

# Pedagogic Supervision under the Social Work education model in ISCTE-IUL



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**ISCTE**



**IUL**

**Instituto Universitário de Lisboa**



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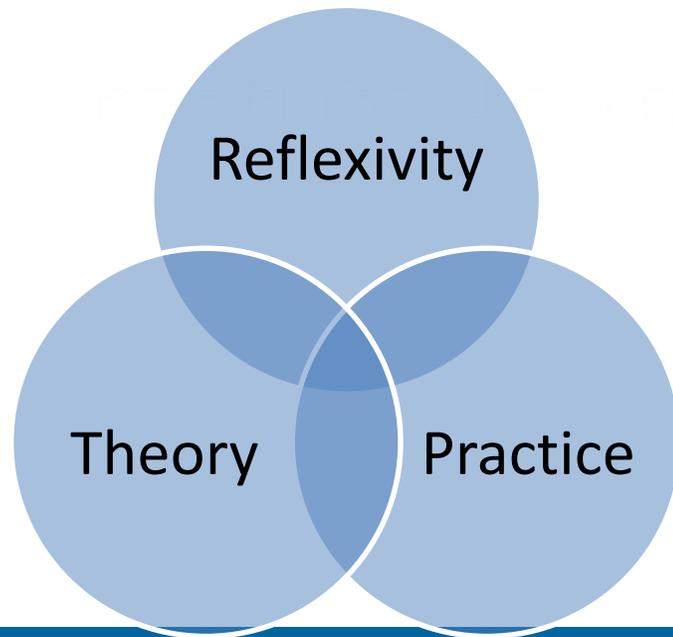
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# The place of supervised practice placement in Social Work education at ISCTE-IUL

- **Supervised Practices and experiential training in Social Work** constitute a crucial dimension of Social Work education matrix at ISCTE-IUL
- **This is, by excellence, an instance of interconnection between,**



This implies a complex triangulation between theoretical knowledge, practice internships and the interfaces that should be created between both, with the inclusion of ethical issues

- The supervision process occurs along the three years of the degree, through the practical branch of the degree (laboratory and internships), but mostly in intership I and II
- The main goal is to achieve 3 levels of competencies' developement:

### Know-how

To intervene in different levels:  
individual/family; group; community  
To interact with different publics  
To practice the basic method of  
intervention:  
    Assessment and diagnosis  
    Planning  
    Execution  
    Evaluation

### Know how to be

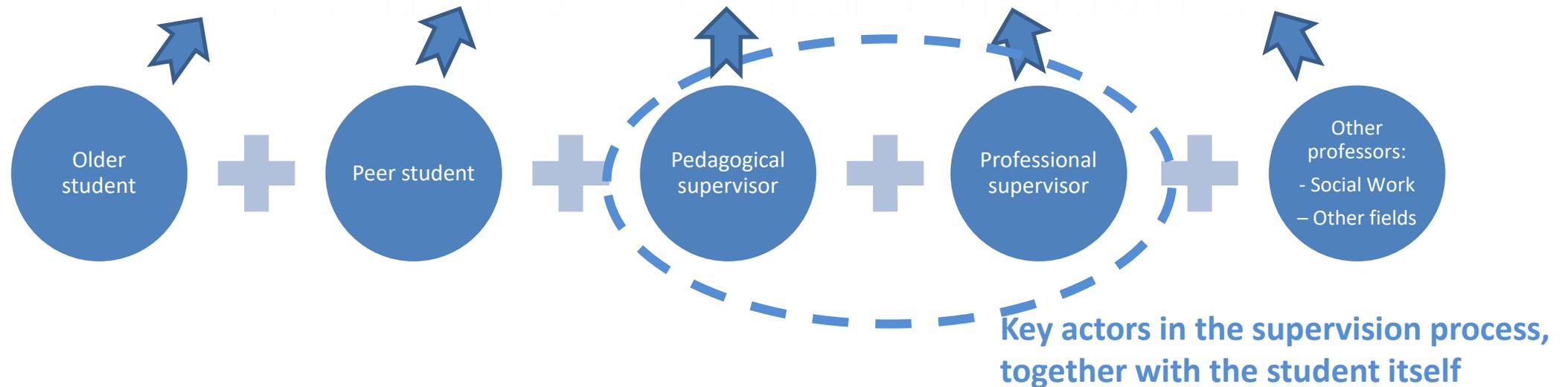
To build trustful and helping  
relationships  
To put professional relation at  
service of the intervention process  
To develop and test the ethical  
dimension of intervention  
To develop ethical and social  
sensitivity

### Knowledge

Sectorial social policies  
Welfare organisation  
The making of social wortker professional field  
Main theoretical framework for the specific  
intervention contexts

- In sum, the **supervised practice placement** implies

**A process of personal and professional maturation and of competencies' acquisition**



# Practice placement model

ANO	CONTEÚDO	COMPETÊNCIAS	DURAÇÃO
1st grade	<ul style="list-style-type: none"> <li>- Institutional/organizational analysis;</li> <li>- Observation of Social Work' fields os intervention;</li> </ul>	<ul style="list-style-type: none"> <li>- Observation.</li> <li>- Anaálisis</li> </ul>	<ul style="list-style-type: none"> <li>- 20h in parctice field</li> <li style="text-align: center;">+</li> <li>- Autonomous work</li> </ul>
2nd grade	<ul style="list-style-type: none"> <li>- Institutional/organizational analysis. Including role and task of social workers;</li> <li>- Social diagnosis;</li> <li>- Social intervention planning and project conception.</li> </ul>	<ul style="list-style-type: none"> <li>- Conception.</li> <li>- Study.</li> <li>- Planning.</li> </ul>	<ul style="list-style-type: none"> <li>- 210h in practice field</li> <li style="text-align: center;">+</li> <li>- Autonomous work</li> </ul>
3rd grade	<ul style="list-style-type: none"> <li>- Intervention project' implmentation;</li> <li>- Evaluation of practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention.</li> <li>- Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- 320h in practice field</li> <li style="text-align: center;">+</li> <li>- Autonomous work</li> </ul>

# LABORATORY OF SOCIAL WORK FIELDS AND DOMAINS

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The contents and process of the first approach of students to professional practice

## Main characteristics

- In-classroom discussion about professional identity of social workers
- Incursion into the working field guided by an older student (tutor)
- Contact with professional testimonies in-classroom
- Moments for sharing experiences and thoughts with colleagues
  
- Reflection and maturation by means of a set of working sheets, which guides the students into in-depth levels of reflexivity
- Students should reflect about agencies, professionals, professional practices, publics of the intervention, ...

# Field visits working sheet

## Grid of observation

### Dimension 1 – The institution

- Characteristics of the place
- Dynamics of interaction
- Existing partnerships
- Institutional procedures

### Dimension 2 – The Social Worker

- Functions and competencies
- Intervention methodologies (procedures and professional acts)
- How is the work organised
- Limits to intervention
- Conditions provided for intervention

### Dimension 3 – The professionals

- Social worker relations with other professionals
- Professional attitudes
- Working tools

### Dimension 4 – The intervention subjects

- Characteristics
- Ways of approaching the institution
- Relationship with the social worker

### Dimension 5 – The environment

- Characteristics
- Available resources

### Dimension 6 – Emerging questions

- Issues raised by the observation process
- Doubts

## Organizational analysis

### Dimension 1 – Identification of the organization

- Designation
- Facilities
- Type of organization
- Geographical scope

### Dimension 2 – Strategical analysis

- Core business
- Aims, vision and mission

### Dimension 3 – Analysis of the structure

- Organogram

# Professional testimonies working sheet

Elaborate a reflexive sheet based on the learnings, elements and reflections brought in by the invited professionals, making the connections with the topics approached in the classroom and emphasizing the following dimensions:

## Dimension 1 – Professional identity

- What is to be a social worker?
- Highlights
- Doubts and raising questions

## Dimension 2 – Actual contents

- What does a social worker do?
- Unexpected features of professional practice
- Doubts and raising questions

## Dimension 3 – Emerging questions and final thoughts

- What have I learned from the contact with professionals?
- What do I feel has a major challenge?

# INTERNSHIP I – SOCIAL WORK

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The contents and process of supervision of the 2nd year students

## Internship I – 2nd year (Jan – May)

210 h in the field placement	60h autonomous work	18h seminar - university	12h supervision

# Assessment and Planning

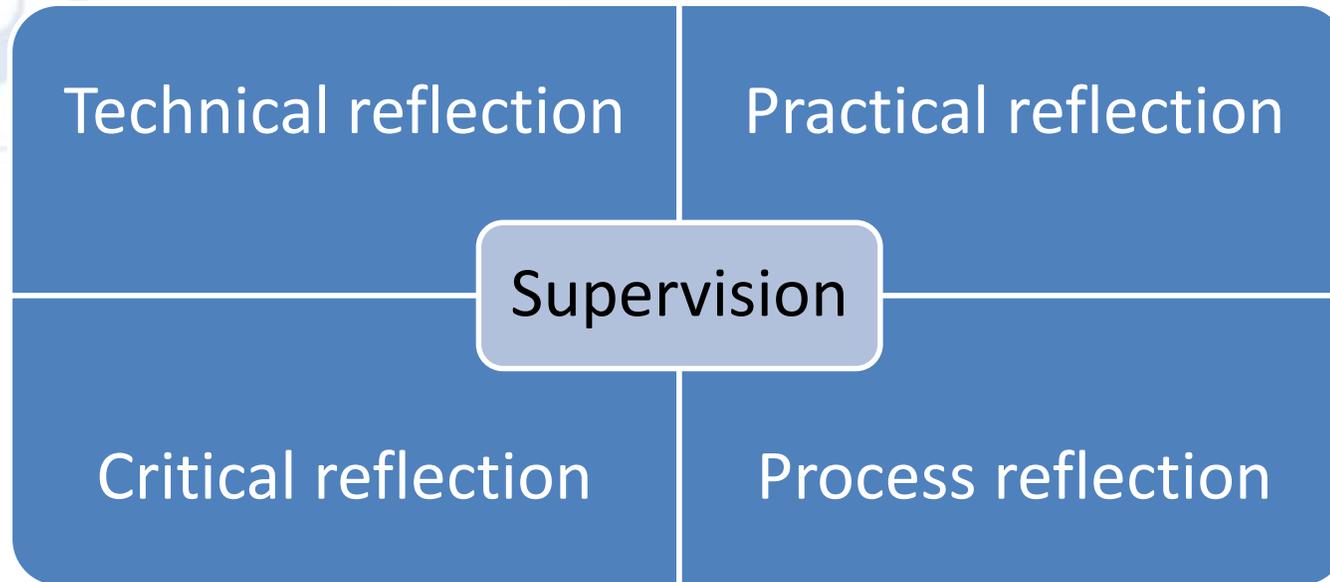
- Beginning of the training of technical-operative and instrumental skills;
- The student should be guided by the Social work method: Observation, assessment, intervention, evaluation, consolidating his learning process to be a social worker.

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## Tasks:

- Approach to assessment in social work built in the organization;
- Follow the professional practice done by social workers in the organization;
- Intervention training in the technical activities promoted in the team;
- Identification of social work intervention units in the organization;
- Theoretical-methodological model that frame the intervention units;
- Reference of the instruments and techniques applied by the social work in its diversity of intervention units;
- Elaboration of next year's internship plan;
- Critical reflection based on the reflexive method in social work.

# Pedagogical supervision



# Technical Reflection

- Focuses on explanation and problem-solving
- What did I do, and how can I do it better?
- What informed your behaviour/intervention?

Theory and research as sources of information

# Practical Reflection

- By analysing professional performance, practical reflection identifies and modifies personal and professional assumptions, underpinning practice, enhances professional understanding and seeks alternative responses.
- What did you feel whilst engaged in this encounter?
- Why did you behave in the ways that you identified?
- What were you thinking and feeling whilst relating to the service user?
- What would help you respond differently next time?

## Critical Reflection

- Comprises the previous two levels of reflection but in addition it seeks to challenge the prevailing social, political and structural conditions that promote the interests of some and oppress others.
- Requires practitioners to be both conceptually and morally informed
- What was focused on, by whom and why, and what was not addressed? Who was included and who was not? What decisions were reached, actions taken by whom and why?

## Process reflection

- Importance of the uncounscious aspects of reflection
- The opportunity to reflect, to think about and feel, as well as act on, the relationship dynamics and associated thoughts and feelings, enables professionals to gain insight into the experiences of those with whom they work and their own responses to situations
- How did you make sense of the way in which the service users related to you?
- How did you make sense of your professional behaviours ?

# Using an experiential Learning approach

Description

- What was the experience?

Feelings

- What were your personal thoughts and feelings during the experience?

Evaluation

- What went well and not so well about the experience?

Analysis

- What sense did i make of the situation? What was really going on?

Conclusions

- What should or could i have done differently and what can i conclude about my way of working?

Action Plan

- What am i going to do differently in this type of situation next time?

# INTERNSHIP II – SOCIAL WORK

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The contents and process of supervision of the 3rd year students

## Internship II (3rd year)

- Final semestre of Social Work degree;
- Final undergraduated intership in Social Work;
- Pre-professional practice.

# Components of the supervision process

- The experiencing of diversity, the unexpected, plurality, improvise and creativity.
- It is an instance of the **pedagogy of possibilities.**

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Supervision is characterised by a pedagogy of participation

- in the sense that it involves different actors (academic supervisor – teacher/field supervisor – Social Worker, and the student) in the process of professional training.
- In the sense that embodies the participative planning in the definition of strategies, actions and routines.

## Supervision is approached as:

- a privilege locus where occurs the technical.practical-methodological articulation, which allows the passage from "*...a theoretical awareness to a critical awareness*" (Andraus, 1996, p.17).
- The aim, goals and syllabus (articulation of the whole knowledge of the theoretical courses) are presented with training purposes, stimulating students to learn in a practical-theoretical dimension.
- The "*...scientific and methodological issues are approached through practice*" (Vieira,1997, p.12).

## To supervise

- Is to support the student in the development of his/her working plan and in the apprenticeship of a profession.
- Involves the contribution to the development of critical thinking, of autonomous acting, of knowing how to problematize, question and, consequently, to research, plan and execute intervention proposals.

## Theory comes up from this integration-articulation

- As a prerequisite for the understanding and enlightenment of practice.
- In this dimension, student practices and develops the capacity to apply theoretical knowledge, giving perspective to actions and meaning to actual situations.

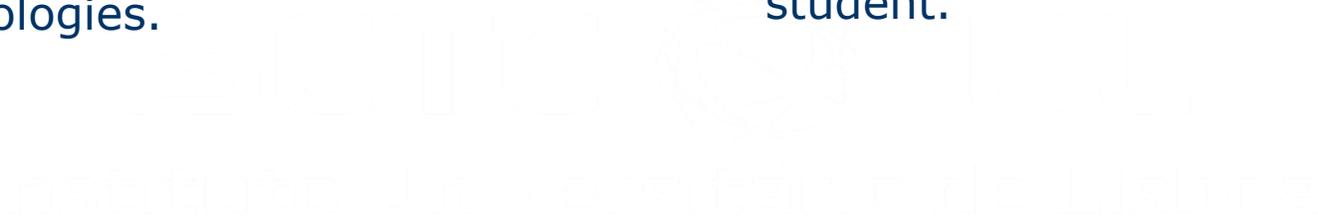
# Assignments which guide and support the internship process – 3rd year:

Records of planning and written reports  
(seminar and individual supervision) - 10%;

- Fieldwork diary, preferably online.
- Use of new technologies.

Oral intervention in supervision sessions -  
10%;

- Agenda for the supervision set by the student.



# Assignments which guide and support the internship process – 3rd year:

Internship folder – 15%;

- The internship folder is support tool for individual learning;
- Delivered online. ONE DRIVE;
- Monthly self-assessment (according to guidelines).

Internship report II – 40%

- **25 to 30 pages-length (at max)**
- Font 12, times roman
- Space 1/5.
- Mixed-method exercise: transform results from practice into statistical outputs
- Go from description into analysis and interpretation.
- Delivered online.

## Internship supervisor assessment – 25%.

- Professional accuracy;
- Learnings(outcomes in terms of acquired competencies for professional practice;
- Proximity;
- Criativity, innovation and enterpreneurship;
- Multidisciplinarity and Intraprofessionality;
- Diversity of training;
- Academic callendar.

# COMMENTS AND QUESTIONS