidelines of the NASW Code of Ethics. The Code is included in the Senior and Junior Field manuals as well as the MSW Graduate manual found at http://socialwork.gmu.edu. If you are unable to locate the Code of Ethics, please contact the BSW or MSW Director of Field Education to obtain a copy. During the practicum students are expected to abide by the ethical guidelines of the profession. They should comport themselves in a way that is consistent with professional social work practice. The Social Work program faculty has integrated ethical principles into each class that students complete. The values, principles and standards in the NASW Code are relevant to the student in their practicum activities and otherwise.

If you believe that a student has violated the ethical standards of the profession, you should:

1. Notify the student that you believe that their behavior or action is inconsistent with the NASW Code of Ethics. Document the meeting where you share this information. Depending on the situation, the student may have also violated the Honor Code of George Mason University.

2. Notify the GMU Faculty Liaison about the situation. She will notify the Director of Field Education.

3. Have a 3 way conference between the student, Faculty liaison and Field instructor to discuss the circumstance and to decide on a plan to address this ethical behavior or action.

4. Write an ethical incident report. The report should include when, where and under what circumstances the incident occurred; who was involved, what the ethical problem is, (NASW Code of Ethics). Summarize what has already done in regard to the problem. Describe the plan that has been developed to address the ethical violation.

5. Send a copy of this report to the BSW or MSW Director of Field Education at George Mason University. M davi7@gmu.edu or msodhi@gmu.edu

6. Director of Field will meet with the student and faculty liaison and determine whether an Honor Code violation has occurred. Violations will be forwarded to the honor code committee if appropriate.

A final letter will be sent detailing the final resolution of the ethical violation and a copy will be sent to the Program Director and Chair.