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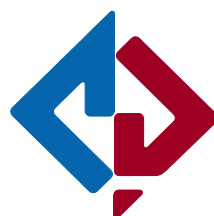
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Supervision Standards

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Supervision Standards - 2014



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1. Introduction

The profession of social work has long regarded professional supervision as central to the maintenance of best practice and has taken a leadership role in asserting the significance of supervision in health and human service settings. The *AASW Supervision Standards* continue that tradition by further articulating expectations for the professional supervision of social workers in the current and varied contexts in which social work is practised in Australia. The *Supervision Standards* apply to qualified social workers who engage in supervision both as supervisees (9.2) and as supervisors of social workers or other professionals (9.1).

The aims of the *Supervision Standards* are to:

- 1.1 Articulate the AASW interpretation of the purpose, functions and value base of professional supervision for social workers;
- 1.2 Provide a guide for good practice in professional supervision relevant to social workers and managers in a range of roles and organisational settings;
- 1.3 Outline the modes and processes of supervision acceptable under AASW *Continuing Professional Development* guidelines and associated accreditation and trade mark usage (AASW, 2012);
- 1.4 Specify the requirements and responsibilities of participants in supervision.

2. Definition

Professional supervision in social work is defined as:

... a forum for reflection and learning. ... an interactive dialogue between at least two people, one of whom is a supervisor. This dialogue shapes a process of review, reflection, critique and replenishment for professional practitioners. Supervision is a professional activity in which practitioners are engaged throughout the duration of their careers regardless of experience or qualification. The participants are accountable to professional standards and defined competencies and to organisational policy and procedures (Davys & Beddoe, 2010: 21).

3. Purpose of social work supervision

Active participation in professional supervision is a core practice standard for social workers, as outlined in the *Practice Standards* (AASW, 2013). Professional supervision makes a pivotal contribution toward:

- 3.1 Enhancing the professional skills and competence of social work practitioners and thereby strengthening the capacities of social workers to achieve positive outcomes for the people with whom they work;
- 3.2 Engaging social workers in ongoing professional learning that enhances capacities to respond effectively to complex and changing practice environments;
- 3.3 Retaining social workers in organisations by supporting and resourcing them to provide quality, ethical and accountable services in line with the organisation's visions, goals and policies.

4. Core values guiding social work supervision

Social work supervision is an aspect of professional practice and, as such, all social workers are required to meet the ethical responsibilities as outlined in the *Code of Ethics* (AASW, 2010) when engaging in supervisory processes. Three core values of social work, articulated in the AASW *Code of Ethics* underlie the processes of professional supervision. These are:

- 4.1 *Respect for persons* – This value relates to the nature of supervisory relationships and in the manner in which client issues and workplace relationships are addressed in supervision. In particular, efforts should be made to understand different viewpoints.
- 4.2 *Social Justice* – As a core obligation of social work, social justice principles should guide content, choices, processes and goals of supervision, with special regard for those who are vulnerable, disadvantaged or oppressed.
- 4.3 *Professional Integrity* – The principles of honesty, transparency, reliability, empathy, reflective self-awareness, discernment, competence and commitment are expected to underlie professional supervision relationships and processes. Professional supervision is part of the social worker's ongoing responsibility for the quality of practice performance.

5. Functions of social work supervision

The three broad components of social work supervision identified by Kadushin (2014), *Educational*, *Supportive* and *Administrative*, have provided social work with a framework for understanding and approaching professional supervision for several decades. Other authors on the topic have described roughly parallel functions, including Proctor's *Formative*, *Restorative* and *Normative*, and Hawkins and Smith's *Developmental*, *Resourcing* and *Qualitative* functions (Hawkins and Shohet, 2012).

As a framework for understanding and approaching the work that is done in supervision, the same broad division is used in these *Supervision Standards*. The three functions of supervision are referred to here as *Education*, *Support* and *Accountability*.

- 5.1 **Education** – Attention is focused on developing practice based knowledge, understanding and skills that will improve the competence and the professional satisfaction of social workers. Education in supervision entails a facilitated process of exploration and critical reflection on practice aimed at social workers better understanding the people they work with, themselves as practitioners, the impact they have and the knowledge, theories, values and perspectives that can be applied to enhance the quality and outcomes of their practice. It entails both self-reflection and critical analysis as social workers examine dynamics and interactions at the interpersonal level as well as the broader impact of policy and structures in society. Implications for practice are drawn from the new knowledge and understanding, which can be monitored and enhanced over time through the supervisory relationship.
- 5.2 **Support** – Recognition is given to the personal impact that social work practice can have on practitioners. Supervision is a space where social workers can become more aware of how their work is affecting them and, in turn, how their personal reactions and emotional state are impacting on practice. Strategies to deal with such reactions and for self-care are identified. Supervision is a place for encouragement and validation, working through

personal-professional boundaries and recognition of circumstances when external personal assistance may be needed.

5.3 **Accountability** – Attention is focused on the standards for practice within the organisation and the social work profession, including accountability for client outcomes. Supervision is a forum for reviewing practice alongside the policies and procedures of the employing organisation and the ethical and practice standards of social work. Supervision assists to clarify the role and responsibilities of the social worker in their particular practice context. Linked to accountability are administrative activities such as managing workload for effective outcomes and attending to record keeping practice. This function of supervision focuses largely on the organisational context of practice, but it also relates to the broader professional, inter-organisational, political and legislative context of the field of practice with which social workers are expected to engage. At times supervisors may take on a mediation role between the supervisee and these other systems. Through the process of supervision, good practice is further enhanced and strategies for resolving concerns, promoting compliance and instigating systemic change may be identified.

These three functions of supervision are not discrete but overlap, interplay and complement in different ways. For example, a social worker is likely to require support and education if they are to improve their practice and meet organisational standards. There may, however, also be ambiguities and tensions between the different functions of supervision. For example, implementing a best practice approach developed through supervision may not be possible within the organisational context. Another example is where a social worker is struggling emotionally with the demands of practice but the workload allocation policy in the organisation does not support a reduction in workload. The best approach is that the three functions of social work supervision need to be reviewed, interpreted and negotiated for each social worker within their particular practice environment.

Whilst at times a single supervisor-supervisee relationship may address each of the educative, supportive and accountability functions of supervision, in other circumstances social workers may utilise more than one supervisory arrangement to advance and strengthen their professional development. In all circumstances, the goal of social work supervision is to ensure that the purpose, functions and standards of supervision are achieved. Communication and coordination mechanisms between the parties involved in the supervisory arrangements may be required in order to facilitate this.

6. Types of supervisory arrangements in different social work settings

The AASW *Continuing Professional Development for Members* guidelines (2012b) requires all members “to undertake and record supervision (or similar) relevant to their practice” as part of the schedule of continuing professional development (CPD) requirements. The stipulated CPD requirements vary for each of the different levels of CPD accreditation (AASW, 2012b). While supervision by a social worker is preferred, in certain circumstances supervision by another professional may be the most suitable option. Supervision may be accessed by a range of means including, but not limited to: face to face, online, telephone, video/web conferencing.

The settings in which social workers practice include government, not-for-profit and private agencies

that vary from large bureaucracies, to small organisations, to sole practitioner businesses. The types of supervisory arrangements that are set in place will reflect the different locations, practice cultures, nature of practice/services, type of team (e.g. multi-disciplinary), access to experienced social work staff and priority given to professional supervision in these settings, as well as the needs of individual social work practitioners. Social workers move between roles of supervisor and supervisee with different people, or with the same people when engaging in a peer supervision arrangement.

In many organisations, supervisory arrangements are set in place by management in recognition of the role that professional supervision plays in achieving quality service outcomes. In other settings, social work practitioners are required to take a pro-active role in organising their supervision. As the quality of the supervisory relationship is fundamental to successful supervision, it is recommended that, when possible, participants have input into the selection of supervisor or supervisory group. A collaborative approach to the choice of supervisor and supervisory arrangements can also contribute to achieving more culturally relevant supervisory practices.

Regardless of the supervisory arrangement, or combination of arrangements, that are set in place for a social work practitioner, balanced attention to the three functions of supervision outlined above (education, support and accountability) is the guiding principle in assessing the adequacy of the supervisory arrangements in fulfilling the purpose of supervision. In addition, attention should be paid to implementing a supervision process that supports critical reflection on practice and professional growth. Attendance at staff meetings, informal de-briefing, in-service training, workshops and seminars, while constituting valuable sources of professional development, are not substitutes for professional supervision.

Social workers engage in a range and combination of supervisory arrangements that can meet the *Supervision Standards* if they address the purpose, functions, standards and requirements of professional supervision. These supervisory arrangements can include:

- The line manager also being the professional supervisor and addressing all supervisory functions.
- Supervisory functions being split between a line manager who focuses largely on organisational accountability and another professional (either within or external to the organisation) who focuses on the field of practice. This professional supervisor may be referred to as a clinical supervisor, a consultant or a mentor, depending upon the organisational/practice setting.
- An external supervisor being engaged either by the employing organisation or by the social work practitioner. The external supervisor focuses largely on the educative and supportive functions relating to the particular field of practice in which the social worker is engaged. Whilst some influence in relation to the professional accountability is possible, external supervisors generally have no authority within the employing organisations.
- Group supervision, where a supervisor facilitates a supervisory forum with a group of social workers or a multi-disciplinary group. Participants benefit from both the collaborative contributions of the group members as well as the guidance of the supervisor, who also requires skills in working with group dynamics.

- Peer supervision, where a collaborative learning and supervisory forum is established by two or more professional colleagues (social work or multi-disciplinary) of equal standing. Within such a forum, participants move between the roles of supervisor, supervisee and collaborative learner.

Each of the supervisory arrangements are likely to have strengths, challenges and ambiguities associated with the particular practice context in which it is implemented. Within dynamic practice settings, there is a requirement that social work practitioners and managers be responsive to emerging tensions and to review and negotiate arrangements to achieve the best outcomes. Commonly, these tensions relate to focusing too heavily on one supervision function at the expense of others, or the supervisor having limited authority in addressing emerging issues. For example, too much attention to emotional support may be at the expense of the personal challenges required for professional growth; or too much focus on administration and accountability in the form of performance management may jeopardise the formation of a trusting and supported relationship required to embark on processes of critical self-reflection and professional development.

Where the full responsibility for supervision rests with a line manager, issues related to power dynamics, surveillance and control may present as concerns within the supervisory relationship, if they are not appropriately acknowledged and managed. Splitting the supervisory functions can also create challenges if there is inadequate communication and coordination between the different supervisory arrangements.

Clear procedures for reporting and coordination, within the parameters of confidentiality and contractual agreements, can facilitate and support an integrated approach to supervision. Whilst external supervision can offer benefits associated with stepping outside the organisational setting to reflect on practice, such outsourcing of supervision is removed from the formal management and accountability processes that manage poor performance and grievances in organisations (Beddoe, 2012). When the contractual arrangement for supervision is between the social work practitioner as a private customer and the external supervisor, the potential to address poor performance is even more limited. It is in the interests of employing organisations to provide or engage professional supervision, but social work practitioners may still choose to further enhance their professional development through the engagement of an external supervisor on a private basis. For the private social work practitioner, engaging an external supervisor or establishing a peer supervision forum are supervisory arrangements that can effectively address the purpose and functions of professional supervision.

7. Supervisory processes

The quality of the supervisory relationship is fundamental to performing the functions of supervision. The establishment of trust and respect opens space for a safe and supported environment where the challenges of critical self-reflection and professional growth can occur. Power dynamics, expectations, roles and responsibilities all require exploration and agreement at the outset of a supervisory relationship. Positive engagement and negotiation of a supervision contract or agreement in the beginning phase of the supervisory relationship forms the basis for future work. Both the supervisor and supervisee have responsibilities in supervision and it is an AASW practice standard that the social worker “actively seeks opportunities for feedback,

mentoring, support and constructive criticism ... in order to continuously improve practice” (AASW, 2013, p.17).

A range of different models, frameworks and creative or innovative approaches to supervision may be employed to guide the supervisory process. It is expected that supervisory approaches are dynamic and responsive to the field of social work practice and to the particular presenting issues for the social work practitioner. The supervisory process should facilitate critical reflection on practice that encourages analysis of values and ethics, power dynamics, inter-personal dynamics, structural factors, theoretical understandings, alternative perspectives, professional knowledge and current research findings, in developing a more sophisticated understanding of practice issues and more informed practice choices. Such explorations often centre on particular case studies, scenarios or issues of concern encountered by the social worker in practice, but may also include practices and ideas that extend the social worker beyond their experience of standard practice. It is expected that supervision also provide a forum where social workers can engage in reflection on their use of self and the skills of social work practice. Professional supervision should provide a safe space for social work practitioners to report on their practice, be challenged and extended and to be supported and affirmed.

Informal, ‘in the moment’ supervision can be an effective way to develop practice insights as it works with the heightened awareness and experiential engagement with the issues at the time. This should, however, be balanced with formal, scheduled supervision that allows for more holistic planning and reflection in a place and time that is dedicated for that purpose.

Attention to the supervisory relationship and processes is of particular importance when supervision is conducted through online, telephone, video/web conferencing or other remote means. Participants are expected to actively attend to strategies that will maximise the quality of the engagement and communication so that the purpose, functions and standards of supervision can be achieved and maintained, as is expected in face to face supervision.

8. Supervision of students on field placements by Field Educators

The provision of field education placements to social work students, supervised by social work “Field Educators”, is a core component of “Field Education” units in qualifying social work academic programs. Field Education is a co-operative endeavour between higher education providers and social work organisations. Field placement supervision introduces students to aspects of professional supervision, but as an assessed component of an academic qualifying program there are also qualitative differences. The detailed requirements for the provision of Field Education placements and supervision are covered in the *Australian Social Work Education and Accreditation Standards* [ASWEAS] (AASW 2012a).

9. Standards for the supervision of social workers

9.1 Standards for supervisors

This section of the *Supervision Standards* relates to qualified social workers who provide supervision to social work practitioners and/or to other professionals. These standards also apply to peer supervisory relationships. The standards relate to supervision provided individually or in groups, face to face or using remote technology.

STANDARD		INDICATORS	
9.1.1	Supervisors uphold their professional ethical responsibilities when engaging in the supervisory relationship.	9.1.1a	Supervisors model and ensure clear professional boundaries with supervisees.
		9.1.1b	Supervisors avoid supervision of practitioners where close personal, social, business, therapeutic or sexual relationships are contemplated or have existed. When alternative supervisory arrangements are unavailable (e.g. in rural settings or for cultural reasons), potential conflicts of interest should be declared to an appropriate person and boundaries negotiated, in line with requirements in the <i>Code of Ethics</i> (AASW, 2010).
		9.1.1c	Supervisors maintain the confidentiality of the supervisees, including client and organisational information discussed in supervision, unless circumstances arise which limit such confidentiality (see 9.1.1d).
		9.1.1d	Supervisors negotiate with supervisees and management in the employing organisation on limits to confidentiality that will exist in the supervisory relationship, in line with requirements in the <i>Code of Ethics</i> (AASW, 2010), legislation and organisational policies. E.g. some reporting on the process, issues and outcomes of supervision may be an organisational requirement.
9.1.2	Supervisors establish a supervision contract /agreement and maintain a record of supervision maintained for the duration of the supervisory relationship.	9.1.2a	A supervision contract/agreement is negotiated between supervisor and supervisee, and management in the employing organisation if appropriate, and finalised/documentated within the first three supervision sessions.
		9.1.2b	External supervisors have a contract when engaged by the employing body prior to the commencement of supervision. This contract may be separate from the agreement with the supervisee.
		9.1.2c	A supervision contract / agreement outlines: <ul style="list-style-type: none"> • Purpose, goals and functions; • Roles, responsibilities and conduct of participants; • Frequency and duration of supervision; • How the sessions will be recorded, where records

		<p>will be stored, who will have access to these records and if/how they will be disposed of;</p> <ul style="list-style-type: none"> • How confidentiality and privacy will be managed and what the limits are to this; • Reporting responsibilities (particularly if external supervisor is funded by the agency); • How difference of opinion and conflict will be managed; • Contract review date; • Fees and payment method, if applicable.
	9.1.2d	Supervisors maintain records and report on supervision as agreed in the contract and in line with legal and ethical requirements.
9.1.3	Supervisors are appropriately trained and experienced to provide supervision and demonstrate a commitment to professional practice and currency of knowledge.	<p>9.1.3a Social work supervisors have professional qualifications in social work recognised by the AASW and are eligible for membership with the AASW.</p> <p>9.1.3b Supervisors have a minimum of 3 years post qualifying experience relevant to the field of practice of the supervisee and bring a range of skills to assist others in their learning.</p> <p>9.1.3c Supervisors have a clear understanding of the contemporary professional and practice issues, legislation and policy relating to the supervisee’s field of practice.</p> <p>9.1.3d Supervisors engage in continuing professional development for the provision of professional supervision.</p> <p>9.1.3e Supervisors undertake relevant continuing professional development to ensure currency of knowledge in relevant fields of practice.</p> <p>9.1.3f Supervisors engage in their own supervision as part of their commitment to professional practice.</p> <p>9.1.3g Supervisors ensure that supervision sessions are scheduled and that they attend all sessions scheduled with their supervisees.</p>
9.1.4	Supervisors manage the dynamics of a supervisory relationship appropriately	<p>9.1.4a Supervisors remain aware of the power differential within a supervisory relationship and manage this in an honest and respectful way by encouraging contributions from supervisees within a supportive and trusting relationship.</p> <p>9.1.4b A time and place that is free of interruptions is set aside for supervision.</p> <p>9.1.4c Supervisors manage and work to resolve any conflict that might arise in the supervisory relationship or group.</p> <p>9.1.4d In group supervisory arrangements, supervisors manage group dynamics to facilitate the contributions and constructive outcomes for all participants.</p>

9.1.5 Supervisors facilitate a process designed to achieve the purpose and functions of supervision, as outlined in the <i>Supervision Standards</i> .	9.1.5a	Supervisors work with supervisees to identify learning needs and professional goals and how these may be addressed through supervision or beyond.
	9.1.5b	Supervisors facilitate a learning process that supports practitioners to critically reflect on their practice, identify ways to enhance their positive impact for service users (including through the application of research findings and theoretical perspectives) and work through ethical/practice issues or dilemmas.
	9.1.5c	Supervisors encourage supervisees to discuss work/practice issues of concern, offering support and guidance to resolve these issues.
	9.1.5d	Supervisors assist supervisees to identify circumstances when external assistance with personal matters may be required, when these matters interfere with work practice.
	9.1.5e	Supervisors work with supervisees to understand their practice within the broader goals and context of their employing organisation, field of practice and policy, legislative, social, economic and political environment.
	9.1.5f	Supervisors engage with supervisees to examine their roles and responsibilities in their particular practice setting, accountability to service users and employing organisation and how this may be enhanced.
	9.1.5g	Supervisors recognise cultural influences on practice and the diversity of knowledge and meanings that supervisees bring, collaborating with supervisees to access culturally relevant supervisory arrangements that serve to strengthen practice from cultural perspectives.
	9.1.5h	Supervisors engage with supervisees to evaluate agreed learning goals as outlined in the supervision agreement/contract and adjust approach if required.
9.1.6 Supervisors manage any suspected or actual misconduct or unethical behaviour of supervisees in line with ethical responsibilities outlined in the <i>Code of Ethics</i> (AASW, 2010).	9.1.6a	When occurrences of misconduct or unethical practice are identified or suspected by supervisors they will raise these matters in the first instance with supervisees, where appropriate, to seek a resolution
	9.1.6b	Where it is not appropriate to raise the issue directly with the supervisee, or if the issue is not resolved after discussion with the supervisee, supervisors decide if the matter needs to be reported to an appropriate person, in line with supervision contract or Code of Ethics. It may be important for supervisors to also seek their own professional supervision in relation to this.

9.2 Standards for social work practitioners engaging in supervision

This section of the *Supervision Standards* is relevant to all social work practitioners.

STANDARD		INDICATORS	
9.2.1	Social workers maintain their professional ethical responsibilities when engaging in the supervisory relationship.	9.2.1a	Social workers ensure they maintain the confidentiality and privacy of their colleagues, peers and people they provide professional service to when engaging in individual, group or peer supervision, except where legislation requires otherwise.
		9.2.1b	To maintain confidentiality, social workers de-identify case material (remove names, personal identifying information and intimate details) for discussion in supervision, unless the supervisor and/or peers have approved access to this information in accordance with legislation, organisational policy or when written, informed consent to discuss information has been provided by the client. Any such material presented at supervision should also be securely stored.
		9.2.1c	Social workers maintain clear professional boundaries at all times when engaging in a supervisory relationship.
		9.2.1d	Social workers will remain open to respectful constructive comment on their practice or behaviour.
9.2.2	Social workers actively participate in the supervisory process	9.2.2a	Social workers attend supervision that is relevant to their area of practice with an appropriately trained, social work qualified supervisor or peer/s, and seek out such supervision if it is not set in place by the employer/manager. Note: Certain circumstances may necessitate supervision by non-social work professionals (AASW, 2012b).
		9.2.2b	Social workers attend all scheduled supervision meetings.
		9.2.2c	Social workers seek and respond openly to feedback and actively contribute to the agenda for supervision sessions.
		9.2.2d	Social workers plan and come prepared for supervision sessions by compiling records and evidence relating to practice such as case studies, feedback or research literature to support the reflective learning process.
		9.2.2e	In cases where the supervisee believes that the <i>Supervision Standards</i> or their learning needs are not being met, they alert their supervisor or manager to this.
9.2.3	Social workers take an active role in establishing supervisory processes that meet their needs	9.2.3a	Social workers contribute to the maintenance of the supervisory relationship and use supervision to critically reflect on their practice.
		9.2.3b	Social workers use supervision to identify learning and continuing professional development needs, to set work

and career goals and to plan for how these needs and goals will be addressed, either within the supervisory context or through other means.

9.2.3c Social workers use supervision to review current work load and responsibilities, monitor accountability and competence in their practice and discuss any organisational requirements in relation to work role.

9.2.3d Social workers discuss and reflect on their relationship with their organisation, field of practice and profession, identifying how their role relates to broader goals, standards, legislation, policies and ways to engage more fully with these requirements.

9.2.3e Social workers identify the need for cultural supervision and take steps to implement particular supervisory arrangements that could strengthen practice from cultural perspectives.

9.3 Recommended frequency and duration of supervision

The following are recommendations for the **minimum** frequency and duration of supervision for social work practitioners in different circumstances. Supervision may comprise one-on-one, group/peer supervision and informal/in vivo supervision. Formal supervision should account for at least half of the minimum supervision time.

Level of Experience	Minimum frequency Pro-rata for part time	Duration
New social work graduates with 2 years or less experience.	Fortnightly A minimum of half of the supervision comprises one-on-one formal supervision.	60 minutes
Social workers entering a new field of practice, facing particular challenges, or re-entering workforce.	Fortnightly	60 minutes
Social work practitioners with 2+ years' experience.	Monthly* * Some social workers who do not work in direct practice roles with clients may require less regular supervision. A minimum frequency of quarterly is recommended.	60 minutes
Social Work Students on Field Placement	1.5 hours formal supervision for every 35 placement hours. One-on-one supervision comprises a minimum of half of this time. Informal supervision is additional as required (AASW, 2012a).	

Glossary

- Clinical supervision:** Supervision that is separate from a line management role. It focuses on enhancing professional practice skills and competence and ensuring quality of service to clients.
- Cultural supervision:** Culturally relevant supervisory arrangements that explicitly recognise the influence of social and cultural context acknowledge diversity of knowledge and plurality of meanings and use collaborative approaches to strengthen practice from cultural perspectives.
- External supervision:** *Supervision that takes place between a practitioner and a supervisor who do not both work for the same employing organisation. (Beddoe, 2012:199).*
- Formal supervision:** Supervision that occurs in scheduled sessions and provides dedicated time for reflection and analysis in a setting that is removed from day to day practice.
- Group supervision:** Supervision that takes place between an appointed supervisor and a group of social workers or a multi-disciplinary group. Participants benefit from both the collaborative contributions of the group members as well as the guidance of the supervisor.
- Informal supervision:** Reflection and learning focused discussions, occurring during, immediately following or in preparing for a practice situation, that capitalise on a heightened awareness and experiential engagement with the event.
- Line manager:** The person to whom the social worker is accountable/reports to within the organisational structure of the employing organisation. The line manager is responsible for day to day, operational matters.
- Peer supervision:** Collaborative learning and supervisory forum for a pair, or a group, of professional colleagues of equal standing.
- Professional supervision:** Professional supervision has been defined in the standards as follows:
...a forum for reflection and learning...an interactive dialogue between at least two people, one of whom is a supervisor. This dialogue shapes a process of review, reflection, critique and replenishment for professional practitioners. Supervision is a professional activity in which practitioners are engaged throughout the duration of their careers regardless of experience or qualification. The participants are accountable to professional standards and defined competencies and to organisational policy and procedures (Davys & Beddoe, 2010: 21).
- Professional supervision is, however, a term also used by other disciplines which may adopt somewhat different definitions.
- Social Work supervision:** May be used interchangeably with 'professional supervision', although the implication is that the supervision is provided for and by social workers.
- Supervisee:** Social work practitioner engaged in supervision with a supervisor.
- Supervisor:** Someone who is appointed or engaged (by organisation or by social worker) to

provide professional supervision to a social worker. The supervisor may or may not be the line manager of the social worker and is preferably social work qualified.

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