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PRATARMĖ

Mieli skaitytojai,

Šio žurnalo „Socialinis darbas. Patirtis ir metodai“ numerio tema – supervizija. Supervizijos nacionalinių organizacijų asociacija Europoje (*The Association of National Organisation for Supervision in Europe*, ANSE) superviziją apibrėžia kaip konsultavimą profesinių santykių klausimais, skatinant ir padedant darbuotojui, grupei, organizacijai įvertinti savo profesinę veiklą, numatyti jos tobulinimo kryptis, siekiant pakelti darbuotojo socialinę kompetenciją ir padidinti organizacijos veiklos veiksmingumą.

Supervizija, kaip nauja ir Vakarų Europoje ypač svarbi kvalifikacijos kėlimo forma, į Lietuvą atėjo Miunsterio akademijos (Vokietija) iniciatyva. Studijas organizavo „Lietuvos Caritas“ ir Vytauto Didžiojo universiteto Socialinio darbo institutas (dabar – Socialinės gerovės institutas). Šiuo metu Lietuvos profesinių santykių konsultantų (supervizorių) asociacija vienija 43 profesionalius supervizorius (www.supervizija.lt duomenimis).

Svarbu pažymėti, kad pirmaisiais supervizoriais Lietuvoje tapo socialinio darbo atstovai. Priminsiu, kad socialinis darbas yra profesija, apimanti darbą: a) su individu, jo poreikiais, problemomis ir stiprybėmis, siekiant pagerinti jo funkcionavimą; b) su mažomis grupėmis, siekiant pagerinti jų vidines sąveikas; c) su bendruomenėmis ir organizacijomis, siekiant pagerinti žmonių gyvenimo politines, ekonomines ir socialines sąlygas. Akivaizdu, kad tokie kompleksiniai profesiniai siekiai numano esminį darbuotojų poreikį reflektuoti savo patirtį, tobulėti siejant konceptualiąsias žinias ir praktinę patirtį, geriau suvokti savo profesinį tapatumą.

Miunsterio akademijos koncepcijoje teigiama, kad įvairialypis sugebėjimas suvokti profesines situacijas ir sąmoningas savęs, kaip intervencinio instrumento, naudojimas yra pagrindiniai profesinės socialinės kompetencijos požymiai. ANSE nurodoma, kad pasitelkiant superviziją yra skatinamas supervizuojamųjų profesinis tobulėjimas, profesinio tapatumo kaita, padedama ieškoti naujų profesinės veiklos

būdų, plečiant organizacijos veiklos ir profesinių vaidmenų suvokimo ribas dinamiškais visuomenės ir kultūros sąlygomis.

Šiame žurnalo numeryje aktualizuojama supervizija socialiniame darbe. Skaitytojas turės galimybę susipažinti su Miunsterio akademijos vadovo Berndo Janseno mintimis apie supervizijos ištakas, sampratą, taikymą. Žurnale pateikiamas B. Janseno straipsnis, taip pat interviu su juo. Didelę supervizijos patirtį sukaupę profesionalūs supervizoriai C. S. Leffersas ir S. de Roosas dalijasi savo patirtimi. Vytauto Didžiojo ir Klaipėdos universitetų Socialinio darbo katedrų tyrėjai pristato Lietuvoje atliktų tyrimų rezultatus, kuriais aktualizuojamas supervizijos poreikis socialiniame darbe, aptariamoms supervizijos teorijos ir praktikos sąsajoms.

Linkiu atradimų skaitant ir profesinio tobulėjimo.

Jūsų –

Redaktorius JONAS RUŠKUS

STRAIPSNIŲ SANTRAUKOS (SUMMARIES)

1. B. JANSEN

CONCEPTS OF SUPERVISION AND COACHING

In this article the author introduces supervision concept and discusses the relationship between supervision and coaching. Supervision could be defined as counseling of professional practice. This form of counseling is multidimensional. In supervision attention is focused on work situations, structural and institutional assumptions of these situations and on human interactions which are caused by these situations. Issues of human interactions are studied in dynamics of relations using process of self reflection. Profession dynamics analyzes internal and external conflicts of professional relationships between a person and professional role in work field. Supervision helps to perceive multidimensionality of professional role and to play it consciously. Organization dynamics analyzes how different functions are connected with each other, in which frame (organization's norms, roles, and arrangement) this takes place, and how workers with various responsibilities and competences are helpful to each other. In field dynamics these issues are raised: which services and goods recipients' systems have decisive influence on organization? How to develop relationships that at the same time quality is assured which orientates to target needs and to save and highlight organization's profile? How this dynamics affects people who work in organization?

There are various meanings of coaching concept. Usually it means workers or director counseling or guidance process when particular issued are faced. This kind of counseling which has significant influence requests independent counselor and also defines director's management method – "director as coacher". Coaching is one of counseling techniques which is one of supervisor's competence forms. Coaching orientates on problems solution, plans and changes actions which are used. Coaching puts aside biographical, historical aspects of person who raises questions.

2. W. WEIGAND

TOWARDS MODERNITY IN SUPERVISION

The aim of article is to discuss the concept of modern supervision. This discussion is introduced with respect to historical context of country in which supervision is proceeded. The author raises a question – does supervision, understanding, reasoning and conflict, toleration of frustration, emancipation and self-realization, leadership have the same meaning in different contexts. Is it that supervisors understand these concepts in the same way as in Lithuania as in Germany? Author stresses challenges which arise from multicultural practice when supervision formed by West European context is implemented in Lithuania and presents discussion towards modern supervision in Germany. Supervisor in modernity acts as an architect of the respective setting, also he/she broadens the understanding of consultancy. Intuition and permanent reflexivity is expected from supervisor. In the article essential canon of supervision and responsibility for organization are discussed. Insurance of equilibrium between organization and profession is emphasized because in modern time organizational and primary economical necessity defines conditions and resources, while specialists become more and more dependent on that. The concept of permanent supervisor in organization is introduced as a creator of additional value of service's result and relationships. These and some other concepts are discussed with an illustration of one actual case form supervision practice. Finally, author concludes that consultancy as art isn't the tool to change a world, but it is a trial to live therein.

3. S. DE ROOS

KAIP SUPERVIZORIUI STEBĖTI IR ĮSITRAUKTI Į DIALOGĄ TUO PAČIU METU?

Šiame straipsnyje autorius kelia klausimą, kaip supervizoriui stebėti savo klientą ir drauge įsitraukti į dialogą su juo. Visų pirma autorius aptaria suvokimo ir stebėjimo sampratas, supažindina su aktyviu stebėjimu bei aptaria dažnai pasitaikančias stebėjimo klaidas.

Anot autoriaus, žmonės negali nesuvokti. Suvokimas yra nuolatos vykstantis procesas, kurio metu žmogus automatiškai atsirenka, kas jam svarbu. Kiekvieną dieną klausoma, ką sako klientas, ir stebima jo kūno kalba, tačiau kad darbas būtų atliekamas profesionaliai, būtina sąmoningai klausytis ir stebėti klientus. Suvokimas yra neplanuotas, automatinis veiksmas, o stebėjimas visuomet yra planuotas, kryptingas ir sąmoningas veiksmas.

Aktyvus stebėjimas yra toks, kai supervizorius vienu metu ir veikia, ir stebi klientą. Veikimas ir stebėjimas yra glaudžiai vienas su kitu susiję.

Supervizorius savo klientui pasiūlo dėmesį, paramą, kritišką grįžtamąjį ryšį ir reflekyvią analizę. Su klientu dirbama pasitelkiant dialogą, o komandos supervizijoje – multialogą. Kad galėtų dirbti su klientu, supervizorius visų pirma turi užmegzti su juo ryšį. Supervizorius privalo ne tik atidžiai klausytis to, ką klientas sako, bet ir stebėti klientą.

4. I. DIRGĖLIENĖ, A. KIAUNYTĖ, J. RUŠKUS, N. VEČKIENĖ

SOCIAL WORKERS NEED FOR SUPERVISION: EMPIRICAL JUSTIFICATION AND MODELING

The method of supervision is grounded with the experiential learning and developing competence of reflection. Supervision could be characterized in one essential feature which is relevant to social work practice. The implementation of supervision in order to develop the professional competencies of social workers is particularly new in Lithuania.

The aim of the study is to identify the need of the development social workers professional competencies considering the complexity of their professional situation. According this study, there is prepared the supervision implementation model. The study questions are: 1) With which internal (peculiarities, the lack of competencies, stress, the conflicts between professional and personal identity) and external (the working conditions, the professional relationships with colleagues and managers, the power manifestation conflicts) obstacles social workers face in the different fields of social work? 2) What resources of professional competencies (the ways of the support) do the social workers recognize? 3) What needs are for development of the professional competencies are highlighted by social workers? 4) How do the social workers react to the changes in the professional situations and how do they adapt their professional behavior and relationship with colleagues and clients in the process of the decision making? 5) What possibilities for development of the professional competencies the social workers identify in regarding with the needs for support? To implement the aim of the study the quantitative research was conducted. In the study social workers from different social work fields were participating.

The research findings revealed the social workers professional experience, complexity of the social workers professional situation and demand for the consultation of professional relationships. The findings and insights about the possibilities and directions of the supervision implementation in the social work practice form presumptions to systemize the findings and adapt the supervision model of Munster Academy in Lithuania. The supervision model of Munster Academy consists of four elements – personal role, professional role, organization and client – dynamics of interaction in the organizational, professional, relationships.

5. R. NAUJANIENĖ

SOCIAL CONSTRUCTION: DISCURSIVE PERSPECTIVE TOWARDS SUPERVISION

The aim of publication is to discuss the development of supervision theory in relation with social and social work theory and practice. Main focus in the analysis is done to social constructionist ideas and its' relevance to supervision practice. The development of supervision is related with supervision practice. Starting in 19th century supervision from giving practical advices supervision came to 21st century as dialog based on critical and philosophical reflection. Different theory and practice methods are developed in modern time. Starting in social work field supervision overstepped to other professional fields. Association of National Organizations for Supervision in Europe notes that today's supervisors "work as freelance consultants and they implemented the concept of supervision as a stand-alone profession with standardized trainings, systems of quality assurance based on lively professional and scientific discussion and ethical codes all over Europe". Supervision primarily serves the development of individuals and organizations. It improves the professional lives of individuals regarding their roles in institutional contexts (<http://www.anse.eu>). The development of today's supervision toward discursive approach is discussed in the article. In West Europe more and more supervisors use supervision methods based on social constructionist perspective. Foundations of social constructionist perspective as not a singular and unified perspective is presented and relevance of its' idea to supervision practice is analyzed. Derrida's *deconstruction* is discussed more precisely and the relevance of the idea to supervision practice is illustrated by representation of real cases from supervision practice. *Externalization of problem* is presented as another idea of constructionist practice in supervision. Summing-up discussion presented in article it is noted, that discursive perspective is especially important in today's multicultural societies. Supervisors have to be able to examine the dominant cultural ideas, which inform and shape their practice and practice of supervisees. Practicing with ideas of discursive perspective supports supervisors reflexivity and helps to remain accountable, able to accept different "truths" and not to be afraid of mistakes. All together helps for supervisor to develop own practice and support the reflection and development of supervisees' practice.

6. C. J. LEFFERS

TEAM SUPERVISION WITH PROFESSIONALS WORKING IN SOCIAL CARE AND TREATMENT INSTITUTIONS

The demand for team supervision becomes more and more relevant in various organisations: medical clinics, psychiatric clinics, and agencies for consultancy, residential institutions, imprisonment settings, and probation agencies,

agencies that provide education and social services, non profit organizations. Team supervision or supervision for team becomes concurrent part of reflection process in institution. Team supervision is a new area for consultancy and systematic interest about team supervision assumptions and methods is in the process. The aim of the article is to present team supervision as a new but popular form of supervision committed to development of professional competence. A team is considered as consisted from representatives of various professions. The differences between group supervision or supervision for groups and team supervision and similarities of last one with organizational development are discussed. The most popular forms, methods and settings of team supervision are represented. The author represents stages of one team supervision session as guide for actual practice. Different types of team supervision are considered, interventions focused to making structures in team work are presented. Finally, common difficulties and phenomena of resistance in team supervision process are introduced.

7. T. N. LIObIKIENĖ, V. IVANAUSKIENĖ

SUPERVISION IN CHILDREN CARE INSTITUTION

According to the data of 2008 provided by the Ministry of Social Security and Labour there were 12 306 children in Lithuania deprived of parental care. 4802 of them grew up in children care homes (Socialinis pranešimas 2007-2008). Most of those children have behaviour and learning problems. They have difficulties in managing anger, they ignore rules, manipulate and often are depressive.

Social workers working in children care homes face difficulties not only in communicating with children but also communicating with local community. They experience stress, fatigue, exhaustion. Supervision is one way of support and help for them.

When reflecting the process of supervision in X children care home, which took place in 2009-2010, three parts of the process have been identified: 1) preliminary preparation for supervision; 2) discussing supervision contract with the head of the institution; 3) identifying themes for supervision, preparation of cases for analysis, discussing theoretical perspectives and application of practical tasks and interventions.

After assessment the understanding of supervision, its aim and ethical issues, it became clear that supervision participants have heard the concept "supervision" but the meaning of it was not clear for them. So it took some time to clarify the essence of supervision. Three themes were suggested for supervision by the participants: 1) peculiarities of children behaviour in children care home; 2) attitude of the local community towards the children from children care home; 3) separation and mourning when a child leaves institution.

While supervising the group of social workers, special attention was paid to the group dynamics, activity of the participants. Active methods of teaching/learning were applied. After all the sessions of supervision, participants pointed out the importance and usefulness of the supervision.

8. N. VEČKIENĖ

SUPERVISION IN SOCIAL WORK: SUPPORT PROVIDING COLLABORATION

This article analyses the problem of the complexity of social work as the profession, actualises the situation of supportive collaboration in the process of dynamic social work. The perspective of supportive collaboration and learning from personal experience as the condition for development of social work is outlined, possibility of application of supervision (professional relation consulting) to the development of social work theory and practice is analysed. Development of supervision and actualisation of institutional cooperation idea in social work practice is discussed in the article. Social work is a complex sphere comprising in itself a complex character of problems. Impact of supportive collaboration on organisation culture determining confidence among clients, employees and authorities highlights the theme of management and cognition of professional roles and rationalisation of their difference. Regularities of organisational behaviour and experiential learning allow maintaining that more attention focused on the development of supervision resources results both into better relations among colleagues, employees and authorities. Interpretation of data analyses encourage to ask what attitudes towards support and assistance are dominating in organisations – the demand for supervisor's empowering assistance increases subject to education, but is expressed more vague than the demand for empowering assistance from family side.

9. D. SNIEŠKIENĖ

QUESTIONING ABOUT LOYALTY DURING SOCIAL WORK FIELD PRACTICE: OBJECTIVE TO SUPERVISION

Loyalty questions are referred to as the main ethical problems of social workers in the International documents of social work ethics. Various sources also define loyalty very inconsistently, sometimes even contradictorily. Therefore, this research helps to reveal the questions related to loyalty that is raised in the students' educational practice. The research of ethical questions formulated during the educational practice of social work students. The analysis of questions formulated in 163 case descriptions is based on the inductive content analysis method. The aim of this research is to reveal the questions

related to loyalty that are raised during the students' educational practice and evaluate the need of professional supervision. This article analyses the following tasks: Which loyalty areas are addressed by the ethical questions raised during the students' practice? How do the students formulate questions regarding this ethics theme?

Four categories related to loyalty may be distinguished: 1) loyalty to the traditions and culture of the organization, 2) loyalty to the people having authority, 3) loyalty to the rules and orders of the organization, 4) loyalty to laws. The results of the research revealed that during the educational practice the student is in the following areas of loyalty pressure: culture of the organization, client needs, rules of the organization, practice supervisor, state laws, professional values, tutor and the university subdivision and the relationship with himself/herself. In addition to these eight structures, there are some competing relationships in one way or another and in each case the student has to decide with whom he/she collaborates, whose values and models of behaviour he/she chooses because the above mentioned structures compete among themselves. The research revealed that the student has to maneuver among horizontal and vertical loyalty, as well as the loyalty to his/her dignity. Students more often formulate ethics dilemmas and problems rather than open questions for discussion. This research raised a lot of questions and challenges for the student training process and the organization of educational practice and encourages to develop this topic further. Independent social work supervision could be very effective measure supporting students moral development as well as creating new organizational culture, supporting post conventional thinking.

10. L. ABROMAITIENĖ

SUPERVISION IN PROFESSIONAL ACTION

In 2008-2010 a lot of projects, the component of which was supervision, were performed in Lithuania. Supervision as consultation form refers to certain principles as well as attitudes. Projects also present requirements in respect of the activities performed within them. The following question emerges: how is it possible to coordinate these requirements, strict enough structure of projects and essential attitudes of supervision?

Referring to this question, the research, the basis of which was the survey-written of the supervisors who conducted the supervision at different projects and the interview of the discussion group members, was carried out during the annual meeting of supervisors' association in 2010. The research results are presented by performing the qualitative content analysis.

The analysis of the research results has allowed noticing strengths and weaknesses in the projects of the supervision process: supervision becomes more

available for a client, dissemination of supervision grows, and the organizational part of supervisors' work gets easier, more possibilities for supervisors' inter-cooperation and acquisition of new practical experience emerge. The main weakness of supervision implementation in projects is that organizers of the projects identify supervision with trainings. Thus it is endeavoured either to simplify the supervision process too much or it is impeded with unnecessary requirements. At projects supervisors sometimes face low motivation of supervisors, preconceived sceptical attitude in respect of supervision expedience; however the results of the research show that motivation of the participants can positively change during the supervision process.

The insights, which would be useful in further practice of projects on supervision quality, organization of the process, supervision participants as well as supervisors, are summarised. In order to assure the quality of supervision, it is important to maintain essential principles of supervision, to find reasonable arguments for the compromise between project requirements and format of supervision, to solidify understanding of supervision as continuous process, to give certificates of the association of professional relationship consultants for their real participation. When organizing supervision, it is important to follow the recommendations of supervisors' association in respect of time, duration, place, and selection of participants.

11. I. DIRGĖLIENĖ, A. KIAUNYTĖ, D. PUIDOKIENĖ

SUPERVISION EXPERIENCE OF SOCIAL WORKERS PROVIDING SUPPORT TO VICTIMS OF HUMAN TRAFFICKING

This article analyses supervision experience of social workers providing support to victims of trafficking in people. The article reveals the complexity of the problem of social work while providing support to victims of trafficking in people. The topicality of supervision as consulting on professional relations service in social work practice is based on the analysis of scientific literature. The qualitative research performed in 2007-2008 while implementing the pilot Project of Northern Baltic countries is presented here. Experiential material of this research applying structured interview method was received from 24 social workers that had participated in individual supervisions. Research results revealed interactional relation between a social worker, his client and social work conditions. Respondents highlighted inadequate public attitude on social assistance to victims of human trafficking, which complicates the process of client empowerment, determines insularity and dissociation of victims of trafficking in a help process. Research results revealed experience of supervised on implementation of supervision functions and tasks. It is possible to generalise that supervision induces to search of new work forms, to realise and reveal tensions between personal and professional experience.

REIKALAVIMAI STRAIPSNIAM

Etiniai: priimami straipsniai, kuriuose analizuojamas įgalinimas, problemų sprendimas, galimybės, proveržiai. Atmetami straipsniai, nukreipti tik į problemas ir jas sureikšminantys, turintys diskriminavimo požymių vienos ar kitos žmonių grupės atžvilgiu.

Kalbos taisyklingumo: priimami tik taisyklinga lietuvių kalba parašyti straipsniai. Pageidautina, kad straipsnio kalbą būtų patikrinęs lietuvių kalbos redaktorius.

Aprobavimo ir kokybės: straipsnį recenzuos mokslininkai ir praktikai. Autorius gali prie straipsnio pridėti recenziją. Straipsnio vertinimas remiasi keliais esminiais kriterijais: ar analizė aktuali socialinio darbo praktikai, ar ji pagrįsta, ar analizuojami problemų sprendimo būdai, metodai, ar straipsnio medžiaga originali ir autentiška, ar laikomasi etinių reikalavimų, ar vartojama tinkama profesinė kalba.

Techniniai: straipsnių imtis – ne daugiau kaip 6 tūkst. žodžių, anotacijai skiriama iki 50 žodžių, santraukai anglų kalba – nuo 250 iki 300 žodžių.

Struktūros: straipsnio struktūrą turi sudaryti anotacija, įvadas, analizė, išvados ir rekomendacijos, naudotos literatūros sąrašas (literatūros sąrašė pateikiami tik tekste nurodyti šaltiniai), santrauka anglų kalba, duomenys apie autorių (vardas, pavardė, darbovietė, pareigos, profesiniai interesai, adresas, telefonas, el. paštas).

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