Section 5: Supervision

The following pages are an excerpt from the Field Education Manual (3010 to 3018HSV 07).

The role of supervision and the supervisory relationship

Supervision is an essential component in the development of human service professionals. It is the mechanism by which workers get the opportunity to measure the effectiveness of their practice, and to further their skills, processes and analyses.

The purpose of supervision is for the practitioner (or student) to be guided, challenged and supported in their process of reflecting on their decision-making and actions and developing ways that they can be improved. It is standard practice in agencies that workers at all levels are provided with regular supervision as part of their professional development.

Focal to the supervisory process is the supervisory relationship. Every supervisory relationship is different and dependent on the preferred model and ways of working of the parties. It can be structured or unstructured but needs to be able to accommodate and address a variety of performance and attitudinal issues. Regardless of the preferred approach both parties should be committed and feel comfortable with the chosen process.

5.2 A brief guide for first time Field Supervisors

The most common problems for first time Field Supervisors are finding time to meet, and structuring an effective session. Finding time in a busy agency to supervise a student can sometimes appear almost impossible. If this is likely to be a problem then establishing some guidelines early in the placement may be helpful. Some suggestions include:

- setting a regular time each week
- preparing an agenda
- choosing a private space where you won’t be disturbed or distracted
- ensuring the student has the ‘attention’ of the Field Supervisor
- going off-site.
Structuring an effective session will again be different for each Field Supervisor. As a general guide supervisory agendas usually include some of all of the following:

- a review of the tasks in which the student has been involved
- a discussion of the student’s perception of their performance and suggestions for improvement
- feedback from the supervisor about the student’s performance and suggestions for improvement
- a review of the learning contract to ensure the student is involved in appropriate tasks
- a review of the learning contract to see which learning objectives have not yet been attempted
- a discussion of the student’s strengths and weaknesses and some possible strategies to utilise or address these
- the thoughts and feelings of both parties on the progress of the placement and the student’s performance
- any problems, ‘hot-spots’ or conflicts that either party has encountered
- questions or issues the student may have
- a discussion of the effectiveness of the supervisory style
- challenging, advising and encouraging the student.

Students are encouraged to prepare their own agenda for the meeting to ensure all their issues, concerns and questions are addressed fully in the session.
5.3 Visits from the University Supervisor

Throughout the placement the student will be visited in their agency by the University Supervisor. These visits are to monitor the progress of the placement and to provide support, assistance and advice to Field Supervisors and students about the Field Education program.

Students will be visited once during the placement period. The visit will occur as close to the middle of the placement as possible, and will follow a similar format to the weekly supervisory meetings.

The main focus of this meeting will be to review the student’s progress toward their learning objectives.

Additional visits can be arranged if necessary and the University Supervisor is available for phone support throughout the placement. They can be contacted via the Human Services reception on (07) 3382 1201.

5.4 The Field Supervisor’s Form

At the conclusion of the practicum it is expected that Field Supervisors will have completed their student evaluation reports and posted them to the University. (see attached blue form and the competencies listed in Appendix 3)
Griffith University – School of Human Services

Supervisor’s Report: Field Education Program

Student’s name ....................................................

Student Number .................................................

Supervisor’s name ....................................................................................................................

Supervisor’s title ..................................................................................................................

Placement start date ........................................... End date..................................................

Agency name ..........................................................................................................................

Agency address and contact details .........................................................................................

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Area of specialisation (if applicable) .........................................................................................

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Briefly outline the experiences and tasks performed by the student

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Signed ..........................................................

(Supervisor)

Date:.............................................................
**Grading System**

HS = Highly satisfactory  
S = Satisfactory  
US = Unsatisfactory

Please check the relevant box that corresponds to the student’s level of performance for each assessable area.

Rate students on their ability to:

### Effective service delivery

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<td>• establish relationships with individuals, groups and</td>
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<td>communities</td>
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<td>• perform a range of agency/organisation service delivery</td>
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<td>functions</td>
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<td>• work within, and contribute, to the attainment of service</td>
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<td>delivery goals</td>
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<td>• assess situations and develop problem-solving strategies to</td>
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<td>create desired change</td>
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<td>• network and liaise with communities and other organisations</td>
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<td>• undertake service delivery decisions and evaluate the</td>
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<td>consequences of those decisions</td>
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<td>• contribute to agency and service delivery development and</td>
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<td>improvement</td>
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<td>• overall standard of practice</td>
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### Values, attitudes and ethical practice

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<td>• understand the ethical principles of human service delivery</td>
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<td>• work within a suitable ethics framework</td>
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<td>• treat all persons with equal respect</td>
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<td>• cope with values and attitudes different to their own (agency</td>
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<td>and client)</td>
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Section 5: Supervision

Working in the organisation

• understand and work within agency/organisation philosophies, guidelines, policies and structure
• work with colleagues (including external professionals)
• work as part of a team
• work unsupervised
• represent the agency or organisation
• work flexibly and cope with change
• deal with conflict

Theory and analysis

• relate theory to practice
• identify models and approaches to service delivery
• understand how research informs and effects practice
• understand and monitor relevant social policy and legislative issues
• assess situations, systems and information critically
• recognise the ‘big picture’ and its implications for service delivery
• articulate their practice framework (i.e. say what they are doing and why)

Work practices

• keep records and write reports as required
• employ agency protocols included automated systems
• locate and access relevant resources
• plan and manage workloads
• punctuality and dress standard

Professional development

• engage in reflective practice processes
Section 5: Supervision

- understand and be committed to the concept of continual professional development
- work with a supervisor
- seek support and ask questions when necessary
- respond to constructive criticism
- present themselves in a professional manner
- separate personal and professional issues in work situations

Personal/professional attributes
- get involved and be willing to learn
- use initiative
- make mistakes and learn from them
- approach unfamiliar situations
- handle responsibility
- demonstrate self confidence
- demonstrate a sense of humour
- demonstrate their suitability to work in Human Services

(1) How do you rate this student’s overall performance:

Additional comments

Evaluation of the University

A. Was the support from the university (please state reasons below)
Section 5: Supervision

B. Was the Field Education Manual
   Helpful ☐
   Not helpful ☐
   No time to read properly ☐

C. Were the University expectations for the practicum within your agency:
   Reasonable ☐
   Unreasonable ☐

D. Other comments
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

Please complete evaluation forms and return to:

School of Human Services Practicum Unit
Griffith University Logan campus
University Drive, Meadowbrook  Q 4131