

# Defining Supervision

Administrative vs. Clinical

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# Sources

Kadushin, A. (1992). *Supervision in social work*. Columbia University Press: New York.

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# Three Elements

- Administration
- Education (Clinical)
- Support



# Common Objective

- Administrative, educational, and supportive supervision share the same objective:

*To provide the best possible service to the clients*

# Administrative Supervision

- Oriented towards an agency or organization's policy and public accountability (Barker, 1990).
- The major responsibility of the administrative supervisor is to ensure that the work is performed in accordance with agency policies and procedures.
- The supervisor is ultimately responsible for decisions and actions of its supervisees within the scope of their employment.

# Administrative Functions

- Staff recruitment, selection, and induction
- Planning, delegating, and coordinating work
- Monitoring, reviewing and evaluating work
- Acting as an advocate
- Serving as a channel of communication
- Administrative buffering
- Being an agent of change



# Clinical Supervision (educational)

- Establishes a learning alliance between the supervisor and supervisee in which the supervisee learns therapeutic skills while developing self-awareness at the same time.
- Enhances the professional skills, knowledge, and attitudes necessary to achieving competency in providing quality consumer care.
- Different from staff development and in-service training.



# Clinical Supervision (educational)

- Meets requirements for licensing bodies and third party payers
- Consists of regularly scheduled face to face individual meetings
- Content focuses on direct observation of work performance
- Preplanning and preparation are necessary
- Supervisee is engaged in a critical analysis of the work s/he did and is planning to do

# Compare

## Administrative

- Provides organizational structure & resources needed to perform job
- Serves the needs of the organization
- Requires managerial skills

## Clinical

- Provides the knowledge and training needed to perform job
- Serves the needs of the profession in developing competent, professional practitioners
- Requires technical and pedagogical skills

# Compare

## Administrative

- Exerts external pressure encouraging conformity to agency policy & procedures
- Requires direction by supervisor
- Barriers: delegation of power and authority, non-compliance, legal accountability

## Clinical

- Builds internalization of value and necessity of adhering to agency rules
- Promotes self-direction by supervisee
- Barriers: expertise, confusion with therapy, differing needs of supervisees, low motivation, parallel processes

# Supportive Supervision

- Helps increase motivation and job commitment
- Aims to improve morale and job satisfaction
- Increases effectiveness of the worker by decreasing stress that interferes with job performance
- Supportive supervision focuses on expressive needs while the other two focus on instrumental needs

# Compare

Administrative	Clinical	Supportive
Organizational barriers to effective service	Ignorance barriers to effective service	Emotional barriers to effective service
Managerial aspects	Cognitive aspects	Affective aspects
Model of efficient worker	Model of competent worker	Model of compassionate worker
Increase effectiveness: agency resources and structure	Increase effectiveness: upgrading knowledge and skills	Increase effectiveness: decreasing stress, increasing motivation
Power: position, reward	Power: expertise	Power: referential

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# Reinforce each other

- Clinical supervision is designed to increase the effectiveness of administrative supervision.
  - Workers act more autonomously with increased education
  - Process helps promote attitudes of commitment and loyalty to agency values, aims, and procedures
  - Legitimizes the agency's authority structure
  - Enables decision making without the constant need for advice or the exercise of authority
  - Helps the worker accept a frame of reference and objectives to which other workers in agency subscribe



# Makes administration easier

- Context for role transition from lay person to professional
- Reduces idiosyncrasy
- Permits relaxation of administrative controls
- Enables smoother administrative coordination and more effective communication
- Job performance is elevated
- Occupational identity - from lay person to professional

# Bolstered by supportive supervision

- Even the most competent worker performs poorly if not committed or motivated
- Without powerful extrinsic rewards (\$), motivation comes from job satisfaction and well-being
- Healthy morale = desire to meet organizational objectives
- Low morale = high turnover, repeated absenteeism and tardiness, non-compliance, interpersonal friction, poor performance



# Is there a balance?

- To what degree are these three elements enacted in your agency's supervision?
- Is Clinical Supervision being utilized effectively?