



# M'Lop Tapang Staff Supervision Policy and guidelines

April 2018

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## 1. Introduction

M'Lop Tapang recognizes that supervision is an essential component of quality social work services for children and families.

The practice of supervision at M'Lop Tapang improves the quality of social work.

We have developed this document with our program managers and with support from Save the Children.

M'Lop Tapang supervision is grounded in the belief in life long learning and improving, and the social work principle of knowing our strengths and areas for improvement.

We believe that supervision is the place where staff can reflect on their practice and receive the support they need to improve their work. This process leads to better outcomes for children and families.

We make formal supervision available to every member of staff working directly with children or supervising those who are in a form appropriate to their role with link to staff appraisal systems.

## 2. Scope

These procedures apply to staff in the following services:

- Children's Social Work/Case management in Outreach, Child protection, and Drugs and Alcohol program and Alternative care and social workers working within other programs.

## 3. Definition, purpose and function

The purpose of supervision is to support staff to deliver the best outcomes for children and families. Our goal is to support honest, open, working relationships between professionals and children and families. We do this by developing a relationship between supervisor and supervisee, which supports the worker, and facilitates change, challenge and critical thinking.

The objectives are:

- **Management:** With supervision our staff become competent and accountable for their performance
- **Development:** Continuing professional development
- **Support:** Personal support to prevent compassion fatigue and burn-out.
- **Mediation:** Engaging the individual with the organisation

Supervision should integrate all four functions, acknowledge that the supervisor is in a position of authority unless the supervisor is a peer supervisor.

Managerial supervision is provided by every staff/manager's line manager, but supervision aiming towards improving capacity, procedures and practice standards may be offered in form of peer supervision or by M'Lop Tapang's Social work TA.

## 4. Core Values and Principles

- Supervision must include the four factors described above.
- All staff, responding to possible child protection concerns, and their managers have the right to receive high quality supervision.
- Staff are always responsible for the quality of their work and need to be prepared to make a positive contribution to the supervision process. They are not passive recipients.
- Senior managers have a responsibility to promote good supervision by implementing their supervision policy and ensuring training is provided for both supervisors and supervisees.
- Senior managers need to proactively ensure that their policy and standards are being implemented and followed up.
- Everyone providing supervision should receive formal supervision or peer supervision.
- Our supervisors will never discriminate or judge their supervisee.

## 5. Roles and Responsibilities

Supervision is a process not an event.

It will only work well if both supervisor and supervisee are well prepared, open to discussion and making decisions together. The decisions made in supervision must be utilized. Both supervisors and supervisees have a responsibility to engage and both should follow M'Lop Tapang's standards for work as described in the child protection policy and guidebooks. Supervisees and supervisors should inform colleagues of their supervision sessions to minimize disturbances (eg. Phone calls).

Supervisees should:

- Ensure agreed actions are carried out on time
- Notify the supervisor of any difficulties in implementing decisions or plans
- Identify their own development and support needs
- Be open to accept feedback from their supervisor and be committed to improve their work

- Read, understand and implement policies and procedures

Supervisors should:

- Plan and commit to individual sessions
- Ensure a record is maintained
- Give time to each element of supervision
- Ensure actions agreed are carried out in a timely manner
- Notify the supervisee of any difficulty in carrying out planned supervision
- Respect the dignity and the ideas of the supervisee.

## 6. Recording

Important case decisions made by the supervisor and the supervisee need to be recorded in the child's case file.

Supervision is recorded in M'Lop Tapang's staff supervision form and kept safe by the supervisor.

In the event of a supervisee moving to a different team, or changing Line Manager, the supervision file should be passed to the new supervisor.

When staff leave the organisation, supervision files should be archived and stored by HR.

## 7. The Supervision Agreement

It is the responsibility of the supervisor to ensure that a Supervision Agreement is in place for every supervisee. – see Appendix 3.

The signed agreement should be kept in the supervision file and reviewed annually.

## 8. Confidentiality

Supervision sessions are in general confidential exchanges between the supervisor and supervisee. However, supervision records are organizational documents and at times, without consent, we may refer to them for monitoring the supervision process and the development of our managers and staff.

## 9. Quality Assurance, Audit and Review

Both the supervisee and supervisor can request to have a third party observe the supervision session either for learning or quality assurance.

M'Lop Tapang ensures the quality of supervision by ongoing monitoring from the team leaders and managers.

## 10. Training

All managers are advised to attend training on supervision skills. Initial training was given to all managers and team leaders in March 2018 and M'Lop Tapang management will organize follow-up training. New staff is provided with basic supervision training from M'Lop Tapang and will receive supervision before they provide it.

### **REFERENCES:**

1. This policy is based on the guidelines from Save the Children and Family care first, 2018.
2. Our supervision model is based on the 4 factor supervision model by Tony Morrison (2005).
3. We include aspects of Signs of Safety and strengths based social work.

## APPENDIX 1

# STANDARDS OF SUPERVISION

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### STANDARD ONE - FREQUENCY

**All staff will have planned, regular, individual time for formal supervision with their manager.**

All case holding Social Workers should receive 1 hour of supervision weekly for the first 4 weeks in post, after the first month every 2 weeks until 3 months in post, then one time every month thereafter.

Staff may request more frequent supervision because of work-related challenges and whenever possible this should be made possible.

The manager may increase the frequency of supervision depending on the needs of the staff or in challenging situations or crisis in the community.

Non-case holding staff should receive between 1.5 hours monthly or 1-hour bi-weekly supervision e.g. Team and Senior Managers.

Any missed sessions should be rescheduled as soon as possible.

Supervision will take place in a private room and interruptions should be minimized.

### STANDARD TWO - PREPARATION

**Both parties will attend supervision prepared.**

- Both the supervisor and supervisee should take 10 minutes before the beginning of supervision to be ready for the session.
- The manager should be prepared to address current case work, and the supervisee's strengths and gaps.
- Both the supervisor and supervisee should review recently discussed cases and see if plans were followed up. Information about serious cases, recently discussed cases and new cases should be made ready to discuss in supervision.

The supervisee should bring up-to-date information about their casework and/or project work. Both within and outside of this process it is expected that managers will review assessments, care and other plans.

## **STANDARD THREE - CONTENT**

**All four functions of supervision will be addressed; competent performance, professional development, support and mediation.**

Supervisors should ensure employees understand their role and responsibilities, and that they are accountable to meet Cambodia's legal and statutory requirements, M'Lop Tapang's policies, procedures and guidebooks.

During supervision, supervisors will ensure that cases where children are at the highest risk of harm are discussed. The child's journey through the course of the intervention should be clear within the case discussion record.

Managers need ensure that the practice of every staff member is directly observed once monthly. Managers may ask senior staff members to accompany other staff on a visit. A visit should observe staff skills such as:

1. **Relationship building** with children and families (positive, open, accountability)
2. **Communication** with children and their families (listening, asking open ended questions, encouraging, clear expectations, non-tolerance of child abuse)
3. The social worker is able to **recognize** and addresses any observable **risks** during the visit
4. The social worker is able to **create access to services** the child or parent needs
5. The social worker can stay focused on the **child's safety** and the **child's best interest** even when there are distractions
6. The social worker makes his/her intentions for the visit and the next steps **clearly understandable** to the family
7. The social worker demonstrates a part of **M'Lop Tapang's procedure** such as a service provision, assessment, forming an agreement, or another piece of work.

After the visit the supervisor and the supervisee reflect these seven points and the supervisee receives feedback on their strengths and areas of improvement.

Any issues with a staff's practice need to be addressed in the supervision. Managers need to aim to help the staff improve their practice.

Every supervisee should have goals and aim to improve their practice.



- When there is a possible risk of harm to a beneficiary due to the supervisee's capacity the supervisor is responsible to report this to the line manager.
- Skills and challenges demonstrated in supervision are linked to the annual appraisal.
- Supervisors should identify and important training needs with the relevant people in the organization.
- Supervisors should provide a safe place for supervisees to share the impact of personal problems on work.
- Supervisors should include employee's thoughts on changes in the organization.

## **STANDARD FOUR - RECORDING**

**Supervision discussions will be recorded using the relevant format and signed by both parties.**

- Formal supervision will be recorded M'Lop Tapang's supervision record (See Appendix)
- Important decisions about cases need to be recorded in the child's case file.
- Issues about a supervisee's professional capability should be recorded on the supervisee's personal supervision record.
- Both parties should know what is on the supervision record and the supervisee may have a copy on request.
- Supervision may address a staff's personal values and their impact on their casework. When a staff's judgement or attitude is negatively impacting the work with a child or family this needs to be addressed.
- Supervision records should be understandable to others monitoring the document. Ideally supervision files show
  1. That the supervisee can think about the good and weak parts of their practice
  2. Identify a problem
  3. Decisions have been followed up
  4. Identify the possible choices, and the reason why a choice was made

5. Different views, whether on a case or on a staff's development should be recorded.
- Important disagreements on a decision about a case should be recorded in the child's file.
  - If supervision is permanently transferred to another manager, all the supervision records must be passed to the new supervisor.
  - If the worker leaves the organisation, supervision records will be kept in HR.

## **STANDARD FIVE - DIVERSITY**

- Supervision should promote a commitment to diversity in all aspects of work
- Supervisors should ensure that all records and plans address the implications of the child's ethnicity, culture, language, gender, ability and sexual orientation.
- Any specific needs associated with the child's individual needs should be identified and services should be appropriate



កំណត់ត្រាការគាំទ្របុគ្គលិកម្តង  
**M'lop Tapang record for supervision of caseworkers**

ឈ្មោះបុគ្គលិក: Name of Supervisee	
ឈ្មោះអ្នកគាំទ្រ: Name of Supervisor	
កាលបរិច្ឆេទ: Date of Supervision	
រំលឹកកំណត់ត្រានិងសកម្មភាពលើកមុន: Review last session's notes and actions	
តើអ្នកអាចប្រាប់ខ្ញុំអំពីការងារដែលអ្នកសប្បាយចិត្តបំផុតនៅពេលនេះបានឬទេ? Can you tell me about your happiest case at the moment?	
សូមនិយាយអំពីការងារជាប់គាំង ដែលយើងមានការបារម្ភអំពីវានៅពេលនេះ Let's talk about stuck cases that we are worried about at the moment.	
តើអ្នកធ្លាប់បានដោះស្រាយបញ្ហានេះដោយរបៀបណាកន្លងមក? How do you use to solve this problem before?	

តើអ្នកត្រូវការអោយខ្ញុំជួយដែរឬទេ? តើអ្នកត្រូវការអោយខ្ញុំជួយដោយរបៀបណា?  
Do you want me to help you? How do you need me to help?

**MANAGEMENT/ADMIN:**

- តើបញ្ហាការងារណាមួយដែលធំជាងរបស់អ្នកនៅពេលនេះដែលអ្នកចង់យកមកពិភាក្សា?/ What is your number 1 problem in your job at the moment that you want to discuss?
- កិច្ចការដែលអ្នកគាំទ្រចង់ពិភាក្សា/Tasks the supervisor would like to discuss
- បញ្ហាការអនុវត្តន៍ការងារដែលអ្នកគាំទ្រចង់ពិភាក្សា/Issues with performance the supervisor would like to discuss

<p>បញ្ហាដែលបានពិភាក្សា <i>Issues that were discussed</i></p>	<p>សកម្មភាព - នរណានឹងធ្វើអ្វី? នៅពេលណា? <i>Action – Who will do what? By when?</i></p>
<p>•</p>	<p>•</p>

**LEARNING/DEVELOPMENT** ការរៀន និងការអភិវឌ្ឍន៍

- តើជំនាញអ្វីដែលអ្នកត្រូវការរៀន? / What skills does the supervisee need to learn?
- បញ្ហាប្រឈម-តើមានរបាយការណ៍ / ការការស្នើសុំអ្វីខ្លះដែលបុគ្គលិកនេះគួរតែរៀន? / Challenges - Have there been any reports/complaints on what this staff should learn?
- ភាពខ្លាំង- តើមានចំណុចល្អអ្វីខ្លះដែលបុគ្គលិករូបនេះធ្វើបានយ៉ាងល្អ ហើយអាចជួយឱ្យអ្នកដទៃរៀនតាម?/ Strengths - Is there anything this staff does very well and can help others learn?

<p>កំណត់ត្រាសង្ខេបទៅលើបញ្ហាដែលបានពិភាក្សា <i>Brief record of issues discussed</i></p>	<p>សកម្មភាព - នរណានឹងធ្វើអ្វី? នៅពេលណា? <i>Action – Who will do what? By when?</i></p>
<p></p>	<p></p>

**SUPPORT ISSUES**

- តើមានហេតុផលផ្ទាល់ខ្លួនណាខ្លះដែលបុគ្គលិករូបនេះត្រូវការការគាំទ្រ?
- Are there any personal reasons this staff member needs support?
- តើបុគ្គលិកត្រូវការគាំទ្រអ្វីខ្លះនៅក្នុងការងាររបស់ពួកគេ
- What support does the staff member need in their work?

កំណត់ត្រាសង្ខេបទៅលើបញ្ហាដែលបានពិភាក្សា <i>Brief record of issues discussed</i>	សកម្មភាព - នរណានឹងធ្វើអ្វី? នៅពេលណា? <i>Action – Who will do what? By when?</i>		
<b>MEDIATION</b> (ការសម្រាលទុក្ខ)			
	បាទ/ចាស Yes:	ទេ No:	កាលបរិច្ឆេទ: Date:
ថតចម្លងកំណត់ត្រាផ្ញើទៅកាន់បុគ្គលិក: <i>Copy of record sent to staff member:</i>			
កំណត់ត្រាបានផ្ញើរចេញ: <i>Copy of record sent:</i>			
ថតចម្លងកំណត់ត្រាដែលដាក់នៅលើការត្រួតពិនិត្យ: <i>Copy of record put on supervision:</i>			
ហត្ថលេខាអ្នកគាំទ្រ: <i>Signature of Supervisor:</i>			
ហត្ថលេខាបុគ្គលិក: <i>Signature of Supervisee:</i>			

កំណត់ត្រាការពិភាក្សាខាងលើនេះ ត្រូវបានកត់ត្រាដោយអ្នកគាំទ្រ ។  
 The above notes represent the discussion as recorded by the Supervisor.