Faculty of Education and Social Work

Diversity in Social Work Student Supervision

Ann Callen
PhD Candidate Social Work

THE UNIVERSITY OF SYDNEY

Insert
Partner Logo
- Delete if not
required

Diversity in Social Work Student Supervision

- Outline

1. Practitioners' use of Theories
2. Students Experiences of Field Education
3. Importance of the Connections between Theories and Practices
4. Supervision
5. Implications for Student Supervision
6. Conclusion

Diversity in Social Work Student Supervision

- **Practitioners' use of Theories**

Used little formal theory (Carew, 1979; Hardiker, 1981).

Changing question - a far more nuanced understanding began to emerge.

Exploring ***how*** practitioners rather than ***if.***

'naive theories', personal constructions **Olsson & Ljunghill 1997**

'practical qualitative researchers' (Sheppard, 1995, p. 269).

'theory for social work' (Sheppard,1998).

Diversity in Social Work Student Supervision

- Australian Research

an in-depth understanding - used these;

‘frame of reference that valued depth and multiplicity’ (Darlington, Osmond, & Peile, 2002, p. 61);

used examples, stories and metaphor, (J Osmond & O'Connor, 2004), but

used theoretical concepts, if …(Darlington, et al., 2002).

Diversity in Social Work Student Supervision

- Tacit Knowledge

a rich site for understanding practice, (Eraut, 1995; Osmond, 2006a);

if implicit, remains unconsidered;

need to be able to express in social work education (Osmond, 2006);

could be accessed using inductive methodology incorporating critical reflection (Osmond, 2006b).

Diversity in Social Work Student Supervision

- Positives in Field Education

Challenging yet greatly valued by all (Marion Bogo, Regehr, Hughes, Power, & Globerman, 2002; Bruce & Lishman, 2004; Caspi & Reid, 2002; Clapton & Cree, 2004; Reisch & Jarman-Rohde, 2000).

Learn in stages (Papell & Shkolnik, 1992).

shift from the use of context-free rules,

incorporating more structural explanations (Agilias, 2010; Fook et al, 1994), and

using reflective practice (Agilias, 2010).

Learning incomplete upon graduation (Cameron, 2003).

Diversity in Social Work Student Supervision

- Students Valued:

  Shadowing and observing practitioners;

  critical reflection (O'Connor et al, 2009), and

  linking previous learning to practice.

  Field education-student relationship and organisation – both major risks and major protective factors (Fortune, 2002).

Diversity in Social Work Student Supervision

- Student Difficulties

Dissonance between working practices and social work education (McDonald & Reisch, 2008);

incongruences - a crisis (Lewis & Bolzan, 2007);

unprepared for agency culture (Lewis & Bolzan, 2007);

clients' more complex needs; (Lewis & Bolzan, 2007);

economic rationalist values; (Lewis & Bolzan, 2007);

lack of clear expectations and roles; (Lewis & Bolzan, 2007;

relationship differences between student and field, (Lewis & Bolzan, 2007)

and

perplexing misfit between theory and practice (Cameron, 2003).

Diversity in Social Work Student Supervision

- Problems in Relationship – Field and University

links under threat (Sheehan, 2001);

‘separate worlds’ (Clapton, et al., 2008);

classroom teaching prioritised (Cooper, 2007);

curriculum largely generic, conceptually abstract (Clare & Mevick, 2008);

‘seemingly intractable discrepancies’ (Spencer & McDonald, 1998, p. 12);

a ‘well articulated education model’ with an unclear fieldwork framework (Cooper, 2007, p. 101);

disjunction between goals daily demands (Lewis & Bolzan, 2007); and so

universities were seen as failing in preparation (Maidment, 2003b).

Diversity in Social Work Student Supervision

- Universities Responses

Developing partnerships (Anscombe, 2001; Clare, 2001; Trotter & Hewitt, 2001);

critical analysis of both theory and practice, to enhance development of both (Anscombe, 2001: p 20);

seminars and education sessions for field educators (Faculty of Education and Social Work, 2011; Peleg-Oren et al, 2008);

running preparation for practice classes for students;

seminars for students during placement (Peleg-Oren, et al., 2008); and

in United States, a more collaborative model (Berg-Weger et al, 2007).

Diversity in Social Work Student Supervision

- Structural Changes

IBLs University of Sydney (Irwin & Napier, 2004), and

keeping FE within the mainstream educational structure (Napier & George, 2001).

Experience based learning The University of Newcastle (Gray & Gibbons, 2002).

Incorporating critical reflection (Davys & Beddoe, 2009).

Diversity in Social Work Student Supervision

- Connections between Theories and Practices

  theory-practice relationship addressed at both the university and field;

  a need to conceptualise the theory-practice relationship, and

  to impart this in a form that can be consciously used in practice (P198).

  use of theory needed to be demystified;

  acquire skills in the process of using theory, and

  develop analytical stance to the translation of theory in practice (Fernandez, 1998).

Diversity in Social Work Student Supervision

- Challenges

Problems of producing reflective practitioners in hostile environment (Healy & Meagher, 2004);

need to re-engage in debates about the theories practices relationship (O'Connor et al, 2009);

not only students and practitioners, their field educators, also have problems linking (Morley, 2008).

Recent graduates in Australia confident about various areas of practice, but less certain about the use of theory (Cameron, 2003, p. 366).

Diversity in Social Work Student Supervision

- Importance of Critical Reflection in Social Work

  an aid in self assessment (Boud, 1999);

  to deconstruct a worker's own practices;

  to critique dominant practice relationships and structures (Morley, 2008);

  social work's commitment to social justice (Morley, 2008);

  in negotiating the conflicting demands of context (Fook, 2002) and

  in countering the acontextual aspects of competency based work (Wilson & Kelly, 2010).

  as a skill to process information, and

  in making general theory applicable to a specific practice situation (Teater, 2011).

Diversity in Social Work Student Supervision

- Aspects of Supervision

Importance of the relationship between supervisor and student (Bennett, 2008; Ryan et al 1995);

the student's perceptions of the supervisory working alliance and supervisory style (Bennett, et a, 2008), and

using adult learning theory within the supervision process (Davys & Beddoe 2000).

Linked a reflection model to stages of development from didactic input to more facilitative approach (Davys & Beddoe, 2009).

Diversity in Social Work Student Supervision

- Incorporating Adult Learning

These models were the Dreyfus and Dreyfus model extended to take prior learning into account (Ryan et al,1995);

the Holman and Freed developmental model of learning modified to include an increase in receptive capacity (Deal, 2000); and

the Kolb Learning Cycle adapted to represent learning as a fluid, dynamic and repetitive process (Miller et al, 2005).

Diversity in Social Work Student Supervision

- Education for Field Educators

  The University of New South Wales;

  Australian Health Workforce, and

  Seminars for supervisors

  Others?

Diversity in Social Work Student Supervision

- Implications for Student Supervision

  Importance of connecting theories and practices.

  Contribution of Universities – curriculum accessible.

  Roles of Field Educators- multiple.

  Relationship with Universities – needs to be more reciprocal.

  Sources – mostly academic writers.

  Research – qualitative methodology.

  Question: How do field educators assist students?

Diversity in Social Work Student Supervision

Diversity in Social Work Student Supervision