

## МЕДИЧНА ПСИХОЛОГІЯ

УДК 159.922.6+316.624

DOI <https://doi.org/10.32782/psy-visnyk/2022.2.7>

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### TRAINING AND DEVELOPMENT OF SUPERVISORS OF SUPPORTING PROFESSIONS IN UKRAINE

#### НАВЧАННЯ ТА РОЗВИТОК СУПЕРВІЗОРІВ ДОПОМОГАЮЧИХ ПРОФЕСІЙ В УКРАЇНІ

The article is devoted to the topical problem of introduction of the institute of supervision for qualitative mastering of practical skills in professions of help. The effectiveness of supervision is primarily determined by the professional and personal characteristics of the supervisor.

The concept of «supervisor», professional requirements for his knowledge, skills, abilities and specific traits, functions and experience are analyzed. The importance of the organization's personnel as the most valuable human resource, which must be provided with quality supervision that meets its leading professional needs, is proved.

It is emphasized that the training of supervisors should be based on a developmental approach, going through five stages of career development. Opportunities for training supervisors are described, the main and alternative options are given; identified a wide range of learning opportunities that can be used in various combinations to enhance their effectiveness.

A number of general aspects on which the training of supervisors should be based are indicated, including an anti-discriminatory or non-oppressive approach; skills or laboratory classes; audio and video recording of real sessions; peer-to-peer sharing; team context and supervisee feedback; concepts, theories, models, research; course counseling on current supervisory dilemmas, etc.

A wide range of learning opportunities are highlighted, which are used in various combinations to enhance their effectiveness: analysis of previous supervision experience; receiving feedback from your supervisor; developing one's style of supervision, etc.

Specific techniques of supervisory intervention are defined (such as modeling, instructions and recommendations, prompts, transfer of factual material – informing, use of questions for active discussion of controversial situations in dialogue (Socratic method), encouragement in the development of associations, in flexibility; in self-reflection, discussion of the supervisee's feelings in a specific situation of work with the client and others), prerequisites and obstacles to the organization of the supervisor's work.

**Key words:** training, supervisor, care professions, practical skills, supervision, vocational education.

Стаття присвячена актуальній проблемі впровадження інституту супервізії для якісного оволодіння практичними навичками в професіях допомоги. Ефективність супервізії, в першу чергу, визначається професійно-особистісними характеристиками супервізора.

Проаналізовано поняття «супервізор», професійні вимоги до його знань, вмінь, навичок, якостей та специфічних рис, функцій та досвіду.

Доведено важливість персоналу організації як найціннішого кадрового ресурсу, який повинен бути забезпечений якісною супервізією, яка задовольняє його провідні професійні потреби.

Наголошено, що навчання супервізорів повинно будуватися на розвитковому підході, проходити поступово п'ять етапів кар'єрного розвитку.

Описано можливості навчання супервізорів, подано основні та альтернативні варіанти; означено широкий спектр можливостей для навчання, який можливо застосовуються в різних комбінаціях для посилення їх ефективності.

Зазначена низка загальних аспектів, які стосуються навчальних програм для всіх супервізорів.

Визначено конкретні техніки супервізорського втручання, передумови та перешкоди організації роботи супервізора.

**Ключові слова:** навчання, супервізор, професії допомоги, практичні навички, супервізія, професійна освіта.

**Formulation of the problem.** At the present stage of development of higher education in Ukraine, the greatest difficulty is the practical training of future professionals (psychologists, teachers, doctors and social workers, etc.), because upon graduation, the student must receive the necessary professional training, which should make him ready for real professional activity. However, having a fairly thorough theoretical preparation for practi-

cal activities from the first day of work, students are not ready, especially since modernity places high demands on the professional activities of future professionals in the field of helping professions.

The emergence of new professional standards, the renewal of basic vocational education programs leads to the use of new methods that develop, form the professional competencies of future professionals. One of

the relatively new, especially in Ukraine, methods of practical training in the higher education system, which has long and well established itself in the West, is the method of supervision.

O.S. Kovshova understands supervision as a «professional training program focused on researching problems at the final stage of training»; calls it «a new psychological practice within the so-called «helping» professions, which implements expert, educational and counseling functions in order to improve the quality and efficiency of work with people in education, health care and social services» [2, p.4].

**Analysis of recent research and publications.**

O.D. Faizullaeva and N.D. Moha [7, p. 128] believe that «universal educational technology that allows to solve all the problems of «readiness» for work is the technology of supervision» for future teachers.

T.S. Timofeeva and L.Ye. Solyankina [4, c. 57] emphasize the complexity of training psychologists and their professional development, connecting it with «the diversity of methodological approaches in psychological science itself, which place different demands on both skills and personal characteristics of the professional. The modern system of training psychologists has to be eclectic, taking into account the possibility of multiple career choices: in terms of scope, age of clients, methodological direction. The authors see the solution to the problem in the application of supervision, which affects the formation of «professional identity both at the stage of training and at the stage of direct independent activity». According to them, "due to the specifics of the object of the psychologist's activity, supervision is an important part of helping in his professional development» [4, p. 59].

I.V. Fokyn considers supervision «a unique creative technology of training social workers, based on the traditions of oral knowledge transfer. They are used both in the process of social education of students, when they are in practice, and in the process of independent work of beginning professionals, when the supervisor helps a colleague to learn the secrets of professional skills. Long-term training in social work will not help a student to become a good specialist if he has not been supervised under the guidance of an experienced supervisor» [8, p. 108].

Thus, supervision as a unique, universal and most effective for training helping professions (such as psychologist, social worker, teacher, etc.), which require quality practical training for future professional activities aimed at helping people, technology. The central place in it is occupied by the supervisor.

Supervision performs all its functions in an organization where there is a sense of equal opportunity, where there is no discrimination and oppression, and supervisory and administrative power is used to unite staff and improve the quality of work [14].

In any organization, staff is the most valuable resource. C. Pritchard [16] believes that employees who are most satisfied with their work are more likely to perform it better than dissatisfied staff who are under excessive stress. Therefore, it is in the interests of the organization, as well as in the interests of the employees themselves, to invest resources in a comprehensive staff

development program. In this process, supervision plays a leading role.

**The purpose of the article.** Theoretically substantiate the professional requirements for the supervisor, his knowledge, skills, abilities, qualities and specific features, functions and experience; to define its role in supervision as professional practical training at the level of higher education of future specialists of helping professions.

**Presentation of the main research material.** In the social sphere, a supervisor is a specially trained social worker who acts as a «psychotherapist» for beginning professionals or students [8, p.107].

*Requirements for the supervisor.* To ensure supervision, a social service provider may involve specialists with practical experience, experience in practical work in the field of social services, counseling, who have the necessary knowledge, skills, methods of working with different categories of families/ people in difficult lives circumstances, – specified in the Guidelines for the Supervision of Employees Providing Social Services [3].

The purpose of supervision of a student-psychologist, according to the Standard regulations on supervision of faculties of psychology (project) is to prepare students for independent professional activity as a psychologist in a specific area of psychological practice. *Requirements for the supervisor.* Supervision should be supervised by a highly qualified psychologist who has at least 5 years of professional experience in this practical board of psychology, experience of independent practical work in relevant specialized institutions for at least 3 years, the degree of candidate / doctor of science or certificate of advanced training or professional training in the relevant field in accordance with the Standard Regulations on Supervision for Psychology Faculties [5].

Thus, the list of specialists who have the right to supervise in accordance with these requirements is approved by order of the institution. The list is formed of specialists whose sufficient qualifications for supervision are confirmed by the National Attestation Committee of the Psychological Society on the basis of the principles of public accreditation.

Supervisors must have such qualities as: the ability to listen constructively and actively; ability to reflect; ability to interact; ability to resolve issues in the separation of powers and subordinate relations; ability to discuss ethical issues; ability to evaluate activities for the implementation of competencies. Flexibility in the transition from theoretical concepts to the use of a wide range of interventions and methods. Multifaceted point of view: the ability to see the same situations from different angles. The ability to contain anxiety and manage it in yourself and the supervised. Ability to learn from the supervised and in new situations. Sensitivity in work to a wider context. The ability to adequately use their power. The most difficult skill that a supervisor needs to develop is the ability to switch attention to one of the following areas («helicopter ability»):

- the client described by the supervised;
- the supervised itself and its process;
- your own process and relationship in here-and-now supervision;

– the client in a broader context (and assistance to the supervised in expanding boundaries).

M. Richards et al. [17, p. 93-102] developed a list of basic skills and related criteria that will be considered as basic skills of the supervisor. The basic skills of a supervisor can be taken as a basis for defining basic skills: providing staff members with the opportunity to act, learn and develop; providing supervision of the work process; mediation between staff, senior management, external organizations and the community served by the organization.

L.D. Borders and G.R. Leddick [11], C. Felthman and W. Dryden, [12, p. 140-145) proposed a list of relevant skills and indicators for each of these functional responsibilities.

The skills required for counseling can be divided into three categories: conceptual skills and knowledge; skills of direct intervention; ability to maintain relationships with people.

The combination of these skills and abilities can create a clear idea of what the organization expects from the supervisor. These indicators should be emphasized in the process of training the supervisor.

The main skills of the supervisor are to create optimal conditions for the formation and development of students' competencies needed to solve professional problems; interaction with supervisees, discussion with their course and results of tasks; assessment of the level of development of professional competencies during and after supervision; support in the development of the student's professional confidence.

I.V. Fokyn distinguishes the following functions of the supervisor:

1) educational, if the supervision is carried out in the framework of training;

2) informational, if the supervisor transfers to the specialist a certain amount of knowledge, helps to develop a strategy; 3) supporting, if the specialist needs support, positive resources to continue their activities; 4) evaluating, when the supervisor evaluates the strategies, methods, technologies of activity chosen by the specialist; 5) assistance in planning further counseling, if during the consultation the specialist «went into a dead end» [8, p. 108].

*Training of supervisors.* For the supervisor's own effective training, it is necessary to have *self-assessment* skills. There are some basic self-assessment questions that will help the supervisor determine what level of development he or she is at, and develop the necessary skills that he or she lacks.

1) Knowledge: awareness of the goals of supervision, a clear idea of the boundaries, understanding of the organizational, supportive and educational function of supervision, knowledge of the types of supervisory contract.

2) Skills of organizing supervision: the ability to maintain the boundaries of the relationship, to explain to the supervised the purpose of supervision, to reach an agreement when concluding a contract. Ability to maintain a balance between organizational, educational and supportive functions. Ability to create a microclimate characterized by trust, empathy, immediacy, sincerity. Ability to end the session on time and appropriately.

3) Supervisory intervention skills: use of such types of intervention as confrontation, prescription, catharsis, information, catalysis, support. Providing feedback, which is characterized by clarity, targeting, specificity, balance. Ability to focus on the content being transmitted; interventions of the supervised, the relationship between the client and the supervised, the countertransference of the supervised, the relationship of supervision, the own countertransference, the broader context.

4) Specific features: adequate use of power, attitude to the role of supervisor, the ability to understand the needs of supervisees, the ability to inspire and inspire optimism, the ability to understand individual differences (race, culture, gender, etc.), sense of humor.

5) The desire for continuous personal development: the experience of the supervised; receiving feedback from supervisees / mentors, colleagues; the ability to see your weaknesses and strengths as a supervisor; awareness of their own limitations.

6) For group supervisors: knowledge of group dynamics, use of group phenomena for supervision, experience of group competition.

7) For experienced supervisors: experience of inter-professional supervision, supervision of the organization. Know the stages of development of working groups and organizations. Ability to facilitate organizational change, to form a culture of learning, to recognize the hidden culture of the organization.

For effective professional growth, the supervisor must attend special courses in which, in addition to mastering theory and practical skills, he must develop his personal supervisory style and his own model of supervision.

The strategy of the institution and the training of supervisors should be based on a *developmental approach*. It is believed that career development consists of five characteristic stages: 1. Supervision of students. 2. Training that precedes the appointment. 3. Training of new supervisors. 4. Training of authoritative supervisors. 5. Training of coaches-supervisors.

Researchers (P. Hawkins & R. Shohet, 1989; M. Richards et al. 1990; T. Morrison, 1993) [13; 15; 17] now offer the following opportunities for future supervisors: they can attend training courses or seminars conducted by renowned experts in the field; you can also get individual advice from different supervisors. An alternative is to get acquainted with the relevant literature, in which you can find an idea. But all these options assume that the future supervisor already has deep knowledge in the field of supervision and general experience in various teaching methods.

There are a number of common aspects that apply to training programs for all supervisors. Such elements [6] include anti-discrimination or non-suppressive approach; skills or laboratory classes; audio and video recording of real sessions; exchange between equals; team context and feedback of the supervised; concepts, theories, models, research – informing literature practitioners; counseling during the course on current supervisory dilemmas [9; 10].

Most supervisors can use a wide range of learning opportunities that are used in various combinations to

enhance their effectiveness: analysis of previous supervision experience; receive feedback from your supervisor; develop your own style of supervision; reading books and articles, watching videos on supervision; continuation of studies; analysis of your supervision; discuss your style with the supervisor; supervisor training process. This learning cycle can be modified and streamlined in any direction and in any way to suit your learning capabilities and needs. However, if you want to make your learning systematic, you need to start with the process of self-assessment and identifying these learning needs. You can evaluate the required training either with your supervisor, receiving feedback from him, or with colleagues.

There are specific techniques of supervisory intervention [9]:

- simulation.
- instructions and recommendations, tips, transfer of factual material – information.
- using questions for active discussion of controversial situations: in dialogue (Socratic method).
- encouragement: in the development of associations, in flexibility; in self-reflection.
- discussion of feelings of the supervised in a concrete situation of work with the client.

To achieve effective supervision, it is important to choose those methods and techniques, interventions that best meet the personal style, area of interest, worldview, degree of professional autonomy, the level of maturity of both the supervisor and the specialist.

An important form of supervision, especially at the initial stage of training, is individual supervision [2, p. 4] in the form of psychological counseling and group supervision [2, p. 4] in the classical form, in the form of a «Balint» group [2, p. 4], also included and not included methods of supervision [10, p. 22-24], are used in strategic and short-term [10, p. 26-27] systemic approaches in supervision. In addition to individual and group supervision, researchers distinguish a type of group supervision – collegial supervision, or intravision [9, p. 54].

Prerequisites for the organization of supervisory work are: 1. Development of psychological and psychotherapeutic services in Ukraine. 2. Search for a new democratic system in the professional sphere. 3. Integration of professionals into the Ukrainian Supervisory Society

of the relevant specialty. 4. The need to integrate domestic supervision into the world professional community. 5. The need to develop criteria for the professionalism of specialists in helping professions.

Along with the prerequisites for the development of the supervisory service, there are a number of obstacles: 1. Lack of education in the direction of supervision. 2. The influx of low-skilled personnel. 3. Competition and rapid change of "fashion" trends. 4. Uneven pace of development in the regions. 5. The influence of non-traditional foreign destinations. 6. Psychological unpreparedness of specialists for this work, the presence of professional complexes (uncertainty, incompetence).

#### **Conclusions and prospects for further development in this direction.**

The development and requirements for professional activities related to the provision of assistance – psychologists, social workers, psychotherapists, law enforcement officers, etc. in Ukraine – involves the formation and expansion of supervisory work aimed not only at improving skills, professional qualities and competencies, as well as the prevention of emotional burnout as an urgent problem, most inherent in the representatives of this type of profession.

Existing measures aimed at training supervisors are mostly unsatisfactory and inadequate. The problem is not only in finding supervisors who agree to conduct training courses, but also in finding ways to ensure quality control of the knowledge and skills they demonstrate. Therefore, we see prospects for further development in this area in the introduced supervision as a subject in the last bachelor's courses of all specialties related to supporting professions, the introduction of supervisory practice for at least 6 months, at the master's level of higher education with mandatory qualification. exam for the formation of the necessary professional skills.

It is also extremely important to be able to receive supervision in the workplace, which must be enshrined and guaranteed by the state, an example is the social sphere, which began this path [3].

Particular attention should be paid to the possibility of special education of supervisors depending on their profession. Supervision should be aimed at the formation of professional skills of supervised and quality training of supervisors.

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