

SUPERVISION RECORD INSTRUCTIONS

Purpose of the Supervision Record

Use of the supervision record is a means to assist students to carry responsibility for their own learning. It assists field supervisors to plan for and to respond fully to students' learning needs. This dyadic interaction in social work education is the heart of the teaching and learning process.

Aspects of a Supervision Meeting

By using the supervision record, students and field supervisors prepare for the learning that will occur during the meeting. It helps the students to reflect on, prioritize, and state their thinking about their learning needs and to plan for the efficient use of the conference time. The record aids field supervisors to know in advance the areas in which students need assistance and students own thinking about these topics. With planning time, field supervisors can focus their teaching, suggestions, and feedback.

The content of learning needs, which the student includes on the supervisor's record, varies. It may include, for example, 1) specific questions about the agency, its policies and procedures; 2) specific problems stemming from particular individual, group, or community assignments, or a particular task or project; 3) apparent contradictions in content from classes and the students' experiences in the agency or concerns about how ideas from classes might be applied to assignments; and 4) new ideas or applications generated by reading assignments. The primary goal is to keep the learning focused on the overall goals of the practicum and the specific learning needs of the student in the context of the agency-based assignments.

Submitting Supervisor Record

The timing of the preparation and submission of the supervisor record must be specified by the field supervisor and understood by the student at the beginning of the field instruction course. It is suggested that supervisor record be due to the field supervisor one full day prior to the regularly scheduled supervisor meeting.

Examples of Supervisor Record

The following examples have come from previous students in placement:

1. I am concerned about the difference between the need for gathering some of the information on the assessment outline and prying into Mr. Jones' (client) life. I feel I am prying when I ask about his relationship with his adult children when he hasn't brought that up. Can you help me define the line between a person-in-situation assessment and prying?
2. I am not sure why Mrs. X (client) won't respond to my phone calls. I feel as if I made mistakes, but I am not clear if I did or not. I need to talk this through with you to understand if what I am thinking is mistakes really are. I would also like to get your ideas about what else I might do now to try to provide her with maximum services.
3. Maybe I am moving too fast for some of my clients. I am unsure of my interviewing skills and how I might deal with Mrs. Z's (client) refusal to say more than yes or no. Is this a typical problem or am I expecting too much?
4. In working with children, especially neglected and abused kids such as we have, I feel as if I want to be a friend or big brother. At other times I feel so angry with their parents for mistreating them. Sometimes I feel angry with the other teachers here at the school for what they don't do or for what I perceive as their insensitivity to these kids. What can I do with all these feelings? How can I use them or shape them into a professional? Does being professional mean that I can't feel outraged about what has happened to these kids?

5. I don't even think that I like Pete B. (client in a group service). Somewhere I read that you can't really help people that you don't at some level like. I think I need to clarify my ideas about this.

***Adapted/Revised from original work of By Elsa Iverson on Teaching/Learning Conferences**

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SUPERVISION RECORD

Student's Name _____

Field/Task Instructor Name _____

Meeting Date _____

I. Areas of discussion

II. Decisions and plans made

III. Identification of learning: i.e., new concepts, insights, increased understanding, etc.

IV. Topics and needs for future discussion