

## Rethinking and Enhancement of Field Work Training and Supervision in Clinical Geriatric Social Work


**Social Science**
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### ABSTRACT

*This paper will elaborately discuss on interphase between the enhancement of social work professional practice in clinical and social geriatrics through supervision as a tool among social work trainees having their concentration in clinical and social gerontology. Social work is swiftly growing all over the Globe and its impact is enormously developed in developing and underdeveloped nations. But in other phase of development existence of human problems, interpersonal conflicts, social disparities with deviant clinical conditions of elderly are ranking to enormous vivid heights which disturbs the stability of elderly among rapid ageing population. In this critical hour social work interventions has to be strengthened among the social work trainees from their field exposures which is possible through rigorous and enriched supervision. The social work supervisor must have heightened level of knowledge and practiced base According IFSW 2014 "Social work is practiced based and an academic discipline that promotes social changes and development, social cohesion and the empowerment liberation of people of principles of social justice, human rights, collection responsibility and respect for diversity are control to social work underpinned by theories of social work, social science, humanities and indigenous knowledge, social work engages people and structure to address life changes and enhance wellbeing". Social work education and practice is dynamic through its skills, values and core competencies. The need of the hour is to make a call for innovations in education and practice. The curriculum in social work education must be reviewed and renewed with relevance recent trends in global practice and making it indigenous. Professional knowledge based practice is a tool for liberation and empowerment of the feeble, marginalised and vulnerable section of the society like elderly population. Field work training is a special component in social work profession where social workers gain hands on training by application of theory and practice. Field work training must have standardised regulation for effective monitoring and evaluation standards of social work trainees. Field work training component has to be established to promote effective standard of practice in clinical geriatrics. Supervision is a unique and integral portion of clinical social work practice which need specialized intensive training by a social work professional who has efficient skill set.*

### INTRODUCTION:

Social work is a profession that brings social change by emancipating individuals from psychosocial problems and from the clutches of all evils in the present world. It is obligatory to strengthen education and practice for the growth of the profession in term for the wellbeing of the people. It is also a profession, characterized by a specialized body of knowledge and skills and an area of operation, a code of ethics and a certain association among the members. The professional standards are attained by assimilation of theoretical contents observed and integrated with practice closely through supervised programme of fieldwork. The social worker has moved the trend from brutal punishment to rehabilitation and follow ups, from amelioration to prevention and mastering the skills, and also approaches the technique of the professional social work. The social work education and practice is a blend of knowledge, values and skills which helps in blending these components in to creativity. Knowledge in social worker is the understanding the person as he is in his/her environment, Values are guide to behaviour, NASW code of ethic emphasis that, skill promotes knowledge and values together and forms as action. Moreover it helps in not fixing opinion and judgements, enhance motivation and consistency in task accomplishment, adherence and receptivity to new information, resistance for ambiguities, not expressing premature, tolerance to contraindication, obscurity and conflict and finally commitment to theoretical positions. Moreover this article discusses about the Field work practice, social work education and supervision in social work practice.

### SUPERVISION-OVERVIEW

According to Goldhammer et al (1993) "Clinical supervision is that aspect of instructional supervision which draws upon data from direct first hand observation of actual teaching professional events and involving face to face and other associated interaction between the observer(s) and the person(s) observed in the course of analysing the observed professional behaviours and activities and seeking to define and /or develop next steps towards

improved performance". Clinical population need a care, support and rehabilitation which has to be handled ethically and professionally. Supervision is mandatory in the field of geriatric social work which is emerging to face huge challenge in the days to come. Guided support is essential to develop professional skills among the supervisor and supervisee ( field work trainee).

Supervision is supervisor and supervisee relationship for professional development. Supervision is the responsibility of a supervisor and supervisee have an equal importance in responsibility and accountability for the development of competence, skills and ethical consideration. The supervision has to give the direction to supervise to apply theories of social work, standardised knowledge, skills and competencies and finally understand the use of ethical obligation in the practice. After guidance the evaluation is done to reap increased productive outcomes.

The Supervisory relationship is developed on confidentiality, support trust, empathetic experiences, supportive relationship, safety, respect, feedback and self-care. Supervision must ensure advancement of knowledge, transfer of knowledge and skills into application. Supervision promote quality of clinical mandates and keep up clinical social workers in practice

The concept of supervision is diminishing gradually and fading its competencies in certain parts of India. The restoration of supervision in Indian social work is mandatory. (Alfred kadushin, 2002) The word supervision extracted from Latin meaning super [over] and videre [to watch to see]. The word supervision has two terms super means vision In contrast with the other profession, functions and process of supervision which had attained outstanding significance.

The social work training students are equipped with information, knowledge, bringing attitudinal changes in welfare agencies. The supervision should mould the students in indigenous knowledge base and building. The emphasis on effective super-

vision, supervisor and supervisee relationship for healthy and effective learning and there must be Rural-Urban and Tribal balance in field work practice must be maintained in the field work practice. George R Terry quoted in the book that field work training in social work that Supervision is the achievement of desired results through intelligent utilisation of human talents and facilitating resources in a manner that provides a real great challenge.

It alarms by emphasising us that scientific research of supervision is in its infancy state, so it is mandatory to conduct more scientific investigation on supervision. According to Kimberlstrom (1991) Field-based instruction is the corner stone of social work. It is significant in educating, influencing and moulding the developing social work. In the field of social it is obligatory that interns must undergo supervision from field instruction who is professionally quality of life. It is additional responsibility for supervisors which has to be handled tactfully.

According to Anne Fortune (winter, 2005) insist that every field work trainee's motivation and outcome in social work field education. According to achievement motivation consist of task value, intrinsic motivation, perception of task difficulty, confidence and self-efficacy. Value is classified as attainment value-It is importance of doing task well, utility value-usefulness of task for future goals, cost value-what must be given up to engage in the task. Intrinsic motivation is very vital to facilitate learning and achievement Intrinsic. This is a for its own sake, or pleasure in doing it for its own sake for its own desire to engage in an activity. Difficulty is the individual's perception. Confidence is the individual's self-assessment of his or competency to complete. Self-efficacy is enhancing the addressed source of information people use in developing their sense of self-efficacy. According to Bandura (1997) Self efficacy has four process: Performing an activity, Watching role models, verbal encouragement and physiological feedback. Self-efficacy requires successful performance. Thus the social work trainees must acquire achievement motivation for successful accomplishment of field work practice

Power is used to retrieve favourable outcomes. Power resources means to provide superior service. According Yeheskel Hasenfeld (Sep., 1987) Social work practice is an exchange of resources and increasing the power resources of client. Empowerment can be embraced as cornerstone to social work practice. Here the author quotes that social work practice is to assist individuals to linked wanted resources, exchange problematic situation and transfer the present social structures where these limit human functioning and exacerbate human sufferings. Solomon defines empowerment as a "process whereby the social workers engages in a set of activities with the client or client system that aim to reduce the powerlessness that has been created by negative valuation based on membership in a stigmatised group". It magnifies that power and empowerment must go hand in hand.

Carlton E. Munson (winter 1981). The crucial component ineffective social work practice is supervision. There are many supervisor who are trained formally are supervising ask where deficiency occurs in accomplishing roles effectively. "Supervision has become dysfunctional for social work in this scenario we must sacrifice for our professionalism by giving up outdated and traditional bound supervision. Structural, Authority and teaching models applied in supervision are: - Structural Model which includes traditional (one to one individual supervision)), Group and Individual models; Group and Independent model. Secondly Authority models which includes Sanction (denotes authority positioning based on agency sanction) and competence (based on authority extracted from the supervisor's knowledge and practice skills). Finally teaching model Socratic (It needs mental discipline can be performed through mental exercise), Growth (stresses on developing and growing rather than concentrating

on the subject to be learnt) and Integrative (designed on actual context of the subject or environment to be learned and mastered). The supervisor and supervisees can adopt the models according to perceived area they intended to use in their respective roles which adds value to the social work profession.

The function of supervision are competent, ethical and professional social workers. According to John Dawson (1926) are Administrative, educative and supportive. Proctor (1987) emphasis same function with terminological change as formative (educative), normative (administrative) and restorative (supportive)

#### **Administrative function:**

Administrative supervision express the function managerial functions. The administrative includes:-

- The upliftment and sustainability of higher good standards of practice.
- Coordinating policies administration, Ensuring smooth environment in practice. Kuchin screws up Dawson's formulation
- Respecting ethics and maintenance of professional, clinical social work practice.
- Ensuring quality of work of supervisor and supervisee in the field gerontological social work.

Brown and Bourne (1995) insist that Administrative function has two specific functions like controlling function (Policy planning and implementation) which act parallel to responsibility function.

#### **Educative supervision: -**

##### **Educative supervision includes:**

- The educational development of each individual includes involvement of staff to equip and makes realize the possibility to possess.
- The supervised practice is very useful and brings professional upliftment of profession
- The educative supervision cultivate ineptitude regarding the knowledge.
- It dispels the ignorance, upgrades and explores application best practice in clinical social work
- It promotes space for reflection and exploration of clinical practice
- It help in understanding the clients, learning to attend to the reactions of client
- It helps in learning clinical insights in initial assessment, psycho social diagnosis, Psycho-social treatment and evaluation of elderly population with multiplicity of problems both internalizing and externalizing.
- It helps to receive content and process feedback

#### **According to Freda Brashears (2016) the function according to internal and external to the profession:**

- Supervisor as Teacher
- Supervisor as Enabler
- Supervisor as Administrator

According to Ruth .R. Middleman et al (1980, fall) nine supervisory function are mandatory for effective supervision in organization:-

The **nine supervisory functions** are divided as:-

Agency Stability: Functions related to the structure:

A] Humanizing, B] Managing tension and C] Catalysing

#### **Agency Effectiveness: Functions related to services and its delivery:**

**A] Teaching, B] Career socializing and C] Evaluating**

Agency Adaptability: Functions related to linking internal and

external environments

### A) Administering, B) Advocating and C) Changing

These nine functions will lubricate effective functions of supervision. In this juncture the field work trainee will be benefited.

#### Supportive Supervision

Supportive supervision includes: According to Kadushin (1992)

- It prevents development of potential stress full situation in times inadequacies in clinical practice
  - It helps the supervisee to reduce, adjust and removal of stress
  - Exploring and helping the supervisee to attain professional clinical standards in social work.
1. A supportive supervisor must be:-
  2. Approachable
  3. Communicates with confidence
  4. Provide respect
  5. Patience in supervising differ level trainees
  6. Excuses failure when appropriate.
  7. Sanctions and shares responsibility in decision making situations
  8. Provide opportunity for independent functioning
  9. Probing task achievement

Field supervision is bridge which links theory and practice. The below table projects that social work discipline goes cyclic reaction from theory to practice and practice to theory soon. There is a need to test or design theories into practice indigenous models and evolve scientific new theories.

The George R.Terry quoted in the book that. Field work training in social work that supervision is the achievement of desired result through intelligent utilization of human talents, clinical assessment and treatment and facilitation resources in a manner that provides the greatest challenge and interest to the human talents.

According to Miriam S. Raskin et al (2008) insist that critical examination can lead to measures that will increase its effectiveness of all students. Joann Ivry et al (2016) states that the field work placement must be in rotation in a planned and systematic way of movements of field work students in vivid field practicum sites attached with different field instructors in different semesters where students are exposed to spectrum of care in geriatric service

Why field work training in clinical gerontological social work:

- To attain professional training and expertise.
- To develop clinical skills in professional social work to exhibit in micro and macro level practice.
- To work for the welfare of the people by blending knowledge, skills and values in hospital, residential and home based sector.
- To develop professional clinical standards in social work trainees with clinical and social geriatrics as concentration.
- To practice clinical ethical obligation in the social work profession
- Helps to learn art of dealing with humans (elderly population) in various situation and with multifaceted needs in clinical setting.
- To learn social work methods, technique and models for effective practice through guided practice in clinical application.
- Helps the trainee to have interaction with professionals for expertise knowledge in their concentration areas like gerontological social work and imbibe professional qualities.
- To combine theory into practice and vice-versa in the field

of clinical social work

- For keen observation of professional practice and to inculcate the competencies.
- To involve field work trainees in the activities of social agency and hospital for clinical psychosocial intervention practice.
- To record the clinical practices in the field and report periodically for further teaching and learning tool in supervision.
- To inculcate professional values and commitments through field work trainee's placements in geriatric settings.
- To develop healthy Professional attitudes with all stakeholders.
- To practice core competencies and values of social work in the field practice
- To enhance process of change through participation listening, communicating and helping.

**Note:** *These below mentioned in all schools of social work but in majority of newly emerging schools of social work which must discourage and caution through these voices. The effective field work culture is diminishing and create a challenge for profession. The practise teacher must take responsibilities for enhancement of field work in high standards.*

#### Student specific problems related to field work

- Lack of involvement among the students in professional assignments.
- Myths and misconception about the professional social work. Example: Social work is the source of learning.
- Lack of professional orientation without commitment.
- Lack of knowledge translating into practice and in turn leading to theory.
- Students selected from various medium of instruction cannot cope with post graduate studies with English as their medium of instruction
- Admitting other state and country students without having the knowledge on vernacular languages.
- Students being absent in 3 field work days must be highly discouraged continuously
- No time conscious that eight hours of time daily has to be followed.
- Lack of monitoring social work profession in the field work agency.
- Lack of professionals to guide the students because they have little supervisors to guide the students in field work spots.
- Lack of initiation and curiosity to learn new things.
- Due to degree – oriented students not interested in the professional assignments.
- Do not want to guidance and learning from supervisors.
- Placement of student in undesired areas of social work.

#### Faculty supervisor's specific problems related to field work

- Not professional qualified faculty supervisors with MSW, M.Phil, Net and Ph.D's along with component of updation.
- Not professionally focused faculties.
- Lack of knowledge to combine practical experiences with theoretical base
- Faculty members not involving themselves in private practice every day.
- Lack of infrastructure in social work to carry out effective supervision.
- Lack of understanding of management about social work student's theory and practice component of clinical social work.
- Encouraging inadequate field work reports. Not sticking to the standards of report writing. No reflection of theories in practice

- Not encouraging individual field work conference, group field work conference, spot instructions and field seminar.
- Not encouraging application of emerging trends and its use in student's practice.
- Not attending field work supervision and involving in personal assignment in field work days.
- Motivating the students for shortcuts.
- Encouraging plagiarism.
- Giving grades according to face validity not reports performance.
- The faculty not fluent in vernacular language
- The faculties not interest in agencies visits. Some female faculties rely on male faculty for all field work supervision

#### Field work problems pertaining to agency supervisors

- The agencies are not well equipped to accommodate the students to be trained in the concentration of students.
- The agencies are not finding adequate continuity to trainee students since they placed 2 + 1 day's placement patters.
- No standardized pattern of guidance / implementation of supervisory instructions for field work in agencies. Communication must be circulated among agencies.
- Not making them to stay for training spots for shows which makes roaming of students in unwanted relationship.
- Not concentrating of training students but getting their work done
- No field work schedule/time table with regard to course requirements and others schedule /timetable from agency supervisor which has to cover minimum 8 hours of time
- Heavy paid training fees with less input should be discouraged.
- Field work supervisor in training students should attend field work conferences in the agencies.wwwwww

#### Recommendation:

- State and National committees can be constituted every year to monitor field work programmes where students gets more exposure and also helps framing a single curriculum in social work.
- Every department must have Field work coordinator and research coordinator to monitor recommend best practices
- Every department must have quality assessment cell and competent practice teacher member of quality assessment cell.
- The field work supervisor and agency supervisor combine and frame work schedule/Time table
- There must be interaction programme between agency supervisor and field work supervisors. Periodically agency supervisor and field work supervisors meet must be conducted.
- A mandatory bridge course must be conducted to learn English for other medium students and Tamil for other state students.
- The students must combine the theory and practice in the field work
- The commitment of the student and supervisor ties professional cause must lead to professional growth and recognition.
- The field work trainee must receive inputs from various resources and utilize for professional development
- Formation of professional counsel must be stirred up, where professional standards must be maintained.

#### SAM'S CLINICAL GEDIATRIC SOCIAL WORK FIELD WORK MODEL:

- With the permission from schools of social work, the trainees are asked to approach potential organizations, after which field work supervisor must be allotted under which

the field work training has to be carried out.

- Present yourselves in formals during the field work days.
- No absenteeism
- Keep up time in attending fieldwork. Strictly avoid lame excuses
- Submission of repots in time and must be adequate.
- Compulsory a student must be 8 hours working in the field agency or hospital.
- Consolidate the work to the agency supervisor daily while return and get their inputs.
- Planning, executing and reporting must be done by the students along with discussion of agency supervisor, faculty in charge for supervision.
- Daily reporting must be done to agency supervisor and faculty in-charge
- Report must be submitted as two copies in agency setting and in the college/institute/university
- During the assessment of clients don't take notes rather record in mind and record in writing after departure of the client.
- Have the information in the records as confidential matters
- Do not interrupt during case assessment and intervention. Be an observer till you develop the competencies.
- Clarify your queries in case conference after departure of the client with multidisciplinary team.
- Attend field work conferences in your college/university with college faculty supervisor by which the other students can be benefited through sharing of field work knowledge.
- Application of methods of social work in geriatric work like social case work
- Concentrate on social work assessments, intervention and further mediations
- The field work agency supervisor and faculty in charge must monitoring and evaluate periodically for the professional development of social work training
- Implement geriatric social work practice in institutional and non-institutional setting in rotation.
- Prepare consolidated and final report must be presented before viva for evaluation.
- Focus on elderly people in rural visit, tribal visit and study tours
- Have an agenda to conduct outreach programmes.
- Supervisor must go surprise visit and tract the progress of the field work trainee
- External examiner must be prescribed for field work viva by university, college should not know.

#### CONCLUSION:

All India Council for social work is the solution for standardising the social work education and practice. Every social worker is responsible for sustainability and prosperity of social work in particular clinical geriatric social work. Supervision must be strengthened in Indian Scenario.

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