

## Subject Description Form

<b>Subject Code</b>	APSS529														
<b>Subject Title</b>	Supervision and Professional Development														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>2. Participation &amp; Journal Article/Book Chapter Review</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>3. Term paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass all the components if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation	30%		2. Participation & Journal Article/Book Chapter Review	20%		3. Term paper	50%	
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<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. critically look into the concept of supervision by reviewing what supervision in social service organizations involves, such as its boundaries, objectives, functions, relationships, use of authority, and formats;</li> <li>2. examine models of supervision and its implications for the professional development and job performance of social work practitioners;</li> <li>3. reflect on their own experience of being a supervisor and a supervisee, so that they become more sensitive to the various issues and processes involved in supervisory process and contexts; and</li> <li>4. learn supervisory skills of supervision and other organizational learning processes (such as mentorship, coaching, and consultation) hence be able to design and develop more effective professional development contexts in their own organizations/service settings.</li> </ol>														

<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. understand the professional, organizational, personal, and cultural boundaries of supervision;</li> <li>b. identify and handle the issues arising from the supervisory process both as a supervisor and a supervisee; and</li> <li>c. design and use supervision and other related organizational learning mechanisms to enhance the job performance, professional development, and morale of frontline staff.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Supervision and Professional Development in Social Services <ul style="list-style-type: none"> <li>Defining supervision and professional development, and their aims</li> <li>Functions and scope of supervision <ul style="list-style-type: none"> <li>The educational function - supervisor as the teacher developing professional knowledge, understanding and practice abilities of supervisee</li> <li>the administrative function - supervisor as the manager monitoring quality of supervisee's work</li> <li>the enabling function - supervisor as the person supporting supervisee in overcoming personal barriers in being a helper</li> </ul> </li> </ul> </li> <li>2. On Becoming a Supervisor <ul style="list-style-type: none"> <li>Understanding self and others as a learner - to capture how self/supervisee learns so as to structure the learning experience in the most optimal way: - <ul style="list-style-type: none"> <li>experiential learning, learning styles and learning cycle</li> <li>learning domains: cognitive, affective and behavioural</li> <li>learning in social work context</li> </ul> </li> </ul> </li> <li>3. The Supervision Process <ul style="list-style-type: none"> <li>Effective supervision - process and content <ul style="list-style-type: none"> <li>using the process model of practice learning, examine how supervision in social service organization is approached, with emphasis on assessment of learning need, negotiating learning contract, design of learning programme, handling different value premises, evaluation and assessment</li> <li>examining the quality of an effective supervisor</li> <li>behavioral repertoire attributes and attitudes</li> </ul> </li> <li>Handling specific issues of supervision, such as: - <ul style="list-style-type: none"> <li>induction</li> <li>motivation</li> <li>management of stress and staff burnout</li> </ul> </li> </ul> </li> </ol>

	<p>handling supervisor's own roles conflict  supervising in teamwork/interdisciplinary teamwork  Connecting theory and practice  the core values and nature of social work knowledge and their relationships with supervision</p> <p>4. The Supervisor-Supervisee Relationship  The individuals in the profession  The individuals in the organization  Power and authority in supervision  The myth of match and mismatch in the supervision dyads</p> <p>5. Designing Supervision and Professional Development  Supervision and other organizational learning processes (such as mentorship, coaching, and consultation) and their assumptions and practices  Supervision and professional development at an organizational level  supervising networks and resources  different formats of supervision  towards a learning culture  Supervision in specific service settings, for example  family service  integrated team  residential setting  community development service  interdisciplinary setting (e.g., medical settings and schools)</p>																		
<p><b>Teaching/Learning Methodology</b></p>	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection and exploration of controversial issues related to theories and practice will be substantiated through seminar presentations and discussions. Acquisition of skills will be processed through laboratory exercises.</p>																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th data-bbox="430 1417 722 1585" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="722 1417 876 1585" rowspan="2">% weighting</th> <th colspan="3" data-bbox="876 1417 1429 1522">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="876 1522 1068 1585">a</th> <th data-bbox="1068 1522 1250 1585">b</th> <th data-bbox="1250 1522 1429 1585">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 1585 722 1690">1. Seminar presentation</td> <td data-bbox="722 1585 876 1690">30%</td> <td data-bbox="876 1585 1068 1690">√</td> <td data-bbox="1068 1585 1250 1690">√</td> <td data-bbox="1250 1585 1429 1690">√</td> </tr> <tr> <td data-bbox="430 1690 722 1869">2. Participation &amp; Journal Article/Book Chapter Review</td> <td data-bbox="722 1690 876 1869">20%</td> <td data-bbox="876 1690 1068 1869">√</td> <td data-bbox="1068 1690 1250 1869">√</td> <td data-bbox="1250 1690 1429 1869"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Seminar presentation	30%	√	√	√	2. Participation & Journal Article/Book Chapter Review	20%	√	√	
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	Total	100%			
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The student's learning outcomes will be assessed through their performance in course work. Thus in seminar presentation, discussion, case studies, reflective journals and finally a term paper to sum up and apply their learning to resolve issues and problems of practice.</p>				
<b>Student Study Effort Expected</b>	<b>Class contact:</b>				
	▪ <b>Lecture</b>		27 Hrs.		
	▪ Seminar		12 Hrs.		
	<b>Other student study effort:</b>				
	▪ Preparation of Seminar and Presentation		24 Hrs.		
	▪ Self-study		60 Hrs.		
	Total student study effort		123 Hrs.		
<b>Reading List and References</b>	<p>Beddoe, L., &amp; Davys, A. (2016). <i>Challenges in professional supervision: Current themes and models</i>. London: Jessica Kingsley.</p> <p>Davys, A., &amp; Beddoe, L. (2010). <i>Best practice in professional supervision: A guide for the helping profession</i>. London: Jessica Kingsley Publishers. HV40.54 D38 2010</p> <p>Kadushin, A., &amp; Harkness, D. (2014). <i>Supervision in social work</i> (5<sup>th</sup> ed.). N.Y.: Columbia University Press. HV40.54 (e-book)</p> <p>Munson, C. (2002). <i>Handbook of clinical social work supervision</i> (2<sup>nd</sup> ed.). New York: The Haworth Press. HV41 M85 2002</p> <p>Shulman, L. (2010). <i>Interactional supervision</i> (3<sup>rd</sup> ed.). Washington, DC: National Association of Social Workers Press. HV40.54 S58 2010</p> <p>Tsui, M. S. (2005). <i>Social work supervision: Contexts and concepts</i>. Thousand Oaks, CA: Sage. HV40.54 T78 2005</p> <p>Tsui, M. S., &amp; Ho, W. S. (2003). <i>Social work supervision: Theories, practice, and reflection</i>. Hong Kong: Hong Kong Christian Service. (in Chinese). HV41 X833 2003</p>				

## **SUPPLEMENTARY**

Austin, M., & Hopkins, K. (Eds.) (2004). *Supervision as Collaboration in the Human Services: Building a Learning Culture*. Thousand Oaks, CA: Sage. HV40.54 S87 2004

Hawkins, P., & Shohet, R. (2006). *Supervision in the helping professions*. Maidenhead: Open University Press. BF637.C6 H365 2006

Kaiser, T. L. (1997). *Supervisory relationships: Exploring the human elements*. Pacific Grove, CA: Brooks/Cole Publishing Company. HF5549.12 K35 1997

Noble, C., Gray, M., & Johnson, L. (2016). *Critical supervision for the human services: A social model to promote learning and value-based practice*. London: Jessica Kingsley.

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Summers, N. (2010). *Managing social service staff for excellence: Five keys to exceptional supervision*. Hoboken, CA: Wiley. HV40.54 S865 2010

Wonnacott, J. (2012). *Mastering social work supervision*. London: Jessica Kingsley. HV40.54 W66 2012 (e-books)

## **Journal Articles and Book Chapters**

Bogo, M. (2006). Clinical supervision in social work. A review of the research literature. *The Clinical Supervisor*, 24(1/2), 49-67.

Bruce, E. J., & Austin, M. J. (2000). Social work supervision: Assessing the

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- Harkness, D. (1995). The art of helping in supervised practice: Skills, relationship, and outcome. *The Clinical Supervisor*, 13(1), 63-76.
- Leung, K. (2012). An exploration of the use of power in social work relationships in Hong Kong. *Journal of Social Work Practice*, 26(2), 151-162.
- Mor Barak, M. E., Travis, D., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review*, March, 3-32.
- Noble, C., & Irwin, J. (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*, 9, 345-358.
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- O'Donoghue, K., & Tsui, M. S. (2013). Social work supervision research (1970-2010): The way we were and the way ahead. *British Journal of Social Work*. (Accepted) since it was accepted in 2013, please state the page no.
- Rich, P. (1993). The form, function and content of clinical supervision: An integrated model. *The Clinical Supervisor*, 11(1), 137-178.
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- Tsui, M. S. (2004). The supervisory relationship of Chinese social workers in Hong Kong. *The Clinical Supervisor*, 22(2), 99-120.
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- Tsui, M. S. (2005). Supervision models in social work: From nature to culture. *Asian Journal of Counselling*, 11(1&2), 1-49.
- Tsui, M. S. (2006). Hopes and dreams: Ideal supervision for social workers in Hong Kong. *Asia Pacific Journal of Social Work and Development*, 16(1), 33-42.
- Tsui, M. S. (2008). An adventure of re-searching the nature of social work supervision in the Chinese culture. *Qualitative Social Work*, 7(3), 349-

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Tsui, M. S., Ho, W. S., & Lam, C. M. (2005). The use of supervisory authority in Chinese cultural context. *Administration in Social Work*. 29(4), 51-68.

Tsui, M. S., O'Donoghue, K., & Ng, A. K. T. (2014). Culturally competent and diversity-sensitive clinical supervision: An international perspective. (pp. 238-254). In C. Edwards Watkins Jr., & Derrek L. Milne (Eds). *The Wiley International Handbook of Clinical Supervision*. Oxford: Blackwell.

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