

SOCIAL WORK SUPERVISION **GUIDELINES**

2021



Super-vision
inner eyes which flicker enlightening insights
exhilarating, energizing or enlivening;
outer eyes which see what's in sight,
in perspective and beyond;
the vision of a state of being
which construes tentatively
with the inner ears, the inner eyes and the inner sense.
nurturing, pruning, flexing, supporting
another state of being.

Super-vision?
a dream for believing and becoming,
for holding on and developing
or letting go and growing?
aren't visions difficult to grasp?
elusive, ambiguous and dynamic?
tamed only by the heart?

Supervision
a relationship which holds subtle possibilities
as with a kaleidoscope,
for "being and becoming"
the player, the protégé and the professional,
the person in you and me.

Supervision
a relationship which can potentially create
music out of melody
a painting out of a palette
and poetry out of words.

Supervision
transactions of time, meaning and self
in mutual explorations and discoveries,
Risks worth the cost?
Isn't perfection born out of
Super beings?

Perhaps we'll begin to
sense the music,
see the painting and
hear the poetry
when we give up the perfection
for the wholesome.

Ang Bee Lian, June 1987

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Introduction

Social work practice in Singapore is constantly evolving and developing over the past few decades. The ever-changing socio-economic climate as well as the transformation by infocom technology have brought about increasing complexities to the issues faced by clients. It is therefore important for social workers to be armed with the necessary competencies and skills to better serve clients and safeguard their well-being. The Social Work Accreditation and Advisory Board (SWAAB) acknowledges that social work supervision¹ plays an integral role in achieving this goal.

The SWAAB Supervision Workgroup was formed in August 2015 to develop a set of recommended guidelines for social work supervision practice in Singapore. The SWAAB Supervision Workgroup comprised social work trained personnel in the academia, medical, government and community-based agencies. The Workgroup maintains that supervision supports social workers, ensures their continual professional education and ultimately enhances competent and ethical practice for clients.

The Workgroup reviewed the supervision guidelines and standards in different countries, namely, Hong Kong (Social Workers Registration Board, Hong Kong, 2009), New Zealand (Aotearoa New Zealand Association of Social Workers Inc, 2009) and (Social Workers Registration Board, New Zealand, 2013), the United Kingdom (British Association of Social Workers, 2011), the United States (National Association of Social Workers, 2013) and Australia (Australian Association of Social Workers, 2014).

In addition, the SASW Code of Ethics (Singapore Association of Social Workers, 2004, 2017) and the National Social Work Competency Framework (NSWCF) (Ministry of Health, Ministry of Social and Family Development and National Council of Social Service, 2015) and the Skills Framework for Social Service (2019) served as reference documents in the development of the Supervision Guidelines. The NSWCF has identified Social Work/Clinical Supervision as one of the nine categories of knowledge and skills competencies required of social workers in direct practice. This includes the ability to provide educative, supportive and administrative functions to supervisees to enhance their work with clients. This document sets out the guidelines on how these functions may be fulfilled by social workers at different levels of seniority, namely, intermediate, advanced and expert.

A Workgroup was formed (in 2020) to review the literature and various documents, as well as gather feedback from social workers through focus group discussions to enhance the relevance of this Social Work Supervision Guidelines (2021). It is believed that this Supervision Guidelines will be useful for social work supervisees, supervisors and their organisations in upholding supervision standards towards the best interests of clients and quality outcomes.

¹ "Supervision" as used in this document refers to Social Work Supervision as defined on Page 4.

The Social Work Supervisory Competency Domains has been incorporated in this edition of the Social Work Supervision (2021) guidelines to help supervisors gain a deeper understanding of supervisory needs of the sector and competencies required to promote professional social work practice. The Social Work Supervisory Competency Domains read in the context of the Social Work Supervision Guidelines (2017, 2021), will serve as a useful guide for the professional growth of supervisors to achieve higher standards of social work practice and service delivery.

Aims of the Supervision Guidelines

The Supervision Guidelines serves to articulate the definition, function, scope, value and different models of supervision. It sets out the standards of social work supervision in Singapore and reinforces that supervision is an essential professional and ethical responsibility for all social workers. Social workers are encouraged to uphold the standards set out in this guide in the different settings they are employed and/or where supervision is practised.

The Supervision Guidelines provides a general framework for supervision in order to promote consistency in the social work supervisory community. It also seeks to support and enhance supervision for professional social workers. Agencies are encouraged to contextualise their standards based on the needs of the organisation and their clients. Agencies and social workers are encouraged to meet (and preferably go beyond) the proposed guidelines set out in this document.

This Supervision Guidelines may be used as a reference for enablers, educators and administrators such as the following:



In line with improving the standards for social work supervision:

- i. This guide emphasises the important role of organisations in setting up internal supervision structures and building supervision capacity for day-to-day functioning and support of supervisees in ensuring quality client outcomes.
- ii. This guide could be used as a basis for setting out an accreditation framework for social work supervisors in the future.

This set of Supervision Guidelines may be used by social workers from all sub- sectors and practice domains (direct and indirect). It is not meant to be used for field supervision of students during placements although field educators may use this Supervision Guidelines as a reference. It is also not directed at non-social work trained social service professionals although agencies may use this guide as a reference.

Definition of Supervision

As an adaptation to “A Manual on Supervision for Social Work Supervisors” (SASW, 2000), the Workgroup proposes the following definition:

“Social Work Supervision is a process in which a social work trained supervisor facilitates a supervisee to develop his/her competency, professional identity, and ethical social work practice in the context of organisational objectives towards the protection of the best interests of the client and quality outcomes.”

Functions of Supervision

Consistent with the literature (Kadushin & Harkness, 2014), the three functions of Social Work Supervision namely, (i) Educational, (ii) Supportive and (iii) Administrative, have served as a good framework in understanding social work supervision. Other references which parallel these functions include Proctor’s ‘formative’, ‘restorative’ and ‘normative’ terms, and the Hawkin and Smith’s ‘developmental, resourcing and qualitative’ functions (Hawkins and Shohet, 2012).

EDUCATIONAL

This function of social work supervision focuses on the development of the competency and confidence of social workers. Supervision provides a space for social workers to better understand how social work values and ethics are applied to their cases and to enhance their practice knowledge, skills and attitudes. This aspect of supervision allows for continuous learning and for the assessment of learning and training needs.

SUPPORTIVE

This function of social work supervision recognises the fact that social work practice has an impact on the professional. Supervision provides a space for social workers to work through reactions and emotions towards their work that affect their job performance and professional efficacy. Supportive supervision includes providing emotional support, enabling, empowering and helping social workers to identify situations where self-care or external personal support may be required.

ADMINISTRATIVE

This function of social work supervision focuses on the management role of supervisors. Supervision provides a space for ensuring organisational accountability and ethical practice. It includes setting work goals and objectives, workload management, review and evaluation of supervisee’s work and ensuring that service standards are met.

All three functions of social work supervision should be undergirded by a spirit of trust, respect and empowerment. The ultimate aim of supervision is to enable social workers to provide effective service to clients. Invariably implied in the provision of the supervisory functions is the mediating role of the supervisors. Described as acting like a "third force", this role suggests that social work supervisors mediate between the supervisees and various interacting systems, finding a way to position themselves simultaneously with both sides, in times of conflict (Shulman, 2010).

The need for each function may change depending on the needs of supervisees, their stage of professional development, the organisational needs and the task at hand. Organisations should ensure that the supervision that supervisees receive cover all three functions at any point of time.

In providing social work supervision, organisations may decide to engage external supervisors to provide the educative and supportive functions. The organisation should not expect external supervisors to provide the administrative function.

A range of models and frameworks may be used to guide the process of supervision. Supervisory approaches should stay relevant and applicable to current social work practices and to the issues presented by supervisees. Supervisors should bear in mind the competencies and developmental stages of their supervisees during supervision and make reference to the NSWCF.

Principles and Values of Supervision

Supervisors must uphold the principles, values and ethics of social work set out in the SASW Code of Ethics. Both supervisors and supervisees should be accountable to the employing organisation, the clients and the community at large.

Principles and Values of Supervision

Within the context of supervision, the principles and values of respect for diversity and social justice must be upheld in the best interest of the clients:

- **Respect for Diversity**
 - Supervisors should be sensitive and respectful of the individual differences in supervisees.
 - Supervisors should be self-reflective and cognizant of their own position towards issues of diversity.
- **Social Justice**
 - Supervisors should advocate, where necessary, to support supervisees, especially when the organisation's actions contradict and do not align with professional ethics.
 - Where differences arise, supervisors will need to play a mediative role to resolve the differences between the supervisee and the organisation.

Ethics of Supervision

In supervisory practice, social work supervisors and supervisees may face ethical dilemmas. To enable social work supervisors and supervisees to better manage the ethical dilemmas with integrity, having a good understanding and application of the code of ethics is necessary. The SASW Code of Ethics serves as a guide for social work supervisors and supervisees in managing the ethical issues that may arise in the work with clients and/or in the supervisory relationship. In addition, the following serves as a guide for supervisors to uphold ethical standards in the supervisory relationship:

- Supervisors should be aware of their strengths and limitations, and operate within the scope of their practice competence and training. Supervisors should engage and consult external supervisors if they are unable to support supervisees in a particular area of work.
- It is the responsibility of supervisors to set appropriate professional boundaries (e.g. physical, emotional) and to be mindful of the power imbalance between supervisors and supervisees. Supervisors should not abuse their position and power.
- Supervisors should not use information of vulnerabilities shared by supervisees during supervision sessions to penalise the latter in their appraisals.
- In the event that the supervisee discloses any information suggesting possible harm to self or others, the supervisor should notify the senior management and handle the matter appropriately.

Qualifications of a Supervisor

Educational Qualification & Professional Affiliation

- The educational qualification for a social work supervisor is at least a recognised (i) Bachelor's degree in Social Work or (ii) Post-graduate diploma in Social Work.
- It is recommended that social work supervisors be accredited as Registered Social Workers by the SWAAB.
- Social work supervisors must be social work trained. However, from time to time, social work supervision may include domain experts who may not be social work trained but whose values are consonant with that of the social work profession. In such a situation, the social work supervisor must take appropriate oversight of the whole supervision process.

Training

- Before becoming a social work supervisor, social workers are encouraged to attend a preparatory course in supervision to understand the role of a social work supervisor and to reflect upon one's suitability to be a social work supervisor.
- Once in the role, social work supervisors should continue to enhance their competence by attending relevant training courses and/ or be involved in peer supervision.

Experience

- Social work supervisors should preferably have at least four years of experience as a social worker preferably in a relevant field of practice and/ or social work practice method.

Social Work Supervisory Competency Domains

Supervisors can build on their current competencies of supervisory practice and stay up to date with practice standards through the Competency Domains. The five competency domains of supervision are related to ethics, practice, knowledge and skills, supervisory relationship, as well as assessment and evaluation. This is further categorised into four levels - Foundational, Intermediate, Advanced and Expert. Supervisors can refer to the corresponding levels to address supervisory needs that apply to practitioners, programmes and organisations, and for their skill development pathways as supervisors.

Supervisory Relationship

The supervisory relationship is one which is collaborative, where trust, openness, mutual respect, genuineness, commitment and clear accountability exist between both parties. The relationship takes into consideration sensitivity to gender, culture and the context in which supervision is being carried out.

Supervisors and supervisees should seek feedback on a regular basis, set goals for themselves, be open to learning and have a growth agenda.

Role of a Supervisee

The supervision process is an interactive one that relies on constructive interpersonal communication and reflection between both the supervisor and the supervisee.

- Supervisees have the responsibility to ensure that they are receiving appropriate social work supervision.
- Supervisees must understand and accept their roles and responsibilities as set out in the supervision contract.
- Supervisees must actively contribute to the supervision relationship and process.
- Supervisees have the responsibility to disclose to their supervisors any matter that may affect their competence to practise.
- Supervisees should inform the supervisor of any ethical or safety issues that arise in their practice.

Supervisory Process

Reflexive Supervisory Practice

- Supervisors should engage in reflexive² supervisory practice, which is characterised by a critical awareness of one's own attitudes, thought processes, values, assumptions, prejudices and habitual actions, and to understand how these have an impact on the supervisory relationship.

Response in Risk-Related Situations

- Supervisors should provide clear case directions and intervention strategies when supervisees are confronted by an immediate risk-related situation. Examples of such situations would include crisis situations such as suicide attempts and physical or sexual abuse.

² Reflexivity:

Reflexivity is finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others. (Bolton, 2010, p. 13) Reflexivity is making aspects of the self strange: focusing close attention upon one's own actions, thoughts, feelings, values, identity, and their effect upon others, situations, and professional and social structures. (Bolton, 2010, p. 14)

Self Reflexivity:

Self reflexivity involves taking a position of observing one's own practice and using this act of observation to recalibrate how one acts in relation to others. (Burnham, 1993, p. 357).

Documentation of Supervision

There should be a contract or written agreement to document the supervisory arrangement. In this document, the roles and responsibilities of the supervisor and supervisee should be clearly defined, and it should also include the duration of the supervisory relationship. The document may be used as a platform to set minimum hours of supervision or even as a reference or recourse in the event of a dispute. Should there be an avenue for the termination of a supervisory relationship, a smooth transition between the previous and the subsequent supervisor is recommended.

Supervisors have an obligation to keep the supervisory process confidential, and use utmost discretion to protect the interest of the supervisee. However, limitations to confidentiality will occur when matters arise that require others outside of the supervisory relationship to be informed. In such situations, both parties should adhere to the process of disclosure set out in the supervision contract.

Case-related supervision discussion notes should be kept in case files. Both supervisors and supervisees should agree on the content of the supervision discussion notes that are recorded and kept.

Self of the Supervisor

Supervision of Supervisors

- Supervisors are encouraged to receive supervision, so as to enhance their competencies in supervisory practice and to examine any challenges that they may be facing within the supervisory relationship.

Personal Therapy

- It is the responsibility of supervisors to seek professional help when facing personal issues that have an impact on the supervisory relationship or process, which may not be sufficiently addressed within the context of work or during the supervision of supervisors.

Types of Supervision

Supervisory Arrangements

- Supervision should be provided from within the organisation. However, where necessary, supervision may be procured from external sources. In such situations, a two-way observance of confidentiality on personal issues discussed between supervisor and supervisee, and a three-way supervision accountability to the organisation must be maintained. Each party involved should be aware of and adhere to the processes of feedback on the supervision.
- Supervision may be conducted at an individual, group or peer-to-peer level. There should be sufficient individual supervision. While individual supervision gives supervisees a private space for reflection and feedback, this could be complemented by group or peer supervision where necessary. Factors for consideration of the supervisory arrangement include the supervisee's years of practice experience, supervisee's need, context of practice and supervisor's competence.

Methods of Supervision

- Methods of supervision may include live, video, audio, online or case discussions.
- There should be sufficient on-site supervision for supervisees to demonstrate their practice and for supervisors to provide guidance and support.

Online Supervision

- Online supervision occurs when supervision is conducted remotely by employing technology to allow for interactive and synchronous live audio and/or video sessions. Similar to face-to-face supervision, one must consider the ethics and competencies involved. The ethical considerations include:
 - 1) ensuring privacy and confidentiality;
 - 2) maintaining professional boundaries and
 - 3) explaining the purpose of recordings, obtaining written consent, as well as the use and distribution of such recordings.
- Some important competency areas for supervisors to consider when using online supervision include articulating the benefits and drawbacks of online supervision, developing technology usage protocols pertaining to clients, and possessing the necessary skills and technological knowledge to operate and troubleshoot devices and software relevant to the online supervision platform.

Frequency of Supervision

The following table gives a suggested frequency of supervision. Supervision may include one-on-one and group / peer-to-peer supervision. At least half of the minimum supervision time should be formal supervision. In addition, further consideration has to be made in relation to the practice context and case nature when planning for the frequency of supervision sessions.

Duration of Social Work Experience of Supervisee	Frequency of Individual Supervision Sessions	Contact Time per session
0 – 6 months	Weekly	At least 2 hours
More than 6 - 12 months	Weekly	At least 1.5 hours
More than 1 year - 3 years	Fortnightly	At least 1.5 hours
More than 3 years - 10 years	Monthly	At least 1.5 hours
More than 10 years	Bi-monthly or as needed	

Organisational Policy

Organisational Support

- Since supervision takes place within the organisational context, it is important for organisations to maintain a culture of support for social work supervision. This implies having a supervision structure and securing the necessary resources to enable social work supervisors to adequately perform their various supervisory functions.
- Organisations should periodically review the workload of social workers and factor in regular supervision time. Organisations should also stipulate the duration or format of supervision social workers should receive.
- Organisations should support developmental opportunities of supervisors for them to improve their competencies.

Annexes

These annexes consist of templates and forms that are commonly used by social work supervisors and supervisees during supervision. The forms may be adapted or modified for use based on the needs and requirements of the supervisor, supervisee and the organisation. In addition, this edition of the Guidelines (2021), an annexe of the Social Work Supervision Competency Domains has been included.

We would like to show our appreciation to the following organisations and individuals for allowing us to adapt and include these templates in the Supervision Guidelines for sharing with the profession:

1. MontfortCare. (2016). *Superecipe: The Montfort Care Guide to Supervision*. Singapore: MontfortCare.
2. Ministry of Social and Family Development. (2017). *Child Protective Service Supervision Policy*. Singapore: Rehabilitation and Protection Group, Ministry of Social and Family Development.
3. Ministry of Social and Family Development. (2015). *Working with Vulnerable Families: Practitioner's Resource Guide - Strengthening Families Together Pilot. Volume 1*. Singapore: ComCare & Social Support Division, Ministry of Social and Family Development.
4. Jane Wexler, *Leadership Development, Executive Coaching, Supervision & Training. Competency Assessment Framework*, extract from *Advanced Supervision Learner Guide*, 2014.

A PDF copy of the Social Work Supervision Guidelines including the annexes is available on the SASW website at www.sasw.org.sg

In this edition of the Guidelines (2021), an annexe of the Social Work Supervision Competency Domains has been included.

Annex A

Type of Form: Administrative Form
 Title: Contract on Supervision
 For Use by: Supervisor and
 Supervisee

Contract on Supervision

Purpose of Form: This Contract on Supervision spells out the aims of supervision and the responsibilities of the Supervisor and Supervisee. This contract should be reviewed and agreed upon by both parties at the first session of the supervision.

This contract is subject to revision at any time upon request by either party. Otherwise, it should be reviewed every six months, subject to the agreement of both parties. This is an agreement for supervision between the following two parties:

Name of Supervisee	
Name of Supervisor	

I. Aims of Supervision

The supervision aims to achieve one or more of the following:

Aims	Tick Relevant Options
1. Monitor and promote the quality of client outcomes	
2. Promote the development of the Supervisee's professional identity	
3. Promote the development of the Supervisee's competence and confidence	
4. Fulfill requirements for the Supervisee's certification and accreditation	
5. Facilitate the Supervisee's caseload management	

[To be filled by the Supervisee]

My expectations of supervision are:

In line with the above expectations/aims of supervision, my plan of action is:

My Supervisor's responsibilities in helping me to achieve the above are:

II. Duties and Responsibilities of Supervisor and Supervisee

Domain	Supervisor's Tasks
Administrative	Set part of the agenda for the supervision sessions.
	Ensure supervision takes place on a regular basis.
Documentation	Maintain documentation of supervision sessions.
	Ensure documentation is accessible to Supervisee.
Practice Competency	Encourage ongoing professional education.
	Challenge Supervisee to validate approaches and techniques used.
	Monitor basic micro-skills and advanced skills including transference and counter-transference.
	Offer alternative approaches to the Supervisee.
	Provide consultation when necessary.
Risk Management	Intervene when the client's welfare is at risk.
	Highlight emergency cases to senior management when there are impending safety issues relating to the client or worker.
	Direct Supervisee to seek relevant help services when personal issues of the Supervisee surfaces. (The Supervisor shall NOT engage in therapy work with the Supervisee.)
Ethical Standards	Ensure ethical guidelines are observed and professional standards are maintained.
Domain	Supervisee's Tasks
Administrative	Set part of the agenda for the supervision sessions.
	Ensure supervision takes place on a regular basis.
	Attend supervision as scheduled. In the event of a crisis or faced with an urgent need to reschedule a session, a new supervision session date shall be set instead of postponing the session indefinitely.
Documentation	Maintain documentation of supervision sessions.
Practice Competency	Discuss client cases with the aid of written case notes and/or video tapes.
	Validate assessment made, and discuss approaches and techniques used.
	Be open to change and alternative methods of practice.
	Consider implementing Supervisor's suggestions in subsequent sessions.
	Maintain a commitment to professional education and the profession.
Risk Management	Consult the Supervisor or a designated contact person on emergency cases.
	Highlight emergency cases to the Supervisor when there are impending safety issues relating to the client or worker.
Ethical Standards	Uphold ethical guidelines and professional standards.

III. Context and Content of Supervision

Supervision Location	
Supervision Format	<input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Supervision of Supervision
Frequency (based on the duration of Social Work experience of the Supervisee)	

IV. Method of Review of Supervision Sessions

Review Tasks	Tick Relevant Options
Feedback will be provided at each session on areas of improvement / growth	
Follow-up items from previous supervision sessions will be reviewed in subsequent supervision sessions	
Formal review will be conducted every six months / yearly	
Supervision notes will be shared with the Supervisee (in session)	

V. Confidentiality Guidelines

- All professional and clinical issues discussed are confidential and shall not be discussed outside the supervision session.
- The informed consent of the service user must be obtained before recording (audio and/or video) any session. The Supervisor shall be responsible for making the necessary arrangements to destroy any recording and also ensuring that this process is adhered.
- In the event that the Supervisee discloses any information on harm to self or others, the Supervisor shall notify the senior management and handle the matter appropriately.

VI. Recommended Content of Supervision Sessions

- Content of supervision will focus on knowledge and skills, methods of assessment and formulation, case management and professional behaviour.
- Discussion on caseload management.
- Discussion and working through on relationship and process aspects of supervision.
- Discussion on therapeutic relationship and engagement issues.
- Case conceptualisation/formulation.
- Rehearsal of therapeutic techniques through simulations and role-plays.
- Discussion on therapeutic strategies.
- Case presentations.
- Review of audio and/or video tapes.
- Direct observation of practice.

- Identification of Supervisee's thoughts, attitudes, and beliefs with exploration on their impact on the therapeutic process and professional behaviour.
- Review of risk and Supervisee's/service user's safety.
- Review of clinical guidelines/manuals.
- Review of psycho-educational material and evidence/ literature.
- Experiential exercises.
- Self of worker in relation to casework (eg. transference, boundaries, burn out, vicarious trauma, etc).

VII. Conclusion

We agree, to the best of our ability, to uphold the guidelines specified in the Contract on Supervision and to manage the supervisory relationship process according to the ethical principles and code of conduct of our profession.

Name of Supervisee		Signature & Date	
Name of Supervisor		Signature & Date	
This contract is effective from		to	

Documentation on Consultation

Annex C

Type of Form: Session
Recording Form
Title: Documentation on
Consultation
For Use by: Supervisee

Purpose of Form: This form is for the Supervisee to document ad-hoc consultations with the Supervisor.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Purpose of discussion:

Main issues discussed:

Key decision(s) made at this consultation meeting:

Tasks to be followed up by Supervisee	By When
Tasks to be followed up by Supervisor	By When

Review Date:

Documentation on Session Observation

Annex D

Type of Form: Session Recording Form
 Title: Documentation on Session Observation
 For Use by: Supervisor

Purpose of Form: This form is for the Supervisor to document observations of the Supervisee during the Supervisee's session with the client(s).

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Feedback to Supervisee on observations made

Genogram / Ecomap

Any Risk(s) Observed

Essence of the session

Affirmation

Message

Directive

Client	Supervisee	Supervisor
<ul style="list-style-type: none"> • What do you think was useful for the client? • What change did the client experience in the session? • What could have been done differently? 	<ul style="list-style-type: none"> • What goals were worked on? • What change did the Supervisee facilitate? • What did you notice is the style and approach of the Supervisee? • What did the Supervisee do well? • What was it that the Supervisee had said that was significant or helpful? Why is that so? • What improvements could the Supervisee have made for the session? 	<ul style="list-style-type: none"> • How had the experience been for you? • What were your feelings as you made your observations? • What was it that you found difficult/ uneasy as an observer? • What have you learnt?

Supervision Record Form

Annex E

Type of Form: Session
Recording Form
Title: Supervision Record Form
For Use by: Supervisor

Purpose of Form: This form is for the Supervisor to record the points discussed during the supervision session with the Supervisee. The content recorded on this form should be acknowledged by the Supervisee at the end of the session. Both the Supervisor and Supervisee should keep a copy of the form for themselves.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Checking in:

The Supervisor to check in on the Supervisee using a scale of 0 - 10; with 0 being "Not good" to 10 being "Fantastic". The Supervisor needs to be curious about the rating of the supervisee.

The Supervisor shall take note of any current challenges (personal or professional) in the Supervisee's life that may have an impact on the work.

Agenda and Goals:

The agenda and goals can be agreed upon at the outset of the meeting, or shared prior to the meeting. The Supervisor may take reference and review previous supervision record/ tasks/ action plan.

Issues Discussed:

Casework

Details of the client(s) to be captured. To draw Genogram to facilitate the discussion. The Supervisor to elicit the Supervisee's feelings/ thought processes while working with the client(s).

*Examples of questions to facilitate the discussion are:
While working on the client's case, what did you do that had worked well? What might be your concerns, if any?*

Details of Discussion

The Supervisor may facilitate: i) the Supervisee to consider the case/ issue from different perspectives, ii) a discussion through sharing of knowledge and eliciting the knowledge of the Supervisees (e.g., assessment tools, practice wisdom, theories, evidence-based practice).

Examples of questions to facilitate a discussion are:
If this situation were to arise again, what would you do differently? Why is that so?

The Supervisor and Supervisee may role play, and reflect on the “use of self” in the case management. They may identify good practices as observed in the case and discuss options/ strategies to handle any challenges encountered.

Next Steps/ Follow-up:

To include details of follow-up actions such as steps to take (what), personnel to carry out the follow-up plans (who) and the timeline (when).

What	By Whom	When

Checking Out:

To find out the usefulness of the discussion for the Supervisee using a scale of 0 - 10; with 0 being “Not useful” to 10 being “Highly useful”. The Supervisor needs to find out the reason for the rating. The Supervisor will want to know if the Supervisee has issues to be discussed at the next session.

Acknowledgement:

Name of Supervisee		Signature & Date	
Name of Supervisor		Signature & Date	

Supervision Record Form (Supervision of Supervisors)

Annex F

Type of Form: Session
Recording Form
Title: Supervision Record Form
(SOS)
For Use by: Supervisor

Purpose of Form: This form is for the Supervisor to record the points discussed during a supervision session with the Supervisee. The content recorded on this form should be acknowledged by the Supervisee at the end of the session and both Supervisor and Supervisee should keep a copy of the form for themselves.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Checking in:

The Supervisor to check in on Supervisee using a scale of 0 - 10; with 0 being "Not good" to 10 being "Fantastic". The Supervisor needs to be curious about the rating of the Supervisee.

The Supervisor shall take note of any current challenges (personal or professional) in the Supervisee's life that may have an impact on the work.

Agenda and Goals:

The agenda and goals can be agreed upon at the outset of the meeting or shared prior to the meeting. The Supervisor may take reference and review previous supervision record/ tasks/ action plan.

Issues Discussed:

Casework

Details of the client(s) to be captured. A genogram to be drawn to facilitate the discussion. The Supervisor shall elicit the Supervisee's feelings/ thought processes while working with the client(s).

*Examples of questions to facilitate the discussion are:
While working on the client's case, what did you do that had worked well? What might be your concerns, if any?*

Details of Discussion

The Supervisor may facilitate and help the Supervisee to consider the case/ issue from different perspectives. The Supervisor may facilitate the discussion through sharing of knowledge and eliciting the knowledge of the Supervisee (e.g., assessment tools, practice wisdom, theories, evidence-based practice).

Examples of questions to facilitate a discussion are:
If this situation were to arise again, what would you do differently? Why is that so?

The Supervisor and Supervisee may role play, and/or reflect on the “use of self” in the case management. They may identify good practices as observed in the case and discuss options/ strategies to handle any challenges.

Supervision

The Supervisor to facilitate a discussion around possible issues or roadblocks in the supervision/ Supervisee’s cases for the Supervisee who is concurrently a Supervisor.

Next Steps/ Follow-up:

To include details of follow up actions such as steps to take (what), personnel to carry out the follow up plans (who) and the timeline (when).

What	By Whom	When

Checking Out:

To find out the usefulness of the discussion for the Supervisee using a scale of 0 - 10; with 0 being “Not useful” to 10 being “Highly useful”. The Supervisor to find out: i) the reason for the rating, and ii) if the Supervisee has issues that need to be discussed at the next session.

Acknowledgement:

Name of Supervisee		Signature & Date	
Name of Supervisor		Signature & Date	

Group Supervision Record Form

Annex G

Type of Form: Session
Recording Form
Title: Group Supervision Record
Form
For Use by: Supervisee

Purpose of Form: This form is for a Supervisee to record the points discussed during group supervision sessions. The content recorded on this form should be acknowledged by the Supervisor after each group supervision session.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Are there any thoughts or reflections from the previous session that you wish to surface?

What is the agenda for the supervision session today? (Pre-Session)

What was discussed today (e.g., case issues, themes)?

What are my learning points/ discoveries?

What needs to be followed up? (Case plan, action plan, personnel, deadline)

What (case plan, action plan)	By Whom (personnel)	When (deadline)

My key reflections from today's supervision session: (Post-Session)

Acknowledgement:

Name of Supervisee		Signature & Date	
Name of Supervisor		Signature & Date	

Supervision Session Feedback Form

Annex H

Type of Form: Feedback Form
Title: Supervision Session
Feedback Form
For Use by: Supervisee

Purpose of Form: This form is for the Supervisee to provide feedback to the Supervisor on his/her supervision after each session.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Brief outline of meeting:

Difference in supervision I would like to experience as a Supervisee to ensure supervision will be more helpful to me as a Supervisee:

Experiences in supervision that was not helpful to me as a Supervisee:

Personal Application:

Questions/ Further curiosities/ Suggestions:

Half-Yearly Feedback Form to the Supervisor

Annex I

Type of Form: Feedback Form
 Title: Half-Yearly Feedback Form
 (for Supervisor)
 For Use by: Supervisee

Purpose of Form: This form is for the Supervisee to provide half-yearly feedback to the Supervisor on supervision.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

The Supervision: (1: to be developed, 5: excellent)	1	2	3	4	5
1. is regular and uninterrupted					
2. is based on a mutually-agreed learning contract					
3. clarifies my roles and responsibilities					
4. enhances my professional knowledge					
5. enhances my intervention skills					
6. helps me to reflect on my strengths and weaknesses					
7. supports me in my work challenges and assists me in managing stress more effectively					
8. helps me to be more reflective and mindful of my practice					
9. helps me to be more reflexive (transfer back into) in my practice					
10. ensures agency standards are upheld					
11. helps me to provide better services to clients					

12. These are specific ways that supervision has helped me to provide better service to my clients:

13. The areas in which I would like supervision to be conducted differently are:

14. The things I could contribute to achieving the above are:

Annex J

Type of Form: Feedback Form
 Title: Half-Yearly Feedback Form
 (for Supervisee)
 For Use by: Supervisor

Half-Yearly Feedback Form to the Supervisee

Purpose of Form: This form is for the Supervisor to provide half-yearly feedback to the Supervisee on supervision outcomes.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Knowledge and Practice Skills (1: to be developed, 5: excellent)	1	2	3	4	5
1 Ability to assess					
a) Risk (Suicide, Family Violence, Abuse)					
b) Bio-Psycho-Social-Spiritual (BPSS)					
c) FAST/ CANS/ other relevant tools					
2 Knowledge and practice of micro-skills					
3 Knowledge and application of theories and frameworks (e.g. General System, Theory, Symbolic Interaction, Ecological Theory, Family Life Cycle, Systemic Theory)					
4 Ability to formulate case plan					
5 Ability to implement intervention according to case plan					
6 Ability to review and evaluate case plan and intervention					
7 Knowledge and application of therapeutic approaches (Advanced Practice Skills only for senior practitioners)					

Reflective and Reflexive Practice Skills (1: to be developed, 5: excellent)		1	2	3	4	5
1	Recognition of own limitations					
2	Awareness of interaction of personal and professional values and its impact on self					
3	Commitment to professional and personal growth and development					

Ethical Practice Skills (1: to be developed, 5: excellent)		1	2	3	4	5
1	Knowledge of relevant professional, ethical and legal frameworks					
2	Understanding of personal/ professional boundaries					
3	Personal character: honesty, integrity, respect, service, general conduct, etc					
4	Sense of responsibility to client, community, agency and profession					

Annex K

Type of Form: Competency Rating
Form Title: Pre-Supervision Rating
Form

For Use by: Supervisor and Supervisee

Pre-Supervision Rating Form

Purpose of Form: This form is for the Supervisor to rate the competencies of the Supervisee, and for the latter to rate himself/herself before the supervision session. The ratings may be discussed in the supervision session after both the Supervisor and the Supervisee have completed their ratings. The ratings may be reviewed on a six monthly basis.

[The list of competencies in this form is not exhaustive. Supervisor/ Supervisee may add competency domains deemed as necessary.]

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Engagement

0 1 2 3 4 5 6 7 8 9 10

Hypothesis formulation

0 1 2 3 4 5 6 7 8 9 10

Assessment

0 1 2 3 4 5 6 7 8 9 10

Intervention Plan

0 1 2 3 4 5 6 7 8 9 10

Intervention Implementation

0 1 2 3 4 5 6 7 8 9 10

Documentation

0 1 2 3 4 5 6 7 8 9 10

Understanding of Social Work Ethics and Application

0 1 2 3 4 5 6 7 8 9 10

Case Reflection

0 1 2 3 4 5 6 7 8 9 10

Ability to Articulate the Challenges in the Case

0 1 2 3 4 5 6 7 8 9 10

Thinking about Personal Values/ Responses and Impact on Work with Family

0 1 2 3 4 5 6 7 8 9 10

Working with Systems and Inter-agency Collaboration

0 1 2 3 4 5 6 7 8 9 10

Social Report Writing

0 1 2 3 4 5 6 7 8 9 10

Casework Advocacy

0 1 2 3 4 5 6 7 8 9 10

Reviewing Worker's Role in the Case

0 1 2 3 4 5 6 7 8 9 10

Self-Care

0 1 2 3 4 5 6 7 8 9 10

Attunement to Risks and Safety

0 1 2 3 4 5 6 7 8 9 10

Cultural Sensitivity/ Attention to Diversity

0 1 2 3 4 5 6 7 8 9 10

Supervisor Competency Assessment Form

Annex L

Type of Form: Competency
Rating Form
Title: Supervisor Competency
Assessment Form
For Use by: Supervisor

Purpose of Form: This form is for the Supervisor to rate his/ her own competency as a Supervisor.

Date of Discussion:	Venue and Time:	
Name of Supervisee:	Name of Supervisor:	Details of any individual(s) present (if any):

Rating: 1 = Absence (of knowledge, skill or value); 2 = Minimal; 3 = Adequate; 4 = High. Mark column with an "X" if there is a high priority to enhance a particular area.

Area	Rating	Learning Priority
1. Knowledge and Use of Theory		
Knowledge of educational theories and principles, which influence learning and skill development		
Application and transferability of relevant contextual and organisational knowledge to supervision		
Knowledge of the area being supervised		
Use of critical and self-reflective approaches		
Knowledge of supervision theories and approaches		
Encouraging evidence-based practice and integration of literature		
2. Values		
Awareness of personal and professional values		
Application of a broad set of values to supervision		
Commitment to lifelong learning and professional growth		
Commitment to the ethics and values of the Supervisor's profession		
Respect for the values of the Supervisee and his/her profession		
3. Ethics		
Knowledge of relevant professional, ethical and legal frameworks		
Understanding of boundaries and confidentiality		
Ability to effectively manage power differences		
Understanding of issues of difference and diversity and the ability to help the Supervisee develop his/her thinking and practice in this area		

Area	Rating	Learning Priority
4. Facilitative Interventions		
Demonstrating core listening and attending skills		
Paraphrasing		
Use of silence		
Appropriate self-disclosure		
Closed questions		
Provision of constructive, and accurate feedback		
Facilitating use of self by worker		
5. Catalytic Interventions		
Ability to open enquiring questions		
Reframing		
Logical consequences		
6. Conceptual and Confrontative Interventions		
Provision of appropriate information when required		
Prompting relevant procedural and formal knowledge		
Ability to effectively challenge the Supervisee when required; and balance support and challenge		
Provision of corrective feedback and appropriate directives		
7. Relationship Building		
Establishing rapport, demonstrating understanding, trust and respect		
Engaging in behaviours that are conducive to adult learning		
8. Structuring Supervision		
Ability to establish a professional framework for supervision and negotiate boundaries		
Ability to help Supervisee identify relevant content		
Ability to establish collaborative supervision contract and abiding by, or developing supervision policies		
Possessing knowledge and skills to structure one-to-one supervision sessions		
Ability to structure group supervision and manage process		
Understanding of, and is able to conduct supervision using phone and/ or information technologies (IT)		
Having a transparent process for keeping confidential, accurate and up to date supervision records		
Ability to apply creativity to the supervision processes		

Area	Rating	Learning Priority
9. Self-Development and Commitment to Growth		
Ability to display self-awareness and on-going professional development		
Ability to present and to move between reflection and action		
Knowledge/awareness of potential sources of bias in evaluation of supervision		
10. Evaluation		
Knowledge of procedures relevant to the assessment of performance and skills in implementing these procedures		
Knowledge of techniques and processes to evaluate supervision, including eliciting feedback		
11. Training		
Successfully completed supervision training		
Had received one-to-one, peer or group supervision, including the observation of skills and critical feedback		
12. Documentation		
In possession of documentation of supervisory experience reflecting diversity of experience		
In possession of documented Supervisee's feedback		
13. Risk and Safety Management		
On Client		
Attunement to risks and safety of client		
Ability to facilitate Supervisee to ensure client's safety and well-being		
On Supervisee		
Ability to ensure Supervisee's safety is addressed and is referred for help, if necessary		

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Social Work Supervisory Competency Domains

Annex M

Supervisory Level/ Competency Domains	Sub-Competency Themes	Foundational	Intermediate	Advanced	Expert
Target Group/ Level of Influence Years	Years of Practice	At least 4 years of practice	Supervisees	Programmes/ Organisation	Organisation/ Sector
	Years of Supervisory Practice		0-3 years	4-9 years	10 years and more
1. Competency to uphold professional standards in accordance to the social work Code of Ethics and in consideration of organisational policies and legislation	1.1 Ethical responsibilities	<ul style="list-style-type: none"> Demonstrate knowledge of the Code of Ethics and governance of practice Recognise ethical dilemmas experienced by students Facilitate students' articulation of their ethical dilemmas Provide guidance and demonstrate application of ethical principles in decision making 	<ul style="list-style-type: none"> Recognise supervisees' professional limitations and ensure that supervisees receive the necessary guidance to perform their roles and functions adequately Facilitate supervisees' ability to reflexively utilise their knowledge of case contextual information, Code of Ethics, legislation and organisational values to resolve ethical dilemmas 	<ul style="list-style-type: none"> Review organisational operations, work processes and procedures to ensure adherence to ethical and legal requirements Analyse and evaluate policies and procedures of ethical governance within the organisation 	<ul style="list-style-type: none"> Set guidelines within the organisation and the wider social work sector to promote the maintenance of high standards of ethical practices
	1.2 Ethical breaches		<ul style="list-style-type: none"> Identify any suspected or actual ethical misconduct by supervisees Provide supervisees with clear, timely and constructive feedback on unethical behaviours that have been identified Recommend appropriate corrective and remedial actions to supervisees when breaches in ethical responsibilities have occurred 	<ul style="list-style-type: none"> Review organizational procedures to identify legal and ethical breaches, and to enhance staff work and supervisory practices 	

Supervisory Level/ Competency Domains	Sub-Competency Themes	Foundational	Intermediate	Advanced	Expert
Target Group/ Level of Influence Years	Years of Practice Years of Supervisory Practice	Field Placement Students At least 4 years of practice	Supervisees 0-3 years	Programmes/ Organisation 4-9 years	Organisation/ Sector 10 years and more
1. Competency to uphold professional standards in accordance to the social work Code of Ethics and in consideration of organisational policies and legislation	1.3 Practice standards/ Guidelines and supervision structure	<ul style="list-style-type: none"> Commit to upholding professional practice standards in providing supervision 	<ul style="list-style-type: none"> Implement a process that impacts the organisation's structure, such as the inclusion of supervision practice standards 	<ul style="list-style-type: none"> Appraise and implement overall supervision structure, guidelines and governance in the organisation Review supervisory programme strategies, impact and sustainability Implement high standards of management performance and behaviour involving the use of appropriate tools to monitor organisation's supervision progress over time 	<ul style="list-style-type: none"> Design and develop structures for supervisors' capability building Develop, review and recommend supervision guidelines, structure, guidelines and governance for the sector
2. Competency in social work practice	2.1 Knowledge and Skills	<ul style="list-style-type: none"> Demonstrate knowledge of generic framework of social work theories and skills Demonstrate appreciation for the emerging trends, up to date knowledge and skills in social work practice Demonstrate knowledge and understanding of Institute of Higher Learning's social work curriculum Demonstrate familiarity in policy, laws and legislation that will impact social work practice in the respective sector and setting 	<ul style="list-style-type: none"> Apply knowledge of social work theories and skills in at least one domain area Demonstrate competency in the practice area in which the professionals operate Apply instructional techniques and methods for engaging clients and professionals Recognise current practice trends within a transdisciplinary context 		

Supervisory Level/ Competency Domains	Sub-Competency Themes	Foundational	Intermediate	Advanced	Expert
Target Group/ Level of Influence Years	Years of Practice Years of Supervisory Practice	Field Placement Students At least 4 years of practice	Supervisees 0-3 years	Programmes/ Organisation 4-9 years	Organisation/ Sector 10 years and more
	2.2 Cultural/Diversity awareness and sensitivity	<ul style="list-style-type: none"> Demonstrate respect for cultural differences and recognize cultural strengths in reflective practice Demonstrate the skills and knowledge necessary to support students to deliver culturally appropriate services/practice Support students to develop cultural awareness and sensitivity in working professionally with diverse individuals, groups and communities 	<ul style="list-style-type: none"> Demonstrate the ability to assess the skills and knowledge of supervisees to deliver culturally appropriate services/practice Provide guidance to supervisees to enhance the skills and knowledge to deliver culturally appropriate services/practice 	<ul style="list-style-type: none"> Develop and implement culturally appropriate programs, policies, and practices with diverse individuals, groups and communities Develop organisational culture that seek to empower and advocate for vulnerable and marginalized populations 	<ul style="list-style-type: none"> Develop professional education and learning platforms to advance cultural/diversity competence within the sector
3. Competency to understand and articulate supervisory theories and other relevant theories in effective supervisory practice	3.1 Theories in supervisory practice	<ul style="list-style-type: none"> Demonstrate knowledge of different supervisory functions which include educational, supportive and administrative functions Demonstrate knowledge of supervisory phases and apply this knowledge in supervising social work students during field placement Demonstrate understanding of students' learning styles 	<ul style="list-style-type: none"> Articulate understanding of the principles, models and methods and strategies of supervisory practice Develop and modify supervision strategies according to supervisees' needs Demonstrate knowledge of basic leadership styles and group dynamics theories in motivating other individuals 	<ul style="list-style-type: none"> Integrate transdisciplinary approaches in supervising juniors and other professionals Demonstrate understanding of leadership styles and tapping on the strengths/resources of individuals and team 	<ul style="list-style-type: none"> Possess knowledge of human resource development Possess knowledge of management principles and practices
	3.2 Reflective and reflexive supervisory practice	<ul style="list-style-type: none"> Engage in reflective practice with students during field placement 	<ul style="list-style-type: none"> Implement and facilitate critical reflection in practice Engage and facilitate self-reflexivity in peer supervision 		

Supervisory Level/ Competency Domains	Sub-Competency Themes	Foundational	Intermediate	Advanced	Expert	
Target Group/ Level of Influence Years	Years of Practice Years of Supervisory Practice	Field Placement Students At least 4 years of practice	Supervisees - 0-3 years	Programmes/ Organisation - 4-9 years	Organisation/ Sector - 10 years and more	
4. Competency in managing dynamics of supervisory relationship and develop supervision structure and process	4.1 Goal setting & record keeping	<ul style="list-style-type: none"> Demonstrate understanding of the roles and expectations of field educators' accountability to Institute of Higher Learning and organisation Establish mutually agreed agenda and expectations for supervision and deliver a clear personal development goals during professional supervision Formulate supervision agreement and maintain records for monitoring professional development 	<ul style="list-style-type: none"> Identify practice goals for personal/professional development 			
	4.2 Supervisory relationship	<ul style="list-style-type: none"> Practise upholding professional ethical responsibilities in the supervisory relationship 	<ul style="list-style-type: none"> Have a clear understanding of the purpose and boundaries of the supervisory relationship Identify and manage the power dynamics and counter-transference issues that are present in the supervisory relationship 	<ul style="list-style-type: none"> Recognise and manage the impact of organisation's rules and policies as well as the wider system on the supervisory relationship 	<ul style="list-style-type: none"> Implement systems and processes to build and maintain relationships 	
	4.3 Safe and conducive environment	<ul style="list-style-type: none"> Facilitate and provide safe/conducive learning environment 	<ul style="list-style-type: none"> Create safety in supervision and provide a balance between support and challenging the supervisee 	<ul style="list-style-type: none"> Create organisational structure to facilitate and provide a safe/conducive learning environment Locate and access resources to build a conducive environment for team members to fulfil their roles 		
	4.4 Guidance and feedback		<ul style="list-style-type: none"> Provide appropriate feedback in a manner that is attentive to both the developmental and emotional needs of students 	<ul style="list-style-type: none"> Identify different knowledge domains in providing guidance and feedback Identify professional limitations and seek external guidance in domains outside of professional practice or capacity 	<ul style="list-style-type: none"> Integrate different knowledge domains across disciplinary approaches to provide timely and constructive feedback 	

Supervisory Level/ Competency Domains	Sub-Competency Themes	Foundational	Intermediate	Advanced	Expert
Target Group/ Level of Influence Years	Years of Practice Years of Supervisory Practice	Field Placement Students At least 4 years of practice	Supervisees 0-3 years	Programmes/ Organisation 4-9 years	Organisation/ Sector 10 years and more
4. Competency in managing dynamics of supervisory relationship and develop supervision structure and process	4.5 Management			<ul style="list-style-type: none"> Utilise frameworks and methods for strategic planning in programmes Analyse emerging trends and development of employees within the organisation Construct team environments with self-sustaining innovative cultures 	<ul style="list-style-type: none"> Enhance supervisors' supervisory knowledge and skills in practice Analyse emerging trends and best practices in supervision development in the sector Formulate a common vision and articulate new directions for effective communication
	4.6 Leadership and development			<ul style="list-style-type: none"> Demonstrate leadership characteristics representative of the organisation and social work profession 	<ul style="list-style-type: none"> Evaluate needs and present to senior management and exercise leadership at the sectorial level to provide support systems for social workers Manage and influence environments that impact supervision of supervisory practice at the policy and professional level
5. Competency to assess, evaluate supervisees' practice and develop their capability	4.7 Mentoring			<ul style="list-style-type: none"> Develop and execute a mentoring programme to mentor people through change and provide meaning through this process Develop and evaluate the effectiveness of mentorship plans of professionals 	<ul style="list-style-type: none"> Review and assess supervision and mentoring modalities to examine best supervision practice
	5.1 Assessment and evaluation	<ul style="list-style-type: none"> Identify potential strengths of students Provide affirmation and developmental feedback for learning tasks to students 	<ul style="list-style-type: none"> Articulate and document strengths and areas of development (concrete and evidence-based) in knowledge and skills of practitioners Practise reflexivity in the knowledge of models and methods for evaluating job performance and roles of supervisor 	<ul style="list-style-type: none"> Ensure fairness and maintain objectivity by exercising fair judgement in assessing and evaluating practitioners Implement supervision assessment structure and systems relevant to the organization 	<ul style="list-style-type: none"> Create/Develop supervision assessment structure and systems relevant at the organisational and sectoral levels

Supervisory Level/ Competency Domains Target Group/ Level of Influence Years	Sub-Competency Themes		Foundational	Intermediate	Advanced	Expert
	Years of Practice	Supervisory Practice	Field Placement Students At least 4 years of practice	Supervisees	Programmes/ Organisation	Organisation/ Sector
5. Competency to assess, evaluate supervisees, practice and develop their capability	Years of Practice			0-3 years	4-9 years	10 years and more
	Supervisory Practice	5.2 Training & professional development	At least 4 years of practice	<ul style="list-style-type: none"> Identify training needs of each supervisee Link and facilitate the supportive process to seek external supervision/personal therapy for professional development Identify and recommend relevant trainings in alignment to the evaluation of the practitioners' knowledge and skills Assess and formulate supervisees' developmental needs within the agency or institution 	<ul style="list-style-type: none"> Identify and appraise training needs for professionals and teams Identify and appraise training needs at departmental level Assess and formulate training and developmental needs for professionals Assess and make recommendations to address competency gaps among professionals and professionals-in-training Identify developmental opportunities for supervisors and supervisees to gain new capabilities and training 	<ul style="list-style-type: none"> Identify and appraise new capabilities and training opportunities for supervisors and supervisees

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SOCIAL WORK SUPERVISION GUIDELINES (2017)

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SOCIAL WORK SUPERVISION GUIDELINES (2021)**Review of Social Work Supervision Guidelines Workgroup (2021)****Chairman**

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