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A PROJECT of DIDACTIC SUPERVISION

promoted by the Council of the Order of
Social Workers of Tuscany in the years
2016, 2017 and 2018

in collaboration with the three Degree
Courses of Social Service of Tuscany.



Elbasan, January 2019



Definition of supervision:

“A system of meta-thought on professional action, a space and a time of suspension, where you can find, through a reflection guided by an expert outside the organisation, a distance balanced by the action, you can analyse with an affective lucidity both the emotional dimension and the methodological dimension of the intervention, in order to reposition it in a correct dimension, with a critical spirit of research” (Allegrì, 1997)

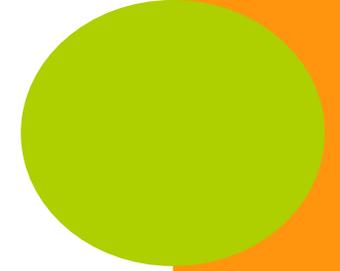
Premise:

- Curricular internship is an essential element for the training of social workers;
- The internship experience can not be exhausted within the service but requires specifically dedicated spaces and times;
- The group is important in the process of reflection and analysis of one's own attitudes, similarly to what happens during the professional supervision for social workers in service.

The purpose of the project:

1) Training of social workers supervisors

The Council of the Order of Social Workers of Tuscany believes that the responsibility for internships must be shared between the different actors involved.





2) Training of students through the experimentation of a specific supervision activity to be held in small groups

The activation of these groups, which is another thing from individual didactic supervision, responds to the need to create a "third" place, in which students can think in a self-reflexive way about their internship, share emotions and difficulties and find a balanced distance from the action.



The proposed supervision model:

Risk of the profession:

To implement professional practices that have lost meaning; to renounce to understand events; to activate practices aimed at satisfying only formal tasks.



The purpose of supervision:

Analysis of professional practices to verify if they are consistent with the communicative process of the aid relationship and if goals, references and results are adequate.



Reference paradigm:

- Theory of complexity
- The biographical approach.

In supervision meetings, the focus is on the life stories of people who access services and social worker narratives.

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- The theme of social representations of reality

Our professional action is strongly influenced by what we think, our convictions, our representations of reality. Not *what* we look at but *how* we look. The representations, especially those that remain implicit or unconscious, influence the relationship, they guide actions.



Compared to other types of supervision, an aspect that characterizes this model is the attention to the importance that emotions have in professional practice.

Bringing out and reflecting on emotions (anger, a sense of powerlessness ...) makes it possible to bring out the representations of social workers on a particular theme.

Those representations will impact on the logic of professional action. It can be said that it is the emotion that drives the professional action. Working on emotions in the supervision process allows to increase the competence of the social workers on the emotional and relational aspects, but at the same time on the methodological ones.

The project:

I Step

2016

1. Selection by the Order of Tuscany of 6 SUPERVISOR SOCIAL WORKERS (2 for Florence, 2 for Pisa, 2 for Siena - offices of the three Tuscan universities) to train social workers as professional supervisors of internships and to support the activity that these will carry out in favour of groups of students who are doing the curricular internship.

2. Implementation of training activities: 16 hours (4 meetings for 4 hours)



II Step

2016-2017

1. Selection by the Order of Tuscany of 30 DIDACTIC SUPERVISORS who will be the leaders of groups of 10 students for each University (Florence, Pisa, Siena)

2. Training course on supervision
3 groups of 10 social workers led by 2 supervisor social workers (16 hours - 4 meetings x 4 hours) for each University (Florence, Pisa, Siena)



III Step

2018

The 10 social workers, in pairs, supervised five groups of students who were doing the curricular internship.

15 hours (5 meetings of 3 hours)



1st meeting

Students' expectations and motivations on the laboratory

A word to describe one's internship experiences

2nd meeting

Roles and representations.

Who is the trainee? Who is the supervisor?
(Photo language technique)



3rd meeting

A professional tool: a home visit

How I felt during a home visit. Simulation.

Group reflection to build an observational grid to be used for home visits.

4th meeting

Reading of the papers written by the students on the theme "An experience during the internship" and identification of recurring themes.



5th meeting

Analysis of different points of view of an event of the internship.

Final evaluation compared to initial expectations



In pairs students drafted the **minutes**; the meetings began with the reading aloud of the minutes with the explanation of "how I felt, difficulty in writing it and feedback from others". On several occasions the group has had the opportunity to reflect on this tool; the minutes represented the trace and memory of the meetings and played a narrative dimension, able to redefine group work.



Main Italian bibliography:

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