Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS529</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Supervision and Professional Development</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### Assessment Methods

<table>
<thead>
<tr>
<th>Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar presentation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>2. Participation &amp; Journal Article/Book Chapter Review</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>3. Term paper</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all the components if he/she is to pass the subject.

### Objectives

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;

2. examine models of supervision and its implications for the professional development and job performance of social work practitioners;

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

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.
### Intended Learning Outcomes

Upon completion of the subject, students will be able to:

a. understand the professional, organizational, personal, and cultural boundaries of supervision;

b. identify and handle the issues arising from the supervisory process both as a supervisor and a supervisee; and

c. design and use supervision and other related organizational learning mechanisms to enhance the job performance, professional development, and morale of frontline staff.

### Subject Synopsis/Indicative Syllabus

1. **Supervision and Professional Development in Social Services**
   - Defining supervision and professional development, and their aims
   - Functions and scope of supervision
     - The educational function - supervisor as the teacher developing professional knowledge, understanding and practice abilities of supervisee
     - The administrative function - supervisor as the manager monitoring quality of supervisee's work
     - The enabling function - supervisor as the person supporting supervisee in overcoming personal barriers in being a helper

2. **On Becoming a Supervisor**
   - 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: -
     - experiential learning, learning styles and learning cycle
     - learning domains: cognitive, affective and behavioural
     - learning in social work context

3. **The Supervision Process**
   - Effective supervision - process and content
     - 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
     - examining the quality of an effective supervisor behavioral repertoire attributes and attitudes
   - Handling specific issues of supervision, such as: -
     - induction
     - motivation
management of stress and staff burnout
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

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

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)

Teaching/Learning Methodology
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.

Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>1. Seminar presentation</td>
<td>30%</td>
<td>√</td>
</tr>
<tr>
<td>2. Participation &amp; Journal Article/Book</td>
<td>20%</td>
<td>√</td>
</tr>
</tbody>
</table>
### Chapter Review

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Term paper</td>
<td>50%</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

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.

### Student Study Effort Expected

<table>
<thead>
<tr>
<th>Class contact:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Lecture</td>
<td>27 Hrs.</td>
</tr>
<tr>
<td>▪ Seminar</td>
<td>12 Hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other student study effort:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Preparation of Seminar and Presentation</td>
<td>24 Hrs.</td>
</tr>
<tr>
<td>▪ Self-study</td>
<td>60 Hrs.</td>
</tr>
</tbody>
</table>

Total student study effort  123 Hrs.

### Medium of Instruction

English supplemented with Chinese

### Medium of Assessment

English

### Reading List and References


National Association of Social Workers Press.  HV40.54 S85 2010


**SUPPLEMENTARY**


Social Workers Registration Board. (2006). *Study on the current state of supervision for social workers in Hong Kong*. Hong Kong: Author.  HV40.54 S87 2010


Journal Articles and Book Chapters


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.*


-End-