

**THE UTILISATION OF GROUP SUPERVISION IN PRACTICE  
EDUCATION OF UNDERGRADUATE SOCIAL WORK  
STUDENTS**

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**Thesis presented in partial fulfilment of the requirements for the degree of  
Master of Arts in Social Work at the University of Stellenbosch**

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**March 2002**

## **DECLARATION**

I, the undersigned, hereby declare that the work contained in this thesis, is my own original work and has not been previously in its entirety or in parts been submitted at any other university for a degree.

## **SUMMARY**

This research investigates the utilisation of group supervision in the practice education with undergraduate social work students. Supervision is an component in practice education, as it is the process whereby students are guided and prepared for beginner practice in social work.

The practice educator is responsible to plan and organise the students' work, provide leadership in the group supervision sessions and evaluate the work performance of students as set out in the practice education programme. The practice educators grant students the opportunity to learn to integrate theory and practice in social work.

The learning needs of the students are assessed and compiled within an educational assessment. These learning needs become the points for discussion for the content of the educational programme. The educational programme is presented in the supervision sessions.

Literature strongly supports the utilisation of group supervision in addition to individual supervision. It is necessary that the practice educator determine the individual learning needs of the group of students. The mutual learning needs of the students are addressed within the group supervision sessions, once the learning needs of the group are determined. Group supervision is not utilised in isolation as the practice educator may have to consolidate the knowledge, skills and attitudes of students gained in the individual supervision sessions.

The empirical study involved the use of qualitative and quantitative methods in order to explore the theoretical part of the research. The sample consisted of sixteen practice educators (N=16) who are presently supervising undergraduate students at the Department of Social Work at the University of Stellenbosch. This section can be divided into four sections: the nature of the training of practice educators, the knowledge, skills and attitudes of practice educators with regard to the supervision functions of group supervision, the process in group supervision and the general experiences of practice

educators when utilising group supervision in practice education.

The findings and responses of the practice educators were analysed and compared with the findings from previous research undertaken by various authors. The study found that although practice educators have a minimum of training in group supervision, they have positive experiences of group supervision. The important aspects of group supervision: the planning phase, the beginning phase and the ending phase in the process of group supervision are dutifully practiced by practice educators. The utilisation of group supervision links effectively with the education system of outcomes based learning and teaching which has been adopted by the Department of Education in Higher Education. The findings of this study can be utilised to apply group supervision to a greater extent in the practice education with undergraduate social work students.

## **OPSOMMING**

Die navorsingstudie ondersoek die gebruik van groepsupervisie in die praktykonderrig van voorgraadse studente in Maatskaplike Werk. Supervisie is 'n komponent van praktykonderrig waarlangs die studente deur die praktykopleier gelei word tot beginnerspraktyk.

Die praktykopleier is verantwoordelik vir die beplanning en organisering van studente se werk; moet die leierskap voorsien in die groepsupervisiesessies en moet ook die studente se werkverrigting evalueer soos saamgestel in die onderrigprogram. Die praktykopleier stel studente instaat om teorie en praktyk in Maatskaplike Werk te integreer.

Die leerbehoefte van die studente word gesamentlik bepaal deur die studente en die praktykopleier en word binne die onderrigevaluering uiteengesit. Die leerbehoefte van die studente is die punte vir bespreking van die onderrigprogram. Die onderrigprogram word aangebied in die supervisiesessies.

Literatuur ondersteun die gebruik van groepsupervisie gesamentlik met individuele supervisie. Die praktykopleier bepaal die individuele leerbehoefte van die studente in individuele supervisie. Die ooreenstemmende leerbehoefte van die studente word in die groepsupervisiesessies aangespreek, nadat die leerbehoefte van die groep vasgestel is. Groepsupervisie word nie in isolasie aangebied nie, aangesien die praktykopleier die leemtes ten opsigte van kennis, vaardighede en houdings in die individuele supervisiesessies assesser. Die leerbehoefte word in die groepsupervisiesessies aangespreek.

Die teoretiese doel van die navorsingsverslag word uitgebrei in die empiriese ondersoek deur middel van die voltooiing van 'n vraelys. Die steekproef het bestaan uit praktykopleiers (N=16) wat tydens 2001 voorgraadse studente van die Departement

Maatskaplike Werk van die Universiteit van Stellenbosch geakkommodeer het vir praktykonderrig.

Die empiriese studie word in vier afdelings bespreek: die aard van opleiding in groepsupervisie van praktykopleiers; die kennis, vaardighede en houding van praktykopleiers met betrekking tot die supervisiefunksies van groepsupervisie; die uitvoering van die proses in groepsupervisie en die algemene ervaringe van praktykopleiers wanneer hulle groepsupervisie in praktykonderrig toepas.

Die bevindinge en response van die praktykopleiers is geanaliseer en vergelyk met die bevindinge van vorige studies wat deur verskeie outeurs onderneem is. Die studie het bevind dat praktykopleiers groepsupervisie positief ervaar, ten spyte van 'n minimum opleiding in groepsupervisie. Die belangrike aspekte van die beplannings-, begin- en die eindfases in groepsupervisie, word baie deeglik deur die praktykopleiers aangewend in groepsupervisie. Die benutting van groepsupervisie in die praktykonderrig van voorgraadse studente ondersteun die onderrigsisteem van uitkomsgebaseerde onderrig en leer wat deur die Departement van Onderwys in Hoër Onderwys aanvaar is. Die bevindinge van die studie kan gebruik word om groepsupervisie meer effektief in die praktykonderrig van voorgraadse studente in Maatskaplike Werk te benut.

## **ACKNOWLEDGEMENTS**

I hereby express my gratitude and sincere appreciation to the following:

All honour to my Creator.

Prof S Green for all her time, inspiration, guidance and encouragement.

Prof JI Cronje for his support throughout the duration of my studies.

Mrs Suzette Winckler for her exceptional patience and assistance with the technical layout of the thesis.

Dr Edwin Hees for the editing of the thesis. His patience and kindness is much appreciated.

Ms Juanita Gersbach for her assistance with the typing of the thesis.

All the respondents, for their willingness to participate in this study.

My family, friends and colleagues for their interest and encouragement.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 RESEARCH MOTIVATION**

Practice education is a component of the educational programme of undergraduate social work students. Field placement is students' introduction to the attainment of the skills required to practice social work (Cuzzi, Holden, Chernack, Rutter & Rosenberg 1997:402; Perkins & Mercaites 1995:68). Supervision is an educational method in the teaching of practice education. Supervision is also the process whereby students are prepared for beginner practice and the focus is on the integration of theory and practice and the development of the professional person.

Several authors (Huff & McNown Johnson 1998:375) explain that empowered students should be equipped for beginner practice. During supervision students are empowered to integrate theory and practice as well as to develop as professional persons. The empowerment model for beginner practice is also strongly supported by Finch, Lurie & Wrase (1997:129-143) and Hartman (1993:365), as they state that students should be able to do the work expected of them effectively.

Kadushin (1992:18), Drower (1990:177), Gillam and Crutchfield (2001:50) and Van Heerden (1991:4) describe supervision as the guidance of students towards independent functioning within the placement agency in order to render the most effective service to the client system. Pritchard (1995:194) reinforces the view that students need supervision because they need similar support as practising social workers.

The integration of theory and practice occurs during the practice education placement, whereas knowledge is accumulated in the classroom. The application of the knowledge, principles and skills acquired by students in the classroom would be incorporated into

the practice education programme, which assists students to develop self-awareness and to identify with the profession. Students are also assisted by the practice educator to understand collegial relationships within organisations and the roles that agencies and institutions play within communities. The students would then be able to develop an analytical and evaluative approach to theory, practice and performance as professionals. The ability of students to develop an understanding of the diverse problems and needs of the client system is also attended to in the practice education programme (Kerson 1994:2).

In supervision students are guided to understand the impact of the macro-environment on the client system, as well as the flexibility of agencies to adapt to the changing environment (Middleman & Rhodes 1985:119; Patti 1983:144). Langley (1991:246) reinforces the thinking of Middleman & Rhodes (1985:119) and Patti (1983:144) that students should be guided by the practice educator to understand the clients (individuals, families, groups and communities), who need to function within their own environment in a satisfactory manner. The practice education situation provides such an opportunity for students.

Supervision provides the vehicle through which students determine their own learning needs with regard to the understanding of the client system and the environment. Students also utilise self-study and critical and analytical thinking to enhance their knowledge, skills and attitudes in order to achieve learning objectives.

Earlier authors (Fischer 1978:33, Joubert 1988:6; Mason 1988:17) raised serious objections to the practice of supervision because of the large amount of time it consumes. Veeder (1990) in Sharlin & Chaiklin (1998:1) also argue that an over-emphasis on supervision during students' years at the teaching institution creates an unrealistic expectation of supervision in beginning practice.

According to Kadushin (1992:20, 23), the effective application of the supervision model can refute this objection. Clearly defined goals and objectives can keep the supervision

process goal directed and economise on time, because time is spent effectively and according to the relevant learning needs of students. The application of group supervision can also reduce time constraints. Walter & Young (1999:77) strongly emphasise the joint utilisation of individual and group supervision. The authors recommend that both methods be applied to supplement each other.

The positive application of group supervision lies behind the researcher's interest in examining how group supervision can be applied in the training and education of undergraduate students in social work. The effective utilisation of group supervision could only enhance the professional development of students (Haslett 1997:55; Calsyn, Burger & Winter 1999:203). If students are enabled by the practice educator to render a professional service to clients when they enter practice, the client system (which is the consumer) can be assured of that an effective service will be rendered. The effective application of group supervision should enhance the service the client system receives by way of student practice education.

The National Qualifications Framework (NQF), as determined by new legislation in Higher Education (White Paper 3:5), proclaims that learning should be outcomes based. Tuition should be student- or learner-centred. The development of outcomes-based learning emphasises capacity building in students and focuses on specific outcomes such as the development of knowledge, skills and processes to ensure an outcome. Group supervision lends itself to one of the critical outcomes of outcomes-based learning, that is to prepare students to work together effectively in a team, a group, an organisation or a community.

## **1.2 THE AIM AND OBJECTIVES OF THE STUDY**

The aim of the study is to present practical guidelines for the implementation of group supervision in the practice education of undergraduate students.

The objectives of the study are:

- To determine what the nature of group supervision is;
- To describe the process of group supervision;
- To ascertain the extent to which group supervision is utilised in practice education for undergraduate students.

### **1.3 RESEARCH METHODOLOGY**

A literature study was undertaken to provide a theoretical background for the empirical study. This has been aided by literature found in the J.S. Gericke Library (Stellenbosch University) as well as the author and title catalogue of the Erika Theron Reading Room (Department of Social Work, University of Stellenbosch). The resource lists of different international and South African articles served as further sources of reference. Few resources were found which dealt directly with student group supervision as the literature is rather geared to social worker group supervision.

The research conducted took the form of an exploratory study due to the fact that a preliminary literature study revealed a considerable shortage of research in this specific area. Babbie (1995:84) notes that when the area of interest is relatively new to the researcher or when little research exists, one should use the exploratory design. Grinnell & Williams (1990:14) and Babbie (1995:84) both assert that the general aim of exploratory research is to build up a foundation of ideas and tentative theories which can be explored later with research methodologies corresponding with the research design.

According to Grinnell (1993:119, 442) and Bloom, Fischer & Orme (1995:78), an exploratory study is applied when no theories have been developed and further investigation is necessary to gain a better understanding of the particular field of study. Little research has been done in South Africa on the effects of the utilisation of group supervision in the practice education of undergraduate students. An exploratory design seem to be appropriate for this study.



Grinnell (1993:162) states that non-probability sampling is appropriate for exploratory studies. The purposive or judgmental sampling method according to the non-probability procedure will be utilised. Babbie (1995:233) agrees that purposive sampling is also judgmental sampling. This means that the researcher's judgement is used to select a sample. Sixteen practice educators participated in the study. For the purpose of the study the population consisted of practice educators employed at state and private welfare organisations in the Cape Metropole. Students are placed at state and private welfare organisations in groups of three and more students. The placements present them with various opportunities to be involved in group supervision to address the learning needs of students. Practice is influenced by the macro-development of society. This imposes time constraints on practice educators.

It was decided to collect data by means of a questionnaire (Dooley 1995:142; Grinnell 1993:269; Rubin & Babbie 1993:342). The utilisation of the questionnaire as data-gathering method is more cost effective and less time consuming than individual supervision. Leedy (1974:81) states that a pilot study of the questionnaire be undertaken on a small population as a pre-test. The pilot study is done before the finalisation of the questionnaire. Permission was requested from the directors of the welfare organisations to complete the questionnaire anonymously.

#### **1.4 AREA OF RESEARCH**

The research study is limited to the Diakonale Dienste, Christelike Maatskaplike Raad, the Afrikaanse Christelike Vrouevereniging, the Department of Correctional Services, Rehabilitation Centres, and Child and Family Welfare Organisations within the Cape Metropole. All of these organisations have long-standing links with the University of Stellenbosch as practice education placement locations for undergraduate students.

#### **1.5 PRESENTATION OF THE STUDY**

Chapter 1 is an introductory chapter and in Chapter 2 the nature and functions of group supervision are described. The process of group supervision is discussed in Chapter 3,

which includes the phases in the process of group supervision: the planning phase, the middle phase and the ending phase. Chapter 4 describes the extent to which group supervision is utilised in practice education for undergraduate students. Chapter 4 includes an introduction and analysis of the collected data. The conclusions and recommendations are presented in Chapter 5.

## **CHAPTER 2**

### **THE FUNCTIONS OF GROUP SUPERVISION IN PRACTICE EDUCATION**

#### **2.1 INTRODUCTION**

During the practice education course in Social Work, students receive supervision to monitor their work performance. Supervision could be presented in a group or individual setting. Group supervision is usually practised in addition to individual supervision. Group supervision, like individual supervision, is described as having three functions: administrative, supportive and educational. The same functions apply to both group and individual supervision.

For the purposes of this study the nature of group supervision in practice education will be discussed in order to develop an understanding of what group supervision entails. The three functions in group supervision will be discussed by defining them in such a way as to indicate the aim of each of the functions as well as the tasks utilised in the execution of the three functions. The application of the tasks performed by the practice educator within the group setting is also highlighted to explain the role of the practice educator in group supervision.

#### **2.2 DEFINITIONS**

The following definitions, which are relevant to group supervision of students, are relevant for the purposes of this study.

##### **2.2.1 Group**

The *New Dictionary of Social Work* (Terminology Committee 1995:28) describes a group as a number of individuals who come together for similar purposes to achieve similar goals. For the purposes of this study the group consists of students on the same level who are being professionally skilled for beginner social work practice.

### **2.2.2 Supervision**

The *Government Gazette* (1994:33) defines supervision as "the process whereby the social worker (or student) is helped to integrate theory and practice, to heighten self-perception, and to handle and control his feelings with a view to render a professional service". This definition is further operationalised by Barker (1995:371-372) as an administrative and educational process whereby social workers are assisted to render a more efficient service. The definition operationalised by Barker (1995:371-372) also applies to students. Kadushin (1992:230) adds the supportive function of supervision, where the practice educator will assist the students to deal with feelings and attitudes in the execution of the job in practice education. Supervision focuses on the development of knowledge, skills and attitudes of social workers in order to understand the problems or needs of the client system, the social work process, the place and themselves as professional persons (Kadushin 1992:142). The same applies to students in practice education.

Shulman (1980:109) discusses the group as an enterprise "in mutual aid". This enterprise enforces the idea that the group consists of several individuals who have a common goal which can be addressed within the group as a helping aid. The practice educator prepares for the sessions, compiling objectives in terms of the educational assessments of the students and the specific needs of the welfare organisation, and prepares the content of each session with regard to the mutual need of the group as well as preparing students for the evaluation of the practice education course.

For the purposes of this study, based on the above-mentioned definitions, supervision is the educational process which guides students in social work to integrate theory and practice.

### **2.3 FUNCTIONS IN GROUP SUPERVISION**

There are three functions in group supervision: administrative, educational and supportive. These functions also apply to the practice education of undergraduate

students in social work. The three functions will be discussed as they are applied in the practice education of students.

### **2.3.1 The administrative function**

The practice educator is responsible for ensuring that the administrative function of the welfare organisation will be efficiently and accountably executed (Middleman & Rhodes 1985:3). The need to be efficient and accountable applies to the practice educator with regard to students who should render an efficient service to the clients and simultaneously be accountable for services rendered. The administrative function includes planning, organising, leading and controlling of the practice education programme (Abels & Murphy 1981:95; Cronjé 1986:100; Crow & Odewahn 1987:134; Kadushin 1992:45; Weinbach (1998:17). The practice educator will be responsible for the implementation of the practice education programme as well as for the outcomes of the programme. The practice educator achieves this by way of the four aspects of the administrative function listed above.

The Terminology Committee (1995:45) describes planning as the activities whereby the policy, objectives and work procedures of a welfare organisation are determined. The educational programme includes planning, which consists of setting out the objectives and procedures that will be followed during this group supervision.

The leading component focuses on the leadership role the practice educator adopts in the group setting. In group supervision in practice education the students' performances are evaluated in the controlling component of the administrative function. The organising component in group supervision consists of the preparation for the first session with the students, as well as each session thereafter.

The efficient execution of the administrative function by the practice educator, according to Austin (1981:11) and Skidmore (1983:11), includes the preparation of students to administer a caseload, be responsible for keeping a diary, knowledge of how

and where students fit into the hierarchy of the organisation, as well as knowledge of the availability of stationery and telephone facilities.

### **2.3.1.1 Planning**

According to Weinbach (1998:73) and Kadushin (1992:50), planning is described as the first function in the process of practice education. In the implementation of the administrative function the practice educator is responsible for the students placed at the welfare organisation and must know for what kind of services in the organisation the students will be used. The practice educator utilises planning to achieve the stated objectives of the organisation before the tasks of leading, organising and controlling are exercised (Kadushin 1992:51; Weinbach 1998:74).

The practice educator also needs to plan for the group of students to be placed for practice education at the welfare organisation. The practice educator has to draw up an educational assessment for each student and must determine the objectives for the group with regard to the learning needs of students.

The practice educator is responsible for the way that students implement the organisation's objectives as well as the execution of the educational programme of the group of students. The objectives of the educational institution should also be kept in mind in addressing the learning needs of the students in totality. Planning group supervision can be enhanced by a pre-placement interview with the students, as stated by Wilson (1981:31). Both students and practice educator will participate in this interview to determine the strengths of each student and areas where growth is needed by students, unsuccessful placement settings, life experiences, volunteer experiences, previous practice education placements, personal situation of students, students' needs in placement and description of the style of supervision students had been exposed to. As soon as the pre-placement interview has been held, the student's first day at the organisation is planned.

A further primary task of the practice educator in planning is to ensure that the policies and objectives of the organisation are divided into tasks which need to be completed by the students. Planning consists of several steps such as assessment of requirements of the educational institution and the students, selection of goals and objectives in terms of what the specific learning needs of the student are, the identification of these needs, the development of an action plan and continuous evaluation of the performance of the students (Cronjé 1986:41-42; Patti 1983:37; Skidmore 1983:46). The steps in the assessment of the needs of the students and the organisation, selection of goals and objectives and the development of an action plan will be discussed below.

### **Assessment of needs of the students and organisation**

The assessment of the needs of the students will be determined by the educational assessment of the students. The practice educator is responsible for the compilation of the educational assessments of students (Kadushin 1992:157; Botha 2000:103). The educational assessments are compiled by data collected from information gained in conversations with previous practice educators, as well as the supervisor at the educational institution. Areas where growth is needed will be noted in the educational assessment. The practice educator will need to determine objectives and goals for each of the students and this would indicate what the objectives of the group will be.

In order to make the practice educational experience meaningful for the students, an assessment of the needs of the organisation is needed. This assessment would indicate what the organisation needs with regard to student practice education input.

### **Selection of goals and objectives**

The selection of goals and objectives for the group of students in group supervision depends closely on the assessment of each of the students, as well as the assessment of the needs of the group. The practice educator will be responsible for the planning of how these objectives and goals will be reached, when and by whom. The practice educator has the same responsibility with regard to the goals and objectives of the

organisation. The students could participate in the selection of the objectives as their participation would ensure the motivation of students to achieve the goals and objectives of the organisation.

### **Implementation of an action plan**

Once the objectives have been selected, the practice educator sets about implementing the plan to achieve the set objectives. The plan will consist of the methods that the practice educator will utilise in presenting the group supervision sessions. The inclusion of the methods will ensure the achievement of objectives as formulated for the group. The practice educator utilises the programme for group supervision, which is time limited, to execute the intervention plan (Weinbach 1998:91).

#### ***2.3.1.2 Organising***

According to Weinbach (1998:205), the practice educator organises the activities of the group of students to integrate the students into the overall operation of the organisation, as well as to delegate and co-ordinate tasks and resources. The delegation of tasks and resources goes along with the organising function, while the responsibility, authority and accountability of both students and practice educator are clearly stated. The practice educator needs to organise the work of the students to ensure that all objectives with regard to the particular learning needs of the students and the educational institution are achieved (Skidmore 1983:118).

The organising includes the assignment of cases and projects to particular students. The group supervision setting provides the opportunity to present knowledge on the organisation with regard to policy, structure, administrative functions, area of operation, resources, objectives and welfare laws to a group of students. The knowledge of the consumer or the client, as well as how the social work process is implemented at the organisation, what the problems and needs of clients are and what knowledge the students should have of themselves, can be addressed in group supervision.



Decision-making is part of the tasks of the practice educator. The practice educator is responsible to a supervisor as well as seeing that the students do their work. The practice educator must be able to make decisions with regard to the delegation of work to the group of students and also has to accept responsibility for the consequences of the decisions. The practice educator carries a dual responsibility at the organisation: the responsibility to the supervisor for doing the job, as well as seeing that the students do the delegated work required of them.

The practice educator is therefore accountable for the work completed by the students. According to Mullins (1993:521), accountability can be described as concluding responsibility. If the students do not attend to an assigned task adequately, the practice educator is responsible for the poor performance of the students.

The practice educator, according to Skidmore (1983:118), must be enthusiastic and motivated about her work so as to motivate the group of students in turn. It is the practice educator who lets students know that, whether they are doing well or not, their performance will make a difference to the organisation as a whole.

### ***2.3.1.3 Leading***

Botha (2000:51) uses the terminology of activation and explains leadership to involve the inherent tasks of activation together with implementation. Skidmore (1983:144) defines leadership as both an ability and a position. It is a position which needs to be filled by a member of staff. For the purposes of this study, the practice educator is that member of staff. The practice educator also needs to have the ability to lead (in this case) the group of students.

Both authors, however, endorse the thinking of Weinbach (1998:257), who describes leading as the practice educator influencing the students as to how they implement the policy, aims and working methods of the organisation. The objective of implementing the policy, aims and procedures of the organisation is to enable students to render an

efficient service.

In leading, the practice educator should be able to relate the available resources (that would be the students) with the needs of the organisation in order to determine which students would be appointed to the different projects (Botha 2000:54). The knowledge and skills of the students are thus mobilised with respect to the working needs of the organisation.

Some authors, like Middleman & Rhodes (1985:285-286) and Cronjé (1986:73-74), believe that to be efficient in leading, a specific process should be followed, as will be discussed.

The practice educator should focus on the following:

- Clear and specific objectives and goals should be stated. This includes the plan as to how the objectives and goals of the group supervision will be attained. Students will also remain enthusiastic and motivated should they have clarity about what is expected of them and be given an opportunity for participation in goal setting.
- Students must be enlightened with regard to the objectives and goals of the practice education programme. The group supervision programme provides the structure whereby the objectives and goals are achieved. The students must have knowledge of the practice education programme.
- Students must have knowledge of the working methods according to which the programme will be implemented. The group supervision sessions could be implemented successfully for this purpose.
- Students must be aware of how the practice educator is responsible for decision-making with regard to the group of students. The practice educator will be able to apply the special skills of students where they can be utilised in the organisation.
- The group supervision provides the opportunity for regular feedback from both students and practice educator.

Leading is an important task of the practice educator, as the practice educator is the staff member responsible for "activating" (Botha 2000:56) the students with regard to executing delegated tasks and responsibilities.

#### ***2.3.1.4 Controlling***

Controlling is discussed as the fourth task in the administrative function of group supervision, as applied for the purposes of this study. Weinbach (1998:234) describes controlling as the assessment of the performances of students, as well as providing solutions and means to amend poor performance by students. Botha (2000:56) quotes Menefee & Thompson (1994:4) who describe the control function as both the collating and analysing "of how the total operation or major segments are doing".

The performance of students is monitored by both the practice educator and the students. The performance of students is continuously evaluated during the field placement. According to Mullins (1993:555) an "effective control system" has certain characteristics. Both the practice educator and students must understand the manner in which the evaluation is done. Students work constructively towards an improved performance as set out in the educational assessment of what students need to know to do the job.

Skidmore (1998:101) and Mullins (1993:544) further distinguish between individual accountability where staff members are held accountable for their performances and accountability of the organisation as a collective group who would be accountable to the community. Students are regarded as staff members and are thus directly accountable for their performances. Students should have a vested interest in their individual accountability as the individual accountability has a direct influence on the pass or fail mark of students. Students want to know how well or badly they are doing to ensure either an advancement to the next year group or the achievement of passing the undergraduate studies (Mullins 1993:544).

Mullins (1993:544) suggests three reasons why a control system should be implemented. The same reasons can be applied to the practice education situation.

- Students need to know what is required for their performance.
- The practice educator must explain how the tasks appointed should be performed, as well as how the evaluation or control system will be carried out.
- Students receive a pass mark as a reward for good performance.

## **2.4 THE SUPPORTIVE FUNCTION IN GROUP SUPERVISION**

Kadushin (1992:225) and Rothmund & Botha (1991a:18) state that the supportive function in group supervision deals with emotional barriers which prevent the students from rendering an efficient service to the clients. It deals therefore with stress factors that might exist in students' lives, be they of a personal or educational nature. Should these be decreased, the work performance of students would increase, ensuring a better service to the clients. The students who are supported by the practice educator will be motivated for practice education and thus will be enthusiastic about their field placements.

Westheimer (1977:19) compares learning very closely with support the students receive. With the expected support from practice educators, students can be open and honest of what they do not know. The supportive environment lends itself to the evaluation of past performances and motivates students to learn. The author continues by saying that the correct support enables critical thinking. The practice educator acknowledges the capacity of students to respond to support.

During field placements of students, the practice educator would also see that the workload will be manageable as not to burden students beyond their abilities. Only students who are motivated and who have a positive feeling about themselves would be able to render an effective service to their clients. These students would enable their clients to trust in and hope for positive intervention and problem solving (Kadushin 1992:230; Middleman & Rhodes 1985:12).

In the practice education situation stress can be caused by the client (Kadushin 1992:243; Middleman & Rhodes 1985:136, Jones, Fletcher & Ibbetson 1991:447). The clients experience stress from their situations and having an undergraduate student deal with a client's case does not alleviate the burden of the problem. These negative feelings are unconsciously or consciously carried over to the student. The group supervision session provides the opportunity for the students to articulate these fears, finding that theirs is not a unique situation, but that the negativity from clients is not consciously aimed at the student.

The work stress of students also refers to the report writing for evaluation. Practice educators need "...to provide the psychological and interpersonal resources that enable students to mobilise the emotional energy needed for effective job performance" (Kadushin 1992:77). The self-esteem of students will be enhanced, more so when the guidance and support come from the group than the student practice educator.

## **2.5 THE EDUCATIONAL FUNCTION IN GROUP SUPERVISION**

The educational function of supervision entails teaching students the content they need to know to do the job. The educational function also enables students to learn the job within a planned and systematic process (Kadushin 1992:139; Hoffmann in McKendrick 1990:213, Rothmund & Botha 1991(b): 30). Education takes place in terms of the development of knowledge, skills and attitudes which will assist students in their interaction with the client system. This will further empower students to render an effective service to the client system. Education is directed to the specific learning needs of students in a practice education placement. The education takes place in both individual and group supervision settings. Within the group supervision setting the learning needs of the group of students will be addressed.

Kadushin (1985:138-142) describes several benefits of the educational function in supervision. Firstly, the educational function increases the effectiveness of the

administrative function in supervision. The more efficient the education is in terms of supervision, the more independently students manage their workload. This is indicative of an increase in knowledge and skill which leads to an increase in the management of the administrative function in supervision. Supervision is geared to prepare students for beginner practice.

Secondly, the educational function in supervision enhances the loyalty and commitment of students to the aims and objectives of the welfare organisation. The group supervision setting would enable students to increase self-evaluation as they are able to compare themselves with fellow students. The dependency which can easily develop within the individual supervision setting can be decreased in group supervision as input is expected not only from the practice educator.

### **2.5.1 The educational model**

Education in supervision is done according to a specific plan. Supervision is a goal directed process and therefore certain prerequisites need to be adhered to. Before the educational process begins, the practice educator needs to determine what is expected of students in terms of the educational institution and prerequisites for a pass mark in practice education to render an effective service (Austin 1981:231; Fox & Zischka 1993:48; Kadushin 1992:143). These expectations are drawn up within an educational model. The educational model states the goal of the educational process.

Botha (1985:239-248), Kadushin (1992:142) and Knowles (1971:276-278) agree that specific components are dealt with within the educational model. The components consist of the following: the welfare organisation (the place), the individual, family, group or community (the person), the needs of the individual, family, group or community (the problem), the social work process (the process) and the social work student (the professional person). This model is also supported by Middleman & Rhodes (1985:146-147).

The above-mentioned authors are of the opinion that the knowledge, skills and attitude "to do the job" (Kadushin 1992:135) should be part of the educational model. See Appendix 1 for an example of such a model. The nature of the development of the knowledge, skills and attitudes can be continuously determined according to the educational model. The development of the knowledge, skills and attitudes would be discussed in individual supervision.

The practice educator uses the educational model to determine the learning needs of students. Supervision will therefore be executed in a meaningful manner. The educational model ensures effective and goal-directed supervision. When the goal in terms of the educational model is reached, students should have a good understanding as to what knowledge, skills and attitudes they require "to do the job" (Kadushin 1992:135).

The aforementioned components will be discussed shortly, according to the way that Kadushin (1985:167) explains them. Students need to have the knowledge, skills and attitudes to fit into the organisation with regard to the components of the educational model, namely the place, the process, the person, the problem and the professional person. These components will be discussed below.

#### THE PLACE (welfare organisation)

Students need to have an idea of what makes the organisation function smoothly. Knowledge includes information on the policy, aims and procedures of the organisation as they are contained in the constitution of the organisation (Botha 1985:244). Furthermore, students need to know what are the policy-making and programme-planning mechanisms in the organisation, the diverse problems the organisation deals with, as well as the legal aspects of the work students will be involved in. Kadushin (1985:168) states that it is also important for students to know the administration policy of the organisation, the network of resources and where the particular organisation fits in and the co-operation amongst resources in the community. This information can be

successfully conveyed in group supervision, which means economising on time as all students can be supplied with the same information in a group.

Being knowledgeable about the organisation enables students to develop the skill to implement the policy and aims of the organisation. This knowledge would allow students to apply the administrative procedures skilfully and to contribute towards the decision-making process when requested to do so. The loyalty of students towards the welfare organisation is measured in terms of the dedication of students towards the clients and the organisation, as well as whether they can identify with the organisation and its aims and objectives. The loyalty of students would give the practice educator an indication of what students' attitudes are towards the aims and the objectives of the organisation. The group setting would enhance students' sharing of their own experiences and the appropriate atmosphere will be conducive to the students revealing their honest attitudes towards the welfare organisation.

#### THE PERSON (the individual, families, group or community)

In order to do social work students need to understand and know the person they are rendering services to. Botha (1985:244) states that students should also have the correct attitudes and skills to render the services. To know the client, students should have a knowledge of the language and culture of the client, knowledge of the developmental phases and life phases of the client and knowledge of normal individual and group development of clients (Kadushin 1992:143). Students should have a good knowledge of human responses to conflict. Clients' particular developmental phase or lack thereof, the particular problems and clients' particular experiences of these problems would determine the extent clients will respond to conflict situations.

Knowledge of these aspects is imperative as lack of such knowledge would leave students without the skills to identify the appropriate intervention strategy. A non-judgmental attitude would enhance this process positively.



The group supervision setting presents the opportunity to relay this knowledge to students. Skills in working with individuals, families, groups and communities as a client system could be enacted within the group by means of role play.

#### THE PROBLEM

It is important for students to know what different client problems are found within the organisation. A positive attitude towards client problems is of the utmost importance to deal with them correctly. A positive attitude would also provide the maximum learning opportunity for students. Furthermore it is important to determine the origin, consequences and interaction of client problems. This includes the effect problems could have on the individual, the family, group and community. Botha (1985:244) specifies that students should acquire the skill to distinguish, to understand and to manage the problems of clients. Students thus would be able to apply the appropriate intervention plan to the particular presenting problem of clients.

#### THE PROCESS (the social work process)

The social work process is the vehicle whereby the client system is assisted to help itself (Kadushin 1992:144). The process in social work is one of the most important tools of the social work students. Students should therefore be able consciously to apply the process according to the different phases of this process. The different phases according to Kadushin (1992:151-159) are:

- the beginning phase, which includes data gathering, the formulation of the problem and goals for intervention, and preliminary contracting;
- the intervention phase, where joint planning and the negotiation of the working contract is finalised;
- the execution of the intervention programme with the application of the different roles in social work, namely advocate, enabler, mediator and strategist;
- the evaluation of progress, which is a continuous process within the total process.

Evaluation would entail determining whether the initially stated objectives are reached before termination. The successful integration of theory and practice is one of the long-term goals of practice education of students in social work. When the process of social work is applied, students have the knowledge of social work techniques and principles to achieve this integration.

#### THE PROFESSIONAL PERSON (the student)

Botha (1985:244) states profoundly that social workers or students are the most important resource an organisation can have. Students should be able to understand themselves, and their own behaviour and feelings. This comprehension is enhanced if undertaken in an objective manner.

Students must know themselves and be able to identify their own learning needs. They should be able to determine their own feelings with respect to the client and his/her problem. Any negative feelings need to be dealt with appropriately by firstly the identification thereof and secondly the discussion thereof in supervision. A basic willingness to want to learn would enhance this process of getting to know themselves. The development of the professional person is the consequence of this process.

Personal growth and development is an inevitable consequence of the supervision process, as growth and development with respect to all the components takes place. Middleman & Rhodes (1985:157) reinforce the view that "... professional development is a continuous process". These authors also state that students must be aware of their own practice in respect to "...professional standards and norms" (Middleman & Rhodes, 1985:157; Kondrat 1999:451). Group supervision lends itself to the discussion of the learning needs of more than one student within the group setting.

#### **2.5.2 The educational assessment**

The education model serves as a basis for the compilation of the educational

assessment. In the compilation of the educational model, the client system and the student remain the focus. Kadushin (1992:196) states that an educational assessment is an explanation of the knowledge students possess, the knowledge that they need learnt, the knowledge they want to learn and how they want to learn this knowledge. Fox & Zischka (1993:39) explains that the educational assessment is used to determine the knowledge and skills that have to be learnt in order to "close the gap between" the knowledge and skills students possess and knowledge and skills that have to be learnt.

The compilation of the educational assessment is done jointly by the students and the practice educator. Aims and objectives are thus formulated jointly by the practice educator and students. These aims and objectives would include the knowledge and skills that have to be learnt. Students would then own the educational programme to be implemented to address the learning needs identified after the compilation of the educational assessment.

### **The compilation of the educational assessment**

Knowles (1971:273-281) and Munson (1983:17) emphasise the importance of a structure and a system for the compilation of an educational assessment. Both Kadushin (1992:196-200) and Munson (1983:17) provide several criteria which would assist in the compilation of this assessment, including:

- relevant personal background;
- academic training;
- experience in practice education;
- level of motivation and ability to adjust;
- whether students identify with the programme;
- exposure to social work supervision.

Information on the learning methods and styles of students is also important. This would bring to the fore whether students learn either individually or in a group context, whether they prefer a more structured learning environment, or whether they are

practical learners.

The preparatory negotiations between an organisation where students are placed and the educational institution would, according to Botha (1985:245), provide this information. The educational institution would, with respect to clients, determine this before the supervisory relationship is initiated. Conversations with former supervisors would also provide valuable information about students' exposure to supervision and their level of motivation and academic training. Learning needs should be identified not only from the specific source, but from several and different resources as various tendencies of students' learning needs could be identified in this way.

The educational assessment highlights the weak and strong points of students in terms of their knowledge, skills and attitudes regarding the components of the place, the person, the problem, the process and professional person. See Appendix 2 for an example of an educational evaluation. The information of an educational assessment should be substantiated with references and must be written in a logical and neat way, as Botha (1985:245) stresses.

### **2.5.3 The educational programme**

The educational model and the learning needs of the students as deduced from the educational assessment comprise the content of the educational programme for group supervision. The practice educator collates the information. The educational programme includes the specific learning needs of students according to priority as determined by the educational model and educational assessment. Botha (1985:245) and Knowles (1971:289) warn that the educational programme in practice education should be focused on the work that needs to be learnt by students with regard to the place (the organisation), the person (the individual, family, group or community), the problem and the process (in social work).

The content of the educational programme is a tool to structure and plan supervision. The content ensures a goal-directed and structured process in group supervision. The ultimate goal in group supervision is to enhance the work performance of students as soon as possible in order to achieve the expectations as set out in the educational model.

The contents of the educational programme for group supervision are based on the similar learning needs of a group of students. The similar learning needs of students ensure a more structured work plan for the group practice education process. Achieving the similar learning needs of students the eventual goal of the group will be reached. Learning methods and learning styles are also taken into consideration by the practice educator in the educational programme. Kadushin (1992:20) distinguishes between goals and objectives in educational supervision.

Objectives are those vehicles by which the goals of the educational programme are achieved. There are various kinds of objectives. An administrative objective would be to know the total content of the caseload in order to render an effective service. The educational objective would be to equip the students to act independently in order to render an effective service with minimal assistance from supervision. The supportive objective would be to enable students to feel good and satisfied over work rendered.

Kadushin (1992:183-200) describes the different educational principles and techniques applied by practice educators in the execution of the educational function. The practice educator can facilitate learning in the application of several principles for teaching and learning. Kadushin (1992:183) states that practice education can only assist students to learn; it cannot ensure the utilisation of the learning opportunities, which is the responsibility of the students (the learners). These principles and techniques can be further applied together with the principles of adult learning as professed by Austin (1981:245) in group supervision.

Knowles (1971:39) discerns four principles in the teaching of adult learners:

- an adult learner's self-concept changes from being a dependent person to a self-directing person;
- an adult learner has accumulated experience which also serves as a reserve for learning;
- the successful development of tasks increases the adult learner's convenience to learn;
- an adult learner applies the attained knowledge immediately and his or her orientation changes from subject centredness to problem centredness.

The students at tertiary level are regarded as adult learners and therefore the principles of adult education as professed by Knowles (1971:39) apply.

According to the National Qualifications Framework (NQF), a new approach is being introduced in the teaching of students (Olivier 1998:15). The focus is rather on the learning of students than on the teaching of students by educators. The aim is to teach students what they are supposed to know at the end of their training. The NQF reinforces the development of knowledge in order to achieve specific skills at the end of the learning experience. The quality of the resulting knowledge and skills acquired is of importance in the education of students for beginner practice.

The educational principles and techniques as applied in group supervision, as advocated by Knowles (1971:39) and Botha (2000:91), will be discussed below.

*Students learn best when they are motivated.* Motivation is enhanced by clearly stated goals and a thorough explanation of the value of the contents that are learnt. Students learn best when they know what the outcomes for their particular course are, as well as what product is expected by the educational institution. The expectation of the educational institution is closely linked to what the output will be in relation to what students pay for their education. The content of the presentation must be linked to the

learning needs of the group members. Satisfaction with goals achieved along the way further enhances the motivation of students. Kadushin (1992:184) also states that the linking of low motivated areas to areas of higher motivation will encourage students for the learning process.

*The group learns best when most of the energy is expended on the active learning process.* Uncertainties in terms of expected place, time, roles, tasks and objectives should be avoided. The students' search for their own solutions should be encouraged (Kadushin 1992:187). An atmosphere of security would ensure that energies in group supervision are devoted to the active learning process (Boëthius & Ogren 2000:52). The student practice educator must acknowledge what students already know and those tasks they are accustomed to performing. In this way tension is relieved. The student practice educator must obviously be accustomed with the content of the learning material, as well as ready and willing to teach it (Kadushin 1992:187).

*Learning is also enhanced when it is followed by positive satisfaction.* Acknowledgement by practice educators of good work achieved by students must be forthcoming. Students must also be prepared for possible failures in rendering a service to clients. To enable positive satisfaction, the practice educator must ensure that tasks are set within the abilities of the students. More manageable tasks are dealt with before the more complicated ones to keep students motivated and enhancing the learning opportunity. Students are therefore taught to deal with the problem areas in the practice education course in a critical and creative manner (Olivier 1998:30).

*The students learn best when group members are involved in the learning process.* The involvement of students in their learning situation starts with the planning of the agenda of the sessions. Students should also have the opportunity to differ from each other, to question findings and even to articulate doubts with respect to knowledge, skills and attitude development on the place, the person, the problem, the need, the process and the professional person (Kadushin 1992:193). Kadushin (1992:193) encourages the

practice educator to "supplement" students' thinking rather than "substitute" students' thinking. A positive communication atmosphere in the group supervision sessions would be in line with the prerequisites set out by the NQF. Students would benefit from the visual and written communications media utilised in group supervision.

*Learning takes place at best when the content is presented in a meaningful way.* According to Kadushin (1992:194) and Botha (2000:92), this is possible when learning material is carefully selected to address the specified learning needs of the group. Imaginative repetition of the learning content facilitates the application of the content to new learning situations of the students. The learning material must be linked to earlier learned material, it must be easily understood by the students, it must be logically organised for the students and it must form a continuous whole. Students collect information, analyse it and organise it so that it makes sense to them. Students also learn to evaluate information gained in the learning process. This is one of the eight critical outcomes of any degree programme as stated by the South African Qualifications Authority (1999:7).

*Finally, the group learns best when the uniqueness of the group is taken into consideration with respect to the learning styles and learning abilities of the members.* The educational assessment of each student would enable the practice educator to address the particular learning style and ability of each student. This knowledge is also important to the practice educator in the presentation of the learning material (Botha 2000:93; Austin 1981:246).

The application of the learning principles will support the critical outcome where it is expected of students to understand fully the learning material in order to generalise knowledge and insights learnt to transfer them to other situations in their lives (Botha 2000:92).



### **Learning methods and styles**

Austin (1981:253), Botha (2000:96), Kadushin (1992:161) and Middleman & Rhodes (1985:279) agree that the learning methods and learning styles are part of the educational evaluation of students. These learning methods and styles would enable student practice educators to individualise students within the group setting. In this way optimal utilisation of the learning process would be ensured. Some students learn better within a structured environment, whereas other students would perform more effectively within a more informal environment. The specific environment guides the preparation and presentation of the educational programme.

Further aspects to keep in mind are the learning methods used by students, i.e. whether learning occurs through reading, listening or practical application. Within the group supervision setting the practice educator would not be able to address individual learning styles, but the different learning styles should be applied in combination in a manner to enable maximum participation and involvement of the maximum number of students in the group. The intuitive learner, the dependent or independent learner, the emotional learner or the emotionally neutral learner are all different types, as described by Austin (1981:253).

Kadushin (1992:161), Botha (2000:96) and Austin (1981:253) describe learning patterns which will be discussed below.

The experimental-empathetic learner learns by repetition and intuition. The constructive learner learns by the practical application of tasks. The intellectual-empathetic learner learns by means of conceptualisation, critical evaluation and the comparison of the connection between theory and practice (Gitterman 2000:173). The particular learning styles of students are made part of their educational assessment and an awareness of this assist in the preparation and presentation of an effective group supervision programme.

Botha (2000:99) and Kadushin (1992:183) have also written extensively on obstacles in the learning process. These obstacles can be experienced by the students and can hinder the progress of the practice education process. All students bring their own negative experiences of previous group settings into the group supervision setting. Each student also holds a specific attitude towards the group setting, which can influence the process (Garvin 1997:66). This situation can be worsened by poor relationships and the formation of subgroups in the groups supervision sessions.

Students who are anxious and tense about the group setting and exposure within the group setting create an atmosphere that is not conducive to learning. The student practice educator must be aware of specific feelings of students to be followed up and addressed within the individual supervision setting. This follow-up would ensure students of the encouragement and support of the practice educator within the group.

The incorrect presentation of learning material, as well as the misinterpretation of the material can regress the learning process. The inability of students to objectively review the views of their peers and to deal with emotional problems could also cause obstacle. The individual supervision sessions present an opportunity to address these obstacles determined in the group supervision session.

### **Teaching styles and leadership styles**

The different styles of teaching the practice educator can utilise during the teaching process in group supervision are described by Austin (1981:253), Drower (1990:82-83) and Patti (1983:169). There is a definite linkage between the learning methods and styles of students and the teaching styles of the practice educator. The specific teaching style would depend on the specific learning styles and methods of the students. Maximum learning and growth can be facilitated by a combination of teaching styles. Furthermore, the teaching style is combined with the style of leadership of the practice educator (Drower 1990:82-83). The leadership styles mentioned by Drower (1990:82) are the following:

- the autocratic style where the decision making is left to the group leader; the group members are given orders;
- the democratic style where the group members are encouraged to interact in participation, discussions and decision making;
- the let-it-be style where the group leader makes the minimal contribution and members are mostly left to themselves.

These styles can be applied within the group supervision session depending on whether the group leader have had training in and experience of the group process.

Austin (1981:253) is one of the few authors who have attempted to explain the different teaching styles. He says that the group-centred style is that style where the practice educator creates an atmosphere in which learners can investigate whatever topic interests them. This is closely linked to the let-it-be-leadership style where the practice educator has minimal input. It can be successfully applied where students enjoy similar experiences of the group process. Austin (1981:253) explains the different teaching styles as follows:

- The *learning-centred style* is the style where the practice educator spends time equally on the students and the objectives as stated in the educational programme;
- The *subject-centred teaching style* provides an atmosphere where the learning content is presented in an orderly manner to satisfy the conscience of the student practice educator. In many instances the learning needs of the students are not considered;
- The *co-operative planning style* is the style utilised by the practice educator who takes the students along in the planning process of the educational programme.
- The *task-centred teaching style* is the style where the practice educator presents the learning material by means of a case study; the practice educator also sets about to utilise the performance criteria of students within the group supervision session.

It is important for the practice educator to develop the necessary skills to integrate the correct teaching styles to the learning styles of students (Botha 2000:96).

## **2.6 CONCLUSION**

The administrative, supportive and educational functions are well integrated in practice education. It is evident that they can be applied within the group supervision setting. All three functions are of utmost importance for the preparation of students' professional person and thus to prepare them for beginner practice. The joint compilation of the educational programme by the practice educator and students enables the students to know what the programme consists of. The educational, administrative and support functions in supervision can be successfully implemented with a combination of individual and group supervision. Both settings provide the background for the implementation of the process in supervision, to be discussed in the following chapter.

## **CHAPTER 3**

### **THE PROCESS OF GROUP SUPERVISION IN PRACTICE EDUCATION**

#### **3.1 INTRODUCTION**

The group is utilised in group supervision to achieve the aims and objectives of the practice education course. The importance of the small group in the learning and teaching of students is an old method of teaching in social work. The teaching is done according to the aims and objectives of the practice education module, as well as the specific learning needs of students (Calsyn *et al.* 1999:204; Corey & Corey 1997:48).

The process in group supervision will be discussed in this chapter. This process consists of specific consecutive phases: the planning phase; the beginning phase; the middle phase and the termination or ending phase.

The planning phase includes the setting of the group, its purpose and preliminary contracting with the group of students. The beginning phase includes building the trust relationship between practice educator and students; identifying and clarifying individual and group aims and objectives, formal contracting with students as to what learning needs will be addressed, as well as the method by which they will be addressed. The middle phase is characterised by the development of a group culture, structuring of the group supervision; empowering members; and dealing with conflict and the individual. The ending or termination phase includes the evaluation of objectives achieved or not achieved and the re-planning of those not achieved; and dealing with feelings applicable in the termination of the group supervision.

#### **3.2 DEFINITIONS**

The following definitions which are relevant to the process of group supervision of students are presented as relevant to this study.

### **3.2.1 Practice education**

Practice education is called "field instruction" by the Terminology Committee (1995:26). Their dictionary describes field instruction as the process whereby students are taught professional expertise in terms of skills and attitudes. The field instruction placement is the physical setting where the skills training of undergraduate students will be implemented.

### **3.2.2 Process**

The Terminology Committee (1995:48) describes process as the course of development of social work tasks and functions accomplished in a particular series and it is ended when specific objectives have been achieved. For the purpose of this study the process in group supervision is ended once the planned aims and objectives determined by the learning needs of the students are achieved. A set series of sessions is planned by contract which is applied to address the learning needs of students.

## **3.3 THE PLANNING PHASE OF GROUP SUPERVISION**

The practice educator makes the decision on how and when group supervision will be utilised. Authors on the subject of supervision (Weinbach 1994:125; Skidmore 1983:227) assert that group supervision is utilised in addition to individual supervision. The preparation for group supervision during the planning phase is supported by Kadushin (1992:165). The preparation for group supervision is further supported by Corey and Corey (1997:106), who explain the group work process in social work. Garvin (1997:50) agrees that the process of the group supervision will be directly influenced, positively or negatively, depending on what the planning phase entailed. The process in practice education is similar to that of group work and the expedient execution of the planning phase has an influence, either positive or negative, on the outcome of the process.

The content for the group supervision is guided by the educational assessments of all the students concerned. The compilation and evaluation of the assessments are the

responsibility of the student practice educator. The aim of the group supervision should correspond with the aim set for individual supervision as the two methods are applied to complement each other. In conjunction the overall supervision process will prepare students to render an effective service to clients, and ensure the professional growth and development of students (Bogo & Globerman 1995:159; Kadushin 1992:20).

Granvold (1978) in Skidmore (1983:226) distinguishes between performance objectives and personal development. Performance objectives are directed at the functioning of the agency and the objectives that are directed at personal development include cultivation of those abilities needed for the students to render an effective service. The objectives of each group supervision session are a part in the bigger whole of the programme of practice education.

The student practice educator needs to perform various tasks before the start of the group supervision session. These tasks coincide with the tasks executed in group work, as stated by Kadushin (1992:419); Drower (1990:89); Jacobs, Masson & Harvill (1998:58); Corey and Corey (1997:111) and Garvin (1996:54). The different tasks are discussed below.

### **3.3.1 Selection of group members**

The composition of the group supervision sessions will be determined by the educational assessment of the students. Ascertaining learning needs that coincide will be a further prerequisite for selection, as students with similar learning needs will determine the composition of the group. It is also necessary to consider whether the group should be an open or a closed group. This, however, is not a determining factor in the composition of a group for supervision purposes, as the group in group supervision is determined as a closed group.

The composition of the group is further determined by the objective of each session. Drower (1990:87) and Toseland and Rivas (1995:157), together with Garvin (1996:77)

and Kadushin (1992:423) argue that group size, motivation of members, aims of the group, tuning in, the specific combination and the reason for group supervision as method of teaching are all determining factors in the planning phase of the group.

The composition of the group is further determined by the different learning styles of students. The different learning styles specifically assist in the planning of the presentation of the group content. The appropriate application of learning skills and styles as suggested by Shulman (1993:4-5) will ensure positive results in group supervision.

### **3.3.2 Preparing the setting for group supervision**

Kadushin (1992:420), Garvin (1996:67) and Toseland and Rivas (1995:167) stress the importance of the actual setting of the group in group work and group supervision. Garvin (1996:68) states that details pertaining to the meeting place of the group are often neglected as they seem unimportant. The authors recommend that a permanent meeting place should be decided upon to enhance "members" sense of group identity and performance" (Garvin 1996:68). Garvin (1996:67), Kadushin (1992:420) and Toseland and Rivas (1995:167) also stress the importance of a friendly environment, whereas Toseland and Rivas (1995:167) emphasise comfortable surroundings and the atmosphere of the meeting place, while Kadushin (1992:420) stresses the importance of the physical arrangements of the meeting place.

All of the above-mentioned authors (Jacobs, *et al.* 1998:59; Corey & Corey 1997:117; Garvin 1996:68; Kadushin 1992:420; Toseland & Rivas 1995:168) encourage appropriate seating arrangements that will enhance open and free communication between members and group leader as well as amongst group members. Together with the above-mentioned aspects, the following also need careful consideration: the size of the venue, avoiding interruptions, a set time and day, and leadership responsibilities, which could also be delegated to members of the group.



### **3.3.3 Tuning in to the needs of the group of students**

Garvin (1996:69) discusses the task of tuning in. Garvin (1996:69) and Lee (1994:122) quote Schwarz (1961), who notes importance of entering the client's world. The task of tuning in requires the student practice educator to be tuned in to the level and work pace of the students in social work practice education. The utilisation of prior knowledge gained is also beneficial to the implementation of this technique. Germain and Gitterman (1980:35) operationalise this tuning-in task as they distinguish between "cognitive and affective preparation". Cognitive preparation includes obtaining the quantitative data provided by the educational assessment and affective preparation deals with the practice educator empathising with the students. The practice educator should have an understanding of the students and their needs, as well as be able to communicate this understanding. Potgieter (1998:103), who writes on social work and social welfare, quotes Konopka (1964) who stated: "...never judge a man until you have walked the moon in his moccasins", which very aptly describes the tuning-in task in social work practice education.

### **3.3.4 Preliminary contracting with the group of students**

In the planning phase of group supervision in practice education it is important to contract with students on what the content of the sessions should entail (Corey & Corey 1997:119; Henry 1992:53; Toseland & Rivas 1995:145; Williams 1995:56). The latter two authors mention "the reciprocal contract", which confirms the linkage between the specific purposes of the individual students which will, after some exploration and discussion, become the aim of the group as a whole. These reasons for contracting are strongly focused on the educational assessments of the individual students (Botha 2000:17; Fox & Zischka 1993:37-40).

The student practice educator would then use individual supervision sessions to determine and confirm the individual purpose for learning in practice education for each student. Formal contracting with the group as a whole will take place once the group commences, based on the purposes of the group supervision session. Contracting with

students would give the practice educator the opportunity to identify the content of the group supervision sessions, as the practice educator must be acquainted with the learning material. Students also participate in the group supervision sessions by means of studying a case study, the utilisation of role play and audio-visual material beforehand (Kadushin 1992:425; Williams 1995:209, 251; Parsons & Drust 1992:147).

### **3.4 THE BEGINNING STAGE OF THE GROUP SUPERVISION SESSIONS**

During the beginning stage – so called by Toseland and Rivas (1995:175), Kadushin (1992:151) and Garvin (1996:76), whilst Henry (1992:70) prefers the term convening stage – much attention is devoted to the actual formation of the group. Toseland and Rivas (1995:175), Garvin (1996:76) and Henry (1992:70) concentrate on group work in social work. Group supervision is applied likewise to the tasks and process of group work in social work, which will now be explained.

#### **3.4.1 Building a trust relationship**

Kadushin (1992:200) states that the student-practice educator relationship is of special significance as a positive relationship is conducive to a more effective learning environment. A positive relationship will enhance the educational input in the practice education situation. Students will be able to identify with the practice educator and will consequently be more motivated to learn (Kadushin 1992:201).

Corey and Corey (1997:141) reinforce the positive effect of the relationship in a group setting, which is dependent upon the extent to which the group leader manages to create an atmosphere conducive to the building of a trust relationship with the members of the group. In group supervision the practice educator creates the atmosphere conducive to the building of a trust relationship with the students. The correct atmosphere will enable students to build a trust relationship amongst themselves. The building of a trust relationship should be a priority objective of the practice educator as the first session would lay the foundation for the rest of the group sessions.

Williams (1996:19) extends this thinking to the model the practice educator adopts linking the same characteristics of the relationship between students and practice educator to the relationship students will develop with their clients. This author spends some time in dealing with the importance of a good working relationship between practice educator and students. He refers to the supervisory session as a "safe place", which is created by the effectiveness or the ineffectiveness of the relationship. Botha (2000:207) in contrast compares the student-practice educator relationship to the relationship between parents and children. A bad experience within the family may lead to difficulty in establishing a meaningful professional relationship within the supervision or practice education setting.

The relationship between practice educator and students is already initiated in the individual supervision session. Corey and Corey (1997:141) believe that the example modelled by the practice educator has a direct influence on the student-practice educator relationship. The building of the trust relationship will be enhanced by the application of appropriate principles and techniques such as attending, listening, empathy, understanding non-verbal behaviour, genuineness, self-disclosure, respect and caring confrontation.

Kadushin (1992:201) agrees that students should be able to identify with the example set by the practice educator. The positive relationship between practice educator and students sets the scene for the identification that takes place. The positive relationship makes the learning content more "acceptable" for the students (Kadushin 1992:201).

Kadushin (1992:202) also states that a positive relationship portrays essential social skills that the students need to learn. The relationship between students and practice educator therefore offers in itself an educational opportunity for students.

A positive relationship between the practice educator and students is further stressed by Kadushin (1992:202) as the practice educator needs to determine whether students

have been able to address learning needs as identified earlier in the educational evaluation of students. The student-practice educator relationship is an uneven relationship. Therefore a positive foundation is imperative, for the relationship to offer the optimal learning opportunity for students.

An open relationship will assist students to acquaint themselves with both the personal and the professional identities of a practice educator. Students and practice educators will be able to deal with conflict in a positive and safe atmosphere when the relationship is open and positive (Williams 1995:21). Williams (1995:21) describes supervision space rightly as presented in the following figure:

**SUPERVISION SPACE:**

- Is separate, allowing reflection on the content of trainee's work;
- Is calm, allowing reflection on the process of the work;
- Is constant, provided on a regular basis;
- Is safe, and confidentiality is assured;
- Is tight enough to monitor the work, and loose enough for the development of creativity;
- Is warm, so personal distress brought up by the work can be experienced;
- Is strong, where the load of responsibility for difficult or dangerous clients is shared.

**Figure 3.1: THE SUPERVISION SPACE** (Williams 1995:21)

Appropriately Thomlison, Rogers, Collins & Grinnell (1996:146) characterise the ideal relationship in supervision as one where the attitudes, values and professional identity of students are enhanced in such a way as to equip them for beginner practice. The learning experience will be enhanced by openness, honesty, sharing of feelings and thoughts, and communication between practice educator and students.

### **3.4.2 Recording of learning experiences**

Graybeal and Ruff (1995:169), Neuman and Friedman (1997:237), as well as Ames (1999:227) profess that social work recording is a learning tool in social work practice education. It has since its inception – at the very beginning of the history of modern social work itself – developed a rather unpopular reputation, as further noted by especially Graybeal and Ruff (1995:169) and Neuman and Friedman (1997:237).

These authors are also of the opinion that recording is a powerful tool in student learning. They state that process recording assists in the development of self-awareness in students. Although the same authors tend to describe process recording as old-fashioned, it is the one tool which enables students to integrate theory and practice.

Students will be able to enhance their self-awareness once they recall the dialogue content of the interview. The awareness is developed through the feelings they felt whilst they did the interview; the intention to logically interpret the feelings and the interaction of the client, as well as responding to the comments of the practice educator.

According to Mynhardt (1984:5) and Urbanowski & Dwyer (1987:54), process recording provides the practice educator with a picture of the student's interaction with the client, indicates the objective observation of students during the interview, supplies selected relevant information and the professional opinion, evaluation and assessment of the clients and their situation. The practice educator should also be able to determine what proposed plan of intervention is envisaged jointly by students and clients. Mynhardt (1984:5) is supported by Kagle (1995:2027), where she emphasises the importance of recording administrative tasks for the purpose of accountability.

Ames (1999:228) is of the same opinion as Mynhardt (1984:5) and Kagle (1995:2027), who state that students should be taught about their clients and service delivery by means of the record. Since the inception of the social record for the purposes of

learning and teaching, the utilisation of more contemporary measures – for example audio-visual material and the computer – has been gaining more popularity (Ames 1999:229, Kagle 1995:2028, Thomlison *et al.* 1996:182).

### **3.4.3 Identifying and clarifying individual and group aims**

Effective learning can only take place where objectives for learning are clearly stated (Kadushin 1992:421). Jointly identified goals and objectives also ensure the full participation of students in the learning process, as well as the process of participatory decision making and problem solving within the group setting. The reasons for applying the group supervision method to address the communal learning needs of students should be explained to them. Maximum participation of students is further enhanced in this way, as learning takes place at best when teaching is presented in a meaningful way.

Creating a relaxing and learning-friendly atmosphere would be a group goal in the beginning stage of the group supervision, according to Corey and Corey (1997:146) and Kadushin (1992:420). The individual goals of members as compiled beforehand will heighten the motivation of students for participation in group supervision. Garvin (1996:88) warns that the formulating of group goals might be strange to group members as they do not know each other and, in many instances, the group leader. In practice education this same point applies. The students might not know each other and therefore the group aims and objectives might be strange to the students. It would not be strange to the practice educator, as the practice educator is initially aware of the possible learning needs of the students. Goals would therefore be set over one or even two sessions. It is imperative nevertheless that goals be fixed as soon as students are comfortable within the group in group supervision, as this will also assist the motivation of students to attend group supervision.

Depending on the development of the student from one supervision session to another, individual goals might change. Also with regard to the progress students make in

achieving set individual goals, further goals might be set, in accordance with the educational assessment as well as with what transpires in individual supervision sessions.

The aims in group supervision run along the lines of the general aims and objectives of the welfare organisation (Kadushin 1992:421). With the aims and objectives of the welfare organisation and the organisation's policy on student practice education in mind, Kadushin (1992:421) states that continuous evaluation of the time spent in practice education should take place. In this way the effectiveness of the group supervision can be determined. Practice education should be directed to achieve the identified aims and objectives of the welfare organisation, as well as the learning needs of students.

#### **3.4.4 Contracting with the group of students**

The preliminary contract compiled in the planning phase of the group supervision process, is further streamlined once the group supervision sessions are in progress. Henry (1992:53) and Toseland & Rivas (1995:191) endorse the contract in group work stating a mutual agreement between the group leader or practice educator in supervision and members or students in terms of specified expectations, constraints and duties to be performed by the parties concerned. The contract is the vehicle by which the long-term goal in group supervision is achieved.

What Henry (1992:53) and Toseland & Rivas (1995:145) call a reciprocal contract in the planning phase of group work becomes a mutual contract in the beginning phase of group supervision. The mutual contract appears when "an equilibrium point" is reached (Henry 1992:112). This is where the group as a whole participates in the decision making for contract formulation. Likewise in the compilation of the contract in group work and the individual contract, the following aspects will be included in the contract in group supervision:

- The various roles of each group member;
- Leadership in the group supervision sessions;

- The manner in which participation will happen in the group;
- Behaviour of students and practice educator;
- The direction the group is moving, guided by the particular identified aims and objectives;
- Preparation of each session;
- Number of meetings to take place;
- The method of control or evaluation;
- Meeting times;
- Procedures to be utilised in the group supervision session;
- Confidentiality in the group supervision sessions;
- Termination of each session, as well as the final termination of the group supervision session.

The contract between the group of students and the practice educator, guides the flow of the group supervision sessions. The contract jointly compiled by the students and practice educator ensures that the students remain motivated for the learning process.

Kadushin (1992:428) also notes in addition to the above that the contract in the beginning phase will include:

- All members to have equal opportunity to speak their mind without interruptions;
- To listen attentively when students share verbal communication;
- To respond to what others are saying;
- To keep to the topic of discussion.

In addition to the aforementioned aspects, as professed by Henry (1992: 53), Parsons & Drust (1992:146) and Toseland & Rivas (1995:45), Kadushin (1992:428) includes the behaviour of students during group supervision. A well defined contract in practice education will create a positive and optimal learning opportunity.

Once these norms and values have been set by the group, group cohesion should have



taken place. According to Drower (1990:83) and Van Heerden (1991:6), the contract also includes the planned programme for group supervision. With the agreement of both practice educator and students on the programme, the mutual trust relationship of the group and among each other will be established. As students settle down within the group, communication will be more unrestrained. This also sets the scene for constructive learning to take place.

### **3.5 THE MIDDLE PHASE OF GROUP SUPERVISION**

During the middle phase the group is focused on working at achieving the set goals and objectives. It is accepted practice that when a group enters the middle phase, it had already discussed the purpose of the group and the contract, and has set norms and values for the life of the group. Several tasks noted by Toseland and Rivas (1995:236) and Corey and Corey (1997:261) need to be attended to during the working stage of the group in group work, such as preparing for group meetings, structuring the group's work, involving and empowering group members, helping members achieve their individual goals, working with reluctant and resistant group members and evaluating the group's progress. These tasks can be applied in the process of the group supervision.

The methods and content utilised in practice education/group supervision will be discussed.

#### **3.5.1 The development of a group culture**

Within the group of students and group supervision setting, it is important to develop a group culture. This would include the development of cohesion in the group. The development of cohesion leads to the enhancement of the norms set within the group. The further the cohesion develops, the more honest students will become about their own learning needs. Apart from evaluating students' work, the practice educator will also have to determine the working of the group. This would also be the observation of the individual within the group (Shulman 1993:233). Corey and Corey (1997:238) agree that cohesion in the group is only developed when members choose to have meaningful

discussion on matters that are of a sensitive nature. Zastrow (1990:15) calls the cohesion 'building rapport' in group supervision. In practice education it is important to encourage meaningful discussion on such matters, such as learning needs.

### **3.5.2 The structuring of group supervision**

Structuring the group supervision sessions will prevent difficulties from arising. Structuring these sessions is conducive to the goal-directed flow of the middle phase in group supervision. In the middle phase the group of students and the practice educator decide on how the content will be taught. The individual sessions in group supervision form a whole to ensure continuity (Kadushin 1992:424).

The students should understand the goals and objectives as the group of students generates meaning in the interaction that takes place within the group (Kadushin 1992:423). Once the group has entered the middle phase of the process, the principles and techniques for learning and teaching as discussed in Chapter 2 are applied. The practice educator analyses and assesses the work of the students to provide maximum learning within a structured situation. Much of the time of the practice educator is spent on "enlarging the worker's perspective" (Kadushin 1992:154). The same applies to the practice educator in the practice education situation.

Students learn through the feedback given by the practice educator. Kadushin (1992:163-166) points out that feedback should be given under the following circumstances:

- feedback should be given soon after the work is handed in;
- feedback focuses on specific behaviour of students and is not directed at the students themselves;
- feedback should highlight the good, as well as the poorer performance of students;
- feedback is offered in a non-authoritarian atmosphere;
- feedback should be specifically linked with specific learning needs of students;
- feedback takes place in a sharing and not an advisory manner. Suggestions of

alternatives can be offered rather than the practice educator giving the answers;

- feedback is closely linked to what students can absorb at a specific time.

Feedback encourages students to improve on their work performance as it is shared within a positive relationship.

### **3.5.3 Involving and empowering students**

Involving and empowering students is a further dimension of the working phase of group supervision. When the strengths of students are acknowledged, then dealing with the obstacles that could prevent learning to take place could assist students to know that they have a responsibility in the actual content of the group supervision session. When good work is acknowledged by the practice educator and students reach out to one another, students are involved and empowered in the group supervision process. The involvement and empowerment of students also include the encouragement of students to utilise new methods. This view is put forward by Toseland and Rivas (1995:245) for group work, Kadushin (1992:405) for group supervision and Corey and Corey (1998:35) for practice education.

### **3.5.4 Dealing with conflict in group supervision**

One of the more difficult tasks within the working or middle phase of group supervision is dealing with conflict within the group. According to Toseland and Rivas (1995:257), confrontation is an inevitable way of dealing with this kind of situation. Shulman (1995:246) offers hints in dealing with the problem, namely not to become judge, ally or confidante, but rather enable members to solve their own problems by bringing together conflicting parties to work on the problem. Zastrow (1990:16) strongly supports the use of non-verbal communication such as allowing for silences, continued eye contact, raising eyebrows slightly and leaning forward.

### **3.5.5 The individual in the group**

Although the development of cohesion and group culture set the norm in the group supervision sessions, each individual also brings a different personality to the group. An

experienced writer on role definition, Lewin (1935) in Shulman (1995:236), notes that each individual has a private inner self and a social outer self. The private inner self and the social outer self within one individual can differ and therefore within the group a good mixture of different social activity occurs. Lewin (1935) in Shulman (1995:237) and Kadushin (1992:426) describe the various members a group can consist of. The description of members in group work as provided by Garvin (1997:112) also applies to group supervision, as noted by Kadushin (1992:426) and Shulman (1995:237).

The different members as described by these authors are:

- The deviant member: this is the member who maintains a norm of behaviour that differs from that of the group at large. According to Shulman (1995:237), there will always be a deviant member as "...the role is a functional necessity for the group, and someone must fill it."
- The internal leader: Garvin (1997:112) states that this member's skill can be utilised to facilitate further participation in the group. In contrast, Shulman (1995:240) is of the opinion that the internal leader might be a threat to the practice educator, which must be prevented at all times. This member is really an asset in terms of being the one to get things done in the group.
- The quiet member, according to Garvin (1997:113) and Kadushin (1992:426), should be empowered by assertiveness training. It is accepted that there will always be more dominant members than others (Shulman 1995:241; Garvin 1997:113). Both these authors suggest that the practice educator or group leader should assist in a direct and supportive manner.
- The scapegoat is the member whose function comes into play when some members have a problem or need in the area of self-esteem (Boëthius & Ogren 2000:51), identity or displaced anger.

The practice educator must be aware of who the individual students are in the group. The preparation of the practice educator should include the planning to accommodate the different roles students could portray in the group supervision session.

In group supervision the needs of the group should be regarded as having a priority over those of the individual students. Kadushin (1992:431) states that the practice educator should be aware of individual students' needs and stressors. An awareness of the existing subgroups is important and should be dealt with constructively in the session.

The practice educator has a further role in protecting the individual student from the group, as well as the group from itself. This is done in an impersonal manner, as is the management of incorrect contributions. It remains safer for the group members to rectify each other's errors. However, being on the same developmental and educational level, students are not always empowered to deal with errors.

The practice educator as group leader has a dual purpose. Kurland & Salmon (1993:155) write on the group leaders and their role as an authority. The authors stress that when the practice educator assumes an authoritative role, the members in the group and the students in group supervision develop a sense of confidence and protection. The role of the practice educator is of an authoritative nature as the practice educator-student relationship is an unequal one.

### **3.5.6 Methods utilised in group supervision**

Kadushin (1992:155) states that the middle phase in group supervision is executed when the different methods are applied in the process. Firstly, the practice educator can use case material to initiate group discussion (Kadushin 1992:425). Williams (1995:211) supports this method as he states that the group supervision session is a "case presentation" dealing with direct practice. Students present cases appointed to them by the practice educator.

The material choices should be linked with the objective to be achieved in group supervision. Kadushin (1992:425) suggests that a paraphrased version be utilised, which

will be more focused on what needs to be achieved in the group supervision session. To enhance the learning opportunity of all the students concerned in group supervision, the particular case should be used to determine what the specific case offers for the learning opportunity for all students. When students present their own cases for discussion, the practice educator should assist them in the preparation of the case.

Secondly, utilising role play in group supervision has provided many meaningful learning opportunities. Role play can be utilised in an unprepared manner, in interview situations or meeting procedure; for example, when a student needs to make the initial contact with a client, this situation can be role-played in group supervision. Participation of students will be supported when students feel safe in the group supervision. Voluntary participation is recommended above coerced participation. Initially the role of the social worker in the situation can be portrayed by the practice educator until students are more comfortable in adopting the role of social worker (Kadushin 1992:425; Williams 1995:253).

It is safer to use fictitious names in the role play in order to depersonalise the particular situation. Kadushin (1992:426) reinforces the utilisation of a situation which could further be utilised as an introduction to the discussion. The role play situation offers an evaluation to the practice educator of the students' performance, for example how to establish a worker-client relationship with a client in an interview situation.

The practice educator should be aware that students might tend to act themselves, which may lead to an exposure of subjective behaviour and feelings. The practice educator should be able to deal with any of the feelings students might feel as a result of the role play situation, to protect students from exposing themselves (Kadushin 1992:426; Williams 1995:254).

Thirdly, Kadushin (1992:426) and Gitterman (2000:170) suggest the use of films in group supervision. The success of utilising films depends strongly on good and thorough

preparation, which includes viewing of the film beforehand. Careful preparation of the specific venue and equipment is recommended for the successful utilisation of this method.

Fourthly, the utilisation of audio and visual equipment can be useful in the group supervision discussion. Ineffective audio and visual tapes will not be conducive to the learning opportunity. Similarly when film material is used, audio and visual tapes must be previewed and equipment prepared to determine its ability to enhance the learning opportunity for students (Kadushin 1992:426).

The practice educator is assisted in the group supervision when utilising methods during group supervision sessions. The utilisation of methods enhances the individual effort of students in such a manner that they demonstrate their knowledge when role play is utilised. Students also learn best when the learning content is presented in a meaningful way and when students are involved in the learning process (Knowles 1971:39; Botha 2000:91).

### **3.5.7 The roles of the practice educator in group supervision**

The practice educator as previously stated provides the positive example duly followed by students. The practice educator prepares students for their role as members of a group. The students in group supervision have a particular role to play in the execution of the middle phase in group supervision. The expectations of the students are noted and exchanged in the group. Students are encouraged to come prepared for the group supervision session by studying a specific part of the work. This encourages the participation of students in the group conversation. In this way students make a meaningful contribution to the learning opportunity. Kadushin (1992:427) suggests that students have the responsibility to listen to the contribution of others with respect. Students should make an effort to avoid conflict and, should it appear, assist in finding a solution for the conflict situation. The meaningfulness of group supervision lies in the preparedness of students to learn from fellow students. This is a determining factor,

where students assist the practice educator in achieving the goals and objectives of group supervision.

Practice educators have different techniques available to utilise in group supervision (Jacobs, *et al.* 1998:113-131). Examples of techniques are questioning, clarification of ideas and feelings, summarising, enabling, facilitating, focusing and redirecting, reflection, active listening, use of eyes, voice and leader's energy, multicultural understanding and giving advice and information. As leader of the group supervision sessions, the practice educator puts challenging questions to the students, indicates any gaps that may arise in the discussion and stimulates the thinking of the students, making maximum use of the learning opportunity.

Practice educators have several roles in the group supervision setting. The practice educator can be a catalyst, an adviser, the referee, as well as a resource person in the group supervision setting. Kadushin (1992:428) states that the practice educator "orchestrates" the activities of the individuals who make up the group. The practice educator therefore maximises the individual contributions, analyses and co-ordinates the individual contributions to create a co-ordinated whole. The practice educator is responsible for keeping the specific contributions focused.

### **3.6 THE ENDING PHASE OF GROUP SUPERVISION**

In student practice education the group will come to an end when the particular placement has expired. Shulman (1995:256), Garvin (1997:208), Corey & Corey (1997:267) and Toseland & Rivas (1995:365) agree that it is a necessity to prepare the group for the ending of the process as well as the ending phase of each session. As during the other phases in group supervision, there are several tasks for the practice educator to perform to make the ending phase a positive experience.

#### **3.6.1 Evaluation of work performance of students in group supervision**

Importantly, both practice educator and students have to evaluate each other's



performance. Garvin (1995:210); Kadushin (1992:433) and Shulman (1995:256) encourage discussion between practice educator and students on the termination and evaluation of the group supervision. Toseland and Rivas (1995:366) emphasise the value of evaluation at the end of group sessions. In group supervision a similar evaluation is completed in order to determine whether goals set in the evaluation assessments of students have been achieved. This is a very important part of students' lives as it would indicate the possibility of a pass or fail mark.

As in the social work process, evaluation in supervision is also a continuous process. By contract between practice educator and students the expected objectives for practice education are set out, and by way of continuous evaluation these goals and objectives are evaluated at the end of each session, as well as at the end of the placement. Both students and practice educator respond to what students need to learn to do the job. This includes the knowledge, skills and attitudes that are lacking in students to fulfil what is needed to render an efficient service to the client.

Fox and Zischka (1993:108) state that students make a continuous contribution towards identifying and addressing learning needs. This continuous contribution commences with the beginning of the relationship as evaluative remarks will be shared as performance either improves or deteriorates during the supervision sessions (Pettes 1973:44).

Although Weinbach (1994:249-251) focuses on the practice educator-social worker situation, he lists several prerequisites for the evaluation, which appropriately can be applied to the situation of student and practice educator. The evaluation process ensures that students remain accountable, provides information that would still influence the direction of the action plan, involves the client in the same action plan and in such a way addresses the needs that might either exist for the clients and their needs or students' management of the case.

Weinbach (1994:249) states that the evaluation has several benefits, as will be discussed below.

Firstly, Weinbach (1994:249) suggests that both the parties should be at ease with the evaluation. This can be achieved as the relationship would have developed by now and the student and the practice educator would be comfortable with each other. Evaluation in supervision takes place within a positive supervisory relationship. The guidelines for evaluation consist of the following aspects: identifying particulars of the placement; a discussion on the environment where the placement is done; types of work assignments and learning opportunities; utilisation of supervision; methods of evaluation in social work; methods and types of supervision; professionalism; development of communication skills; emotional maturity; strengths and weaknesses of students, as well as recommendations for further learning (Wilson 1981:170-172). In a secure and meaningful relationship the student should not experience any feelings of negativity or threat. The practice educator would have discussed any areas of concern beforehand and the evaluation could merely be a formality.

Secondly, any evaluation provides the opportunity to change situations. The change could be an improvement of that part of the work students struggle to understand. In practice education the evaluation of students could add to a more efficient student policy at the organisation. An improved policy will ensure that the welfare organisation carries a positive attitude towards student practice education.

Thirdly, evaluation should never undermine the morale of the students, because the organisation would prefer loyalty from the students in their service as the students in placement would form part of the organisation's structure.

Fourthly, like Skidmore (1983:91), Weinbach (1994:251) challenges the idea that the evaluation highlights those areas of concern, as noted in the educational evaluation, correlating the knowledge to be acquired as set out in the educational model with the

areas of work to be covered by input from students. The areas of concern could be within the students' knowledge, attitudes and skills needed to perform the tasks at hand. The evaluation also highlights the loopholes that may exist within the structure of the welfare organisation. Both authors agree on the client system remaining the focus of any human service delivery organisation. The educational programme is therefore continuously evaluated to ensure that the learning needs of students are achieved according to the requirements of the educational model and the educational institution. The achievement of priority provides the means to move on to the following learning need.

Several authors (Austin 1981:205; Kadushin 1992:363; Pettes 1973:136) support the utilisation of a written evaluation. This has a further benefit in that the evaluation of the students' work performance is directly and specifically evaluated; the prescribed progress could be re-evaluated and it could be changed with regard to focus and balance. The written evaluation excludes the possible misinterpretation of information. Open communication in group supervision is also encouraged in this way. Each party completes an evaluation form and Kadushin (1992:363) recommends that both students and practice educators complete a copy for this discussion.

Each session has a specific ending phase. Kadushin (1992:434) asserts that the practice educator summarises each session, highlighting the achieved objective for each specific session. Kadushin (1992:434) further states that the sessions should be linked to continue the learning process. The contract can be mentioned in the ending phase to keep students abreast of what learning needs still need to be addressed. The practice educator is responsible for creating the bigger picture with regard to the development of the work performance of students. During the ending phase of each session students are reminded of homework to be completed for the next group supervision session. Planning for the next group session is also a part of the ending phase.

The effective application of group supervision allows students a maximum learning opportunity in practice education. Students and practice educators are jointly responsible for the interaction and stimulation of the group.

### **3.6.2 Dealing with feelings of students in group supervision**

The termination of the group supervision sessions brings about a sense of departure and loss for both the students and practice educator. Members should be encouraged to articulate their feelings, both negative and positive, as Jacobs *et al.* (1998:315), Corey & Corey (1997:226) and Kadushin (1992:433) state. This articulation could extend from the first session to the last one. The changes that came about would be mainly due to the fact that students worked hard, were focused and committed throughout the group supervision experience.

### **3.7 CONCLUSION**

Group supervision can be applied in practice education. The process in group supervision is similar to the process in group work in social work. To explore these similarities, the literature on group work was consulted to develop a better comprehension of the dynamics within the group setting that group supervision entails. The process in group supervision provides a structured and systematic learning opportunity for students. Learning can take place in a structured way when the process is applied in group supervision.

## **CHAPTER 4**

### **THE UTILISATION OF GROUP SUPERVISION IN THE PRACTICE EDUCATION OF UNDERGRADUATE STUDENTS**

#### **4.1 INTRODUCTION**

In the aforementioned chapters, the functions and process of group supervision in practice education were discussed. The literature study formed the basis for the empirical study. The findings of the empirical study will be discussed in this chapter.

The questionnaire was based on the objectives of the study, as well as the literature review. The objectives of the study was to determine what the nature of group supervision is; to describe the process in group supervision; to ascertain how group supervision is utilised in the practice education for undergraduate students.

#### **4.2 THE EMPIRICAL STUDY**

An exploratory study was conducted as Babbie (1995:84) suggests should be done when the area of review is relatively new to the researcher, as well as when little research exist in the particular area. Data were collected by means of a questionnaire. The study population was selected by means of purposive sampling, as suggested by Rubin & Babbie (1993:255). The purposive selection of the sample seems applicable when exploratory research is conducted and when the researcher wants to develop an insight into and understanding of the topic.

The questionnaire (Appendices 3 and 4) was used to gather data from the practice educators where students were placed for practice education by the Department of Social Work at the University of Stellenbosch. Sixteen respondents of five welfare agencies where students were placed for practice education were approached to complete the questionnaire. After respondents were selected by means of purposive selection, two practice educators from the Afrikaanse Christelike Vrouevereniging, seven

from the Child Welfare Society, four from the South African National Defence Force, one from Tygerberg Hospital and two from the Diaconal Services participated in the research study. The findings of the study are now discussed.

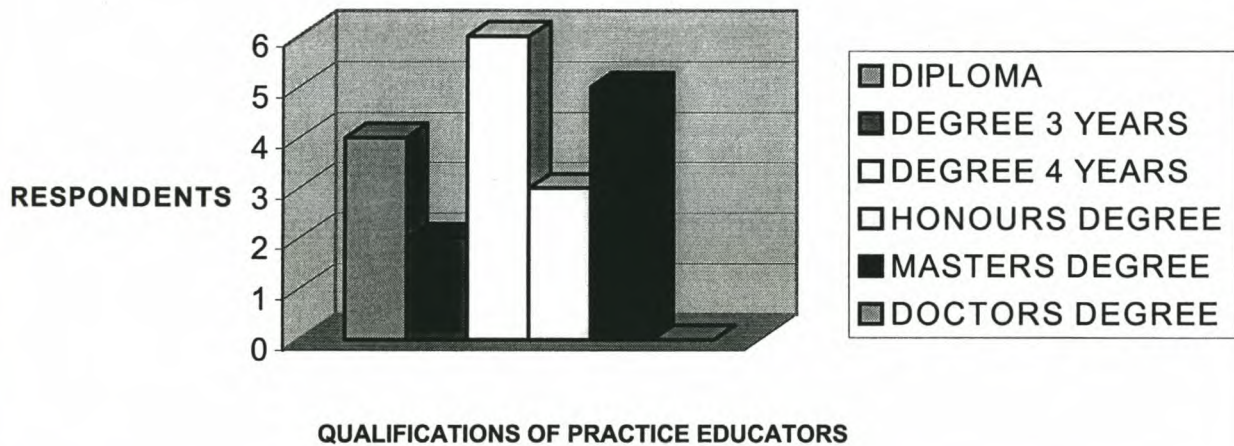
### 4.3 RESULTS OF THE STUDY

The findings of the study presented according to the lay-out of the questionnaire.

#### 4.3.1 Identifying particulars

##### 4.3.1.1 Qualifications of practice educators

The first factor that was investigated was the qualifications of the practice educators. The distribution is reflected in the graph below.



**N=16**

**Figure 4.1: Qualifications of practice educators**

As shown in Figure 4.1, five practice educators have a Masters degree in Social Work. A further three practice educators have an Honours degree in Social Work, six practice educators have a four-year diploma in Social Work, two practice educators have a three-year degree in Social Work and four practice educators have a diploma in Social Work. Eight of the respondents have postgraduate training. They are consequently better qualified for the execution of group supervision than the other eight practice educators.

This finding corresponds with the finding of Kadushin (1992:287), who stated that practice educators need to be trained in group supervision to be able to undertake the group supervision in a positive manner.

#### **4.3.1.2 Work experience of practice educators**

Another aspect that was investigated was what the work experience of the practice educators was. The findings are presented in Table 4.1.

**Table 4.1: Work experience of practice educators**

<b>Number of years</b>	0-5 years	6-11 years	12-17 years	18-23 years	More than 23 years	<b>TOTAL</b>
<b>Number of respondents</b>	4	4	2	6	0	<b>16</b>

**N= 16**

Table 4.1 shows an even distribution between practice educators who have between nil and 5 years experience, and those practice educators who have work experience of between 6 and 11 years. Two practice educators have between 12 and 16 years work experience, while five practice educators have work experience between 17 and 23 years. The findings coincide with those of Kadushin (1992:293), who stated that it is imperative for practice educators to have sufficient work experience. Kadushin (1992:293) also notes that work experience could be substituted for educational qualifications. The practice educator would be able to give meaningful guidance with regard to the knowledge, skills and attitude development of the students. Practice educators would need to be skilled in practice education to make the learning opportunity meaningful for the students.

### 4.3.2 Nature of training in supervision

#### 4.3.2.1 *Nature of training in supervision*

Training in supervision of the practice educators enhances the learning experience for the students. Training also improves the application of group supervision for practice educators as the process would be applied efficiently. The table below thus contains the findings on the nature of the training in group supervision of practice educators.

**Table 4.2: Nature of training in supervision**

Nature of training		Number of respondents
Formal	Course	1
	Diploma	0
	Degrees	4
Informal	Self-study	6
	Literature study	1
	Short courses	1
	Seminars	1
	Workshops	6
	In-service training	5
	None	2
<b>TOTAL</b>		<b>25*</b>

**N=16**

\*Respondents could indicate more than one answer.

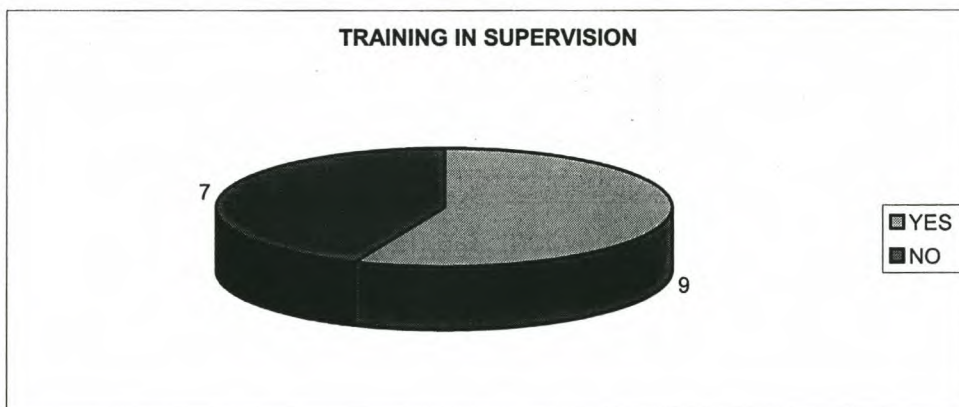
Table 4.2 reflects that four practice educators have had formal graduate training in supervision. Six practice educators undertook self-study and six practice educators depended on workshops to gain training in supervision. The South African Qualifications Association (Olivier 1999:17), under the new legislation for Higher Education, reinforces the view that learning should take place in a learner-centred manner. Self-study by



individual effort is thus commendable. Two practice educators did not indicate that they have any training in supervision. The finding shows that practice educators are not formally trained in supervision, as Kadushin (1992:287) found. Kadushin (1992:287) stresses that practice educators should be trained in supervision to ensure that both practice educators and students remain motivated for the teaching and learning experience.

#### **4.3.2.2 Training in supervision**

The information reflected in Figure 4.2 below, was obtained to indicate whether practice educators had any training in supervision prior or after their appointment as practice educators, as Kadushin (1992:287) suggests.



**N=16**

**Figure 4.2: Training in supervision**

Nine practice educators indicated that they had training in supervision prior or after their appointment as practice educators. Seven practice educators had no training in supervision prior to or after their appointment as practice educators. The finding shows that practice educators need to be trained in supervision (Kadushin 1992:287). The training needs of practice educators are found in the implementation of the middle phase of the group supervision process. Practice educators need to be trained as to

ensure the meaningful implementation of the learning and teaching processes. This finding supports the finding of Table 4.2 as it is found that practice educators do need formal training in group supervision.

#### **4.3.2.3 Duration of involvement as practice educators in group supervision**

According to the literature (Kadushin (1992:293) and Toseland & Rivas (1995:175)), the duration of involvement of practice educators as practice educators correlates with how often group supervision is utilised in practice education.

**Table 4.3: Duration of involvement as practice educator**

<b>Duration involved as practice educators</b>	<b>Number of respondents</b>
0-3 years	5
4-7 years	5
8-11 years	0
12 years and longer	6
<b>TOTAL</b>	<b>16</b>

**N=16**

Table 4.3 shows that there is an equal distribution between the period practice educators were involved as practice educators and experience of the group supervision. The above table shows that five practice educators have been involved in practice education between nil and 3 years, as well as five practice educators between 4 and 7 years. Six practice educators have been involved in practice education for 12 years and longer. From the findings above, it appears that practice educators are experienced in practice education. Experience gives practice educators the appropriate knowledge, skills and attitudes to guide students towards beginner practice, which is part of the critical outcomes of outcomes-based learning, as stated by the National Qualifications Framework. The South African Qualifications Authority Act (1995:7) proposes that students must be prepared for a holistic approach to life and an experienced practice educator can only add to that approach.

#### 4.3.2.4 *Additional tasks of practice educators*

According to Kadushin (1992:294-295) group supervision is not the only task of practice educators within welfare organisations. This was therefore a factor considered while designing the questionnaire.

**Table 4.4: Additional tasks of practice educators**

<b>Additional tasks of practice educators</b>	<b>Number of respondents</b>
Manager	2
Production worker	1
Exchange programme	1
Community work	4
Group work	2
Case work	4
Training sessions	1
Intake	1
<b>TOTAL</b>	<b>16</b>

**N=16**

Practice educators indicated that they are also involved in additional tasks. Two practice educators are involved in the management of the organisation; one practice educator is a production worker; one practice educator is involved in an exchange programme; four practice educators are involved in community work; two practice educators are involved in group work and four practice educators are involved in case work. Furthermore, one practice educator is involved in presenting training sessions for students and other team members, and one practice educator is also involved in the intake programme at the welfare organisation.

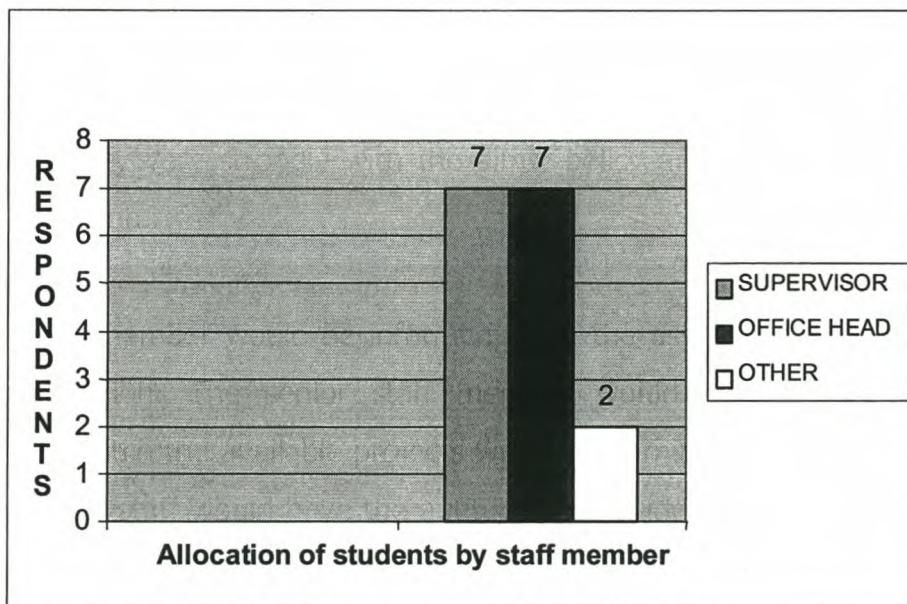
The findings show that practice educators have additional responsibilities in the execution of group supervision. Gibelman & Schervish (1997:4) reinforce this finding as they state that practice educators are involved in multiple roles or tasks due to shrinking resources within welfare organisations. Welfare organisations need to spread their resources to cover all the tasks needed within the daily functioning of the welfare organisation. Group supervision in practice education seem to be practised in addition to other tasks by practice educators.

### 4.3.3 Knowledge and skills with regard to the supervision functions in group supervision

#### 4.3.3.1 Allocation of students

Welfare organisations appoint a staff member to allocate students to practice educators. The staff member would be one with more senior ranking within the welfare organisation. Kadushin (1992:297-301) identifies the senior staff member as the person who would identify very strongly with the aims, policy and working procedures of the welfare organisation.

The senior staff member would be informed as to the assessment of the needs of the welfare organisation. The senior staff member would also be able to make an assessment to match the available projects with the learning needs of the students. The senior member of staff would have the aptitude to provide a good example to students, influencing students positively towards the practice education course and beginner practice. The figure below illustrates the member of staff responsible for the allocation of students to practice educators.



**N=16**

**Figure 4.3: Allocation of students**

Seven practice educators indicated that the allocation of students to practice educators is primarily the task of the supervisor in the welfare organisation. A further finding shows that students are appointed to practice educators in seven instances by the office head of the welfare organisation. In two instances the students are allocated by the co-ordinator or the manager of the welfare organisation.

It is important that the persons concerned with the allocation of students to practice educators have a knowledge of the welfare organisation, the client systems, as well as their needs and problems (Kadushin 1992:301). The head of office, manager, supervisor or co-ordinator would be aware of what the specific needs and problems of the welfare organisation are with regard to the placement of students for practice education.

#### **4.3.3.2 *Number of students for practice education***

It was important to the researcher to determine what number of students were allocated to practice educators. The findings are indicated in the table below.

**Table 4.5: Number of students allocated to practice educators**

<b>Number of students allocated in 2001</b>	<b>Number of respondents</b>
0-3 students	10
4-7 students	2
More than 7 students	4
<b>TOTAL</b>	<b>16</b>

**N=16**

For the year 2001 four practice educators had more than 7 undergraduate students. Two practice educators had between 4 and 7 students, and ten practice educators nil and 3 students. Toseland & Rivas (1995:126) notes that there is no scientific evidence to determine what the ideal size of a group should be. Kadushin (1992:414), Toseland & Rivas (1995:157) and Garvin (1996:77) agree that the size of the group depends on the objectives of the group.

The authors discuss the advantages and disadvantages of larger or smaller groups. The larger group offers a greater number of ideas, skills and resources to members than smaller groups. The group in practice education is also dependent on the resources of the welfare organisation with regard to how many students could be accommodated. The findings differ from what Kadushin (1992:41) states could be the most appropriate size of a group supervision session, which is "four or five peers", as only six practice educators were allocated more than 4 students.

#### **4.3.3.3 Factors considered when students are allocated**

It was necessary to investigate what factors were considered when students are allocated to practice educators for supervision. The practice educator is responsible for the students placed at the welfare organisation and must know for what kind of services in the welfare organisation students will be utilised (Kadushin 1992:50, Weinbach 1998:73). The decision-making role of the practice educator is also utilised in the welfare organisation as the practice educators decide where best to place students with resources to their disposal.

**Table 4.6: Factors considered in the allocation of students**

<b>Factors considered when students are allocated</b>	<b>Number of respondents</b>
Projects where student input is needed	14
Experience of practice educator	11
Practice educator offered to accommodate students	14
<b>TOTAL</b>	<b>39*</b>

**N=16**

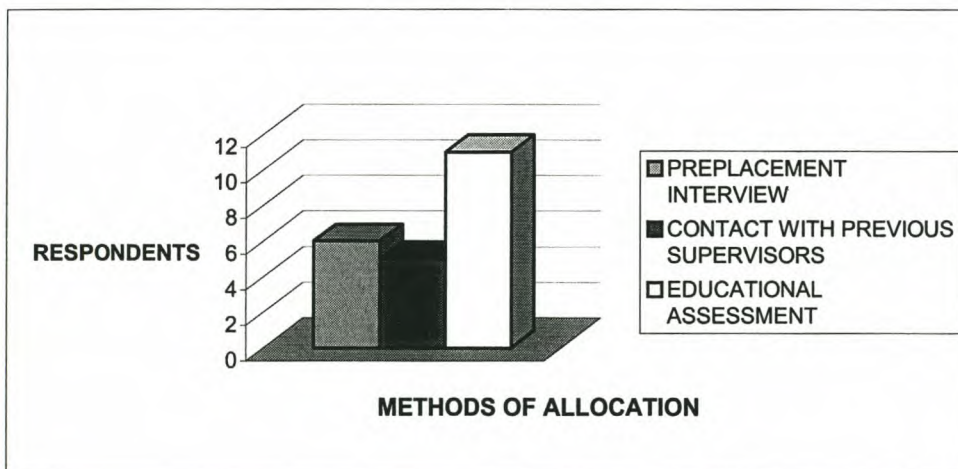
\* Respondents could indicate more than one answer

Fourteen practice educators indicated that students were allocated where practice educators offered to accommodate students for practice education. Eleven practice educators showed that the experience of the practice educators was considered for the placement of students. Fourteen practice educators indicated that students are allocated to practice educators who are in charge of projects which present a learning opportunity for students.

The findings compare favourably with those of Kadushin (1992:50), Shulman (1995:118) and Weinbach (1998:73), who stated that the experience of the practice educators, whether there are practice educators who offer to accommodate students, and the available projects within the welfare organisation offer students a learning opportunity are factors to be considered when allocating students to practice educators.

#### **4.3.3.4 Methods utilised in the allocation of students**

Another factor addressed in the research was which methods were utilised when students were allocated to practice educators. The findings are presented in the figure below.



**N=16**

**Figure 4.4: Methods utilised when students are allocated**

Wilson (1981:31) supports the utilisation of a pre-placement interview between the practice educators and the student. Only six practice educators, however, utilised the pre-placement interview to allocate students in practice education. Five practice educators used the contact with previous supervisors to determine the strengths and weaknesses of the students. Kerson (1994:13), Botha (2000:103) and Kadushin (1992:196) state that the education assessment indicates which objectives need to be addressed by the practice education and students, as indicated by eleven practice educators in the study. The findings of the study confirms that more than two thirds of the practice educators feel comfortable with the educational assessment, whilst only one third take contact with previous supervisors into account and one third of the practice educators utilised the pre-placement interview in the allocation of students in practice education.

#### **4.3.4 The process in group supervision in practice education**

##### ***4.3.4.1 Utilisation of tasks in the process in group supervision***

Because practice educators, when implementing group supervision, need to utilise specific tasks, the practice educators were questioned as to which tasks were implemented to execute the process in group supervision (Kadushin 1992:202, Shulman 1993:231, Toseland & Rivas 1995:236, Corey & Corey 1997:261 and Jacobs, *et al.* 1998:270). The findings are presented in the table below.



**Table 4.7: Tasks in the phases in the process in group supervision**

<b>The phases in the process in group supervision</b>	<b>Number of respondents</b>
<b>Planning phase</b>	
Preparation of place of supervision sessions	12
Adjust to tempo of students	14
Preliminary contracting	13
<b>Beginning phase</b>	
Build trust relationship	14
Identification of individual and group goals	15
Contracting on learning needs	11
<b>Middle phase</b>	
Development of group culture	7
Structuring of group supervision	14
Empowerment of students	15
Dealing with conflict	6
Behaviour of individual group members	9
Deviant behaviour	5
Internal leader	5
Quiet member	6
Black sheep	4
<b>Ending phase</b>	
Evaluation of work performance	16
Management of feelings	11
<b>TOTAL</b>	<b>177*</b>

**N=16**

\*Respondents could indicate more than one answer

The tasks of *the planning phase* are utilised by more than three quarters of the practice educators. The preparation of the venue of supervision sessions is regarded as

important by twelve practice educators, which confirms the finding by Kadushin (1992:48, 420). Fourteen practice educators adjust to the tempo of the students and thirteen practice educators entered into a preliminary contract with students.

The findings correspond with those of Kadushin (1992:187), who endorses the requirements of the National Qualifications Framework. Students should be encouraged to seek their own solutions. This search can be successfully executed when students know what is expected of them, as well as when the practice educators work alongside the students at their pace.

Fifteen practice educators identified individual and group goals in the beginning phase of the process in group supervision. Fourteen practice educators build a trust relationship with students and eleven practice educators contracted on the basis of the learning needs of students. Henry (1992:53) and Toseland & Rivas (1995:191) agree that the practice educators and the group as a whole should draw up the contract.

The *middle or working phase* of the process is characterised by the leadership of the practice educator. The practice educator activates the group by the implementation of specific tasks in leading the group in group supervision (Botha 2000:51). Fourteen practice educators indicated that they structure the group supervision sessions, as suggested by Kadushin (1992:424).

Fifteen practice educators see the empowerment of students as a task within the working phase of the process. This finding coincides with the finding of Finch *et al.* (1997:131). These authors acknowledge the empowerment strategy, in which they regard the students to be the experts on their own learning needs, capacities and resourcefulness. Students should be granted a sense of power by the practice educators within the student-practice educator relationship. The practice educator in sharing knowledge in such a manner assists students to realise their own power and to take control of their own problem-solving.

Seven practice educators indicated that they developed a group culture within the group supervision. A quarter of the practice educators portray the task of creating cohesion within group supervision. This finding indicates that practice educators need further skills in the implementation of the middle phase in the process of group supervision. Corey & Corey (1997:238) state that the cohesion within group supervision is directly related to members' meaningful interaction; this is not realised, according to the finding. Practice educators need to develop the skill to involve the students in the group conversation.

Dealing with conflict in the group supervision is regarded as a more difficult task for ten practice educators. Six practice educators indicated that they deal with conflict in the group supervision. This finding correlates with the literature (Toseland & Rivas 1995:257; Shulman 1995:246). The latter author supports the thinking that students should rather be empowered to solve their own problems.

The individual behaviour of members in group supervision is only attended to by nine practice educators. The different personality that each individual member brings to the group is not utilised to enhance the group's experience. Lewin (1937) in Shulman (1995:237) describes the various members portrayed in the group supervision sessions.

Five practice educators indicated the deviant member, five practice educators indicated the internal leader, six practice educators utilise the quiet member and four utilise the role of black sheep in the group supervision. Kadushin (1992:431) warns that the needs of the group should always be regarded as a priority. The finding indicated that the behaviour of individual group members can be further utilised to enhance the group experience in group supervision.

Sixteen practice educators evaluate the work performances of students during *the ending phase* of the process in group supervision. The evaluation of students' work performance is of great importance to students in practice education. The evaluation could indicate a pass or fail mark (Weinbach 1998:249-251; Kadushin 1992:363;

Shulman 1993:91; Pettes 1973:136). The evaluation of work performances of students is a continuous process, characterised by continuous feedback as to how work performance could be improved.

The management of feelings of students during the ending phase was indicated by eleven practice educators. The practice educator needs to deal with the feelings of loss for both students and practice educator. Members should be encouraged by the practice educator to articulate their feelings in such a way as to address both negative and positive feelings (Corey & Corey 1997:226; Kadushin 1992:433).

#### 4.3.5 Benefits of group supervision

Another factor that was investigated in the study was what benefits the practice educators derive from the utilisation of group supervision in practice education.

**Table 4.8: Benefits of group supervision**

<b>Benefits of group supervision</b>	<b>Number of respondents</b>
A positive trust relationship prevails	12
Conflict is effectively handled within the group	7
Group supervision is presented in addition to individual supervision	15
Mutual objectives are addressed	14
Students motivate each other	14
Students develop cohesion	10
Students accept new methods in supervision	5
Students are enabled to solve their own problems	15
Students can correct one another in group supervision	6
Evaluation of work performance takes place within a positive practice educator-student relationship	15
<b>TOTAL</b>	<b>108*</b>

**N=16**

\*Respondents could indicate more than one answer

Twelve of the sixteen practice educators experience the benefits of group supervision such as a positive trusting relationship. Literature on group supervision (Kadushin 1992:200; Williams 1995:19; Treves 1998:70) reinforces the effectiveness of a positive practice educator-student relationship. Kadushin (1992:200-201) strongly stresses the special significance of a positive relationship, which is conducive to an effective learning environment for students. Williams (1995:21), on the other hand, focuses on the safe environment that the supervision space provides within this positive relationship, as is underlined by the finding.

Fifteen practice educators cited the utilisation of group supervision in addition to individual supervision, as is supported by Walter & Young (1999:77). Fifteen practice educators stated that students are enabled to solve their own problems. Kadushin (1992:160-166) professes that when feedback on work performance is given to students by practice educators, it should be done in an advisory manner and not in a authoritarian one. The empowerment of students is given great attention in group supervision (Finch *et al.* 1997:129-143 and Hartman 1992:365), as well as learner-centred teaching, which is conducive to outcomes-based learning (Olivier 1999:54).

It is meaningful to know that 14 practice educators indicated that communal objectives are addressed within group supervision, as Kadushin (1992:421) and Corey & Corey (1997:164) state. The finding corresponds with that of Kadushin (1992:421) and Corey & Corey (1997:164). Garvin (1996:88) warns against the difficulty of the process of formulating group goals as the individual members do not know each other or the group leader. The practice educator is the person who would be able to bring both the objectives and goals of the group and the individuals together.

Fifteen practice educators acknowledge that students bring their own personality to group supervision, a factor strongly confirmed by Lewin (1935) in Shulman (1995:237) and Kadushin (1992:246). Fifteen practice educators evaluate the work performance students, which is of the utmost importance to students as it means either a pass or fail

result. It is therefore important that the evaluation of the work performances of students takes place within a positive practice education relationship, a practice which is also supported by Kadushin (1992:433), Garvin (1995:210) and Shulman (1995:256). The finding of this study coincides with this literature.

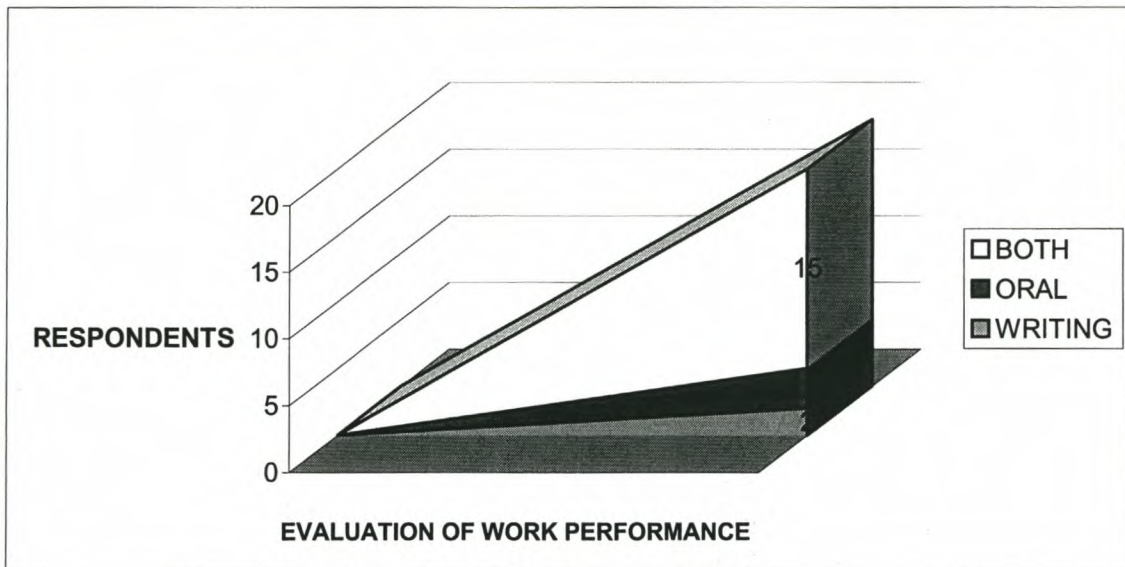
The management of conflict in group supervision is attended to by seven practice educators. Five practice educators indicated that students accept the application of different methods in group supervision, and six practice educators indicated the ability of students to correct one another's work performance. Practice educators prefer not to deal with conflict in group supervision. The acceptance of the different methods utilised in group supervision shows that students are open to different ways of presentation of group supervision. In this way the learning material is applied in meaningful ways that keep the learners/students motivated.

#### **4.3.6 Evaluation in group supervision**

Students regard the evaluation of their work performance as very important because it indicates a pass or fail. Schopler & Galinsky (1998:1136) state that the educational evaluation is implemented to determine whether goals and objectives set out for practice education are achieved by the students. The evaluation consists of an interview between student and practice educator to determine alternative ways to attain those goals and objectives which were not achieved. Students' feelings, depending on the outcome of evaluation, would need to be addressed by the practice educator.

#### 4.3.6.1 *Method of evaluation of students' work performance*

The respondents were asked how the evaluation of students' work performance takes place within their particular organisation.



**N=16**

**Figure 4.5: Evaluation of work performance of students**

The dual method of evaluation, as supported by Garvin (1995:210), Shulman (1995:256) and Kadushin (1992:433), is utilised by fifteen practice educators. Three practice educators use only the oral method to evaluate the work performance of the students. The written method in evaluation of students' work performance is used by two practice educators.

The findings show that the dual method in the evaluation of the work performance of students is utilised the most by practice educators. The finding correlates favourably with the literature. The evaluation of students' work performance indicates to students whether they will progress to a following year group or whether they would repeat the year group.

#### **4.3.6.2 Tasks of the practice educator**

The practice educators were requested to indicate what tasks they perform before the evaluation of the work performance of students. This would indicate on what the evaluation of the students' work performance is based in practice education. The table below shows the findings of the study.

**Table 4.9: Tasks of the practice educator**

<b>Tasks performed before evaluation of students</b>	<b>Number of respondents</b>
Educational assessment	16
Educational programme	8
Other	1
<b>TOTAL</b>	<b>25*</b>

**N=16**

\*Respondents could indicate more than one answer

The evaluation of the work performance of students is guided by the objectives and goals set out in the educational assessments of students as compiled by the practice educator when group supervision was initiated (Fox & Zischka 1993:39; Kadushin, 1992:196; Munson 1983:17). The educational assessment would be indicative of the knowledge, skills and attitudes students need to learn to do the required work in practice education.

Sixteen practice educators utilised an educational assessment for the evaluation of the work performance of students, as the findings of Fox & Zischka (1993:39), Kadushin (1992:196) and Munson (1983:17) also suggest. The practice educators seem to be comfortable with the utilisation of the educational assessment

The educational programme is used by eight practice educators. This marks good practice as the educational programme contains a compilation of the objectives and



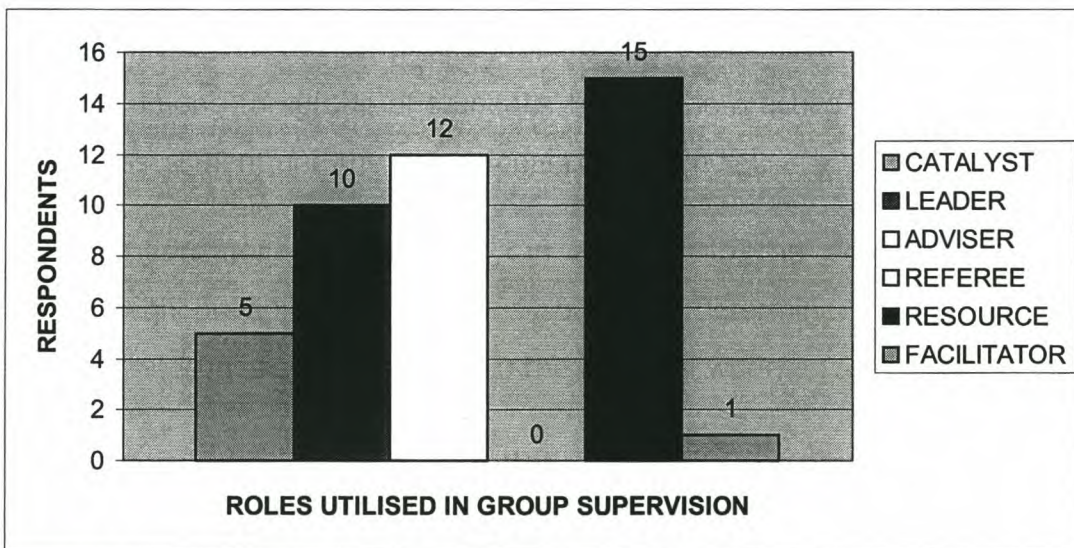
goals that need to be achieved in group supervision. The sessions in group supervision are set out in the educational programme. Group supervision is thus directed at the similar needs among the group of students. Half of the practice educators use both the educational assessment and the educational programme

One practice educator indicated that, in addition to the educational assessment, consultation with previous supervisors is sought to determine what knowledge, skills and change in attitudes are needed to do the required work.

**4.3.7 Roles and methods utilised in group supervision**

**4.3.7.1 Roles utilised in group supervision**

It was of interest to the researcher to ascertain what roles were utilised by the practice educators to present group supervision. The findings are presented in the graph below.



**N=16**

**Figure 4.6: Roles utilised in group supervision**

Practice educators may adopt the roles of catalyst, referee, to act as a resource, facilitator, leader or adviser. The choice of fifteen practice educators is to utilise the role to act as a resource. The role of acting as a resource also means having access to information, helping or assisting somebody else. Twelve practice educators adopt the role of adviser in group supervision.

This finding does not correspond with that of Kadushin (1992:428), who states that the practice educator should rather give feedback to students on their work performance in a sharing manner and not in an advisory manner. The practice educator must rather give alternatives among which students can make a choice rather than advise students on what to do in practice education. Student- or learner-centred teaching is enhanced and the teaching is thus directed to being outcomes-based with regard to students learning through the experience (Musker 1997:45).

Ten practice educators use the role of leader, as this is explained by Botha (2000:51) and Skidmore (1983:144). In leading the practice educator sets about to activate students to implement the process of group supervision. Skidmore (1983:144) also reiterates that to lead the students the practice educator must have the necessary experience. Practice educators seem to be comfortable with the roles of leader and to act as a resource.

Five practice educators indicated that they use the role of catalyst in group supervision. Practice educators seem to work proactively instead of reactively with students in group supervision. No practice educator indicated that they use the role of referee within group supervision. Practice educators have a positive approach toward the use of roles in group supervision as they would rather adopt the more positive roles than the negative ones.

#### ***4.3.7.2 Aids utilised in group supervision***

The group supervision session and therefore the transfer of knowledge and skills among practice educator and students can be made more meaningful when aids are utilised in teaching group supervision. Respondents were requested to indicate what aids are utilised in group supervision. The findings are presented in the table below.

**Table 4.10: Aids utilised in group supervision**

<b>Aids utilised in group supervision</b>	<b>Number of respondents</b>
Case studies	16
Film material	1
Audio-visual material	3
Role play	7
<b>TOTAL</b>	<b>27*</b>

**N=16**

\*Respondents could indicate more than one answer

All respondents indicated that the case study is a popular aid utilised in group supervision. Role play is the next in terms of popularity (seven respondents). Only three respondents indicated the utilisation of audio-visual material, while one respondent indicated the utilisation of film material. This finding is comparable with that of Kadushin (1992:426) and Williams (1995:254), who state that both the case study and role play could enhance the teaching process of students. Role play can only be beneficial to the application of outcomes-based teaching, as students learn through experience (Olivier 1999:43).

Although Kadushin (1992:426) and Williams (1995:254) also reinforce the idea that the utilisation of film and audio-visual material is valuable, the findings of this study indicate that these aids are not very popular. One respondent commented that audio-visual and film material was not readily available as it is not as popular as role play and case study for the purposes of group supervision.

#### **4.3.8 Contracting in group supervision**

The contract is the vehicle through which the long-term goal is achieved in group supervision (Kadushin 1992:428) or in group work (Toseland & Rivas 1995:191; Henry

1992:53). The contract in group supervision is completed between the practice educator and students as a group. The contract is based on the purposes of the group supervision sessions and addresses the mutual needs and problems of the students.

#### **4.3.8.1 *Elements of the contract between the practice educator and the students***

The contract between the practice educator and students is utilised to evaluate the work performance of students. The contract consists of the guidelines with regard to which aspects the students must improve in order to meet the requirements set out in the educational model of the welfare organisation. Practice educators were requested to indicate what elements were considered when the contract is compiled. The table below presents the finding of the study.

**Table 4.11: Elements of the contract**

<b>Elements of the contract</b>	<b>Number of respondents</b>
The different roles of each student during practice education	7
Leadership in the group supervision	7
Conduct of practice educator and students	14
Preparation for each supervision session	15
Number of group supervision sessions	10
Meeting time	15
Method of evaluation of work performance	10
Termination of each session	11
Students have an even opportunity to participate in group supervision	11
Rules for interaction during the session	11
<b>TOTAL</b>	<b>111*</b>

**N=16**

\* Respondents could indicate more than one answer

The preliminary contract compiled between the practice educator and students during the planning phase of the process in group supervision is further streamlined once the group meets. The practice educators regard the preparation for the group as very important, as fifteen practice educators indicated that they regard preparation for each session as an element of the contract. Henry (1992:112) and Toseland & Rivas (1995: 145) state that both practice educator and students need to contract with one another in order to come prepared to group supervision sessions.

Fifteen practice educators noted that the meeting time is an element to be included in the contract, whereas fourteen practice educators include the conduct of students and practice educator in the contract. The rules for group supervision sessions, the students' participation in the group supervision sessions and the termination of each session are elements to be added to the contract, as indicated by eleven practice educators. The number of sessions and the method of evaluation of work performance of students were indicated by ten practice educators. Only seven practice educators add the different roles of each student during the group supervision sessions and leadership in the group as elements of the contract.

Kadushin (1992:428), Perkins & Mercaitis (1995:68) and Schopler & Galinsky (1998:1135) agree with the findings of the study that the contract between practice educator and students must include the respective roles of students, the meeting time of sessions, number of sessions, preparation for each session, students' participation in the group, method of evaluation, conduct of practice educator and students, and leadership in the group.

#### **4.3.9 Feedback in group supervision**

Feedback is important in group supervision as it is the manner in which students are informed of their progress, positive or negative (Kadushin 1992:163-166). Respondents were asked to indicate what the nature of the feedback to students in group supervision was. The findings are presented in the table below.

**Table 4.12: Feedback in group supervision**

<b>Feedback in group supervision</b>	<b>Number of respondents</b>
Feedback focuses on specific progress and work performance of students	11
Feedback focuses on the positive progress, as well as the negative progress	15
Feedback is presented in a non-authoritarian atmosphere	14
Feedback is linked with specific learning needs of students	16
Feedback is participatory and not advisory; alternatives are given rather than answers	13
Feedback is linked with the information students can absorb at a specific time	11
Feedback is given shortly after work is handed in	11
<b>TOTAL</b>	<b>91 *</b>

**N=16**

\* Respondents could indicate more than one answer

All of the sixteen practice educators indicated that feedback is linked with the specific learning needs of the students. It is concluded that the practice educators deem it important to inform students of their progress. The finding correlates with that of Kadushin (1992:361-362), who states that the specific feedback is necessary to enable students to be informed of the progress of their work performance.

It is reassuring to note that fifteen practice educators also deem the feedback of both positive and negative progress of the work performance of students as part of the feedback to students. The positive relationship between the practice educator and the

students is reflected in that fourteen respondents indicated that feedback should be given in a non-authoritarian atmosphere (Kadushin 1992:200; Williams 1995:19; Corey & Corey 1997:141).

The non-authoritarian atmosphere of group supervision is closely linked to the participatory manner in which feedback should be given, as suggested by Kadushin (1992:361). Thirteen respondents indicated that feedback should not be shared in an advisory manner, but the practice educator must rather present alternatives of which students can make their own choices.

Eleven practice educators indicated that feedback is given shortly after work is reviewed and that feedback focuses on the specific progress and work performance of students. Feedback is also linked to the information students can absorb at a specific time. These findings correlate with the application of learning principles, according to which students learn best when the content is presented in a meaningful manner (Kadushin 1992:194; Botha 2000:92).

#### **4.3.10 General elements of group supervision**

##### ***4.3.10.1 Tasks performed by practice educator in group supervision***

Various tasks are performed by the practice educator in group supervision. Practice educators were asked to indicate the tasks they applied in group supervision. The findings are presented in the table below.

**Table 4.13: Tasks performed by practice educator**

<b>Tasks performed by the practice educator</b>	<b>Number of respondents</b>
Motivate students to be prepared for group supervision	6 (2)
Indicate the role expectancy of students	7 (1)
Encourage interaction in group supervision	5 (3)
Inspire students to listen to one another	5 (3)
Make an appropriate contribution	5 (3)
Encourage students to learn from one another	8 (4)
Assist in conflict management	9 (5)
Discourage students from making an inappropriate contribution	5 (3)
Prepare group members on role of specific members	6 (2)
<b>TOTAL</b>	<b>54*</b>

**N=16**

\*Respondents had to arrange their choices in order of importance (in brackets)

The findings are discussed in sequence from *most important* to *least important* as indicated by the practice educators.

### **Role expectancy of students**

Seven practice educators stated that indicating to students what the role expectancy is of each student in the group is the most important task of practice educators in group supervision sessions. Students need to know what is expected of them. Jointly compiled goals and objectives by both the students and practice educator, as stated by Kadushin (1992:421), will alleviate the anxiety students might have at the beginning of the group supervision.



### **Motivation of students to prepare for group supervision**

In order to make group supervision meaningful for students, the practice educator should motivate students to prepare for the group supervision sessions. Knowles (1971:39) and Botha (2000:91) state that students learn best when they are motivated. Preparation of students for the group supervision sessions is closely linked to the joint compilation of goals and objectives by both the students and the practice educator. Six practice educators regard the motivation of students to prepare for group supervision as the second priority.

### **Prepare students for roles as members of the group**

Together with the task to motivate students to come prepared to group supervision, the practice educators also indicated the preparation of students for their roles as group members as a second priority. This finding coincides with that of Garvin (1996:69) and Lee (1994:122), who both quote Schwarz (1961) on the importance of the practice educator entering the students' world by preparing them for the particular roles in the group supervision sessions. The practice educator would thus be tuned in to the needs of the students in group supervision. Preparing students for their roles within the group would decrease any anxiety students might have about being part of a group.

### **Encourage interaction in the group**

An open communication strategy is conducive to the establishment of a positive relationship between the practice educator and students. In a positive relationship the practice educator and students maintain an active interaction amongst themselves. Five practice educators indicated that they encourage interaction in the group and they regard the encouragement as second in importance. Corey & Corey (1997:141) and Thomlison *et al.* (1996:146) characterise the ideal relationship as one in which the practice educator interacts with the students. The example modelled by the practice educator has a direct influence on how the students respond to the learning material. The students will be able to reciprocate in the interaction.

### **Encourage students to listen to one another**

The practice educator needs to give each student an opportunity to participate in the group supervision discussion. Shulman (1995:237), Garvin (1997:112) and Kadushin (1992:426) state that the group could consist of a range of different types of personalities. The practice educator needs to facilitate the group supervision sessions in such a manner that the quiet member, the deviant member, the internal leader and the scapegoat each receive an opportunity to make a contribution to the group conversation. Encouraging students to listen to one another, the practice educator enhances the group culture and group cohesion, as noted by Corey & Corey (1997:238). Kadushin (1992:187) and Knowles (1971:39) also point out that students learn best when most of their energy is expended on the active learning process. The findings of this study compare positively with the literature.

### **Encourage students to make an appropriate contribution**

When a positive relationship is established within the group, group cohesion has developed and students feel comfortable about participating in the group discussion. The practice educator could apply different aids to encourage students to make an appropriate contribution. Learning is aimed at the mutual goals and objectives set for the group. Students should be further encouraged to make appropriate contributions when feedback from the practice educator is given in a constructive, clear and unambiguous manner (Ross 1996: 139).

### **Discourage students from making inappropriate contributions**

When learning in group supervision is directed at the specific aims and objectives of the educational programme, the practice educator should always be able to discourage students from making an inappropriate contribution. The same motivation as given when practice educators encourage students to make an appropriate contribution can be applied here. When the practice educator gives feedback in a clear, unambiguous and constructive manner, the students would be able to respond appropriately under the leadership of the practice educator (Ross 1996:139). Botha (2000:56) and Kadushin

(1992:428) define leadership as a condition in which the practice educator activates and implements the educational programme in group supervision. The application of aids and different methods in group supervision would also discourage students from making an inappropriate contribution to the conversation in group supervision (Williams 1995:254).

### **Encourage students to learn from one another**

An advantage of group supervision is the opportunity students have to learn from one another, according to Ross (1996:139). Students share their particular experiences in group supervision, which gives the rest of the group the opportunity to listen, and should the example apply to the work of the other students, they can apply the new knowledge and skills in their own work performance. The finding correlates positively with that of Kadushin (1992:194) and Knowles (1971:39), who emphasise that students learn from one another.

### **Managing conflict in the group**

Practice educators indicated that managing conflict in the group is the task performed as the last priority in group supervision. Toseland & Rivas (1995:257) state that managing conflict in group supervision is a more difficult task, which explains the avoidance strategy among practice educators. Although Shulman (1995:246) suggests that the practice educator should rather encourage students to solve their own problems than become an ally or confidence, practice educators need to be trained how to handle conflict in the group supervision session.

Corey & Corey (1998:47) urge practice educators to solve the problems as they arise in the group supervision session. The authors caution that there are many reasons why problems may arise within the group supervision sessions. Some of the reasons are: poor communication; poorly defined goals, insecure feelings that are disguised by an autocratic and controlling manner. Practice educators would need to deal with conflict situations as they arise in order to encourage a continuous flow of interaction in the group supervision sessions to ensure that the students learn best when most of the

energy is expended on the active learning process.

#### **4.3.10.2 Reasons for utilisation of group supervision**

It was necessary to investigate what reasons practice educators gave for utilising individual supervision rather than group supervision. The findings are presented in the table below.

**Table 4.14: Reasons for utilisation of group supervision**

<b>Reasons for the utilisation of group supervision</b>	<b>Number of respondents</b>
It is more difficult than individual supervision	5
Preparation is time consuming	4
Feels uncertain to manage the group	5
Feels threatened by the size of the group	3
Feels more comfortable with individual supervision	7
The group process is too lengthy	4
Too many students are simultaneously involved	3
The presentation of conflict situations	3
Exposure of students	6
Confidentiality of client is sacrificed	5
<b>TOTAL</b>	<b>45*</b>

**N=16**

\*Respondents could indicate more than one answer.

Seven practice educators indicated that they were more at ease with individual supervision than group supervision, whereas six practice educators noted that they are afraid to expose the students in the group supervision session. The sacrifice of

confidentiality of the client and the uncertainty about dealing with a group, as well as the complexity of group supervision, are rated by five practice educators as reasons why they prefer individual supervision to group supervision.

The preparation for group supervision and the length of the process in group supervision were indicated by four practice educators as reasons for utilising individual supervision rather than group supervision. The occurrence of conflict situations, the bigger number of students and the threatening feelings that could go along with group supervision make individual supervision preferable for three practice educators.

Kadushin (1992:417) stresses the point that group supervision should be utilised in addition to individual supervision. The content for both methods in supervision is guided by the learning needs of the students. Group supervision is often one way of dealing with recurring problems discussed in individual supervision.

#### ***4.3.10.3 Experiences of practice educators in utilising group supervision***

Although group supervision has been practised widely, it is poorly understood by practice educators, as noted by Holloway & Johnston (1985:333) and Corey & Corey (1998:48). Previous findings of this study have indicated that various reasons are offered as to why group supervision is utilised less than individual supervision. Practice educators stated as reasons that it is time consuming, it is more difficult than individual supervision, the group process is too lengthy and the inevitable occurrence of conflict situations within the group supervision sessions. Practice educators were requested to indicate what their experiences of group supervision were. The findings are presented in the table below.

**Table 4.15: Experiences of practice educators**

<b>Experiences of practice educators</b>	<b>Number of respondents</b>
Demanding	3
Frustration	2
Anxiety	1
Time consuming	1
Stressed	0
Satisfactory	6
Challenging	10
Enriching	10
Other	2
<b>TOTAL</b>	<b>35*</b>

**N=16**

\*Respondents could indicate more than one answer

Three practice educators regard group supervision as demanding, two practice educators consider group supervision as frustrating, one practice educator view group supervision with anxiety and one noted that it is time consuming. Six practice educators indicated that group supervision is a satisfactory experience for them. Ten practice educators noted that group supervision is a challenging experience, and ten practice educators regard group supervision as an enriching experience. No practice educator experienced stress in the utilisation of group supervision.

Other experiences added by two practice educators included the points that group supervision provides an opportunity where students could learn from one another, and that students bring their own knowledge, skills and attitudes to group supervision, which makes the group a rich resource for learning for the students.

Practice educators have indicated a more positive experience of group supervision as challenging and enriching, as well as being a satisfactory experience, although group supervision is not preferred to individual supervision. The findings are comparable with those of Kadushin (1992:409) and Gillam & Crutchfield (2001:50), who state that group supervision has far more advantages than disadvantages. Calsyn *et al.* (1999:204) list the following benefits of group supervision: Less dependence on the practice educator, the experiential learning opportunity, input by peers and the multiplicity of clients and problems.

#### **4.4 CONCLUSION**

The findings of the study have been discussed in this chapter. The findings indicate that group supervision is utilised in practice, but is not the preferred method in supervision. Individual supervision is still the more popular method. The training of practice educators is not always attended to by welfare organisations, which explains the inability of practice educators to utilise group supervision to the benefit of the students and practice educators in the practice education course. The lack of training as well as the non-utilisation of creative methods in group supervision produce a ripple effect in terms of the poor execution of group supervision. Group supervision's tremendous advantages when utilised in addition to individual supervision are nonetheless not acknowledged in the findings of the study.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

Group supervision is practised in addition to individual supervision. Practice educators, however, do not undertake group supervision for various reasons. This study was undertaken with one aim and three objectives in mind. The aim of the study was to present guidelines on how group supervision can be utilised in the practice education of undergraduate students.

The first objective was to determine the nature of group supervision. The second objective was to describe the process in group supervision. A third objective was to investigate the measure in which group supervision is utilised in practice education of undergraduate students

The first two objectives were attained in the first two chapters of the study. The third objective was achieved in Chapter Four. Although this study is based on a small sample, a need for the utilisation of group supervision was identified. The researcher has drawn certain conclusions as a result of the literature review and empirical study, and various recommendations will be made.

#### **5.2 CONCLUSIONS**

The following conclusions based on the findings of the study have been drawn with regard to the utilisation of group supervision in the practice education of undergraduate social work students.



### **5.2.1 The nature of group supervision**

#### *Work experience*

With regard to group supervision, practice educators mostly have many years of work experience. The years of work experience mean that practice educators have the skills to impart knowledge, skills and attitudes to students.

#### *Training in group supervision*

It is evident that practice educators are not particularly trained to utilise group supervision in the practice education of undergraduate students in social work. Training in group supervision is of an informal rather than formal nature. It is further concluded that group supervision is presented to students with the least training and preparation, which explains the reluctance of practice educators to adopt group supervision in the teaching of students. The practice educators would find more satisfaction in the utilisation of group supervision if they aim to be motivated leaders of the group supervision sessions with effective knowledge of the process in group supervision. Motivated practice educators influence the students to implement the policy, aims and working methods of the organisation. It is concluded that practice educators should be trained more efficiently to gain the maximum benefit from the utilisation of group supervision for the purposes of student practice education.

#### *Additional tasks of practice educators*

It is further concluded that practice educators are involved in multiple roles or tasks within the welfare organisation. The multiple roles and tasks practice educators have to perform explains the reduced attention that group supervision and the associated training receive within welfare organisations.

### **5.2.2 Knowledge and skills of practice educators in group supervision**

#### *Allocation of students*

Based on the findings of the study, the conclusion is drawn that practice education is

regarded as important by welfare organisations as either the supervisor or office head is responsible for the allocation of students to practice educators. The experience of practice educators is taken into consideration to a lesser extent when students are allocated by the office head or supervisor.

#### *Factors considered when students are allocated*

It is concluded that welfare organisations regard the particular project where student input is needed and the instance where practice educators request students for practice education, of more importance when students are allocated for practice education. The conclusion is further drawn that students are placed with practice educators who are motivated and interested in student development, which includes the accurate modelling needed for students to develop a professional self.

#### *Methods utilised in the allocation of students*

The conclusion is drawn that the educational assessment is utilised when students are allocated to practice educators. Only a few practice educators support the utilisation of the pre-placement interview and contact with previous practice educators. Practice educators could benefit from a broader picture of the students' learning needs by the utilisation of the educational assessment, together with the pre-placement interview and contact with previous supervisors.

### **5.2.3 The process in group supervision in practice education**

#### *The planning phase*

Practice educators plan adequately for the process of group supervision. The conclusion is drawn that practice educators adjust to the tempo of students and draw up a preliminary contract with the group of students.

#### *The beginning phase*

It is concluded that the practice educators spend time to build a trust relationship with the students, identify group and individual goals and objectives and contract with

students with regard to the learning needs of the students in group supervision. Practice educators should have a positive experience of group supervision as they hold the two initial phases of the group supervision process in high regard.

#### *The middle phase*

Practice educators apply only some of the tasks of the middle phase of the process in group supervision. It is concluded that practice educators utilise the experience of individual members, the development of a group culture, as well as the behaviour of individual members in the group supervision sessions. A further conclusion is drawn that group supervision would be a more viable option for practice educators when the development of a group culture and the experience of individual members are applied to enhance the learning opportunity provided in the group supervision sessions. The empowerment of students to do the required work will be intensified when applying the individual's strong points within group supervision.

#### *Ending phase*

It is concluded that the evaluation of students' work performance is of paramount importance to the practice educators as both the oral and written evaluation methods are utilised. The practice educators further utilise the ending phase to deal with feelings of the students at the ending of the group supervision sessions.

#### *Benefits of group supervision*

It is concluded that practice educators find group supervision in the practice education of undergraduate social work students to be beneficial to them. This is unexpected as practice educators are not adequately trained to utilise group supervision.

### **5.2.4 Evaluation in group supervision**

The evaluation of students' work performance is attended to very dutifully during the ending phase of group supervision process. The evaluation of students' work performance is the most important aspect for students as it would indicate a pass or fail

result. Practice educators know that students would want to know what their performances are, that they must indicate how the tasks dispensed to students should be performed, as well as how the evaluation system will be implemented. The practice educators have a reliable understanding of how important the evaluation of students' work performances is for themselves and the students. It is further concluded that the practice educators utilise both the educational assessments of students and the educational programme to evaluate the work performances of students. The practice educators complement the active interest that students have in the evaluation of their work performance.

### **5.2.5 Roles and methods utilised in group supervision**

Practice educators rather utilise the role of resource than the role of adviser or leader in group supervision. It is, however, not preferable to utilise the role of adviser as practice educators are leaders and act as resources within the group supervision sessions rather than advisers.

### **5.2.6 The contract in group supervision**

The contract as compiled by both the practice educators and students in the planning and beginning phases of the process in group supervision is widely utilised by practice educators. A further conclusion is that practice educators regard the contract as the vehicle by which the long-term goal is achieved in group supervision. The practice educators concede that the joint contract guides the content of the group supervision sessions.

### **5.2.7 Feedback in group supervision**

It is concluded that feedback in practice education is held in high regard because practice educators indicated a high probability in feedback of focusing on the specific progress, both negative and positive, and work performance of students; feedback to be presented in a non-authoritarian manner; feedback focuses on the specific learning needs of students; during feedback alternatives are given rather than direct answers;

feedback is linked to the information students can absorb at a specific time and feedback is given shortly after work is handed in. Timely feedback is important for the motivation of students.

### **5.2.8 General aspects of group supervision**

#### *Tasks performed by practice educators*

The findings of the study show that practice educators regard the indication of role expectancy and students' preparation for the group supervision sessions as the most important tasks in group supervision. Practice educators are diligent in the execution of specific tasks in the utilisation of group supervision.

#### *The reasons why group supervision is utilised less than individual supervision*

It is concluded that, although group supervision is widely used, it is poorly understood by practice educators. A further conclusion is drawn that the findings of the study support the view that practice educators do not experience group supervision as totally negative. Factors such as anxiety, frustration and stress, and the fact that it was time consuming, were not indicated as experiences the majority of practice educators encountered.

## **5.3 RECOMMENDATIONS**

The following recommendations are made based on the conclusions:

- Training in group supervision is obligatory when practice educators are appointed. Adequate knowledge in the utilisation of group supervision should motivate practice educators
- Training could also be addressed in in-service training sessions, seminars and workshops as a continuous process of lifelong learning.
- The allocation of students should be the task of a senior staff member who has knowledge of the goals and objectives of the educational institution and the welfare organisation, as well as of the students being allocated to the welfare organisation

- Both the pre-placement interview and the educational assessment should be utilised when students are allocated to practice educators
- The planning and beginning phases to be sufficiently implemented in order to lay a sound basis for the further implementation of the process in group supervision
- The practice educators should intensify the development of group cohesion in the middle phase of the process to ensure meaningful interaction between students in group supervision
- Practice educators to continue the successful implementation of the ending phase in the process of group supervision
- Practice educators to continue the efficient evaluation methods when the work performances of students are evaluated
- The role to act as an adviser be utilised to a lesser extent in the group supervision process; practice educators should much rather enhance the role to act as resource and leader to ensure a student centred orientation to teaching
- The continued utilisation of the jointly compiled contract between practice educators and students
- Feedback be given promptly and specifically with regard to the learning needs of the group of students as well as the students as individuals
- Practice educators to continue to be diligent when performing tasks such as the indication of the role expectancy of students within the group, motivating students to prepare for the group supervision sessions.

#### **5.4 FUTURE RESEARCH**

The subject of the utilisation of group supervision in the practice education of students, is a very relevant one. The shift from teacher centred to learner or student centred teaching is strongly suggested in new legislation, such as the Education White Paper 3 A Programme for Higher Education Transformation. The standards set out by the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) substantiate the relevancy. Group supervision lends itself strongly to recommendations as supported by the aforementioned legislation, authority and document, based on the

critical outcomes to be achieved by all learners in all qualifications. The governmental subsidy for qualifications depends on whether those qualifications fulfil the expectations of SAQA.

Further research should concentrate on a bigger sample which would ensure a greater validity to the study. Further research could also be focused on the particular training needs of practice educators as to address the apparent disadvantage practice educators face when practising group supervision in practice education. Practice educators aim to empower students for beginner practice. Group supervision could provide for critical outcomes as stated by SAQA such as problem identification and problem solving, co-operation within the group, self organisation and self management of students' placement and workload, management of information as gathered from clients and the practice educators and communication with clients and practice educators. Further research could also be concentrated on the determination of further ways in which practice educators could be empowered to fulfil the recommendations of SAQA.

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# APPENDIX 1

## A representation of an educational model

	THE PLACE	THE PERSON	THE PROBLEM	THE PROCESS	THE PROFESSIONAL PERSON
<b>K N O W L E D G E</b>	<p>Students should get info on:</p> <ul style="list-style-type: none"> <li>• Policy</li> <li>• Organisational structure</li> <li>• Administrative functions</li> <li>• Area of operation</li> <li>• Resources</li> <li>• Objectives</li> <li>• Welfare laws</li> <li>• Procedures</li> </ul>	<p>Students should get info on:</p> <ul style="list-style-type: none"> <li>• Children's families, adults, elderly and youth developmental tasks and needs</li> <li>• Different population groups</li> <li>• Religious groupings</li> </ul>	<p>Students should get info on:</p> <ul style="list-style-type: none"> <li>• Child abuse and neglect</li> <li>• Uncontrollable children (behaviour)</li> <li>• Street children</li> <li>• Abandoned children</li> <li>• Marital</li> <li>• Sexual abuse</li> <li>• Vagrancy</li> <li>• Material needs</li> <li>• Parenting</li> <li>• Child prostitution</li> </ul>	<p>Students should get info on:</p> <ul style="list-style-type: none"> <li>• Content of process</li> <li>• Procedures/techniques</li> <li>• Methods</li> <li>• Approaches</li> <li>• Evaluation</li> </ul>	<p>Students should get info on:</p> <ul style="list-style-type: none"> <li>• Knowledge of assertiveness</li> <li>• Strengths and weaknesses</li> </ul>
<b>S K I L L</b>	<p>Students should develop skill on:</p> <ul style="list-style-type: none"> <li>• Understanding of how agency operates</li> <li>• Ability to plan effectively</li> <li>• Ability to co-operate</li> <li>• Networking</li> <li>• Insight into all knowledge</li> <li>• Administrative skills</li> <li>• Application of knowledge</li> <li>• Bilinguality</li> <li>• Listening</li> </ul>	<p>Students should develop skill on:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Communication</li> <li>• Interviewing</li> <li>• Report writing</li> <li>• Investigative skills</li> <li>• Evaluation</li> <li>• Understanding</li> <li>• Insight</li> <li>• Assessment support</li> <li>• To collect data</li> </ul>	<p>Students should develop skill on:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Report writing</li> <li>• Interviewing</li> <li>• Investigative skills</li> <li>• Preparation for court</li> <li>• Listening</li> <li>• Interpretation of problems</li> <li>• Goal directive-ness</li> </ul>	<p>Students should develop skill on:</p> <ul style="list-style-type: none"> <li>• Integration</li> <li>• Application</li> <li>• Understanding</li> <li>• Evaluation</li> <li>• Assessment</li> <li>• Contracting</li> <li>• Planning</li> <li>• Move to pace of the client</li> </ul>	<p>Students should develop skill on:</p> <ul style="list-style-type: none"> <li>• Good listener</li> <li>• Committed student</li> <li>• Good skill at handling the process</li> <li>• Understanding</li> <li>• Report writing</li> <li>• Investigative skills</li> <li>• Relate to clients</li> <li>• Interest</li> </ul>
<b>A T T I T U D E</b>	<p>Students should develop attitude of:</p> <ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Honesty</li> <li>• Acceptance of agency</li> <li>• Positiveness toward the agency</li> <li>• Objectivity</li> <li>• Tolerance of structure</li> <li>• Must be committed</li> </ul>	<p>Students should develop attitude of:</p> <ul style="list-style-type: none"> <li>• Willingness</li> <li>• Acceptance</li> <li>• Patience for pace of client</li> <li>• Non judgmental</li> <li>• Empathy</li> <li>• Commitment</li> </ul>	<p>Students should develop attitude of:</p> <ul style="list-style-type: none"> <li>• Positiveness</li> <li>• Acceptance</li> <li>• Objectivity</li> <li>• Non judgmental</li> <li>• Justice and fairness</li> <li>• Willingness</li> <li>• Dedication</li> <li>• Commitment</li> </ul>	<p>Students should develop attitude of:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Willingness</li> <li>• Initiative</li> </ul>	<p>Students should develop attitude of:</p> <ul style="list-style-type: none"> <li>• Willingness</li> <li>• Commitment</li> <li>• Patience</li> <li>• Positiveness</li> <li>• Objectivity</li> <li>• Tolerance</li> </ul>

## **APPENDIX 2**

An example of an educational evaluation compiled for group of students in social work practice education, according to Austin (1981:243), Munson (1983:147) and Middleman & Rhodes (1985:70)

### **1. PERSONAL PARTICULARS OF EACH STUDENT**

Name:

Place of birth:

Date of birth:

Background:

Health:

Personality traits:

Sport activities:

Hobbies:

Performance at school:

### **2. ACADEMIC PERFORMANCE OF STUDENTS**

Previous performance at university

Minor and major subjects

### **3. PRACTICE EDUCATION OF GROUP OF STUDENTS**

Previous experience of community, group work and casework

### **4. SUPERVISION**

Experience of supervision

Attitude towards supervision

Professional relationships (client system, fellow students, supervisor and resources)

Aptitude with regard to verbal and written communication abilities, suage of language, especially social work terminology

### **5. IDENTIFICATION WITH PROFESSION**

Reasons for studying social work

Belief in people to change because of social work input.

Adaptability

### **6. LEARNING METHODS OF STUDENTS**

Type of learner:

- Independent learner (self study)
- Dependent learner
- Learn within group setting
- Experimental learner
- Constructive learner
- Attitude towards learning
- Motivation

### **7. EDUCATIONAL OBJECTIVES**

Attached please find a table where the educational learning needs with respect to the components of place, person, problem, process and the professional person are set out according to knowledge, skill training and attitude to be learnt.



## THE EDUCATIONAL COMPONENT OF THE EDUCATIONAL EVALUATION

	THE PLACE	THE PERSON	THE PROBLEM	THE PROCESS	THE PROFESSIONAL (STUDENT)
<b>K N O W L E D G E</b>	Learning to take place with regard to: <ul style="list-style-type: none"> <li>procedures</li> <li>supervision policy</li> <li>resources in community networking</li> </ul>	Learning to take place with regard to: <ul style="list-style-type: none"> <li>life phase of client (tasks/ roles)</li> <li>influence of problems on behaviour of client system</li> <li>communication skills of client system</li> <li>different groups</li> </ul>	Learning to take place with regard to: <ul style="list-style-type: none"> <li>connection between different needs and problem</li> <li>effect of problem/need on development of client system as well as on social functioning</li> </ul>	Learning to take place with regard to: <ul style="list-style-type: none"> <li>therapeutic casework and group work building of relationships</li> <li>contracting</li> <li>implementation of action plan</li> <li>preparation</li> <li>evaluation</li> </ul>	Awareness of: <ul style="list-style-type: none"> <li>identification of own learning needs</li> <li>Strong and weak points</li> <li>own objectivity</li> <li>ethical code of profession</li> <li>self knowledge with regard to client system</li> </ul>
<b>S K I L L</b>	Skill training with regard to: <ul style="list-style-type: none"> <li>integration and utilisation of policy functions and procedures documentation</li> </ul>	Skill training with regard to: <ul style="list-style-type: none"> <li>listening and communication</li> <li>insight development</li> <li>move at pace and level of the client</li> <li>identification of tasks and roles</li> <li>show interest and encouragement</li> </ul>	Skill training with regard to: <ul style="list-style-type: none"> <li>listening and communication</li> <li>address needs as identified by client system</li> <li>individualise</li> <li>manage needs/problems in a goal directed manner</li> </ul>	Skill training with regard to: <ul style="list-style-type: none"> <li>comprehensive preparation</li> <li>move at pace of the client</li> <li>implementation of process</li> </ul>	Skill training with regard to: <ul style="list-style-type: none"> <li>objective self evaluation</li> <li>introspection</li> <li>analytical thinking</li> <li>formulation of opinion</li> <li>accountability to lacking of knowledge, skill ...</li> </ul>
<b>A T T I T U D E</b>	Attitude change with regard to: <ul style="list-style-type: none"> <li>tolerance of agency and its goals, functions and procedures and supervision</li> <li>tolerance of supervision</li> </ul>	Attitude change with regard to: <ul style="list-style-type: none"> <li>self study to enhance knowledge</li> <li>promote building of relationships</li> <li>address any prejudice in terms of language and population groups</li> </ul>	Attitude change with regard to: <ul style="list-style-type: none"> <li>enhancement of knowledge in terms of needs/problems</li> <li>willingly facilitate group and community work</li> <li>remain objective judgmental attitude</li> </ul>	Student willing to apply group, case and community work in intervention Attitude change with regard to: <ul style="list-style-type: none"> <li>flexibility in terms of language and population groups</li> <li>acceptance of work of caseload</li> </ul>	Attitude change with regard to: <ul style="list-style-type: none"> <li>continuous self evaluation</li> <li>scientific application of social work process</li> <li>development of professional person</li> <li>promote faith in the profession by utilising theory</li> <li>honesty, loyalty</li> <li>willingness to change</li> </ul>

## **APPENDIX 4**

### **QUESTIONNAIRE**

#### **UNIVERSITY OF STELLENBOSCH**

#### **DEPARTMENT OF SOCIAL WORK**

Questionnaire for the determination of the knowledge, skills and attitudes of practice educators in the utilisation of group supervision in practice education with undergraduate social work students.

Questionnaire to practice educators.

#### **PLEASE NOTE**

1. The questionnaire is completed anonymously and the content will be regarded in the strictest of confidence
2. The following definitions are stated for the purposes of the study:
  - 2.1 *Practice education*: The learning process whereby students are educated to integrate theory and practice; to develop skills and a professional attitude according to the aims and objectives of practice education.
  - 2.2 *Practice educator*: The social worker at the practice education institution who guides students to execute the practice education programme.
  - 2.3 *Group supervision*: Group supervision is the process of supervision utilised to enable students within a group to integrate theory and practice.

This questionnaire is completed by indicating as many answers as requested.

Please make a cross in the applicable column.

1. IDENTIFYING PARTICULARS

1.1 What are your qualifications?

	Yes
Diploma	
Degree (3 years)	
Degree (4 years)	
Honours degree	
Masters degree	
Doctorate	

1.2 What are your work experience?

0-5 years	
6-11 years	
12-17 years	
18-23 years	
More than 23 years	

2. TRAINING IN SUPERVISION

2.1 What is the nature of your training in supervision?

		Yes
Formal	Course	
	Diploma	
	Degree	
Informal	Self study	
	Literature study	
	Short course	
	Seminars	
	Workshops	
	In service training	

2.2 Did you have any training before or after your appointment as practice educator?

Yes	
No	

2.1 How long have you been involved as a practice educator?

	Yes/No
0-3 years	
4-7 years	
8-11 years	
12 years and longer	

2.2 What other tasks are also your responsibility in the organisation?

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### 3.KNOWLEDGE AND SKILLS IN THE SUPERVISION FUNCTIONS IN GROUP SUPERVISION

3.1 Who in your organisation is responsible for the allocation of students to practice educators?

	Yes
Supervisor	
Office head	
Other	

3.2 How many students have been allocated to you in 2001?

0-3 students	4-7 students	more than 7 students

3.3 What factors are considered when students are allocated?

	Yes/No
Projects where student input is needed	
Experience of practice educators	
Practice educator offered to accommodate students	

3.4 What methods are utilised in group supervision?

	Yes/No
Pre placement interview	
Contact with previous supervisors	
Educational assessment	

#### 4. THE PROCESS IN GROUP SUPERVISION IN PRACTICE EDUCATION

4.1 What tasks do you apply in the phases of the process in group supervision?

	Yes/No
PLANNING PHASE	
Preparation of place of supervision sessions	
Adjust to tempo of students	
Preliminary planning	
BEGINNING PHASE	
Build trust relationship	
Identification of individual and group goals	
Contracting on learning needs	
MIDDLE PHASE	
Development of group culture	
Structuring of group supervision	
Empowerment of students	
Dealing with conflict	
Behaviour of individual members	
• deviant member	
• internal leader	
• quiet member	
• black sheep	
ENDING PHASE	
Evaluation of work performance	
Management of feelings	

#### 5. BENEFITS OF GROUP SUPERVISION

5.1 What are the benefits of group supervision?

	Yes/No
A positive trust relationship prevails	
Conflict is effectively handled in the group	
Group supervision is presented in addition to individual supervision	
Mutual objectives are addressed	
Students motivate one another	
Students develop cohesion	
Students accept new methods in supervision	
Students are enabled to solve their own problems	
Students can correct one another in group supervision	
Evaluation of work performance takes place within a positive practice educator-student relationship	

6. EVALUATION IN GROUP SUPERVISION

6.1 What method of evaluation of students' work performance is followed?

	Yes/No
Written evaluation	
Oral evaluation	
Both	

6.2 What are the tasks applied when work performance of students is evaluated?

	Yes/No
Educational assessment	
Educational programme	
Other	

6.3 Indicate what of the following aspects are considered when the work performance of students is evaluated.

Particulars of the placement	
Type of assignments and learning opportunities	
Utilisation of group supervision	
Professional conduct of students	
Criteria of the educational institution	
Prerequisites of the educational programme	

7. ROLES AND METHODS UTILISED IN GROUP SUPERVISION

7.1 What roles are applied in the utilisation of group supervision?

	Yes/No
Catalyst	
Leader	
Advisor	
Referee	
Resource	
Facilitator	

7.2 What aids are applied when group supervision is utilised?

	Yes/No
Case studies	
Film material	
Audio-visual material	
Role play	

## 8. CONTRACTING IN GROUP SUPERVISION

### 8.1 What elements are included when contracting with students?

	Yes/No
The different roles of each student during practice education	
Leadership in the group	
Conduct of practice educator and students	
Preparation for each session	
Number of group supervision sessions	
Meeting time	
Method of evaluation of work performance	
Termination of each session	
Students have an even opportunity to participate in group supervision	
Rules for interaction during the session	

## 9. FEEDBACK IN GROUP SUPERVISION

### 9.1 What is the nature of feedback in group supervision?

	Yes/No
Feedback focuses on specific progress and work performance of students	
Feedback focuses on the positive and negative progress of students	
Feedback is presented in a non authoritarian atmosphere	
Feedback is linked with specific learning needs of students	
Feedback is participatory and not advisory; alternatives are rather given than answers	
Feedback is linked with the information students can absorb at a specific time	
Feedback is given shortly after work is handed in	

10. GENERAL ELEMENTS IN GROUP SUPERVISION

10.1 What are the tasks performed by practice educators?

Arrange your choices in order of importance; 1 indicating most important.

	Yes/No
Motivate students to prepare for group supervision	
Indicate the role expectancy of students	
Encourage interaction in group supervision	
Inspire students to listen to one another	
Make an appropriate contribution	
Encourage students to learn from one another	
Assist in conflict management	
Discourage students to make an inappropriate contribution	
Prepare students on the roles of specific members	

10.2 What are the reasons why group supervision is less utilised than individual supervision?

	Yes/No
It is more difficult than individual supervision	
Preparation is time consuming	
Feels uncertain to manage the group	
Feels threatened by the size of the group	
Feels more comfortable with individual supervision	
The group process is too lengthy	
Too many students are simultaneously involved	
The presentation of conflict situations	
Exposure of students	
Confidentiality of client is sacrificed	



## APPENDIX 5

### VRAELYS

#### UNIVERSITEIT VAN STELLENBOSCH

#### DEPARTEMENT MAATSKAPLIKE WERK

Vraelys ter bepaling van die kennis, vaardigheid en houding van praktykopleiers teenoor die groepsupervisiemetode in praktykonderrig van voorgraadse studente.

Vraelys aan praktykopleiers by welsynsinstansies.

#### LET WEL

1. Die vraelys word anoniem ingevul en die inhoud daarvan is vertroulik.
2. Die onderstaande begrippe word vir die doel van die studie as volg omskryf:
  - 2.1 *Praktykonderrig*: Die leerproses waarvolgens 'n student deur 'n praktykopleier onderrig word om teorie en praktyk te integreer en vaardighede en 'n professionele houding te ontwikkel ooreenkomstig die doelstellings en doelwitte van praktykonderrig.
  - 2.2 *Praktykopleier*: Die maatskaplike werker by die praktykonderriginstansie onder wie se leiding die studente die program vir praktykonderrig uitvoer.
  - 2.3 *Groepsupervisie*: Groepsupervisie is 'n metode van supervisie wat benut word om studente in 'n groep in staat te stel om teorie en praktyk te integreer.

Hierdie vraelys word voltooi deur, tensy anders aangedui, soveel keuses wat u as toepaslik beskou aan te dui.

Maak asseblief 'n kruisie in die toepaslike kolom.

## 1. IDENTIFISERENDE BESONDERHEDE

1. Dui aan oor watter tersiêre kwalifikasie u beskik.

Kwalifikasie	
Diploma	
Graad (3 jaar)	
Graad (4 jaar)	
Honneurs	
Magistergraad	
Doktorsgraad	

1.2 Hoeveel jare werksondervinding het u as maatskaplike werker?

0-5 jaar	6-11 jaar	12-17 jaar	18-23 jaar	Meer as 23 jaar
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## 2 ONDERRIG IN SUPERVISIE

2.2 Het u enige onderrig in supervisie voor of na u aanstelling as praktykopleier ontvang?

Ja	Nee
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2.3 Wat was die aard van die onderrig in supervisie? U kan meer as een aandui.

FORMEEL	Kursus	
	Diploma	
	Graad	
INFORMEEL	Selfstudie	
	Literatuurstudie	
	Kort kursusse	
	Seminare	
	Werkswinkels	
	Indiensopleiding	

2.4 Vir watter tydperk tree u op as praktykopleier?

0-3 jaar		4-7 jaar		8-11 jaar		12jaar en langer	
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2.5 Watter ander take as praktykonderrig verrig u binne die instansie?

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2.6 Watter aantal voorgraadse studente ontvang hierdie jaar (2001) supervisie van u?

0-3 studente		4-7 studente		Meer as 7 studente	
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### **3. KENNIS EN VAARDIGHEID TEN OPSIGTE VAN SUPERVISIEFUNKSIES IN GROEPSUPERVISIE**

3.1 Wie in u instansie is verantwoordelik vir die toewysing van studente aan praktykopleiers?

Supervisor	
Kantoorhoof	
Ander (spesifiseer)	

3.2 Watter faktore word oorweeg wanneer studente aan praktykopleiers toegewys word?

Projekte waar studente insette benodig word	
Ervaring van die praktykopleier	
Praktykopleier het aangebied om studente te neem	

3.3 Watter metodes benut die instansie in die toewysing van studente aan praktykopleiers?

Voorplasingsonderhoud	
Kontak met vorige supervisors	
Onderrigevaluering	

#### 4. DIE PROSES IN GROEPSUPERVISIE IN PRAKTYKONDERRIG

4.1 Watter van die volgende word deur u toegepas of benut in die onderskeie fases van groepsupervisie?

Beplanningsfase	
- Voorbereiding van die plek van die supervisiesessie	
- Aanpassing by die tempo van studente	
- Voorlopige kontraksluiting	
Beginfase	
- Bou van 'n vertrouensverhouding	
- Identifisering van individuele en groepdoelstellings	
- Kontraksluiting oor leerbehoefte	
Middelfase	
- Ontwikkeling van groepkultuur	
- Strukturering van die groepsupervisie	
- Bemagtiging van studente	
- Hantering van konflik	
- Ervaring van gedrag van individuele groeplede	
* afwykende lid	
* interne leier	
* stil lid	
* swart skaap	
Eindfase	
- Evaluering van werkverrigting	
- Hantering van gevoelens	

## 5. VOORDELE VAN GROEPSUPERVISIE

5.1 Watter van die volgende ervar u tydens groepsupervisie in praktykonderrig?

'n Positiewe vertrouensverhouding met studente	
Konflik word effektief binne groepsverband hanteer	
Groepsupervisie is 'n aanvulling van individuele supervisie	
Gemeenskaplike doelwitte word aangespreek	
Studente motiveer mekaar	
Studente ontwikkel kohesie onderling	
Studente aanvaar nuwe metodes van supervisie	
Studente word in staat gestel om hul eie probleme op te los	
Studente ervaar dat hulle mekaar kan korrigeer in groepsupervisie	
Elke student bring haar/sy eie persoonlikheid na die groepsupervisie	
Evaluering van werkverrigting vind plaas binne 'n positiewe praktykopleier-student verhouding	

## 6. EVALUERING IN GROEPSUPERVISIE

6.1 Hoe geskied evaluering van studente se werkverrigting in u instansie?

Skryflik	
Mondelings	
Skryflik en mondelings	

6.2 Watter van die volgende take word deur die praktykopleier uitgevoer voordat evaluering van studente se werkverrigting in groepsupervisie kan plaasvind?

Onderrigevaluering	
Onderrigprogram	
Ander, spesifiseer asseblief	

- 6.3 Dui aan watter van die volgende aspekte in ag geneem word in die evaluering van studente sew werkverrigting.

Die spesiale omstandighede en eise van die plasing	
Tipe werksopdragte en leergeleenthede	
Benutting van groepsupervisie	
Professionele optrede van student	
Kriteria van die opleidingsinstansie	
Vereistes van die opleidingsprogram	

## 7. **ROLLE EN METODEDES IN GROEPSUPERVISIE**

- 7.1 Watter rolle benut u in die uitvoering van die proses in groepsupervisie?

Katalisator	
Leier	
Adviseur	
Skeidsregter	
Hulpbron	

- 7.2 Watter hulpmiddels word deur u implimenteer in die uitvoering van die groepsupervisieproses?

Gevallestudies	
Filmmateriaal	
Audio-visuele materiaal	
Rollespel	

## 8. KONTRAKSLUITING IN GROEPSUPERVISIE

8.1 Watter van die volgende aspekte word in die kontrak tussen praktykopleier en studente vervat?

Die verskeie rolle van elke student tydens praktykonderrig	
Leierskap in die interaksie in die sessies	
Optrede van praktykopleier en studente	
Die uitvoering van die onderskeie doelwitte vir praktykonderrig en supervisie	
Vorbereiding vir elke groepsupervisie sessie	
Aantal groepsupervisiesessies wat sal plaasvind	
Ontmoetingstyd	
Metode van evaluering van werkverrigting	
Terminering van elke sessie, asook die finale sessie	
Studente het 'n gelyke kans om deel te neem in groepsupervisie	
Reëls vir deelname/interaksie tydens sessie	

## 9. TERUGVOER

9.1 Wat is die aard van terugvoer van die praktykopleier aan studente?

Terugvoer word gegee kort nadat werk ingehandig is	
Terugvoer fokus op spesifieke vordering en werkverrigting van studente	
Terugvoer fokus op die positiewe vordering, sowel as die negatiewe vordering van studente	
Terugvoer word aangebied in 'n nie-outoritêre atmosfeer	
Terugvoer word in verband gebring met spesifieke leerbehoefte van studente	
Terugvoer vind plaas op 'n deelnemende wyse en nie 'n adviserende wyse; alternatiewe word aangebied, eerder as antwoorde	
Terugvoer word in verband gebring met wat studente op 'n spesifieke tyd kan inneem	

## 10. ALGEMEEN

10.1 Indien u groepsupervisie toepas, watter van die volgende take word deur u uitgevoer?

Rangskik u keuses in volgorde van belangrikheid beginnende by (1) as u hoogste prioriteit

Berei lede voor op rol as groeplid	
Dui rolverwagting en verpligting van beide partye aan	
Motiveer lede om voorbereid na supervisie te kom	
Moedig interaksie aan in groepsupervisie	
Lewer toepaslike bydrae	
Inspireer studente om na ander te luister	
Ontmoedig studente om ontoepaslike bydrae te lewer	
Help om konflik te hanteer	
Moedig studente aan om van ander te leer	

10.2 Verskaf redes waarom u dink groepsupervisie minder benut word as individuele supervisie. Merk dié wat van toepassing is.

Dit is moeiliker as individuele supervisie	
Die voorbereiding neem te veel tyd	
Voel onseker om 'n groep te hanteer	
Voel bedreig deur grootte van die groep	
Voel myself gemaklik in individuele supervisie	
Die groepproses duur te lank	
Te veel studente word gelyktydig betrek	
Konflik kan makliker in die groepsituasie ontstaan	
Uitlewering kan geskied	
Vertroulikheid van die kliënt word ingeboet	



10.3 Hoe ervaar u die verantwoordelikheid om groepsupervisie aan te bied?

Veeleisend	
Frustrerend	
Spanningsvol	
Tydrowend	
Stresvol (burn out)	
Bevredigend	
Uitdagend	
Verrykend	
Ander	

Indien u ander aandui, spesifiseer asseblief \_\_\_\_\_

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Baie dankie vir u samewerking

Rochelle Williams