

# SUPERVISION IN THEORY AND PRACTICE

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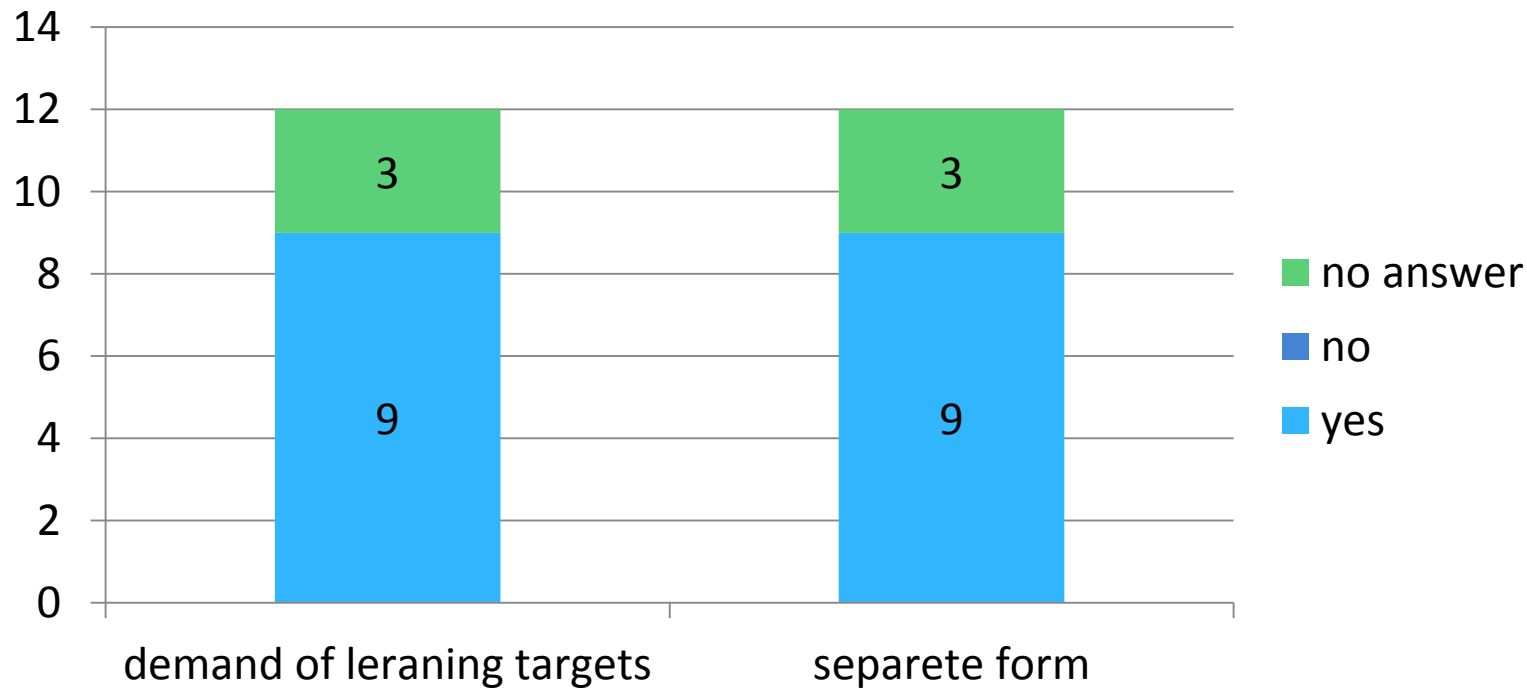
# Innhentet data per april 2013

- \* Oppstart i prosjektet høsten 2012
  - \* E-post henvendelse til sosionomutdanningene i Norge høsten 2012
    - \* 12 utdanningssteder (inkl. HiST)
    - \* 9 utdanninger besvarte henvendelsen (inkl. HiST)
  - \* Møte med avd. sykepleie (HiST) høsten 2012
    - \* Erfaringsinnhenting av gode grep fra pilotprosjektet IKT-basert videreutdanning i veiledning (2011)
  - \* Møte med referansegruppe høst 2012
    - \* Består av 3 kommuner av ulik størrelse. Både kommunal og statlig del av NAV. I tillegg en statlig enhet (KiF)
- \* Studentevaluering i 2012 og 2013
  - \* Totalt 83 og 77 studenter
  - \* Til sammen 51 og 68 svar
- \* Praksisveilederevaluering i 2013
  - \* Totalt 77 praksisveiledere
  - \* Til sammen 35 svar

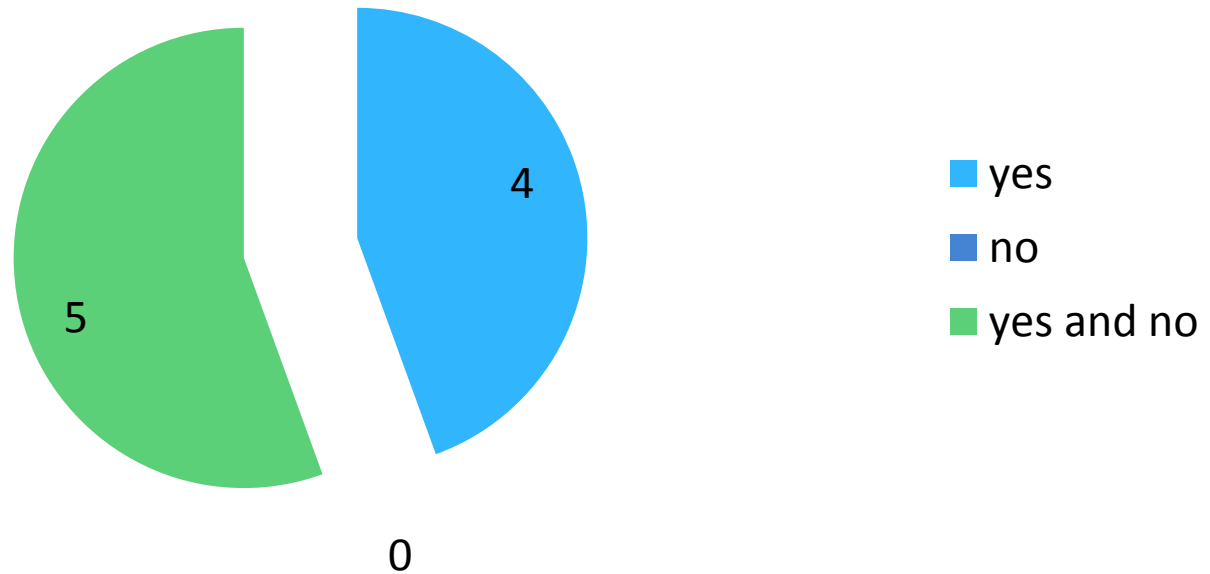
# On going data collection June 2013

- \* Interview of depth
- \* Semi-structured interview guide
- \* Theme and focus on the concept of supervision
- \* The informants were experienced social workers and supervisors
- \* Four interviews
  - \* Preliminary findings and «pattern»
- \* Further plans for data collection
  - \* Additional interview of depth of supervisors
  - \* Focus group interview of students

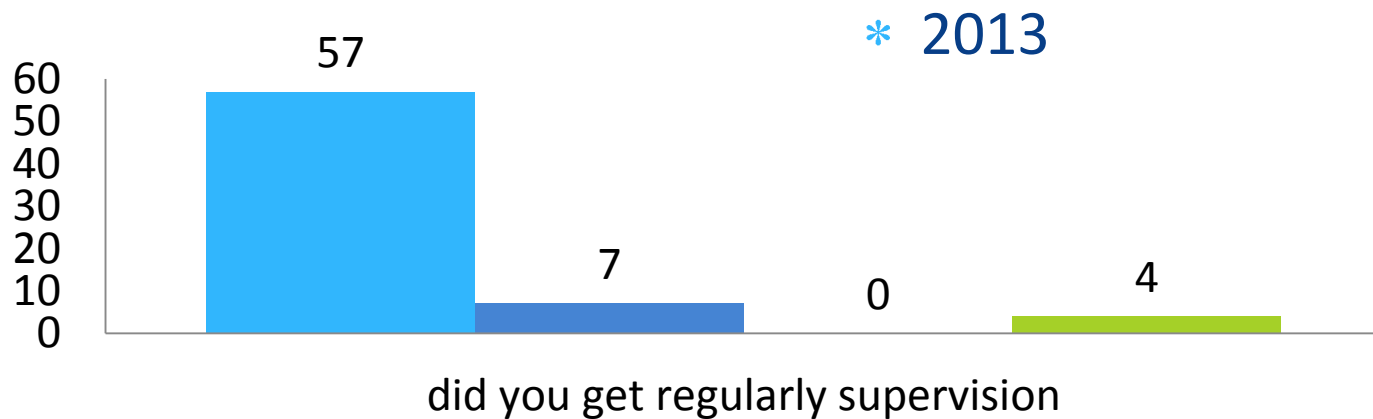
# Question to the social work educations in Norway about demand for learning targets



# Are the learning targets central in the supervision?



# Supervision at the place of practice



■ yes ■ no ■ yes and no ■ no reply

# Examples of the variety of student supervision 2013

## Type of organising

intended/fixed point of time

after each task/job

Alone with the supervisor

a kind of conversation the the supervisor

At the office of the supervisor

## Type of organising

one's way in the work

At the end of every workingday

together with other student (s)

In role play

In the student's own office

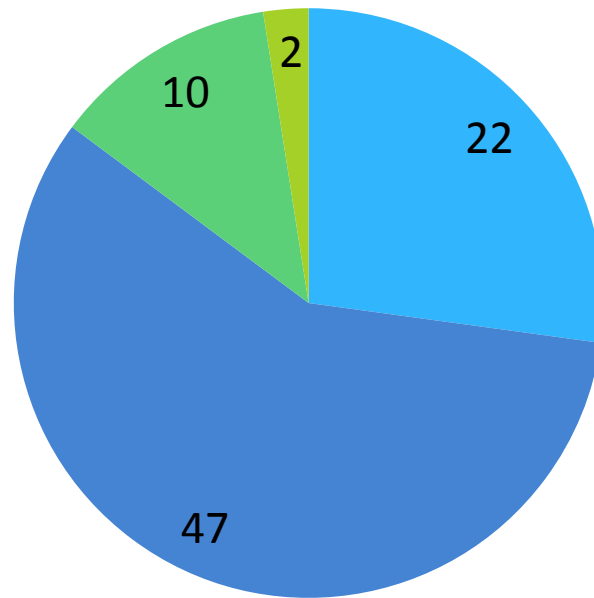


# What was helpful and what did you miss in the supervision?»

FUNCTION	THIS WAS HELPFUL FOR THE STUDENTS	THE STUDENTS MISSED 2013
<b>ADMINISTRATIVE</b>	Learning targets, the supervisor was prepared, silence, defined agreements, more than one supervisor	, individual supervision
<b>EDUCATIONAL</b>	information, experience of the supervisor, reflective questions, demand for the student's competence, critical questions	Professional feedbacks, focus on skills, critical questions, content in the supervision
<b>SUPPORTIVE</b>	Reflections, differentiation between private and professional areas	Reflections upon themselves, supportive attitudes

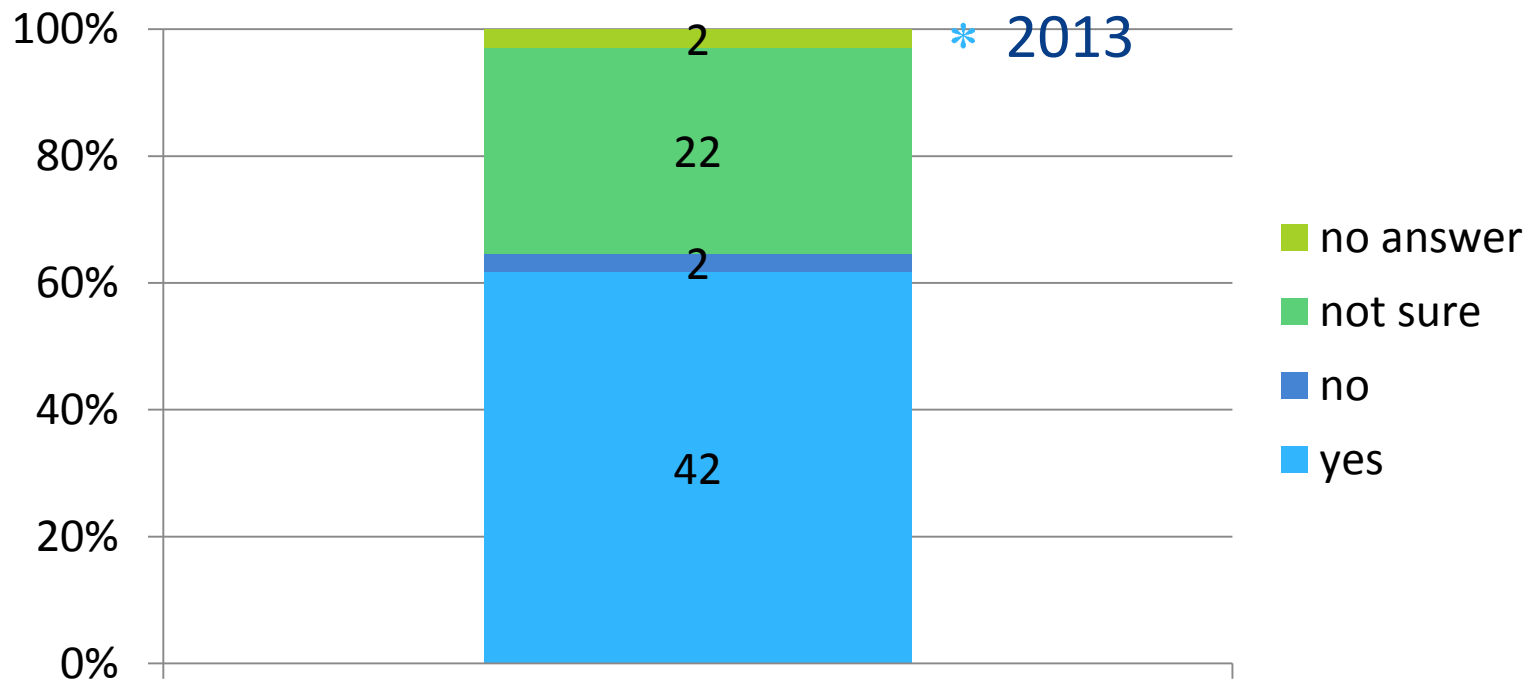
# «Did you produce the learning targets alone or with your supervisor?»

\* 2013



- alone
- with my supervisor
- with other students
- both

# Were the learning targets helpful to you?



# Nytt om veiledning i 2013

- \* Caspersen, J. og A. Kårstein (2013) *Kvalitet i praksis. Oppfatninger om kvalitet blant praksisveiledere*. NIFU. Rapport 14/2013
- \* Den norske legeforening (2013) *Hva er god veiledning? – en praktisk innføring i veiledning av leger i spesialisering i sykehus*