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Social Work Supervision Education: Pennsylvania Social Workers Reflect on Education and Supervisory Competence

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SOCIAL WORK SUPERVISION EDUCATION: PENNSYLVANIA SOCIAL

WORKERS REFLECT ON EDUCATION AND SUPERVISORY COMPETENCE

A Dissertation Presented to

the Faculty of the Doctor of Social Work Program of

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In Partial Fulfillment

of the Requirements for the Degree Doctor of Social Work

By Morgan Daugherty, LCSW

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This Dissertation for the Doctor of Social Work Degree

by Morgan Daugherty, LCSW

has been approved on behalf of

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ABSTRACT

Supervision is an essential component of social work education and ongoing professional development for those employed at all levels of practice, having been identified as a protective factor against compassion fatigue, burnout, and secondary trauma. Supervision education encompasses the direct training of students in how to be a supervisor to include knowledge, skills, and abilities of effective application. Supervision education is taught via multiple methods such as supervision education courses, supervision education embedded into the curriculum, post-degree certificate programs, continuing education coursework, including field educator training and on-the-job training. With vague competency expectations outlined by the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) pertaining to learning outcomes specific to supervision, students may lack the knowledge, skills, and abilities necessary to assume supervisory roles in their future careers. This cross-sectional pre-experimental quantitative study aims to better understand the educational experiences of social workers employed in Pennsylvania. It explored which supervision education learning method produced the highest self-perceived level of supervisory knowledge, skills, and abilities. The study examined if there is a relationship between supervision education obtained ((No Education; Post Grad Education; College; and Combined (Post Grad & College)), and how many years it takes to move into a supervisory position. The study also explored if there is an association between supervisory experience and participants' perception of supervision education significance. Analysis of gender differences was explored. The theoretical framework used to analyze supervision education was Socialist Feminist theory. This theoretical model was chosen to assist in understanding social constructs influencing contemporary supervision education in the social work profession. Findings included a significant difference among education learning methods and self-perceived knowledge, skills, and abilities of social work Supervision. Interestingly, those with No Education became supervisors quicker than all other types. There was no significant relationship between supervisory experience and supervision education and its impact on preparing participants to assume a supervisory role. Lastly, there was no significant relationship between Gender and Knowledge, Skills, and Abilities.

Keywords: Supervision, education, training, pedagogy, socialist feminist theory

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Chapter I: Introduction

Since the inception of formal social work education, supervision has been an essential component of social work training and ongoing professional development for those employed at all levels of practice (Anastas, 2010). Shulman supplies a simplistic definition of supervision as, "one professional with more knowledge, skill, and experience guiding the practice and development of another with less (The Encyclopedia of Social Work, 2013, p.1)." Kadushin and Harkness (2014) define supervision as a process in which a licensed social worker is accountable and holds the authority to evaluate, direct, enhance, coordinate, and delegate another social worker's practice.

From the beginning of formal social work education, supervision education has been essential to the study of social work, as the seminal andragogical approach was based upon an apprentice model, learning under the guidance of established social work practitioners in direct practice of internships (George, 1982). Social work professional education has evolved to its contemporary form to include the use of traditional field instruction, with simultaneous course work (Caspi & Reid, 2002). Traditional methods of foundational supervision education and training take place through the parallel educational learning process of classroom (faculty supervision) and in the field study (field educator-supervisor) (Boitel & Fromm, 2014). Supervision is often taught by way of immersion into practice, students gain insight into supervision skills and abilities by observing others who model the desired skills and abilities (Aikins & Weil, 1981; Borders, 2010).

Recent research suggests traditional methods of social work education at the graduate level ill-prepared graduates about supervisory best practices and theory (Sewell, 2018b). Although supervision is an essential area of knowledge for career advancement, learning how to

become an effective supervisor is often learned via postgraduate certificate programs and continuing education courses (Kadushin & Harkness, 2014). However, there remains a need to support supervision education related to theory and teaching others the methods of becoming a professional social worker; as this stage of learning many often never achieve or "poorly understand" (Anastas, 2010, p.30). Currently, the most in-depth method of learning and mastering supervision theory and practice is by way of voluntary postgraduate certificate training programs (Hoge, et al., 2011). There has been minimal research about the evaluation of supervision education in social work instruction. Conducting this study will provide exploratory data that may influence the direction of further research endeavors. In addition, it may or may not substantiate prior researchers' conclusions and recommendations that supervision education becomes a higher priority in social work educational programs (Hoge, Migdole, 2012; Beddoe, et al., 2016; Sewell, 2018b).

Often, the promotion into a supervisory role comes with seniority, not supervisory expertise (McMahon, 2014). This motive poses the possibility of displacing an effective clinician into the role of an ineffective supervisor (Kadushin & Harkness, 2014). Despite the recommendation that social workers receive training in supervision, the majority of professionals who move into supervisor roles have limited training and were promoted due to seniority, not due to supervisory knowledge or ability (Borders, 2010; Kadushin & Harkness, 2014; Olmstead & Christensen, 1973). The current approach to learning supervision suggests that supervisory skills are "more caught than taught" implying students and professional social workers learn supervisory skills from the modeled behavior of their direct supervisors rather than formal classroom learning (Aikin & Weil,1981; Kuechler, 2006; Shulman, 2008). These observations are noteworthy; however, research exploring supervision education approaches is

limited. Additionally, the lack of supervision education has negatively affected clients served, agencies and social workers (Hoge, M. et al., 2011). Vito (2015) declared supervision to be the "Cornerstone" of social work practice, all the while current leaders face difficulty supporting the use of supervision due to organizational outside pressures (p. 160). Where supervision is prioritized by those in leadership, this cornerstone can be maintained (Vito, 2015). There is also a lack of social work programs educating students on how to supervise, and a notable decrease in supervisory positions available within social work (Healy, 2002; Lawler, 2007; Wuenschel, 2006).

Problem Statement

The literature suggests social work students trained via traditional Social Work programs lack knowledge of supervisory theory and best practice models, making them unprepared to assume supervisory and leadership roles (Munson, 2002; Kadushin & Harkness, 2014; Wuenschel, 2006, Vito, 2021). The consequences of absent or ineffective supervision have negatively impacted agency effectiveness, quality assurance, client protection, worker job satisfaction, worker burnout, and secondary traumatic stress, along with worker retention (Munson, 1980; Olmstead & Christensen, 1973; Kraemer-Tebes et al., 2011; Carpenter, Webb & Bostock, 2013; SAMHSA TIP 57). A possible contributor to this problem is the lack of direct education pertaining to being in a supervisory role while studying in social work programs, as the competency required by the CSWE is related to students' ability to use supervision effectively rather than being in a supervisor role (CSWE, 2022; Kadushin & Harkness, 2014). Additionally, the availability of training varies from program to program and is offered in a variety of content delivery to include no course offerings, mandatory course work, electives, or embedded (infused) within established course work (Kadushin & Harkness, 2014). It has also become commonplace for social workers to be supervised by other professions (i.e.

psychologists or physicians), and if supervised by social workers, the availability of such supervision has declined (National Association of Social Workers [NASW] Center for Workplace Studies, 2006). Despite supervision being described as the "Cornerstone" of social work practice, organizations are experiencing pressures from professionals other than Social Workers who dismiss the importance of providing supervision as they are not aware of the specific social work ethical expectations (Vito, 2015). Where supervision is prioritized by those in leadership, this cornerstone can be maintained (Vito, 2015).

Currently, there is limited research related to the preparation for social workers to become supervisors. Additionally, McPhail's (2004) findings suggest social work is mostly a women-populated, yet male-dominated field. Further research exploring this disparity has not investigated if educational training related to supervision could help explain remarkable disparities. Rose and Hanssen (2010) identified a reduction in the embracement of the feminist perspective within the profession, education, and publications. Using the feminist socialist theoretical lens to explore social work education specific to supervision may offer insight into the continued stagnation of women workers advancing or earning equal pay to their male counterparts (NASW, 2006; Salsberg et al., 2017).

Supervisory Functions

The Best Practices and Standards in Social Work Supervision (2013) published by NASW, and the Association of Social Work Boards (ASWB) indicated that a combination of administrative, educational, and supportive supervision is essential for the development of competent, ethical, and professional social workers. Supervisory functions include the following (NASW & ASWB, 2013):

Administrative

1. The management of social work service implementation.

2. The oversight of social work adherence to organizational policy.

3. The focus on social work (supervisee) functioning.

Educational

1. The focus on clinician case specific evaluation and training.

2. The goal to increase supervisee self-awareness of ethical issues and staff development related to skills and knowledge of assessment, treatment, and intervention.

3. The use of social work process of assessment, planning, intervention, evaluation, and termination.

Supportive

1. To provide support that reduces job-related stress.

2. To establish a safe, trusting, nurturing relationship and environment between supervisor and supervisee.

3. Provide support of self-efficacy and social work professional identity.

4. Focus on assisting in mitigating vicarious trauma experiences.

The Intersection of Supervision and Trauma

The use of supervision in social work serves many purposes. One critical unintended positive outcome is supervision's ability to mitigate secondary traumatic stress. Supervision has been an essential component of social work practice and has empirical support as a mitigator of social workers developing secondary traumatic stress (Substance Abuse Mental Health Services Administration [SAMHSA], TIP 57). Secondary Traumatic Stress (STS) is defined by Figley as

"the natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by a significant other-the stress resulting from helping or wanting to help a traumatized or suffering person" (1995). Rates of secondary traumatic stress are high within the social work profession (Wagaman, et al., 2015). Actual national statistics and figures of burnout and secondary traumatic stress rates are currently unavailable for those employed in a professional capacity within the social work field. In addition, national rates of job-related stress have not been measured longitudinally nor on a large scale. However, smaller-scale studies have been conducted on select populations such as MSW students (Thomas, 2016), and child welfare workers (Sprang, Craig, & Clark, 2011), and LCSWs in Montana (Caringi et al., 2017). Thomas' (2016) study findings included students of older age identifying higher rates of childhood abuse and neglect; the sample of MSW students when compared to five notable studies (to include the original Adverse Childhood Experience study), were 3.3 times more likely to report four or more adverse childhood events. Adverse Childhood Experiences include events such as neglect, abuse, and family stressors including poverty or parents with notable health, mental health, or substance abuse struggles (CDC, 2019). This study assisted in providing necessary evidence for what had been generally accepted as conventional wisdom, that many MSW students entering academia have established trauma histories. Sprang, Craig, and Clark (2011) discovered significant predictors for secondary traumatic stress among child welfare workers including: residing in rural areas, lacking religious affiliation, being male, Hispanic, and young. Additionally, religious affiliation could predict lower burnout in workers while being male and young could predict burnout. Caringi et al., (2017) findings suggest clinical social workers have a significant level of secondary traumatic stress with a rate of 40% meeting criteria for Post-Traumatic Stress Disorder. A study conducted by Weiss (2011)

discovered that supervisors with less formal education and training experienced burn-out at a high rate.

The need for social work services has expanded and workers are experiencing increased exposure to secondary trauma. The Council on Social Work Education's National Social Work Workforce Study's 2017 results of the nationwide survey of social work graduates revealed that in most areas of the United States, there were plentiful job opportunities for caseworkers, child welfare and positions requiring licensure (CSWE, 2018). In terms of research related to secondary traumatic stress and other work-related stress disorders, the child welfare field has been studied frequently. Practice areas such as child welfare often include high exposure to clients experiencing trauma and unfortunately lower levels of quality supervision (Mor-Barak, Travis, Pyum, & Xie, 2009). Even with high levels of training specific to child welfare at the bachelor or Master's levels, those working in this field who score high for secondary traumatic stress are less likely to be retained (Cahalane & Sites, 2008). Additionally, MSW graduates are likely to assume a supervisory role within the case management and child welfare sectors. Scannapieco & Connell-Carrick (2007) found the role of supervisors within child welfare organizations had a strong relationship to employee retention. Leading factors influencing turnover include low salary and worker satisfaction; conversely, retention was correlated to effective supervision and co-worker support (Scannapieco and Connell-Carrick, 2007). Clearly, research has indicated the importance of supervision in addressing the traumatic experiences of social workers.

Much of the research on preventing or responding to secondary trauma recommends regular supervision. Bride conducted a quantitative study in 2007 examining the prevalence of social worker secondary traumatic stress. Bride's findings include:

- 97.8 % of social workers worked with clients who experienced trauma

- 88.9% of social workers directly treated and addressed the client's trauma in treatment

- 70.2% of the social workers met at least one criterion for secondary traumatic stress

- 15.2% of social workers met the criteria to be diagnosed with Post-Traumatic Stress Disorder (PTSD) as a result from secondary traumatic stress

As future professionals, social work students risk developing complications in their careers and emotional well-being if they are unable to advocate for regular supervision. Han, Lee, and Lee (2012) discovered pre-existing personal attributes of MSW students such as varying cognitive role-taking levels and emotional contagion contributed to student burnout rates. Kim, Ji, and Kao (2011) studied the specific health outcomes for social workers who experienced burnout. Maslach (1982) examined burnout in the social service fields as a reaction to chronic employment stress, having discovered three main components to meet the criteria for burnout. These criteria include low levels of self-esteem and personal accomplishment related to employment duties, emotional exhaustion, and lacking empathetic responses toward others or being negative in attitude (Maslach, 1982). Kadushin and Harkness (2014), noted supervision is ultimately not a magic bullet preventing all negative social worker employment experiences. However, many studies identified supervision as a protective factor for burnout.

Kim, et al.'s (2011) longitudinal, quantitative study suggests those who experienced burnout were at greater risk for physical health issues such as headaches, gastrointestinal complications, and respiratory infections one year after burnout was identified (2011). In addition, Kim, et al., (2011) discovered those new to the profession of social work and women were at high risk of developing burnout.

Social work clientele suffers when practitioners or social work systems experience trauma and offer limited or ineffective supervision methods to practitioners. Failure to receive or provide effective, high-quality supervision directly affects clients on multiple levels especially in terms of direct provider effectiveness (Van Heugten, 2011). Turnover is higher for social work practitioners who have poor supervision in the workplace (SAMHSA, 2014). Clients suffer as they are often reassigned and expected to form new relationships with new practitioners; safety is a major concern as those in need of services must wait for services to initiate; and inconsistent treatment or having an impaired social worker could interfere with treatment progression (SAMHSA, 2014).

Need for Supervision Education

NASW (2021) specifically identified the need for education and competency in the area of supervisee's practice, however, there is no specific mention of the need to have been trained or educated on how to supervise. The NASW's *Code of Ethics* (2021) Professional Standards on Social Worker's Ethical Responsibilities in the practice setting details the qualifications for those providing supervision, including:

a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee,

including dual relationships that may arise while using social networking sites or other

electronic media.

d) Social workers who provide supervision should evaluate supervisees' performance in

a manner that is fair and respectful. (NASW *Code of Ethics*, 2021).

NASW's *Code of Ethics* makes it clear: supervisors or consultants must possess

established knowledge related to the area of practice of their supervisee. At times it may be

difficult for supervisors to access additional consultative services with an expert. Access to a

specialist for consultation in rural areas is reduced as fewer specialists are available in low

populated areas. Supervisory settings should mimic therapeutic settings where "clear,

appropriate and culturally sensitive boundaries are set" (NASW *Code of Ethics*, 2021). The

supervision setting should also "evaluate supervisees' performance in a manner that is fair and

respectful" (NASW *Code of Ethics*, 2021), providing an opportunity to note any concerns of

burnout or secondary traumatic stress that could interfere with professional functioning.

Ongoing professional ethics training reminds supervisors of the requirement to set and follow

clear boundaries and to avoid dual relationships that could harm supervisees. Education and

training are essential parts of the ethical standards related to competence. The NASW requires

social work professionals to practice within their scope of knowledge, and/or accept

employment or supervisory roles with expectations to gain the knowledge needed:

Interestingly, the NASW ethical standards in Practice Settings for Education and Training 3.02,

is almost identical to that of section 3.01 Supervision and Consultation.

a) Social workers who function as educators, field instructors for students, or trainers

should provide instruction only within their areas of knowledge and competence and

should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. (NASW *Code of Ethics*, 2021).

This highlights the marginal differences between the educational field setting and clinical supervisory setting pertaining to the expectations for supervision. The only notable difference is the following "Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students" (NASW *Code of Ethics*, 2021).

The Association of Social Work Boards (ASWB), is the only nonprofit organization in the United States dedicated to social work professional regulation promoting the ethical, competence and safety of practice, keeping public safety at the forefront (2021). With that, the ASWB published the Analysis of Supervision for Social Work Licensure: Guidelines on

Supervision for Regulators and Educators in 2009 and 2019. ASWB's guidelines identified a comprehensive list of skills, knowledge, and abilities necessary to provide supervision (ASWB, 2009 & 2019). Experts in the field of social work supervision determined this list to be a comprehensive (ASWB, 2009 & 2019). These guidelines are the most recent comprehensive analysis by supervision experts in social work illuminating skills, knowledge, and abilities of supervision. Forty-three areas of skill, knowledge, and ability were attributed to the best practice standards for providing social work supervision (ASWB, 2009 & 2019).

In summary, the use of supervision in social work has been essential since the inception of formal social work education (Anastas, 2010). Social workers are trained under a parallel learning process via simultaneous classroom instruction/supervision and field education/supervision (George, 1982; Boitel & Fromm, 2014). Despite supervision being an essential skillset within the profession, vague educational expectations have been set forth by CSWE (2022) regarding supervisory education. NASW clearly states in the 2021 *Code of Ethics* the need for supervisors to have competency in the areas to be supervised; however, no mention of supervision specific training is expressed. Little research has examined the best methods of supervision education for the advancement of social workers into a supervisory rank. Research identified a gap in the formal educational process to prepare social workers to assume such positions (Borders, 2010; Kadushin & Harkness, 2014; Olmstead & Christensen, 1973). Promotion into supervisory positions often has little to do with supervisory training but is often based on the merit of seniority (McMahon, 2014). Thus, with ill-prepared social workers assuming such positions, clients, agencies, supervisees, and the communities they serve are at risk of poor-quality service delivery and staff turnover due to poor supervision quality and or secondary traumatic stress (Munson, 1980; Olmstead and Christensen, 1973; Kraemer-Tebes et

al., 2011; Carpenter, Webb, and Bostock, 2013; SAMHSA TIP 57). Availability of social work-specific supervision has reduced, being offered more often by other professions to include psychology (NASW & ASWB, 2009). This affects the supervision quality as it is geared toward other clinical or helping professions which may not be aligned to social work values and ethics (NASW & ASWB, 2009). Additionally, with a reduction in social work supervision exhibited in social work, the profession appears to take a back seat, allowing other professions to take the lead, not setting a positive example for budding social work professionals.

Statement of Purpose

This multipurpose study intends to investigate the self-perception of Pennsylvania social workers regarding supervisory education and competency. Educational specific to supervision will be analyzed against social worker self-perception of supervisory knowledge, skills, and abilities (KSA's). Additionally, supervision education type will be explored and analyzed to see if it impacts years to become a supervisor. The study will explore whether there are differences between supervisory experience level and the perception of supervision education importance. Lastly, it will explore whether there is a relationship between gender and social worker self-perception of KSA's of social work supervision.

Literature has supported the use of supervision as a necessary component of practice which assists in preventing or mitigating traumatic responses of direct line social workers. With that, little research has explored the type of supervision education acquired to support best practices in supervising others. Firstly, since supervision education is a topic not required within social work programs, how do program instructors know they are providing the necessary training social workers need to promote career progression? Supervision has been identified as a protective factor for social workers; however, the practice of supervision is often unsupported

by agencies unless it is a requirement by insurance or contract payors (organization or individual who pays invoices for services). In addition, this study will seek to identify and investigate potential relationships between gender and participants self-perceived competency (KSA's). A deductive theoretical approach was utilized, applying a Socialist Feminist lens to assist in developing the research questions and hypotheses. Rationale motivated by a decreasing embracement of the feminist theoretical approach within the social work field despite social work being a women-populated profession (Barretti, 2001; Munson, 2002; Faludi, 2006; Rose & Hanssen, 2010).

A study investigating social work supervisors' level of education in supervision education and their self-perceived supervisory skills, knowledge, and ability using a quantitative exploratory design could offer more insight on this topic. It will examine if supervisory experience type influences perception of supervision education significance. Lastly, the study will explore if there is a notable difference in the level of self-perceived supervision knowledge, skills and abilities when comparing women and men.

Research Questions

1. Did the type of education significantly increase self-perception of Supervision Knowledge, Skills, and Abilities (KSA's)?
   IV: Supervision Education
   DV: Supervision Knowledge, Skills, and Abilities (KSA)

2. Does the type of education impact the number of years it took for a person to become a supervisor?
   IV: Supervision Education
   DV: Years to Become a Supervisor

3. Does supervisory experience influence perception of supervision education significance?
   IV: Supervisor Experience
   DV: Supervision Education Significance

4. Is there a relationship between gender and self-perception of supervision (KSA's)?
   IV: Gender
   DV: Supervision Knowledge, Skills, and Abilities (KSA)

Hypotheses

H^1: Participants with any supervision education will have higher levels of self-perceived Supervision Knowledge, Skills, and Abilities (KSA's).

H^0: There is no significant difference between supervisory education type and self-perceived Supervision Knowledge, Skills, and Abilities (KSA's).

H^2: Participants with supervision education become supervisors in fewer years than those with no supervision education.

H^0: There is no significant difference between those with and without supervision education and years to become a supervisor.

H^3: Participants with supervisory experience will agree to a higher extent that supervision education prepared them to assume a supervisory role.

H^0: There is no significant difference between supervisory experience levels and the perception that supervision education prepared them to assume a supervisory role.

H^4: Men will have higher ratings of self-perceived Supervision Knowledge, Skills, and Abilities (KSA's) than women.

H^0: There is no significant difference in self-perceived supervision Knowledge, Skills, and Abilities (KSA's) between men and women.

Overview of Research Design

Survey-based quantitative research was utilized to gather data regarding social work professionals' experiences related to supervision education. The benefits of this research design include the ability to develop a survey specific to social work supervision knowledge, skills, and abilities, as no current validated measurement exists. Additionally, specific questions related to demographics, educational experiences, and supervisory experience have been added that may offer further insight into the participants' characteristics and experiences. The quantitative survey method was chosen as it can reach a larger participant base (Thyer, 2010). The intention for this research design is to capture a large quantitative sample of exploratory data that will provide insight into social work supervision education learning methods, career progression into

supervisory positions, supervision education importance, and information pertaining to gender and social work supervision knowledge, skills, and abilities. The quantitative measure meets criteria for established data collection methods (Padgett, 2017).

Rationale and Significance

Although supervision has been identified as crucial, social work research is limited regarding the educational process of providing supervision education in social work programs and postgraduate educational programs (Kadushin & Harkness, 2014). Social workers have limited training specific to supervision education directly affecting social work clients and constituents (Borders, 2010; Kadushin & Harkness, 2014; Olmstead & Christensen, 1973). Despite the profession acknowledging the importance of supervision, there remains a gap in the literature on the foundational area of competency regarding supervision educational knowledge, skills, and abilities.

A study investigating social workers' level of supervision education, and supervision knowledge, skill, and ability using a quantitative cross-sectional design could offer more insight into the problem. Examining the level of supervision education, and length of time to become a supervisor may also offer insight. Exploring supervisory experience levels and participants' self-assessment of supervision education significance will provide some understanding of what methods are most helpful in preparation for supervising others. Additionally, examining the Supervision Knowledge, Skills, and Abilities (KSA's) of men versus women will provide guidance for the use of continued supervision and education related to conducting supervision.

Social workers have a higher probability of experiencing secondary traumatic stress (STS) while employed than the general population. Supervision can mitigate the effects of secondary traumatic stress and promote positive outcomes including recovery from those

experiences (Baines, Charlesworth, Turner, & O'Neill, 2014; Brockhouse, Msetfi, Cohen & Joseph, 2011; Lambert, & Lawson, 2013.) The results of this research may influence social work generalist higher education and post graduate continuing education standards for supervision education. The questionnaire utilized in this research can be adapted and used by field education programs, organizations, and by individuals self-assessing their supervisory competence. In addition, this research may influence social work practice, by highlighting the importance of supervision education.

Role of the Researcher

Influenced by a comprehensive literature review which will be explored in Chapter II, this researcher, under the guidance of her committee, developed this study's research questions, hypotheses, research design, and methodology. The researcher's role will be a non-participant, knowing insider (Padget, 2017). The researcher will not actively participate in collecting the data; however, she does have first-hand knowledge of the phenomena under review. This researcher is a Licensed Clinical Social Worker in the State of Pennsylvania and is currently a clinical supervisor. This researcher has direct practice experience as a clinical social worker supervising those working toward clinical licensure. The researcher will not have direct contact with the participants of the study as data will be collected by an anonymous electronic survey.

Researcher Assumptions

Professional observations have been accumulated by the researcher; however, they have not been validated by unbiased scientific research.

Definition of Key Terminology

Supervision: A process in which "one professional with more knowledge, skill, and experience guides the practice and development of another with less" (Shulman, 2013, p.1); a process in

which a licensed social worker is accountable and holds the authority to evaluate, direct, enhance, coordinate, and delegate another social worker's practice (Kadushin & Harkness, 2014).

Supervision Education: Supervision education encompasses the direct training of student or professional social workers in how to be a supervisor to include skills, knowledge, and abilities of effective application.

Pennsylvania Licensed Master's Level Social Work Supervisors: Social workers licensed in the Commonwealth of Pennsylvania who hold or have held supervisory roles per self-report.

Attitudes & Experiences About Supervision Education Survey: Survey developed for the purpose of measuring social work supervisors' self-perceived knowledge, skills, and abilities related to supervision. The scale is based on the ASWB's Analysis of Supervision for Social Work Licensure: Guidelines on Supervision for Regulators and Educators (2009 & 2019).

Secondary Traumatic Stress (STS): "The natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by a significant other - the stress resulting from helping or wanting to help a traumatized or suffering person" (Figley, 1995).

Dissertation Organization

Subsequent chapter organization of this study is arranged in the following order: Literature Review, Methodology, Findings, Analysis and finally, Conclusions and Recommendations.

Chapter II: Literature Review

Introduction

This researcher conducted a comprehensive review of literature related to social work supervision education. Limited recent supervision education literature has been published necessitating a broader approach to explore the phenomena. The practice of supervision was explored, including the roles of supervisors in the educational and practice settings. Educational theories and methods, to include andragogical approaches (adult educational models and theories) were explored to better understand methods of instructing adults in social work (Anastas, 2010) Additionally, supervision education was analyzed from the lens of the socialist feminist theory.

Theoretical Framework - Socialist Feminist Theory

Examining social work supervision education through a theoretical framework provides insight and assistance to enhance understanding of the scope of the problem. With social work being a women-populated, male-dominated profession (McPhail, 2004), intrinsically, there must be patriarchal influence over the profession via education, policy, and leadership. Additionally, it provoked the conception of research questions and research measurements used in chapter three of this study. Feminist theory is a way of analyzing society by thinking and acting in support of the elimination of women's oppression (Robbins, Chatterjee & Canda, 2006). According to Robbins et al., (2006), central to feminist theory is the idea that it is essential to evaluate "social context and deconstruct its discriminatory aspects." Patriarchy is the principal focus of feminist theory with the perspective that societal institutions and structures are dominated by males including economic, legal, political, and cultural systems (Robbins et al., 2006). Naming and identifying specific behaviors, language, attitudes, social arrangements, and

expectations that contribute to the oppression and marginalization of individuals is key to understanding the continuation of societal inequality and to advance toward change (Robbins et al., 2006). There are many branches of feminist theory which include focuses on three primary areas: gender differences, gender inequality, and gender oppression (Ritzer, 1988).

Socialist feminist theory was first presented in a publication issued by the Hyde Park Chapter of The Chicago Women's Liberation Union. Of the three branches of feminism identified by Ritzer (1988), socialist feminism explains how a combination of gender inequality and oppression have influenced women's position in society and the workplace. In the original work published in 1972, Booth, Creamer, Davis, Dobbin, Kaufman, and Klass, identified that women have been denied power based upon their class in society. It is the belief that institutionalized capitalist society oppresses women into positions where a minority profit from their paid and unpaid labor (Booth et al., 1972). Socialist feminist theory was influenced by Marxist feminist and radical feminist theory (Robbins et al., 2006). Marxist feminist theory focuses on women's oppression being connected to exploitation within capitalist economies where women's work, both paid and unpaid are connected to advantages for a capitalist society (Maynard, 1995). Maynard (1995) defined radical feminism as a modern way of understanding and "theorizing women's relationship to men," highlighting male control over women through reproduction, violence, and heterosexuality are to blame for women's ongoing oppression.

Socialist Feminism Applied - Micro & Mezzo

Socialist feminist theory can be broken into four main components according to Ehrenreich (2005):

1. Class and sexist domination exist but most individuals fall into the routine of domination without acts of violence or "material deprivation." The use of force is present within the patriarchal/sexist and capitalist/financial domination of males within the upper class. Who are the individuals and systems holding influence over the social work profession? Policymakers, politicians, researchers, professional organizations, bureaucratic leaders, and agency heads. Many more women are gradually holding these roles; however, they are still conditioned to work within the classist and sexist culture. Additionally, social work is a women-populated profession that often services the underprivileged, lower class status members of society who are often overlooked by those in higher class designations (McPhail, 2004).

2. What are the forces or conditions that perpetuate continued inequality for women and those in the working or poor classes? Macro level policy has a huge influence on conditions that perpetuate inequality. Considering most direct practitioners service underprivileged clients, often these individuals are reliant on Medicaid programs to cover the cost of health and mental health coverage. Medicaid reimbursement rates are frequently lower than private insurance, and those with low incomes often have barriers to transportation, often cancelling sessions, which directly impacts the ability for clinicians to generate a fair income. The lack of income or productivity can reinforce low wages or reasons why clinicians will not ask for wage increases (Kadushin & Harkness, 2014).

3. The subjugation (suppression) of women via capitalist forces that have "atomized" class, causing cultural and material dependence, ultimately contributing to the Chapter of labor and or "feminine work." Capitalism has caused families to become dependent upon materials and the purchasing of goods and services. With this dependency, family life has become more isolated, women being less able to help one another in times of need. For example, women

social workers who choose to work are less likely to have family members who are able to care for their younger children. As a result, women social workers then rely on paid childcare, a notoriously underpaid women populated profession. Childcare expenses reduce the family's income level, restricting the likelihood of upward social class mobility (Hochschild & Machung, 2012).

4. There is an interconnection between the struggles of women and class struggle in society. Again, social work has proven to be a women-populated profession serving the impoverished and working classes (NASW, 2021; McPhail, 2004). According to this component of socialist feminist theory, women of the working class who "seek autonomy in employment" remain interconnected and are denied advancement opportunities just as the populations they serve.

The task at hand is to explore the phenomena of social work supervision education. The profession has been misidentified as a women-dominated profession, when it is actually a male-dominated, women-populated profession (McPhail, 2004). McPhail (2004) indicated the social work profession traditionally consists of women direct practitioners, with women nontraditionally assuming the roles of administrators, policymakers, and faculty members. This suggests those in leadership positions tend to be male social workers or other male professionals.

Evidence of patriarchy and gender discrimination are evident within the field of social work. According to the Center for Health Workforce Studies and NASW Center for Workforce Studies (2006) a gender gap in pay was revealed for licensed social workers who participated in the 2004 survey. The findings determined a salary difference of $12,045 a year for full-time employment with men averaging $61,040 a year and women $48,995, a difference of $12,045 or

21.89% less; after adjustments made to control for a number of factors (geography, age, highest degree earned, setting, practice area, race) that number difference dropped to $7,052, a 14% pay differential. This seems to be an attempt to minimize the effect of the pay differential by adjusting for controls such as degree level, age, and race. Yet what the original pay differential may signify is the inequality present in the social work profession in which males hold higher-paying positions of power and women remain in lower-wage direct practice positions. For example, many women, if mothers refrain from attending advanced schooling (MSW or doctoral programs) until their children are less dependent on their care. Hence, they have fewer years in the workforce to become higher earners. In the 2017 Profile of the Social Work Workforce (Salsberg et al., 2017) figures gathered from 2015 indicated that women MSW-level social workers were making $5,500 (12%) less than their male counterparts based on educational level. At the doctoral degree level, the difference in compensation was significant at 29.7%, women on average earning $16,500 less than their male counterparts.

There is a disconnect within social work Master's programs' course content regarding supervision education and the financial realities for those employed post-graduation. Kadushin and Harkness (2014) discovered after analyzing secondary data from the NASW Center for Workforce Studies (2004) that those who were in supervisory roles earned $7,000 more annually than those not in supervisory roles. Yet, schools of social work still lack a unified approach in preparing students to become supervisors (Munson,1983; as cited by Kadushin & Harkness, 2014).

Hochschild and Machung (2012) argue that despite women entering the workforce in greater numbers, the power men hold over women has not diminished in the workplace and family environment. Unequal distribution of housework in most cases shows women far

outweighed by domestic responsibilities such as childcare, cooking, and cleaning (Hochschild and Machung, 2012). This unspoken societal expectation for women to maintain employment and the majority of domestic work in the home makes it less likely they will try to advance to higher-level administrative, faculty, or policymaker type positions within social work. Additionally, having a high-stress position in a field such as social work and having unequal domestic responsibilities may place one at higher risk for burnout. Despite research supporting supervision as a protective factor (Harrison & Westwood, 2009; Killian, 2008; Lambert, et al., 2013; Pack, 2014; West, 2010; Williams, et al., 2012), Munson (1983 as cited by Kadushin & Harkness, 2014) noted that supervision education is not required in social work programs and the method of instruction and content varies. This potentially depicts to students that knowledge of supervision skills is a low priority.

In the workplace, professionals are noticing a reduction in the availability of supervision. For those in supervisory positions, limited training is offered due to financial and time constraints (Hoge et al., 2014). If women are not given appropriate supervision or supervisors' training is inadequate, they will remain in positions under stress, questioning their ability, and bringing their frustrations home to their families. In addition, they are less likely to consider the option of applying for higher-level positions if they "cannot handle the stress" of direct practice. Also, they may not consider returning to school for high-level degrees such as DSW's, Ph.D.'s or MBA's as they question their ability to take on additional stress. The Center for Health Workforce Studies and NASW Center for Workforce Studies (2006) reported that men were twice as likely to hold a doctorate than women in the social work profession despite women being the majority within the profession, 4% of men hold doctorates compared to 2% of women.

Hochschild and Machung (2012) stress that men benefit from the inequality existing in capitalist society as they have control over capital, politics, media, and the home. In Ehrenreich's (2005) re-published work from 1976 "What is Socialist Feminism," the author suggests that on a daily basis, individuals comply with class and sex domination without the need for "threats of violence or material deprivation." This appears to fit the context to the phenomena of this study, as students appear to go through the motions with their educational experience at times struggling with lack of understanding or ability to advocate for themselves in terms of the quality of supervision offered in their field practicums. For example, Baum's (2011) research discovered that MSW students with poor relationships with field educators, did not address their concerns in supervision and dissatisfaction continued within the field placement.

Once in professional practice, social workers at times find it difficult to locate employment where quality supervision is a component of their position (Noble and Irwin, 2009). There has been a shift in the language of the profession from promoting reflection to a more recent focus on job duty priorities such as assessing risk, performing services, meeting quotas, and managing waiting lists (Froggett, Ramvi, and Davies, 2015). It appears the focus has shifted toward tasks rather than clinician reflection, resembling an "assembly line" for human services (Froggett, et al., 2015). There can be a "take it or leave it" or "do more with less" attitude towards the inclusion of supervision within the workplace. The attitude expressed can be interpreted as "if you do not care for it" (lack of supervision) "then leave the position" (hence you are replaceable - and financially vulnerable).

Socialist Feminism Applied - Macro

Socialist Feminist Theory identified how male-dominated power structures oppress women and exploit their labor efforts (Federici, 2012). With that, it is essential to consider the professional and educational macrosystems that influence the continued cultural oppression of women social work students and professionals. There is no formal requirement for CSWE accredited programs to address supervision specifically in social work programs. Hence, social work higher education policies and standards could be, perhaps unknowingly, contributing to the male-dominated power structures that continue to exploit the labor of social work direct practitioners. The NASW *Code of Ethics* and standards of practice address the need for supervision, and this is taught in social work programs from the perspective as the supervisee, not the supervisor. The focus for social work students is to learn how to use supervision, rather than how to supervise. The social work profession may underestimate the importance of supervision education, as there are no accurate figures or percentages of those who conduct supervisory practices in the United States. For example, the most recent national data collected about the social work professional trends, The Profile of Social Work Workforce report (Salsberg et al., 2017), does not include questions pertaining to the professional role of being a supervisor. Nor are there satisfactory continual post-graduate educational needs assessments taking place to determine what could have been addressed better in social work educational curricula. Annually, the CSWE conducts a survey for all graduates of accredited programs from the prior year. The focus is on job placement and the instrument is not used as an evaluative tool to gauge the needs of students after they have completed their education. The Profile of Social Work Workforce report (Salsberg et al., 2017) claimed 83% of the social work profession is comprised of women, hence

the student population is likely similar. Much of the profession's voice, the woman's voice, is unheard.

Data collection has improved over time with the addition of gathering information specific to who immediate supervisors are, social workers (degree in social work) or social work qualified (similar degree). In the CSWE report "From Social Work Education to Social Work Practice: Results of the Survey of 2018 Social Work Graduates," 65.9% of participants reported their immediate supervisors were qualified. Although this percentage is high, it does not gauge the quality or frequency of supervision being offered, simply the qualifications of the supervisor. The reports on recent graduates focus on barriers to finding employment and satisfaction with entry-level positions. Interestingly, the CSWE report included figures related to difficulty with finding positions. Those findings indicated respondents were satisfied with indicating 49% had difficulty, 33% reported inadequate salary as the contributor, and only 3% indicated absence of supervision (CSWE, 2018).

Figure 1:

The Cycle of Supervision Education/Practice According to Socialist Feminist Theory
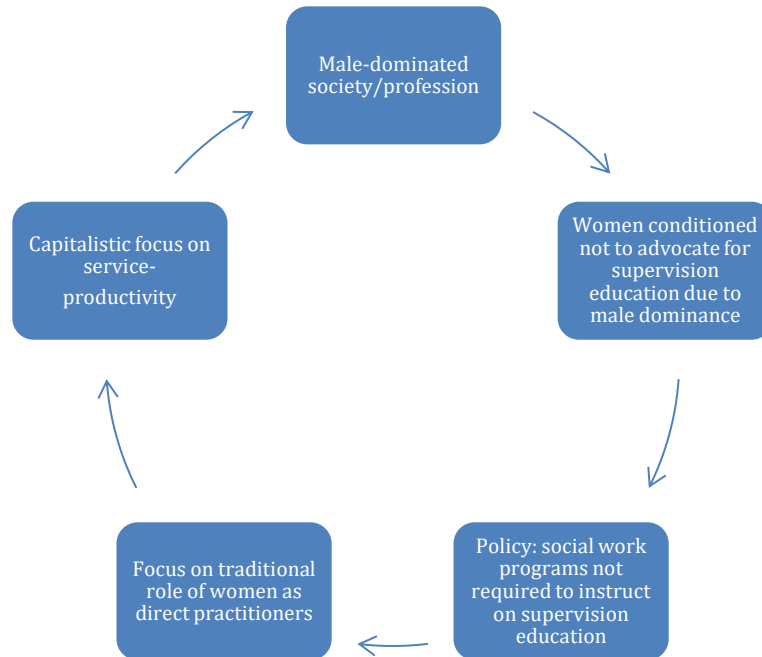
Review of the Literature
Supervision in Social Work Professional Practice

Types of Supervision

The three main supervision functions include administrative, supportive, and educational

(clinical) (Kadushin & Harkness, 2014; Noble, Gray & Johnston, 2016; Beddoe, 2016).

Administrative supervision consists of providing resources and structuring the practice

environment, so workers are able to effectively execute their professional services including

ensuring adherence to professional, organizational, and regulatory guidelines (Kadushin &

Harkness, 2014). Supportive supervision revolves around "care for the carer," in which the

supervisor provides encouragement, reassurance, attentive listening, and desensitization, helping

to counter the disappointment workers often experience serving populations in turmoil

(Kadushin & Harkness, 2014). This is not to be confused with "therapy" for the clinician provided by the supervisor. Supportive supervision requires supervisors to use their instincts to recognize when supervisees exhibit verbal, nonverbal, or behavioral cues that may indicate burnout, compassion fatigue, or secondary traumatic stress. Supportive supervisors point out when the supervisee needs self-care, time off work, or caseload adjustments. Educational supervision complements administrative supervision; however, it is more concerned with providing workers the necessary knowledge and skills to effectively deliver services (Kadushin & Harkness, 2014).

The Role of Social Work Supervisors

Social work supervisors experience various levels of education prior to assuming supervisory roles. Social workers who have obtained a Bachelor of social work (BSW) or Master of social work (MSW) may advance their career into the role of supervisor. Kadushin & Harkness (2014) define a supervisor as a licensed social worker who holds authority over the work of a supervisee by coordinating, evaluating, directing, and assuming accountability for the quality of said supervisees work. Within that role, supervisors are responsible for educational, supportive, and administrative collaboration with supervisees by encouraging and building a positive relationship (Kadushin & Harkness, 2014). Most supervisors who obtained training related to supervision did so while in their MSW programs (Hoge, et al., 2014). Traditional supervision education instructional methods in the social work curriculum are executed via experiential methods in the classroom and field settings, (students) essentially participating in and observing supervisory skills of instructors and field educators (Hoge, et al., 2014). With no CSWE requirement for student learning pertaining specifically to supervision, educational delivery methods for supervision during social work studies in the United States vary; delivery

methods may include elective courses, mandatory courses specific to supervision, and "embedded" supervision course content within other existing courses (Kadushin & Harkness, 2014).

Professional supervisors lacking knowledge of skills and theory related to best practice in social work supervision is a problem for social work education programs, the profession, and client systems as a whole. Many studies identified regular supervision as a strong preventative factor of Secondary Traumatic Stress (STS), burnout, and vicarious traumatization (Knight, 2013). Without skilled supervisors, services are not being implemented effectively and efficiently, nor are social workers receiving the clinical guidance and support necessary to remain in the profession. This lack of support can result in higher levels of STS, vicarious traumatization, and burnout.

Supervision in Social Work Practice

In this section, current research related to supervision in direct social work practice will be explored. With the increased embracement of evidenced based programs, the essential requirement of supervision has been noted; however, organizations struggle to provide continued access to regular supervision after initial training or certification is achieved (Kadushin & Harkness, 2014). In recent years evidenced-based practices have been promoted both by higher education and managed care organizations (Okpych & L-H Yu, 2014). The benefits of many evidence-based models include supervisory or consultative services (Kadushin & Harkness, 2014). Conversely, effective models of treatment, for example Cognitive Behavioral Therapy (CBT) or Eye Movement Desensitization and Reprocessing (EMDR) provide theoretical frameworks to follow; however, they do not require supervision once training or certification has concluded (Kadushin & Harkness, 2014). If clinicians become

competent in one or both of these treatment areas but do not have access to regular reflective, supportive supervision, the implementation of these interventions is likely to be compromised (Hoge, Migdole, Cannata and Powell, 2014). Regardless of the type of social work practice, there is overwhelming support for reflective maintenance supervision (supportive) rather than supervisors being in a surveillance role (Beddoe, 2010).

In addition to the availability of supervision decreasing, it has also shifted from being provided internally to externally. Supervision has moved from being located "on-site" to a contracted service with risks and benefits for the supervisee. These risks and benefits include: freedom with approach; challenging cases; and conflicts, to avoid being sidetracked by organizational power dynamics and or organization surveillance, obtain supervision from "experts;" however, the time and expense of this service could and has over time shifted from the organization to clinician (Beddoe, 2012).

A considerable volume of research exists regarding supervision within the social work practice specific to child welfare. With that, Wilkins, Forrester, and Grant (2017) found supervision practice has shifted from a reflective, emotionally supportive, critical thinking practice to one more focused on oversight, more concerned with "what and when" rather than "how and why" of an event. Unfortunately, this shift is in direct conflict with research which supports reflective supportive supervision, as it assists in the retention of workers (Baines, et al., 2014). A movement toward evidence-informed, self-reflective, clinically based supervision in the child welfare sector suggesting the modeled strength-based support from supervisors was then reflected in the relationships established between caseworkers and families (Collins-Camargo & Millar, 2010). Rationale has been suggested to pursue further exploration of the

relationship between effective supervision, the use of evidence-based practice, and organizational culture (Collins-Camargo & Royse, 2010).

There are areas of supervision research that extensive research and areas needing further exploration. It was discovered through review of the literature that mental health and substance abuse supervision research methodology was weak or poorly described, and studies often lacked control groups (Hoge et al., 2011). Additionally, there is ample research on the positive use of supervision yet a lack of research related to: supervision competencies, organizational supervision implementation and policies, the delivery of continued training on supervision, the adaptation of increased standards and expectations of professional bodies and accrediting organizations, payer requirements for supervised services, and established methods to determine what characteristics are essential in supervision to enhance effectiveness (Hoge et al., 2011).

Despite ethical guidelines promoting the use of supervision in social work practice, there has been a decline in its availability. Hoge, et al., (2014), emphasized the clear decrease of supervision available to those who provide mental health treatment across the United States. There has also been a decline in supervision training offered to those in supervisory roles in the workplace, occurring due to time and financial constraints (Hoge, et al., 2014). These findings point to the discrepancy between the NASW *Code of Ethics'* standards for regular supervision and continued education in areas of weakness, and what is truly happening in the practice setting based on fiscal and staffing constraints. These constraints are due to the push for higher productivity outputs and tight budget constraints, with limits on staff availability due to high caseloads (Hoge, et al., 2014).

Best Practice Models of Supervision

The Components for Enhancing Clinician Engagement and Reducing Trauma Model (CE-CERT) has been proposed as a supervision model that aligns with trauma-informed care. However, it is considered atheoretical and has not been empirically tested. The CE-CERT model proposed by Miller and Sprang (2017) compiled the most evidence-based models for incorporation by social work practitioners to offset the effects of secondary trauma. Those components include experimental engagement, reducing rumination, conscious narrative, concurrent narrative, consolidation narrative, reducing emotional labor, and parasympathetic recovery. Within these steps, areas of focus are related to those addressed in trauma-informed practices. The Center for Substance Abuse Treatment in collaboration with SAMHSA released TIP 57: Trauma Informed Care in Behavioral Health Services (2014). These principles apply to the CE-CERT and include: "Safety; trustworthiness/transparency; peer support; collaboration and mutuality; empowerment/voice/choice; and cultural/historical/gender issues."

Jordan (2018) recommended use of a trauma-informed care approach to supervision for those working directly with trauma survivors. Jordan (2018) specifically indicated there are multiple models of supervision which typically accompany practice theory such as psychoanalytic, narrative, developmental, experiential, and other specialized models that should be tailored to the specific populations being treated by the clinician.

Lawrence Shulman is viewed as a leading researcher on the content of clinical social work supervision. His work, *Interactional Supervision* (2013) provides insight into significant problems in the delivery of social work supervision. Shulman highlights that new supervisors and experienced ones can benefit from models of supervision. Interactional Supervision (2013) offers a framework for a model of supervision that is consistent with current research.

Shulman's work suggested the process of supervision be "interactional" not prescribed problem-solving dictated by a well-informed supervisor, essentially modeling the therapeutic process or parallel process when performing social work interventions (Shulman, 2010). The parallel process in social work is the tendency for patterns to reoccur (Kadushin & Harkness, 2014). Therefore, the tendency for relational interactions between client and social worker will be mimicked between social worker supervisee and supervisor (Kadushin & Harkness, 2014). Shulman's perspective on the supervisory process should address four components: continued learning, job management, direct practice, and professional impact (Sewell, 2018a). Shulman's interactional model has shown success with significantly increasing supervisor competency in clinical supervision in the areas of professional development, managing relationships, and job performance (Tebes, et al., 2010). Most recently, Langlois, Pavlak and Shulman (2022), published a Teaching Guide for the Interactional Supervision model.

Supervision as a Protective Factor in Social Work Practice

Much of the research conducted on the use of supervision in social work related to trauma-informed care targeted clinicians who treat trauma victims specifically. There was frequent use of systematic review articles. Berger and Quiros (2014), Knight (2013), Miehle (2010) and Elwood, Mott, Lohr, and Galovski (2011) sought thorough understanding of published articles, drawing from the new recommendations for future social work practice, education, and research. Elwood, et al., (2011) recommended the need for training within organizations to increase structural support, including supervision and treatment for clinicians who have been psychologically disturbed by treating clients with trauma. Findings include difficulty in supporting the cost and revenue lost for nonbillable time spent in supervision (Elwood, et al., 2011). Current research supports the need for empathetic and supportive

supervision to best meet social work practitioners needs to mitigate secondary traumatic stress (Brockhouse, et al., 2011; Lambert, et al., 2013).

Berger and Quiros (2014), recommended making supervision mandatory for practitioners who treat trauma victims. A trauma-informed care approach that includes lectures, seminars, trainings, and individual and group supervision were suggested to transform the system of care needs (Berger and Quiros, 2014). Knight (2013) reviewed and categorized research pertaining to burnout, secondary trauma, and compassion fatigue into one category titled "indirect trauma" and assessed its implication within social work organizations, supervision, self-care, and the academic institution. Further, supervisors must be aware of and address supervisees risk of developing "indirect trauma" (Knight, 2013). Miehl's (2010) review of the literature targeted how the theory of supervision is shifting from a parallel process to one which embraces relational and trauma theories, encouraging the use of tridactic self (victim/victimizer/bystander), as a tool in supervision. Therefore, the use of perspective taking when processing the role of the social worker and others in relation to traumatic experiences of the social worker themselves and the situations in which they support clients. Hence, supervisors must be able to process the secondary traumatic experiences with supervisees who have experienced such instances, from the various viewpoints of victim, victimizer, and bystander.

The evidence supporting supervision for social workers who treat those affected by trauma has grown. Qualitative interprofessional (social worker, counselor, and psychologist) research has uncovered the need for relational (supportive) supervision, training related to trauma, and the need for a chain of command or holding, through which supervisors can gain support from those in higher positions, to better support service delivery providers (Virtue &

Fouche, 2010). Additional findings included supervisors in all areas of mental health expertise (social work, counseling, and psychology) needed more education and training specific to providing supervision to practitioners assigned to clients who suffer from trauma (Virtue & Fouche, 2010).

For mental health therapists who treat trauma clients, protective factors which assisted in the prevention of vicarious traumatization included; countering isolation in the personal and professional areas, including the use of formal and informal supervision or case collaboration (Harrison & Westwood, 2009). Research has explored resiliency of mental health trauma workers (counselors, social workers, and psychotherapists) identifying several protective factors which cushion providers from experiencing vicarious traumatization (Pack, 2014). Protective factors against vicarious traumatization discovered were, maintaining a connection with others, the development of spirituality, workers being able to identify signs and symptoms of vicarious traumatization, and normalizing experiences in group/team supervision (Pack, 2014). Supervisors have identified that balance is key in supervising trauma therapists, suggesting the use of supervision, restorative self-care, training, professional development reduced workload, as protective or preventative tactics (West, 2010). Additional studies have discovered protective factors for mental health clinicians (to include social workers) while treating trauma survivors include supervision, reducing workload, self-care, socializing with peers, spirituality, and spending time with family (Killian, 2008). Supervisors identified traumatic stress indicators often reported including body sensations, poor concentration, and mood shifts (Killian, 2008).

When studying clinicians with a personal trauma history, findings included the need for a strong supervisory alliance/relationship, lower caseloads, and regular self-care including exercise lowered the likelihood of developing vicarious traumatization (Williams, et al., 2012).

Studies exploring child welfare workers and other licensed professionals discovered lower levels of compassion fatigue and burnout when participants reported actively participating in spirituality (Sprang, et al., 2011). Recommendations included the use of an organizational trauma-informed care approach to prevent compassion fatigue and burnout to include supervision (Sprang, et al., 2011).

Supervision assists in posttraumatic growth for social workers and encourages empathy. Lower levels of vicarious traumatization have been noted when supervisors encourage social workers to keep focused on their empathy for others and self-empathy when struggling in challenging situations (Brockhouse, et al., 2011). Disaster responder counselors who were also survivors of Hurricane Katrina and Rita, had higher levels of compassion fatigue than counselors not personally affected by the storm (Lambert & Lawson, 2013). Again, supervision and self-care were indicated as protective factors resulting in high levels of positive posttraumatic growth (Lambert, et al., 2013). For social workers, empathy is an essential component of overcoming firsthand experience and secondary traumatic stress. Supervision offers the opportunity to explore levels of empathy and has been found to assist in reducing the adverse effects of such experiences.

Social Work Education Pertaining to Supervision

Supervision Education

Supervision education is a significant component of this study and its subsequent outcomes. Supervisory skills are generally learned by observation of past supervisors' modeled behavior (Aiken and Weil, 1981). *The Best Practices Standards in Social Work Supervisio*n developed by NASW and ASWB (2013) defines the necessary supervisory skills from the point of contracting with a supervisee to termination. The established standards are as follows:

- Standard 1: Context of supervision to include scope of practice

- Standard 2: Conduct of supervision to include confidentiality, contracting, leadership, competency, and self-care

- Standard 3: Legal and Regulatory Issues to include liability, regulations, and documentation

- Standard 4: Ethical issues; to include ethical decision making, boundaries, and self-disclosure

- Standard 5: Technology; to include all aspects of technology such as distance supervision

Exploring the parallel process present within social work supervision education is essential. Fox (2011) defines the parallel process as the teacher/pupil relationship which mimics that of the social worker/client, offering students the ideal setting to build essential skills when responding to clients "in the moment." Boitel and Fromm (2014) describe the social work parallel process as incorporating a learning theory process that bridges the space between the field and classroom experience while meeting social work competencies.

Kadushin & Harkness (2014) suggest the parallel process is a reflective process in which students or supervisees replicate or mirror the client's behavior. Supervisees express struggles in the supervision setting, seeking guidance to problem-solve from the supervisor. Over time, supervision assists the supervisee to learn how to identify and respond to these situations based upon the modeled behavior of the supervisor who remains calm, concerned, empathetic, and supervisee-centered. The parallel process also includes the use of mirroring emotions in which supervisors reflect the feelings expressed by supervisees, thus validating them. In addition, supervisors are able to observe through processing cases, how supervisees interact with clients.

When the supervisor notices deficits, such as shifting away from important topics, they can refocus, thus exhibiting in the supervisory session how the supervisee can keep on task in therapy sessions with clients.

According to Anastas (2010), learning theory in social work education has improved, with an increased understanding of the developmental learning process that includes critical thinking, self-reflection, self-knowledge, and discipline-specific materials. Social work has embraced an andragogical approach to teaching, meaning, being focused on how to instruct adult learners rather than the pedagogical approach of instructing youthful learners (Anastas, 2010). Knowles (1984) popularized the term andragogy and identified how adult learners differ from child learners, such as, adult learners are self-directed, personal life experiences are used as a reflection tool for learning, social roles influence orientation of learning, adults focus on the application of learning on real life experiences, and having internal motivation driving learning. Field education learning has been essential from the time of Bertha Reynolds, a pioneer of social work education (Anastas, 2010). Over time, the use of learning theories such as Kolb's learning theory, which particularly encourages adult learners to "learn by doing" by way of "active experimentation, concrete experience, reflective observation, and abstract conceptualization" has become essential in formal social work education (Anastas, 2010).

The most common way in which supervision education is transmitted, is within the field education or internship experience (Kadushin & Harkness, 2014). The field education experience consists of learning under the guidance of an experienced social worker, often referred to as the "signature pedagogy" of social work education (CSWE, 2022). The parallel process offers students a glimpse into the realities of practicing social work professionals all while following the NASW *Code of Ethics*, essentially socializing students into the profession

(Boitel & Fromm, 2014). Although this is the traditional method encouraged throughout social work programs, having limited training on supervisory skills and theories can be a detriment to future professional outcomes (Kadushin & Harkness, 2014; Olmstead & Christensen, 1973). Examples of detriments to future professional outcomes include hesitation of social workers to pursue supervisory roles, social workers having self-doubt related to supervisory qualifications or ability, less fruitful engagement in supervision as a supervisee, and social workers providing supervision at a lower quality.

Often education and training specific to supervisory skills are offered via post-graduate continuing education programs. Kraemer-Tebes et al., (2011), provided a training series in supervisory competencies based on the well-established interactional supervision model with showing positive results of supervisor satisfaction and effective stress management posing potential as an effective model of supervision, education, and training.

An existing problem is the focus of professional organizations such as the Council on Social Work Education (CSWE) gathering data related to employment outcomes yet failing to assess the needs of recent graduates in terms of supervision supplied at their place of employment (CSWE, 2018). As noted in its most recent survey, the role of "supervisor" was not included in the options for the characteristics of employment role nor was the professional's satisfaction with supervision provided/offered onsite from their employer. Despite being recent graduates, the role of supervisor should not be omitted in the survey since moving into the non-clinical supervisor roles is a possibility especially for those with prior social work or social service experience (Kadushin & Harkness, 2014).

The most recent data related to social work practitioners providing supervision was collected in 2004 and published in the 2006 NASW Center for Workforce Studies. The data was

separated into two categories: the roles of supervisor and administration/manager. Fifty-eight

percent reported being in the role of supervisor for "some time" and seven percent identified

providing supervision for 20 or more hours a week (2006 NASW Center for Workforce

Studies). Sixty-nine reported dedicating "some time" to administration and management and

20% indicated 20 or more hours weekly (NASW Center for Workforce Studies, 2006).

Kadushin and Harkness (2014) cited figures gathered via personal communication with Dwight

Hymans from the Association of Social Work Boards (ASWB) on July 11, 2012. Hymans

claimed that up to 150,240 (38%) supervisors out of a total of 392,274 (62% non-supervisor)

social workers are employed in the United States. These figures highlight the importance of

students' preparedness for receiving and providing supervisory skills at some point in their

careers.

Measuring Educational Outcomes

Measuring educational outcomes is a pivotal piece of any professional training program.

There is a need to explore supervision education within the social work profession. The 2022

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards

(EPAS) are devised with both implicit and explicit curriculum. The CSWE defines explicit

curriculum as "the program's design and delivery of formal education to students, and it

includes the curriculum design, courses, course content, and field education curriculum used for

each of its program options" (2022, p. 17). The implicit curriculum is the environment in which

the explicit curriculum is presented through a variety of components including "student

development, admissions, advising, retention, and termination; student participation in

governance; faculty; administrative and governance structure; and resources. All elements of the

implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion" (ADEI, 2022, p. 24).

Educational standards for social work education curriculum are essential in determining the current focus of the profession. The Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) nine core competencies include:

1. Demonstrate Ethical and Professional Behavior;

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice;

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice;

4. Engage in Practice-Informed Research and Research-Informed Practice

5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities;

7. Assess Individuals, Families, Groups, Organizations, and Communities;

8. Intervene with Individuals, Families, Groups, Organizations, and Communities;

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and (CSWE, 2022)

These standards are set forth for the professionalization of students and assist in measuring knowledge and skills acquired while in academia. Drisko (2014) suggests competencies are markers for professional achievement in education with each competency being a crucial aspect that defines a profession. However, none of the competencies clearly state supervision as being a necessary component of the social work profession, which may explain why supervision education appears to be lacking in social work curriculum.

Grady, et al., (2011) studied implicit factors within the environment of MSW programs and discovered students thought curriculum delivery varied in quality depending on the

instructor, feeling strongly connected to curricula that was relevant to "experienced" practice information, social justice, and social work values. In addition, faculty and school community set the tone offering a safe classroom where students felt comfortable sharing struggles, field education supervisors play a vital role in student learning and, unfortunately, approximately 25% of participants (students) reported being overwhelmed in their field placements, demonstrating students' insufficient preparation, improper matching with field sites, or environmental factors such as needing to work (Grady et al., 2011). Calderon (2013) explored direct and indirect measures of learning outcomes and determined that assessing for content and applied skill mastery is important. However, determining student perception of learning outcome can also aid program development and improvement.

Field Education

Field education has become social work's signature pedagogy based upon learning theory, with the use of a learning contract to measure core competencies obtained with field instructor oversight (Boitel and Fromm, 2014). Below is the policy from the Council on Social Work Accreditation pertaining to Field Education. Within this policy there is a clear connection to the integration of learning from the classroom, and direct practice under the supervision, to measure student achievement of competencies.

> Educational Policy 3.3—"Signature Pedagogy: Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice.

It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology" (CSWE Educational Policy 3.3—Signature Pedagogy, 2022).

Wayne, Bogo and Raskin (2010) explored Shulman's conceptual definition of field education as social work's signature pedagogy and went beyond this suggesting Shulman's group structures be incorporated into the field process by having field seminar faculty, students, and field instructors attend coordinated classes. Essentially as a way of processing and learning most parts of the learning system, Shulman's model would encourage processing case scenarios in a group supervision setting to include students, faculty field seminar instructors, and inclusion of field instructors as well. Ideally this would be beneficial; however, often this is unachievable due to time constraints of field instructors.

According to the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) for Field Education, ideally, MSW students should be paired with field instructors who hold an MSW degree from a CSWE accredited institution and have two years post-graduate professional experience. Exceptions can be made; however, the degree-issuing institution must plan to ensure proper oversight is provided to the student (CSWE EPAS, 2022). All field instructors must obtain training from the host institution regarding role expectations (CSWE EPAS, 2022). This type of training is often referred to as the Seminar in Field Instruction (SIFI). Requirements related to frequency and duration of training for field instructors are not indicated. The use of site liaisons has been increasing due to difficulty finding placements with CSWE-qualified field instructors. Zuchowski (2015) discovered the increasing prevalence of off-site supervision by way of field liaisons; however, the avenue of supervision provided, onsite or offsite, does not appear to influence learning. Either way, the level of opportunities and supports offered at the field site determine student outcome success. Litvack, Mishna, and Bogo (2010) discovered MSW students' preferred method of support was not field liaisons, rather natural supports like family and friends and, if formal supports were sought, they preferred the support of faculty with whom they had pre-established trusting relationships. Baum's (2011) research results indicated students who reported having poor-fair relationships with their field instructors appeared to be "stuck in time," unable to be future-focused. Students carried feelings of unresolved conflict and were troubled by lack of closure; however, throughout the study when given the opportunity to address dissatisfactions with placements with neutral parties they opted not to, potentially afraid to take risks (Baum, 2011). This indicates the weight of field instructor-student relationships and how these relationships serve as an introduction to the role of supervisor.

Field instructors and students benefit from field instructors receiving training specific to supervision education. The CSWE requires social work programs to provide an orientation, opportunities for ongoing training and holding an open communication between the field education office and the field instructor (CSWE, 2022). Within the Educational Policy and Accreditation Standards, there is no specific mention of the need to hold competency in skills, knowledge, and ability of social work supervision methods or theory (CSWE, 2022). Dedman and Bierlein-Palmer (2011) found that many field instructors would consider using an online training system to obtain further training to improve their supervisory skills. Karpetis and Athanasiou (2017) connect theory to practice by implementing a relational psychodynamic model supervisory training for field instructors to assist in strengthening supervisory skills offered to students. Ketner et al., (2017), finally were able to make the connection to field instructors' interests in management and supervision that many other researchers were only able to speculate. These researchers highlighted that past literature has focused on the disconnect between classwork and field education, identifying field educators' lack of education in supervision as being a problem when supervision is not necessarily the primary goal for field education (Ketner et al., 2017). Students developing the "ableness" of the profession in an environment where a field instructor established a trusting relationship, commits to mentorship, and creates a safe secure learning environment (Ketner, et al., 2017).

MSW students appear to flourish in field placements where they are provided encouraging, supportive supervision. Kanno and Koeske (2010) found that when providing service to challenging clients, MSW students who are provided supportive positive feedback and helpful instruction are less vulnerable to work-related emotional exhaustion and report high

levels of satisfaction with their field experience. Conversely, those not having adequate supervision report dissatisfaction with their field experience.

Despite field education being the "signature pedagogy" of social work, frequently there is a disconnect between the course work and field practicum curriculum experience. Wertheimer and Sodhi (2014) call for better inclusion of field directors into all areas of leadership and academic programming within social work as this role had previously been siloed and focused solely on the field practice curriculum. Domakin (2014) termed field instructors as "practice educators" whose primary function could be maximized if the curriculum from course work were integrated within the practicum setting with practice educator involvement. Field instructors could assist in individualizing the supervisory reflective practice and can reinforce learning potential from course work when used correctly (Domakin, 2014).

Implications and Conclusion

Social Work Education and Research Related to Supervision

The areas of deficit in research may mirror what discrepancies occur in social work education in relation to supervision. O'Donoghue and Tsui (2015) methodically reviewed social work literature from 1970-2010 discovering the following: supervisory research in social work is foundational; theory on supervision is evolving and can point practice in a better direction; and justification for regular supervision especially in the child-welfare sector. To advance supervision in the social work field O'Donoghue and Tsui (2015) recommended more advanced research on interactional relationship-based supervision formats or models; to use evaluative research to support the development of "empirically supported supervision practice models" (p.627).

Despite a movement toward evidence-based direct practice, no evidenced-based models of supervision have been established to date (Kadushin & Harkness, 2014). There are some models such as CE-CERT (Miller & Sprang, 2017) that are conceptually based on established literature recommendations. Further research is needed to explore evidence-informed and evidenced-based supervision models (Kraemer-Tebes et al., 2011). This is an essential step to promote the education of students, educators, and leaders in the social work profession. Falender (2018) noted clinical supervision competency education and training has been an ongoing issue in the psychology field, missing from curricula, clinical research, and absence of competency-based supervision models. With the evolution of trauma-informed care and the push for self-care, social work education has indeed incorporated this content within curricula which aligns with supervision needs. Recent research (2013-2017) on supervision has been conducted in the United Kingdom (13), Australia (6) and New Zealand (13), the United States (8) and was focused on practice rather than education and training (Sewell, 2018b).

Most recently Sewell (2018b) published a scoping review of supervision in the social work profession from 2013-2017 noting limited research on evidence-informed supervisory model effectiveness; and lack of organization of literature in terms of recommendations for professionals and education for best practice. The disorganization of the literature suggests why supervision may be a difficult area to address in academia, where areas of study are preferred to be instructed when they are conceptualized and organized.

Carpenter, Webb, and Bostock (2013) and Newell and Nelson-Gardell (2014) provide a competency-based approach to teaching self-care in social work courses connecting self-care practice to CSWE competencies and ethical practice behaviors. Social work students' direct training on supervision occurs within the parallel process in the classroom/field placement.

Andrews and Harris (2017) used live interactive role-plays observed by the professor to teach counseling skills at the bachelor's level, the major highlight was the significant level of anxiety and distress reported by students wanting to avoid live observations and feedback. Findings suggest this tool may help strengthen clinical skills and students' ability to openly express their strengths and weaknesses within the class while processing roleplay sessions, trust, and positive group dynamics developed over time with this experiential teaching method (Andrews & Harris, 2017).

Four research articles could be located between 2009-2022 pertaining to social work research conducted on social work supervision education specifically. The literature suggests that students have a desire to learn how to supervise, yet programs struggle with meeting those needs. Additionally, those who study supervision education are more confident in pursuing a supervisory position. Maynard's article explored students' perceptions of standardized simulations in a supervision class (2021). The mixed methods findings of this article suggested student's desire for more supervision specific training within their college curriculum (Maynard, 2021). Hair (2013) published a mixed methods article that examined supervision and what social workers thought they needed in order provide effective services to their clientele. An astounding 88% of participants agreed that "supervisors need training in how to provide supervision" (Hair, 2013, p. 1578). Social Workers identified that the most effective supervisors are professionally trained social workers who have completed some training on how to supervise, however, no participants were able to identify programs or courses available, specific to learning how to supervise (Hair, 2013). Vito and Handbidge (2021) conducted a qualitative study on teaching supervision and leadership to MSW students under two conditions, on campus and online. Participants reported increased self-awareness of their strengths and weaknesses

related to supervision; increased knowledge of supervision models and theories; and improved confidence in pursuing supervisory positions (Vito & Handbidge, 2021). Shera and Bejan (2017) conducted a study which analyzed an MSW specialization track and post master's diploma in social service administration. Despite having positive outcomes of increased participant attributes, the post-degree program was unable to sustain due to low enrollment (Shera & Bejan, 2017). Additionally, it was noted that social work schools struggle with meeting the desires of students who aspire to advance into supervisory positions (Shera & Bejan, 2017). Measurement of outcomes were gathered using the Leadership Program Outcomes Measure developed by Black in 2006. This survey tool is focused on leadership specifically which is tailored towards administrative type supervision, not educational or supportive. Most recently, Brasfield et al., (2022) published a study exploring the impact of the Reflective Supervision Training Model. The Supervisor Working Alliance Inventory (SWAI) instrument was utilized to measure effectiveness of the training program. Although this tool is an established validated psychometric tool measuring supervisory alliances, it was established for the counseling profession, not social work (Efstation et al., 1990). Brasfield et al., (2022) found that basic and advanced training in supervision while simultaneously supervising supervisees provided participants with resources for future application and helped improve their skills. However, the study did not find a correlation between SWAI Supervisor scores and SWAI-Supervisee scores from pre-test to post-test (Brasfield et al., 2022).

Minimal literature was published pertaining to field education as a method of supervision education in social work; however, its purpose was connected to competency learning outcomes and student satisfaction with field placement, not supervision skills acquired (Kanno and Koeske, 2010; Litvack, Mishna and Bogo, 2010; Baum, 2011; Calderon, 2013).

There has been an elevation of research interest in the training of field instructors beyond the Educational Policy and Administrative Standards set forth by the CSWE (2022). The CSWE's (2022) requirements for field instructors is to be provided an orientation, field instruction training, and continuing dialog with the academic program.

Research has not focused on direct course work in the classroom but rather on experiential learning in the field where there is less control of extraneous variables such as supervisory skill level of the field instructor. Over one third of the research from 2013-2017 consisted of conceptually based research (29 studies) and 50 empirically based studies (Sewell, 2018b). Of the empirically based studies, 10 were quantitative, 24 qualitative, and 16 mixed methods. Only one out of the 26 studies using quantitative methods used a fidelity measure; all others used surveys developed specifically for their studies.

A macro-educational implication noted through this literature review was the requirement through CSWE in Accreditation Standard 4.2.2 that faculty members who instruct practice courses to have an MSW from a CSWE accredited program and at least two years post-master's experience (CSWE, 2022). This low expectation does not meet criteria for many states requirement to be a clinical supervisor, for example, Pennsylvania requires that clinical supervisors have a Licensed Clinical Social Work License (LCSW) and five years of clinical independent experience prior to supervising Licensed Social Workers (LSW) working toward their LCSW (State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, 2010).

The largest professional social work organization, the National Association of Social Workers (NASW) provides guidance for professional practice (NASW, 2021). The core value affected by this research topic is the competence with the ethical principle that social workers

will work in their areas of competence and continue to develop their knowledge base and expertise, essentially promoting lifelong learning (NASW, 2021). This and other research may support the movement toward a certification process for supervision, supporting more extensive training in supervision models, theory, and ethics.

Albeit not peer reviewed research, the ASWB published a comprehensive list of knowledge, skills, and abilities required to provide supervision for licensure in 2009 and 2019. Additionally, the ASWB examination for masters licensure includes content on providing supervision (ASWB, 2018). The skills, knowledge, and abilities articulated in the *Analysis of Supervision for Social Work Licensure: Guidelines on Supervision for Regulators and Educators* (2009 & 2019) provides foundation for a self-perceived assessment developed as the measurement tool for the study at hand. The ASWB list of standards includes the following 43 skills, knowledge, and abilities to ethically conduct supervision (ASWB, 2009 & 2019):

1. Knowledge of theoretical models of supervision.
2. Knowledge of theories of human development and behavior.
3. Ability to establish and articulate measurable outcomes for learning and performance of supervisees.
4. Knowledge of the stages of professional and career development.
5. Knowledge of adult learning theories and research.
6. Ability to identify learning needs for supervisees.
7. Ability to identify learning objectives for supervisees.
8. Knowledge of methods for performance appraisal and evaluation.
9. Knowledge of techniques to be used in supervision.
10. Knowledge of group processes and dynamics.
11. Knowledge of accepted social work practices.
12. Knowledge of practice theory on which to build assessments and interventions.
13. Knowledge of the biopsychosocial perspective.

14. Knowledge of the laws and regulations pertinent to supervision and practice.

15. Knowledge of the responsibilities and liabilities related to supervision.

16. Knowledge of evaluation techniques and processes.

17. Knowledge of social work ethics.

18. Ability to make ethical decisions.

19. Ability to use insight and emotional intelligence.

20. Knowledge of communication skills (written, verbal, nonverbal).

21. Knowledge of relationship building skills.

22. Knowledge of conflict resolution skills.

23. Knowledge of practice safety issues.

24. Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting.

25. Knowledge of confidentiality requirements.

26. Knowledge of risk management.

27. Knowledge of record keeping and documentation.

28. Knowledge of standards of culturally competent practice and diversity.

29. Knowledge of the job duties of supervisee(s).

30. Knowledge of the agency's mission.

31. Knowledge of supervisory functions: administrative, educational, supportive, evaluation, and organizational culture.

32. Knowledge of the theories of power, influence, and authority.

33. Ability to teach the respectful and effective use of power and authority.

34. Knowledge of the theoretical underpinnings of transference, countertransference, boundaries, dual relationships, and parallel process.

35. Ability to use critical thinking skills.

36. Knowledge of the roles and responsibilities of allied professions.

37. Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking.

38. Knowledge of policymaking, policy analysis, and advocacy.

39. Knowledge of how to develop/access resources.

40. Knowledge of differences and the effects of oppression, discrimination, and prejudice.

41. Knowledge of the ethical, innovative, and effective use of informational and communication technologies.

42. Knowledge of the stages of stress, burnout, and compassion fatigue.

43. Knowledge of professional social work identity, culture, and community.

Having requirements for continued supervision by insurance companies or payors (organization or individual who pays invoices for services) could offer support for clinicians to continue to maintain ongoing supervision post clinical licensure. This is a controversial suggestion as many clinical social workers prefer to carry on doing clinical work without the requirement of ongoing supervision (Kadushin & Harkness, 2014). An additional struggle noted has been the disadvantages social workers face in achieving clinical licensure. The New Professional's Guide to Social Work in Pennsylvania indicates social workers will likely have to pay privately for their clinical supervision as many higher wage employers will not offer this as a benefit, limiting employment options and causing clinicians to remain in lower wage, high-stress positions (National Association of Social Workers, Pennsylvania Chapter, n.d.).

On the micro/mezzo level, supervision remains an essential aspect of social work education, practice, and leadership. It is essential not only to train social workers to be self-reflective but to encourage the ongoing use of supervision to assist in advancing and maintaining social work practice. Of the times social workers are brought to the public's attention, typically these negative situations are tied to boundary-crossing, substance misuse, or clinician incompetence (Zugazaga, et. al., 2006). All of these situations may have been prevented, or potentially mitigated, if regular, consistent, competent, theory-based supervision was provided to assist the workers in processing the regular exposure to secondary traumatic stress often experienced in social work. Supervision cannot be solely based on task and policing. It needs to offer workers an outlet to decompress and process major stressful experiences that need to be acknowledged by another person respectfully.

Summary

Limited research has been conducted on supervision education specifically. There is much literature and support for the use of supervision; however, organizational and financial constraints impact implementation of consistent and quality supervision. The lack of quality supervision supplied has a negative impact on the social work profession, clients, and constituents. Research could not be located that used an ex post facto design to examine supervision education. Despite publications to support supervision educators and regulators better understand supervision best practices and knowledge, skills, and abilities, no existing self-assessment measures were available to determine supervisory competence (KSA's). No studies could be located that explored which education delivery types produce the highest supervisory competency levels. Additionally, supervision education types have not been researched to explore which type offers acceleration to become a supervisor. Existing research is lacking in assessing the significance of supervision education. Lastly, there is a scarcity of research that has explored gender's influence on self-perceived competency of supervision.

Chapter III: Methodology and Research Approach

Introduction

This chapter describes the methodology of this quantitative study exploring supervision education and supervision practice experiences of Pennsylvania social workers. This study will explore if there is a relationship between supervision education (independent variable) and self-perception of supervision knowledge, skills, and abilities (KSA's) (dependent variable). It will explore if there is a relationship between supervision education (independent variable) and years to become a supervisor (dependent variable). This study will examine if there is an association between supervisory experience and perception of supervision education significance. Lastly, it explores the relationship between gender (independent variable) on self-perception of Supervision Knowledge, Skills, and Abilities (KSA's) (dependent variables).

Variables

Supervision Education

Supervision Education is a one 4-point categorical question which assesses what type of education the participants received on how to be a supervisor. The question, "Under what method of learning did you obtain Supervision Education?" with responses including (0) No education, (1) Post Grad, (2) College, and (3) Combined. (0) No training is where participants have received no education in how to be a supervisor. (1) Post Grad education includes (1) on the job training, Continuing Education Units (CEUs), and Seminar in Field Instruction (SIFI) course. (2) College includes education on how to be a supervisor through a specifically designed college course, through a college course that had supervision content embedded, or participants completed a certificate in supervision which is longer term intensive training on the college level. (3) Combined includes participants who received both (1) and (2) supervision education

types. This variable groups individuals who have had the most education on how to be a supervisor so that this research can determine if there is an impact of not only the type of supervision but also amount of supervision. Participants can score a minimum of zero (0) points for no education at all to a maximum of three (3) points. Higher scores do not imply better or more comprehensive education. Research Question #1 examines the impact of supervision education on supervision Knowledge, Skills, and Abilities (KSA). Research Question #2 examines the impact of supervision education on years to become a supervisor.

Supervision Knowledge, Skill, and Ability

The Supervision Knowledge, Skills and Abilities scale measures supervision knowledge, skills, and abilities categorically on the question level but continuously on the measurement level as a result it was coded in SPSS as a scale variable. The Supervision Knowledge, Skills and Abilities scale has forty-five 6-point Likert categorical questions to assess level of Supervision, Knowledge, Skills and Abilities. An example from the 45 questions is "I have the knowledge, skill, and ability to apply in the supervision process: The use of insight and emotional intelligence" with responses including (1) Strongly Disagree, (2) Moderately Disagree, (3) Mildly Disagree, (4) Mildly Agree, (5) Moderately Agree, and (6) Strongly Agree. Participants can score a minimum of one (1) point for strongly disagreeing to a maximum of 6 points for strongly agreeing to having the Knowledge, Skill, and Ability to apply in the supervision process. The lowest possible Total score is 45 and the highest being 270. Three subscales were developed; Basic, Theory and Supervision. The Basic has 19 questions, with the lowest possible score of 19 and the highest 114. The Theory category has 8 questions with the lowest score being 8 and highest 48. The supervision category has 18 questions with the lowest score being 18 and the highest 108. A lower score is indicative of having lower self-

perceived knowledge, skills, and abilities of social work supervision. This study examines the impact of supervision education on supervision knowledge, skills, and abilities; and gender on supervision knowledge, skills, and abilities.

Years to Become a Supervisor

Participants are asked one open-ended continuous question to determine how many years it took to become a supervisor. The question was, "How many years did you work as a social work professional before you became a social work supervisor?" Participants can score a minimum of zero (0) points if they have never worked as a supervisor. Since the question is open-ended, and there is no predetermined highest score. The higher the number, the longer it took for the participant to become a supervisor. Conversely, the closer the number is to 1, the shorter time it took to become a supervisor. This study examines the impact of supervision education on years to become a supervisor.

Supervision Experience

Participants are asked one 3-point categorical question to determine if they had experience as a supervisor. The question was, "Which best describes your supervisory experience?" with responses including (0) Never a supervisor (1) Currently supervising others (clinical, administrative, supportive; to include interns) (2) Supervised others in the past, but none currently. Participants can score a minimum of zero (0) points for never being a supervisor to a maximum of 2 points. Since this is a categorical variable, a higher score does not imply having higher experience levels. This study examines if supervision experience influences perception of supervision education significance.

Supervision Education Significance

Participants are asked one 2-point categorical question to determine if supervision education prepared participants to assume a supervisory role. The question was, "Do you believe that course work specific to supervision education prepared you to assume a supervisory role?" with responses including (0) Disagree and (1) Agree. Participants can score a minimum of zero (0) points for strongly disagreeing to a maximum of one (1) point for strongly agreeing to course work specific to supervision education prepared you to assume a supervisory role. Since this is a categorical variable there is no hierarchy or ranking of variables. This study examines if supervision experience influences perception of supervision education significance.

Gender

Participants are asked one 2-point categorical question to determine the gender of the participant. The question was, "What is your gender?" with responses including (0) Woman and (1) Man. Participants can score a minimum of zero (0) points to a maximum of two (1) points. Since this is a categorical variable there is no hierarchy or ranking of variables. This study examines the impact of gender on Supervision Knowledge, Skills, and Abilities.

Rationale for Research Design

Survey-based quantitative pre-experimental research was utilized to gather data regarding social work professionals' experiences during their studies and afterward. The benefits of this research design include the ability to develop a survey specific to supervision education as no current validated measurement exists. Additionally, specific questions related to demographics, educational experiences, skills, knowledge, and abilities related to supervision were included and may offer further insight into the participants' characteristics and

experiences. The quantitative survey method was chosen as it can reach a larger participant base (Thyer, 2010).

Research Setting

The Commonwealth of Pennsylvania was chosen for recruitment partly due to researcher familiarity, in addition to the elevated level of representation of social workers per capita. Pennsylvania's social work population is comparable to that of New York and Massachusetts offering a diverse pool of professionals to recruit from (Profile of the Social Work Workforce, 2017). NASW-PA accepts members who are active students at any level and those holding social work degrees at the Bachelor, Master, and Doctoral levels. There are a total of 36,931 social workers in Pennsylvania (Profile of the Social Work Workforce, 2017), approximately 14,400 licensed social workers (M. G. Peterson, PA Department of State, Bureau of Professional and Occupational Affairs personal communication, June 27, 2019) and 4,000 NASW-PA members (NASW-PA, 2022). Many of the members of NASW-PA Chapter are also Licensed Social Workers through the Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors. Those holding licensure as Licensed Bachelor Social Workers (LBSW), Licensed Social Workers (LSW), and Licensed Clinical Social Workers (LCSW) and those without licensure may hold positions with supervisory responsibilities.

Research Population, Sample and Data Sources

Participant inclusion criteria required residing in or holding employment in Pennsylvania, holding a social work degree at the bachelors, masters, or doctoral level, and being 18 years of age or older. Past or current supervisees of the primary researcher were ineligible to participate. An expedited IRB application was submitted to the Kutztown

University of Pennsylvania Institution Review Board (IRB) and was approved on February 8, 2022. This study did not ask sensitive questions and poses minimal risk to non-vulnerable participants. All participants included in the study completed an informed consent agreeing to participate in the study. Survey data was collected electronically via Qualtrics. All data was de-identified prior to data analysis. Participants selected to be anonymous or confidential. Participants who selected anonymous, declined to be included in a random selection for a $50 Amazon gift card. Participants who selected confidential provided their names and mailing address to be included in random gift card selection. All surveys were completed through Qualtrics software.

The organization utilized for recruitment purposes was the National Association of Social Worker Pennsylvania Chapter (NASW-PA). NASW-PA is the largest professional organization for Social Workers in Pennsylvania (NASW-PA, 2022). NASW-PA offers for purchase the ability to do email blasts to its 4,000 NASW-PA members (NASW-PA, 2022). An attempt was made by the primary investigator to collect obtain demographic information of NASW-PA members however it was unavailable. According to NASW-PA's Membership and Communication Strategist, Rachel Rhodes, demographic data pertaining to its members is not collected (R. Rhodes, personal communication, January 20, 2023). The Listserv email blast was also utilized for snowball recruitment. Snowball recruitment consists of requesting agreeable participants to share the survey with other social workers who may be eligible but may not have received the email blast (Rubin & Babbie, 2017). Therefore, Listserv participants were encouraged to forward the survey email with flyer to other social workers employed in Pennsylvania who meet criteria for participation. The Listserv email blast was distributed on April 13, 2022. Surveys were collected on that date until July 11, 2022. The survey's range was

167 seconds (2 minutes 47 seconds) to 172,554 (approximately 48 hours). It is likely the participants with the longest time to completion opened the survey and resumed two days later. The median time of completion was 408 seconds or 6 minutes and 48 seconds.

Participants

The sample was drawn from members of the NASW-PA email Listserv. There was n=116 total surveys collected. Of those participants, 34 were eliminated due to not satisfying 60% of the survey or due to participant data entry error. The final sample was n=82. The majority of participants identified as women 87.2% (*n=*72), while 12.2% identified as men (*n=*10). The mean age of participants was 46.57. The average reported time to become a supervisor was 6.67 years. Most participants were white/Caucasian (95.1%, *n=*78), one participant identified as Latinx (1.2%), two identified as Black/African American (2.4%) and one identified as multiracial, Black/African American and Hawaiian/Pacific Islander (1.2%). The majority of participants held an MSW with no further schooling (67.1%, n=55). Five participants held a BSW (6.1%), two participants held a BSW plus graduate credits (2.4%), eleven held an MSW plus an additional graduate degree (13.4%) and nine held a Ph.D. or DSW (11%). Demographics pertaining to degree level did not match the Profile of the Social Work Workforce's (2015) findings. However, non-social work degree participants were ineligible to participate which made up 53.8% of the Profile of the Social Work Workforce's study (2015). In 2015, of the 36, 931 social workers in the Commonwealth, there are a total of 36,931 social workers, 10.9 percent hold a bachelor's in social work and 35.3% hold an MSW or above (Profile of the Social Work Workforce, 2015). Most participants held Pennsylvania LCSW licensure (50%, n=41), followed by 22 holding Pennsylvania LSW licensure (26.8%), and 19 having no license (23.2%). No participants identified as having LBSW licensure.

Quantitative Data Analysis

Survey Development

In order to examine the research questions proposed, a survey tailored to Supervision Knowledge, Skills, and Abilities was created. The survey was inspired by and adapted from the *Analysis of Supervision for Social Work Licensure: Guidelines on Supervision for Regulators and Educators* (2009 & 2019). The ASWB authorized use of the language from their publication for the purpose of this research study.

The survey development process initiated with conducting a literature review regarding supervision education. Through this scoping review, key concepts were identified that would later become variables (domains) for the surveys' Blue Print (Pulliam-Phillips, et al., 2013). During the Blue Print process, domains that influenced supervision education were identified and weighted according to their level of influence. Using the Blue Print as a benchmark, interview questions were developed and used in focus groups held via Zoom with social work professionals. Professionals were recruited from diverse backgrounds so information gathered would be representative of those who may partake in the survey. The Blue Print was adjusted following the Focus Group to reflect input from the social work professionals. After the Blue Print was finalized, a draft scale was developed. To assess the face validity of the scale, cognitive interviews were held with social work professionals to gather feedback related to their understanding of the wording for questions. Cognitive interviews are held with individuals who are among the target population of the survey who provide feedback related to the survey taking procedure (Dillman, et al., 2014). Within this process, interviewee's pretest the survey questions and feedback was obtained regarding the structure and understanding of the questions offering the researcher the ability to make alterations prior to dissemination; with the anticipation to

"increase response rate, decrease non-response and measurement error" (Dillman, et al., 2014; Willis, 2008). Feedback from the cognitive interviews influenced edits to the scale. After revisions were completed, a pilot study of the scale was distributed to social work professionals to test face validity and user ability of the scale. A brief explanation is provided below with the complete Blue Print and validation process located in Appendix A.

Final Scale Blueprint

Construct

Supervision in social work practice has been identified as a pivotal tool and skill utilized while in the student role, as a practitioner under the direction of a supervisor, and eventually in the evolution of becoming a supervisor. Currently, there are no Council on Social Work Education (CSWE) requirements related to students having specific learning outcomes for supervision hence the variety of course delivery methods including electives, mandatory courses, and embedded courses (supervision is added to established curriculum) (Kadushin & Harkness, 2014). Despite supervision having strong empirical support as a protective factor for social work practitioners, the practice of supervision has been reducing due to time and financial constraints (Hoge, et al., 2014). Recent research related to social work supervision education looked specifically at the field education component not the course work. Currently no published literature could be located that explores practicing social workers' retrospective evaluation of their educational experience pertaining to supervision education.

This questionnaire measures social worker's perceived Supervision Knowledge, Skills, and Abilities of the ASWB's established competencies for effective supervision. It also measures participants' education specific to supervision during and after their social work

studies, years to become a supervisor, attitudes about the type of education specific to

supervision received and gender. See Appendix A for the complete survey development process.

Survey Reliability

The Supervision Knowledge, Skills and Abilities scale developed for this study was

tested for internal reliability using the Cronbach Alpha test. The subscale for each section Basic,

Theory, Supervision, and the Total Score (Combined) was tested. The results are as follows:

The Basic Supervision subscale consisted of 19 items ($\alpha = .92$), the Theory subscale consisted

of 8 items ($\alpha = .90$), the Supervision subscale consisted of 18 items ($\alpha = .96$), the Total Score

consisted of 45 items ($\alpha = .97$). The total scale and subscales all had excellent internal

reliability. Cronbach's Alpha coefficients are measured from 0-1, 0 indicates no homogeneity

between the variables within the scale, and 1 indicated a strong homogeneity between variables

(Abu-Bader, 2011).

Research Questions

Research Question 1: "Did the type of education significantly increase self-perception of

Supervision Knowledge, Skills, and Abilities (KSA's)?" This research question was examined

using ANOVA. Results from the survey data related to Supervision Knowledge, Skills, and

Abilities was analyzed against what type of Education. Education was the independent variable

(categorical). The Knowledge, Skills, and Abilities was analyzed as dependent variable

(continuous).

Research Question 2: "Does the type of education impact the number of years it took for a

person to become a supervisor?" This research question will be examined using ANOVA. The

independent variable (categorical) Education will be analyzed against the dependent

(continuous) variable, years to become a supervisor.

Research Question 3. "Does supervisory experience influence perception of supervision education significance?" This question will be analyzed using chi-square. The independent (categorical) Supervision Experience will be tested against the dependent (categorical) variable, Supervision Education Significance.

Research Question 4. "Is there a relationship between gender and self-perception of Supervision (KSA's)? This question will be analyzed with a *t*-test. The independent (categorical) variable of gender will be tested against the dependent (continuous) variables of Supervision Knowledge, Skills, and Abilities (KSAs).

Limitations

With survey research, non-response is a possibility as recipients may choose not to participate. Using only online survey methods may exclude participants who may feel more comfortable using physical mail or telephone survey methods (Northly, 2005). The survey recruitment methods will not reach all Bachelors, Masters, or Doctoral level Social Workers in Pennsylvania. The main method of recruitment was the NASW Pennsylvania Chapter member Listserv email blast. Although snowball sampling from the NASW Pennsylvania Chapter member Listserv was utilized, it is unlikely all degreed social workers will have knowledge of the opportunity to participate in the study. Individuals who did not hold NASW memberships were much less likely to be sampled, which may have contributed to the poor representation of people of color. Professional memberships are costly and those of lower socioeconomic status were less likely to participate in this study. Due to time constraints, only one email blast was able to be conducted. Additional email blasts could have increased the participation rate. With the increase in smart phone usage for survey taking, it is possible respondents initiated the survey on their phones and abandoned the survey once they viewed the questionnaire beyond

the demographic information (Dillman et al., 2014). An additional limitation is the survey developed for this study was not a preestablished valid and reliable instrument (Thyer, 2010).

Summary

The methodology chapter went into depth regarding the conceptualization of research question variable, research design to include recruitment and study sample. The survey development process for the Supervision Knowledge, Skills and Abilities Scale was explained with additional documentation of the process located in Appendix A. The survey's reliability, research questions and limitations were explored. The next chapter will discuss the quantitative analysis results of the study.

Chapter IV: Findings

Introduction

The Findings chapter will offer a detailed account of the statistical analyses performed via SPSS 28. Participant demographic information will be presented first. Each research question will then be presented in chronological order. A written analysis will be provided followed by Tables representing the findings and a summary. The first research question "Did the type of education significantly increase self-perception of Supervision Knowledge, Skills, and Abilities (KSA's)?" was analyzed via ANOVA. The second research question "Does the type of education impact the number of years it took for a person to become a supervisor?" was analyzed via ANOVA. The third research question "Does supervisory experience influence perception of supervision education significance?" was analyzed via chi-square. The fourth research question "Is there a relationship between gender and self-perception of Supervision (KSA's)?" was analyzed via t-test.

Sample Descriptive Statistics

Participants' ages ranged from 25 to 77 years old (Table 1.0). The mean age of participants was 46.6 (SD=12.4). The average reported time to become a supervisor was 6.67 years. The majority of participants identified as women 87.2% ($n=72$), while 12.2% identified as men ($n=10$). Although this number appears to be skewed, the normal distribution of women to men in the national social work workforce is 80% to 20% respectfully (CSWE, 2017). The majority of participants were white/Caucasian (95.1%, $n=78$), one participant identified as Latinx (1.2%), two identified as Black/African American (2.4%) and one identified as multiracial, Black/African American and Hawaiian/Pacific Islander (1.2%). Those who identified as a race other than white were placed in the people of color category (POC) for reporting purposes. The race and ethnicity demographic did not fall in line with the most recent

figures published by CSWE in 2017. For bachelor's level social workers 67.4% were White/Caucasian, 25.7% were Black or African American, 1.2% were American Indian or Alaska Natives, 1.8% were Asian, 0% were Native Hawaiian or Pacific Islander, 1.9 % were some other race, and 2.1 % were two or more races (CSWE, 2017). For master's or greater social workers 72.6% were White/Caucasian, 19.1% were Black or African American, .5% were American Indian or Alaska Natives, 3.2% were Asian, .1% were Native Hawaiian or Pacific Islander, 2% were some other race, and 2.5 % were two or more races (CSWE, 2017). Most participants held an MSW with no further schooling (67.1%, n=55). Five participants held a BSW (6.1%), two participants held a BSW plus graduate credits (2.4%), eleven held an MSW plus an additional graduate degree (13.4%) and nine held a Ph.D. or DSW (11%). The majority of participants held Pennsylvania LCSW licensure (50%, n=41), followed by 22 holding Pennsylvania LSW licensure (26.8%), and 19 having no license (23.2%). Most participants identified as current supervisors (57.3%; n=47), followed by past supervisors (30.5%; n=25) and those with no supervisor experience had the lowest number of participants (12.2%; n=10).

Demographics

Table 1
Demographic Characteristics of the Participants

Sample Characteristics	*n*	*%*	*M*	*SD*
Age			46.6	12.4
Gender				
Men	10	12.2		
Women	72	87.2		
Race				
White/Caucasian	78	95.1		
POC	4	4.9		

Note N=82

Analysis and Variable Description

Research Question 1 (RQ#1) was analyzed using ANOVA. Independent Variable- four types of supervision education included: No Education; Post Grad; College; and Combined. Dependent Variable- four categories of Supervision Knowledge, Skills, and Abilities (KSA's) included: the basic, theory, supervision, and total score.

Research Question 2 (RQ#2) was analyzed using ANOVA. Independent Variable- four types of supervision education included: No Education; Post Grad; College; and Combined. Dependent Variable- years to become a supervisor was the continuous variable.

Research Question 3 (RQ#3) was analyzed using chi-square. Three types of supervisory experience levels included: Never a supervisor, supervised in the past but not currently, and currently supervising. Supervision education significance variables included: agree and disagree (DV-Categorical).

Research Question 4 (RQ#4) was analyzed using a *t*-test. Independent Variable- two categories of gender included: women and men. Dependent Variable- four categories of Supervision Knowledge Skills and Abilities (KSA's) included: the basic, theory, supervision, and total score.

Participants

Over the course of this study 116 participants initiated surveys. Of the 116 surveys collected it was determined that 82 were appropriate for statistical analysis. Two surveys were eliminated due to participants entering their location of birth rather than their year of birth. Twenty-one surveys were eliminated as they were more than 60% incomplete. Of the 82 surveys utilized for analysis, 100% of the questions were complete. The response rate for this study was 2.9%, calculated from the participant total of n=116, and the estimated 4,000 Pennsylvania

NASW Social Work members who may have received the survey via email. The completion rate of the survey was 70%.

Results

Research Question #1: Did the type of education significantly increase self-perception of Supervision Knowledge, Skills, and Abilities (KSA's)?

ANOVA was used to determine if there was a relationship between supervision education and KSA score. ANOVA assumptions of independence, homogeneity of variance, and normality of distribution were met. The model was significant in that type of supervision education significantly changed (influenced) KSA's $F(3,78)= 4.53$, p<.001). KSA's had three types of knowledge (1) Basic, (2) Theory, (3) Supervision and then the (4) Total score. Education types include (1) No Education; (2) Post Graduate education which includes on the job training, CEUs, and Seminar in Field Instruction (SIFI) course; (3) College, which included specifically designed College Courses, embedded courses or Certificate; or (4) Combined, having had both College and Post Grad.

For Basic KSA, any education significantly increased the KSA score. The Tukey's B post-hoc revealed that there was no significant difference between the type of education on Basic KSAs. Tukey's b was selected as it is a conservative choice for post hoc analysis when equal variances are assumed (Sauder & DeMars, 2019). Any type of education significantly increased the Basic KSA score whereas participants who reported No Education had significantly lower Basic KSA scores ($M= 96.2$, $SD= 7.0$). No significant differences were found between types of education including Post Grad ($M=103.3$, $SD=8.5$), College ($M=104.8$, $SD=7.9$), and Combined ($M=108.5$, $SD=5.4$); ($F(3,78)= 7.52$, p<.001). The effect size for the Basic category was large ($\eta^2= .2$) A small effect size is $\eta^2=.01$, medium effect size is $\eta^2=.06$,

large effect size is $\eta^2=.14$ (Cohen, 1988; Palant, 2020). Participants who received any type of education also reported significantly higher Basic KSA scores when compared to participants who had no previous education in how to be a supervisor. Different education types did not significantly differ on KSA scores, so it did not matter what type of education participants received, all equally increased KSA scores.

For Theory KSA, the type of education significantly increased KSA scores. The Tukey's B post-hoc revealed that there was a significant difference between the type of education on Theory KSAs. College (*M*= 43.0, *SD*= 3.8) and Combined (*M*= 43.5, *SD*= 4.2) education significantly increased the Theory KSA score whereas participants who reported No Education (*M*= 35.9, *SD*= 6.8) and Post Grad (*M*= 38.2, *SD*= 5.0), had significantly lower Theory KSA scores. There were no significant differences between College (*M*= 43.0, *SD*= 3.8), and Combined (*M*= 43.5, *SD*= 4.2) education types; likewise for No Education and Post Grad; $(F(3,78)= 9.143, p<.001)$. The effect size for the Theory category was large ($\eta^2.26$). Participants who received College or Combined type of education reported significantly higher Theory KSA scores when compared to participants who had No Education or Post Grad education on how to be a supervisor. Education types did significantly differ on KSA scores, so it did matter what type of education participants received, College and Combined having increased KSA scores.

For Supervision KSA, the type of education significantly increased the KSA score. Tukey's B post-hoc revealed that there was a significant difference between the type of education on Supervision KSAs. Any type of education significantly increased the Supervision KSA score whereas participants who reported No Education had significantly lower Supervision KSA scores (*M*= 76.6, *SD*=12.6). Those with Post Grad (*M*= 91.2, *SD*=10.2) had significantly higher Supervision KSA scores than No Education, however Post Grad had significantly lower

scores than Combined. Education via College *(M= 96.3, SD= 8.1)* and Combined *(M=100.5, SD= 8.9)* were significantly associated with the highest supervision KSA's scores whereas, participants who reported No Education had significantly lower Supervision KSA's than all other education types (F(3,78)= 15.67, p<.001). The effect size for the Supervision category was large (η^2.38). There was no significant difference between Post Grad and College. Likewise, there was no significant difference between College, and Combined. Therefore, participants who had Combined and College education had the highest KSA scores followed by Post Grad, with No Education holding the lowest scores. Any education type reported higher Supervision KSA's than participants who had no previous education in how to be a supervisor.

For the Total KSA, the type of education significantly increased the Total KSA. Tukey's B post-hoc revealed that there was a significant difference between the type of education on Total KSAs. Any type of education significantly increased the Total KSA score whereas participants who reported No Education had significantly lower Total KSA scores (*M*= 208.7, *SD*= 22.2). Significant differences were found between types of education. Post Grad (*M*=232.6, *SD*= 19.5) and College (*M*= 244.1, *SD*= 17.7) had significantly higher scores than, No Education, and Combined (*M*= 252.5, *SD*= 17.2) had significantly higher KSA scores than Post Grad; (F(3,78)= 15.14, p<.001). The effect size for the Total category was large (η^2=.37.) There was no significant difference between Post Grad and College. Likewise, there was no significant difference between College and Combined. Therefore, participants who participated in any type of supervision education also reported higher Total KSAs than participants who had no previous education in how to be a supervisor. Those with Combined education reported the highest Total KSA scores.

Table 2
Analysis of Variance
One-Way Analyses of Variance of Education and Basic KSA's.

Measure	No Education		Post Grad (P)		College (C)		Combined		F(3,78)	η^2
	M	SD	M	SD	M	SD	M	SD		
Basic	96.2	7.0	103.3	8.5	104.8	7.9	108.5	5.4	7.52***	.2244

Note. R^2=.231; Adj. R^2=.201).

***p<.001

Table 3
Analysis of Variance
One-Way Analyses of Variance of Education and Theory KSA's.

Measure	No Education		Post Grad (P)		College (C)		Combined		F(3,78)	η^2
	M	SD	M	SD	M	SD	M	SD		
Theory	35.9	6.8	38.2	5.0	43.0	3.8	43.5	4.2	9.143***	.2602

Note. R^2=.261; Adj. R^2=.233).

***p<.001

Table 4
Analysis of Variance
One-Way Analyses of Variance of Education and Supervision KSA's.

Measure	No Education		Post Grad (P)		College (C)		Combined		F(3,78)	η^2
	M	SD	M	SD	M	SD	M	SD		
Supervision	76.6	12.6	91.2	10.2	96.3	8.1	100.5	8.9	15.658***	.3789

Note. R^2=.379; Adj. R^2=.355).

***p<.001

Table 5

Analysis of Variance

One-Way Analyses of Variance of Education and Total KSA's.

Measure	No Education		Post Grad (P)		College (C)		Combined		F(3,78)	η^2
	M	SD	M	SD	M	SD	M	SD		
Total KSA	208.7	22.2	232.6	19.5	244.1	17.7	252.5	17.2	15.14***	.3679

Note. R²=.371; Adj. R²=.346).

***p<.001

Research Question #2: Does the type of education impact the number of years it took for a person to become a supervisor?

ANOVA was used to determine if there was a relationship between education and years to become a supervisor. ANOVA assumptions were examined, and it was determined the assumptions of independence, normality of distribution and homogeneity of variance were met.

There was no statistically significant difference among the types of education and participant's years to become a supervisor (F (3,78) = 1.981, p = .124, (R²= .071; Adjusted R²=.035 η^2=.0708). Interestingly, participants with No Education in supervision (*M*=4.5, *SD*=5.9), became supervisors in a shorter time period than all other groups, Post Grad (*M*= 8.1, *SD*= 5.8) and College (*M*= 5.7, *SD*= 3.1), and Combined (M= 6.0, *SD*= 4.0).

Table 6
Analysis of Variance
One-Way Analyses of Variance in Education and Years to Become a Supervisor.

Measure	Years to Supervisor		$F(3,78)$	$\eta^2 =.071$
	M	SD		
No Education	4.5	5.9		
Post Grad (P)	8.1	5.8		
College (C)	5.7	3.1		
Combined	6.0	4.0		

*p=<.05.

Research Question #3: Does supervisory experience influence perception of supervision education significance?

Chi-square was chosen as it is deemed the optimal statistical procedure when using frequency data presented in categorical forms (McHugh, 2013). A chi-square test of independence was performed to examine the relationship between supervision experience and supervision education significance. To ensure trustworthiness, the data were reviewed, and met the four required assumptions of chi-square. Those assumptions include both variables are categorical, all observations were independent, cells in the contingency table were mutually exclusive, and 80% of the cells had values or five or higher, and no cells containing less than one (McHugh, 2013).

Supervision experience varied with *n=10* (12.2 %) Never supervising, *n=25* (30.5%) having Past Supervisor experience, and *n=47* (57.3%) Currently Supervising. The distribution of participants was as follows: No Education *n=13*, Post Grad *n=38*, College *n=9*, and lastly Combined *n=22*. The relationship between the variables was not significant, χ*2* (2, .872, p=.647

(>.05). There was no relationship between Supervisory Experience and Supervision Education

Significance.

Table 7
Frequencies and Chi-Square results for Supervision Course Significance and Supervisory Experience (N=82)

Supervisor Type	Agree		Disagree		χ²(2)
	n	*%*	*n*	*%*	
					.872
Never a Supervisor	7	8.5	3	3.7	
Past Supervisor	21	25.6	4	4.9	
Current Supervisor	37	45.1	10	12.2	

Research Question #4: Is there a relationship between gender and self-perception of

Supervision (KSA's)?

This research question was analyzed using a *t*-test. Independent *t*-test assumptions were

examined, and it was determined the independence assumption and homogeneity of variance

were met (Fields, 2013). On the Levene's test output, the Basic education condition had an F

value under .05, therefore equal variances were not assumed, and the normality of distribution

has been violated. Carrying out with the *t*-test analysis was continued as *t*-tests are considered

robust to normality being violated with minimal risk of error (Havlicek & Peterson, 1974; Laerd

Statistics, 2023).

There was no statistically significant difference between gender and KSA scores ($t(80) =$

-.051,p=.960), despite men having slightly higher scores than women in three out of four KSA's

categories: Basic women ($M = 103.7$, $SD =8.4$), Basic men ($M = 103.8$, $SD = 8.0$), Theory

women ($M=39.9$, $SD= 5.0$), Theory men ($M=39.1$, $SD= 9.9$), Supervision women ($M = 91.8$, SD

$= 12.2$), Supervision men ($M = 93.0$, $SD = 15.6$), Total women ($M = 235.4$, $SD = 22.5$), Total

men ($M = 235.9$, $SD = 32.4$).

Basic

There is no significant difference in Basic KSA scores between men and women participants. An Independent *t*-test was conducted to compare the Basic Supervision KSA's scores for men and women. There was no significant difference ($t(80) = -.039, p=.97$) in the scores, with a mean score for men (*M* = 103.8, *SD* = 8.0) being higher than women (*M* =103.7, *SD* = 8.4). The magnitude of the differences in means (mean difference= -.106, 95% *CI*: 2.726 to -6.048) was not significant. Therefore, the null hypothesis was accepted.

Theory

There is no significant difference in Theory KSA scores between men and women participants. An Independent *t*-test was conducted to compare the Theory Supervision KSA's scores for men and women. There were no significant differences ($t(80) = .40, p =.69$) in the scores, a mean score for men (*M*=39.1, *SD*= 9.9) was lower than women (*M*=39.9, *SD*= 5.0). The magnitude of the differences in means (mean difference=.775, 95% *CI*: 1.938 to -3.082) was not significant. Therefore, the null hypothesis was accepted.

Supervision

There is no significant difference in Supervision KSA scores between men and women participants. An Independent *t*-test was conducted to compare the Supervision KSA's scores for men and women. There were no significant differences ($t(80) = -.283, p=.78$) in the scores, a mean score for men (*M*= 93.0, *SD*= 15.6) was higher than women *(M*= 91.8 , *SD*= 12.2). The magnitude of the differences in means (mean difference= -1.222, 95% *CI*: 4.272 to -9.711) was not significant. Therefore, the null hypothesis was accepted.

Total Scored Combined

There is no significant difference in Supervision KSA scores between men and women participants. An Independent *t*-test was conducted to compare the Combined Supervision KSA's scores for men and women. There were no significant differences

(t(80) = -.067,p=.95) in the scores, with the mean score for men (*M*= 235.9, *SD*= 32.4) higher than women's mean score (*M*= 235.4, *SD*= 22.5). The magnitude of the differences in means (mean difference= -.539, 95% *CI*: 8.033 to -16.525) was not significant. Therefore, the null hypothesis was accepted.

Table 8
T-test Results

	Women		Men		t(80)	p	Cohen's d
	M	SD	M	SD			
Basic	103.7	8.4	103.8	8.0	80	.97	-.013
Theory	39.9	5.0	39.1	9.9	80	.69	.135
Supervision	91.8	12.2	93.0	15.6	80	.78	-.096
Total	235.4	22.5	235.9	32.4	80	.95	-.023

Two-tail

Summary

Through quantitative statistical analysis research questions were analyzed. It was determined that any supervision education significantly increased participant's self-perceived Knowledge, Skills and Abilities (KSA's) on how to perform supervision. Supervision education on how to be a supervisor included, Post Grad education which included on the job training, Continuing Education Units (CEUs), and Seminar in Field Instruction (SIFI) course; College which included education on how to be a supervisor through a specifically designed college course, through a college course that had supervision content embedded, or participants completed a certificate in supervision; and Combined which included participants who received both Post Grad and College supervision education types. Noteworthy results included Combined supervision education produced the highest ratings for all KSA subscales, Basic, Theory, Supervision and the Total scale. Analysis determined that the type of supervision education had no relationship with reducing the number of years to be a supervisor. Interestingly, the opposite was discovered, those with no education became supervisors in the shortest period of time. Examination of supervisory experience's relationship to supervision education significance showed no remarkable results. No matter if participants had no supervision experience, had been a supervisor in the past but not currently or currently supervising, there were no significant difference in rating of supervision education significance. Lastly, it was determined there was no significant difference in KSA's scores between men and women.

Chapter V: Analysis and Synthesis

This multipurpose study investigated four topics related to supervision education in social work. This chapter will follow the following order; demographic information; analysis for each research question in order, and a summary. This exploratory study applied the Socialist Feminist Theoretic model to explore four research questions. First, this study explored if there was a relationship between independent variable supervision education and the dependent variable of self-perception of supervisory knowledge, skills, and abilities (KSA's). Secondly, it explored if there was a relationship between the independent variable, supervision education type and the dependent variable, years to become a supervisor. Thirdly, it explored if there was an association between the independent variable of supervisory experience and the dependent variable supervision education significance. Lastly, it explored if there was a relationship between the independent variable of gender and the dependent variable of supervision knowledge, skills, and abilities (KSA's). The results of this study were both consistent and inconsistent with prior research. These results will be explained for each research question within this chapter. The study's limitations and generalizability will be discussed.

Research Question 1: Did the type of education significantly increase self-perception of Supervision Knowledge, Skills, and Abilities (KSA's)?

In order to test the hypothesis that participants with any supervision education will have higher levels of Supervision KSA's, a one-way ANOVA test was performed to compare the effects of four levels of supervision education on the Basic, Theory, Supervision and Total KSA scores. The null hypothesis could not be rejected, and it was evident that there is a significant difference between the education conditions.

The theoretical framework for this study was socialist feminist theory. In order to analyze if the findings are consistent with theory, some demographic statistics needed to be calculated. Men and women participants had relatively the same percentages in relation to professional work as a supervisor. 88.9% of men, and 87.5% of women within the sample identified as having been or were currently supervisors. Distribution between men and women for type of supervision education offered some insight into differences between men and women for supervision education. Twenty percent of men and 15% of women identified they had no education in supervision. 30% of men and 49% of women identified they had taken Post Grad training in supervision. 20% of men and 10% of women identified College as their supervision education type. 30% of men and 26% of women identified Combined for their supervision education. What emerged from these percentages was the higher rate of men having education in college where as women had a much higher percentage of obtaining their supervision education via Post Grad education. Perhaps the focus of education and training on direct practice, with less emphasis on advancing into supervisory roles may help explain this discrepancy. McPhail (2004) identified social work as a women populated; male dominated profession. With that, findings from this study connect to the Socialist Feminist Theory, as it appears more men than women take coursework in supervision while in their social work studies, indicating a possible patriarchal influence over the profession.

Although this specific exploratory question has not been empirically tested previously, there is some established associated literature. Munson (1983) and Kadushin and Harkness, (2014) identified that there is a lack of unified approach in schools of social work to prepare students to assume supervisory capacities. This is evident in the distribution of participant's supervision education types selected. The majority of participants (n=51) had either No

Education or Post Grad, identifying they did not receive education on how to supervise while in their social work programs. Although Hair (2013) found 88% of social workers agreed that supervisors need education on how to supervise, the study on hand discovered that again the majority of that education does not occur during matriculated social work studies. This study compliments the findings of Shera and Bejan (2017) who noted that social work schools struggle with meeting the desires of students who aspire to advance into supervisory positions. Although this study did not explore if participants desired to be supervisors while in their studies, it did find that the majority of participants did at some time in their career hold positions with supervisory responsibilities (n=72). Albeit this high rate of supervisory experience in respondents could be explained by those who have an interest in or experience as supervisors, may have been more inclined to respond to the survey.

Research Question 2: Does the type of education impact the number of years it took for a person to become a supervisor?

In order to test the hypothesis that participants who had supervision education become a supervisor in fewer years than those who had no supervision education, a one-way ANOVA test was performed to compare the effects of four levels of supervision education on the years to become a supervisor. Analysis determined there was no significant difference between education types and the amount of time it took to become a supervisor. As a result, the null hypothesis could not be rejected. There was no significant difference between education type and years to become a supervisor. although the hypothesis was not supported, results offered interesting data. It was determined that individuals with No Education became a supervisor significantly quicker (4.46 years) when compared to individuals who had College (5.67 years), Combined (5.95), or Post Grad only (8.08 years).

Analyzing these findings through the socialist feminist lens can offer some explanation for those without education in supervision assuming those roles quicker than those with it. Financial reasons could highly influence those without education in supervision to assume those roles. Kadushin and Harkness (2014) discovered through secondary analysis of the 2006 NASW Center for Workforce Studies, that those holding supervisory positions earn on average $7,000 more a year than those who do not. Hence, social workers, although unprepared are advancing into supervisory positions not due to personal professional goals but for the financial advancement. It is possible that the data supports the continued embrace of, "if you perform the job well, you'll be a good supervisor" mentality, advancing those with work experience rather than those who are prepared to assume supervisory functions (Kuechler, 2006; Kadushin & Harkness, 2014).

Social work higher education institutions are not preparing social work students to become supervisors (Healy, 2002; Lawler, 2007; Wuenschel, 2006). Again, Munson (1983) and Kadushin and Harkness, (2014) identified that there is a lack of unified approach in schools of social work to prepare students to assume supervisory capacities. Although this study's hypothesis was not supported, data from this research would support previous literature that schools are not realistically preparing students to assume the role of supervisor especially since participants with no education in supervision become supervisors in less time than all other groups. It may be possible that those with supervision education are more hesitant to move into a role of supervisor due to increase knowledge of liability. Although supervision has been determined to be a protective factor and essential skill, since social work institutions do not require supervision education, students continue to lack sufficient preparation to assume such roles (Munson,1983), as cited by Kadushin & Harkness (2014). Likewise, students that hold

interest in supervision education are unlikely to find course offerings in supervision (Shera & Bejan, 2017). With that, women, the majority of social work students and professionals (McPhail, 2004) may observe while in school or retrospectively reflect upon their education, the lack of preparation to assume such roles. Additionally, it is likely social work students become hyper focused on direct practice and lack future thinking about advancement to become a supervisor. Although this is likely, educating students on the possibility of advancing into a supervisor position should be encouraged in social work programs. If students are educated on the realities of advancement into supervisory roles, this may change their areas of interest in obtaining more education on supervision specifically.

Research Question 3: Does supervisory experience influence perception of supervision education significance?

A Pearson's chi-square test of independence was calculated to examine the relationship between supervisory experience and supervision education significance. The relationship between the variables was determined not to be significant, $\chi^2(2)$ (2, .872, p=.647 (>.05). Therefore, there is no significant relationship between supervisory experience level and supervision education significance. The null hypothesis was accepted. There was no significant difference between supervisory experience level and the perception that Supervision Education coursework prepared them to assume a supervisory role.

It is possible that participant characteristics influenced the results of this analysis. Supervision education characteristics were as follows: No Education n=13 (15.9%, Post Grad n=38 (46.3%), College n=9 (11%), and Combined n=22 (26.8%). Hair's (2013) research on supervision education discovered that 88% of participants agreed that education in how to supervise was essential to provide effective supervision. The study on hand discovered that

supervisory experience type had no relationship to participants agreement that their education was helpful in preparing them for such roles. The characteristics above may play some influence on the results of this study for instance, 31 participants (37.8%) had College or Combined. Having course work would suggest the participants had future thinking about being a supervisor and obtaining training prior to becoming a supervisor. It is possible with those who had Post Grad Education might have obtained that education after being selected and assuming a supervisor position.

Although the hypothesis was not supported, an interesting finding was that 79.2 % of participants believed coursework in supervision prepared them to assume supervisory roles. Of those with supervisory experience, only $n=14$ (17.1%) did not feel their training prepared them to become a supervisor. Of course, anyone can claim they are competent to assume a supervisory role, however the quality of supervision offered may or may not meet best practice or supervisee satisfaction. This is reinforced by established literature by Noble and Irwin (2009) who discovered social workers struggle finding employment where quality supervision is offered as a part of the position. Likewise, with the shift in supervision language, priorities of reflective supervision have transformed into a push for performance, achieving quotas, risk assessments, and managing waiting lists (Froggett, et al., 2015). There is well established literature illuminating the consequences of ineffective or absent supervision on worker satisfaction, client protection, quality assurance, agency effectiveness, worker retention, worker burnout and secondary traumatic stress (Munson, 1980; Olmstead & Christensen, 1973; Kraemer-Tebes et al., 2011; Carpenter, Webb & Bostock, 2013; SAMHSA TIP 57).

Research Question 4: Is there a relationship between gender and self-perception of Supervision

(KSA's)?

To test the hypothesis that men will have higher ratings of supervision KSA's than

women, four *t*-tests were performed. Results indicated there was no significant difference in any

of the KSA's mean scores between men and women. Therefore, the null hypothesis was

accepted. There was no significant difference in self-perceived supervisory knowledge, skills,

and abilities (KSA's) between men and women.

It is possible that the proportions of participants with supervisory experience could have

influenced the results of this research question. Based on gender distribution, 9 out of 10 (90%)

men had previous or current supervisory experience. For women, the rate is similar, 63 (87.5%)

out of 72 participants had previous or current supervisory experience. Again, it is possible those

with supervisory experience may have been drawn to participate in the survey due to

professional and personal interest in the topic. It is also possible that those who received the

recruitment email may have inadvertently determined they did not qualify if they had no

supervisory experience. It would be interesting to see what the results would indicate if more

individuals with no supervisory experience participated in the study. The distribution of

supervisors within the workforce is a statistic that has not been gathered by the NASW

Workforce studies published by CSWE (2017) nor the Bureau of Labor Statistics (2023).

The Socialist Feminist Theoretical model failed to explain the results of research

question four. Rose and Hanssen (2010) discovered the presence of the feminist perspective in

the social work profession, education, and publications had reduced. The results from this study

do not align with Rose and Hanesen's findings. On the contrary, the results suggested there was

no difference between men and women and their knowledge, skills, and abilities of supervision.

However, the socialist feminist theory could offer some explanation for why so few direct practitioner social workers (those with no supervisory experience) participated in the study. It may be attributed to women direct practice social workers being burdened with work responsibilities, unequal household and family responsibilities created barriers to participate in the study (Hochschild and Machung, 2012).

Limitations

Prospective participants could have been disinterested by the length of the questionnaire. Although the questionnaire had fifty-three questions, the researcher followed established best practice in survey design. Recommendations in survey design include avoiding the reduction of questions to make the questionnaire brief to increase respondent completion rates (DeVellis, 2017). Reliable survey tools that collect 50% in comparison to a brief unreliable tool, produce more useful information (DeVellis, 2017). Due to time constraints, the primary researcher was limited in that only one email blast through NASW-PA was able to be conducted. A reminder or follow-up email would likely have produced increased participation. This study was not randomized, nor did it have a control group, therefore causality cannot be assumed or generalized.

After analysis of the data was conducted, it became apparent that those with no supervisory experience were much less likely to have participated in this study. With further analysis and consideration, it is likely the email blast communication was too wordy and may have been interpreted that only those with supervision experience need participate. Also, with any study there runs a risk of social desirability acquiescence bias (Rubin & Babbie, 2017). Such biases could not be ruled out from occurrence.

   This study had 82 total participants which constitutes a small sample size (Qualtrics, 2023). It is possible that the small sample size could have skewed the results and cannot be generalized to the population of social workers in Pennsylvania. One hundred and sixteen participants initiated the survey; however, many were eliminated due to completing less than 60% of the survey. This study was exploratory in design and the samples for each condition were not randomly assigned. Again, with that, the findings should not be generalized to a larger population. The response rate for this study was 2.9%, calculated from the participant total of n=116, and the estimated 4,000 Pennsylvania NASW Social Work members who may have received the survey via email. The low response rate could be attributed to having a large incentive rather than small incentives for each participant (Qualtrics, 2023). The lack of participant diversity was also a limitation. Predominantly white women participated in this study. Four individuals identified as a race other than Caucasian. There was a higher level of diversity from the original sample prior to data cleaning which unfortunately eliminated two individuals who identified as people of color. Diversity of gender was also a limitation. Two participants identified as nonbinary; however, their survey information was eliminated due to not having at least 60% of the survey completed.

Chapter VI: Conclusion and Recommendations

Conclusion

Leading social work supervision researchers Kadushin and Harkness (2014) called for more research specific to supervision. This study has followed that recommendation. Through the review of the literature, it was discovered that supervision is connected to agency effectiveness, quality assurance, client protection, worker job satisfaction, reduced worker burnout, and secondary traumatic stress, along with worker retention (Munson, 1980; Olmstead & Christensen, 1973; Kraemer-Tebes et al., 2011; Carpenter, Webb & Bostock, 2013; SAMHSA TIP 57). Prioritizing the education of future and current social workers on how to supervise is required to promote best practice in all areas of social work. The findings from this study support the need for increased focus and availability of supervision education. This study found that those with supervision education while in college and postgraduate combined offered the highest rating for self-perceived Supervision Knowledge, Skills, and Abilities confidence. Perhaps supervision education primarily being more "Caught than Taught" (Aikin & Weil,1981; Shulman, 2008), needs to be a thing of the past. There has been a reduction of supervision availability for practicing social workers. It is possible this is related to the lack of education available to social work students and those assuming supervisory roles (Healy, 2002; Lawler, 2007; Wuenschel, 2006; Hoge, et al., 2014).

This study revealed there has been a priority on measuring social worker satisfaction with supervision quality through validated survey measures. However, there has been no validated measure for supervisors to self-assess their knowledge, skills, and abilities to supervise (Kadushin & Harkness, 2014). Hence, the researcher developed the Supervision Knowledge, Skills, and Abilities Scale to address this gap in the literature. This survey will be

made available for professional, educational and research use once it has become officially copyrighted. The survey will be especially useful for field education programs, organizations, and for individuals self-assessing their supervisory competence.

This study discovered that social workers with less education in supervision advance more quickly into supervisory positions. Although this was opposite of the predetermined hypothesis, this information revealed the lack of preparation of those assuming supervisory positions.

Exploring the relationship between supervisor experience and significance of supervision education revealed no significant differences in attitudes towards training. Despite these findings, of the 82 participants 79.2 % of participants believed coursework in supervision prepared them to assume supervisory roles. These findings contribute to the argument for increased availability of supervision education in social work higher education and beyond.

Looking at the relationship between gender and supervision education self-perceived confidence (KSA's) showed from this small sample size that there is no relationship between gender and KSA ratings. Men and Women rated themselves similarly at the Basic, Theory, Supervision, and Total scores. Although these findings are not generalizable, they may offer a sign of improvement regarding women preparing themselves at an equal level to men to advance into supervisory roles. This study did not account for self-driven studies which could have influenced the results.

Overall, the findings of this study align with prior research suggesting that social work educational programs increase their availability and prioritize the preparation for social work students to become supervisors (Hoge & Migdole, 2012; Beddoe, et al., 2016; Sewell, 2018). If social work education, at the foundation level, prioritized the need for students to be equipped to

take on supervisor roles, students will prioritize preparation for such expectations. Students look to social work educators for guidance and direction for their future careers. It would be a disservice to ignore the importance for students to prioritize supervision education when they may assume that role within 4.5-8 years.

Recommendations

Basic data related to supervision should be addressed by social work professional organizations such as NASW and CSWE. The lack of data pertaining to social work supervision has led to a gap in understanding the needs of students and professionals who are aiming to become or will "fall into" supervisory positions. If the appropriate data is collected, change can occur within the higher education system to better prepare students and established professionals to provide quality, best practice supervision. In addition to supervisory data, it would be beneficial to the social work profession if demographic data were collected and available to researchers for analysis.

There are several recommendations for further research stemming from this study. If funding was available, utilizing mail-based postcards for participant recruitment may offer a larger catchment for study participants. Pennsylvania has approximately 14,400 licensed social workers (M. G. Peterson, PA Department of State, Bureau of Professional and Occupational Affairs personal communication, June 27, 2019) compared to 4,000 NASW members (NASW Social Work Workforce Study, 2015). Further research on this subject would benefit from a controlled experimental research methods including randomization of participants, having equal independent variable groupings, and control groups. With that, running statistical analysis of future experimental data via t-test, ANOVA and perhaps MANOVA analysis may offer more generalizable findings (Rubin & Babie, 2017). Using an experimental design and using

ANOVA analysis may assist in determining if there are any cause-and-effect relationships. Doing so will assist in determining if there is evidence to suggest certain types of supervision education learning methods are optimal for career progression. This could assist in leveling the playing field in a majority women-populated profession that is led by a minority of men. Conducting a study on a larger scale, multiple States, or Nationwide, may offer more insight into this topic on a grander scale (Rubin & Babie, 2017).

Conducting a study that analyzes supervision education type, supervisor KSA's, and SWAI (Efstation, et al., 1990) supervisee scores may offer valuable input into which supervision education type produces the highest supervisee satisfaction and highest supervisor self-perceived competence of supervision KSA's. In addition, it would be beneficial if the Social Work profession to design its own supervision alliance survey to analyze supervision effectiveness rather than using a tool developed for the Counseling profession (Efstation, et al., 1990).

A larger sample of male participants may have influenced the results of research question four. Another limitation was the lack of diversity related to ethnicity and gender. Less than five participants identified as people of color. The original sample included two individuals that identified as non-binary, however they had to be eliminated due to incomplete surveys. Further research should make efforts to increase inclusive measures for participant recruitment especially from ethnic, racial, and LGBTQ+ groups. Subsequent research ideas that emerged from this study include the need to compare in a controlled study the various supervision experience levels in more depth in regard to their supervision knowledge, skills, and abilities of social work.

It may be beneficial for Council on Social Work Education's (CSWE) to consider adding a competency and or practice behavior specific to supervision education under the Educational Policy and Accreditation Standards (EPAS). It would also behoove NASW to consider increasing national standards by establishing a certification that meets all the Knowledge, Skills, and Abilities established and by the ASWB's Supervision Guidelines (2009 & 2019). As a profession, social work must collectively prioritize supervision education and availability. Prioritizing a unified approach to supervision methods and developing evidenced based models will support further research. Such research will subsequently offer evidence to support the need for regular supervision availability in the workplace, provided by social workers holding proper supervision education qualifications.

The organizational structure of social service and governmental agencies employing social workers often impacts availability of quality supervision. With social workers assuming middle management and direct practitioner positions, and being managed by other professions, the availability of supervision is negatively impacted (McPhail, 2004). There is a need for continued efforts in social work to encourage and advocate for social work leaders to assume positions of organizational authority through which supervision availability would increase in organizational priority. Organizational leaders from other professions such as business, nonprofit management, and public administration often focus on productivity and compliance, disregarding the imperative need for supervision (Hoge, et al., 2014). Additionally, paternalistic organization hierarchies and ways of managing disrupt supervision prioritization. Movement toward a rectangular organizational structure rather than a pyramidal one will support social workers voices promoting the regular availability of supervision to protect consumers and clinicians alike (Carpenter, Webb, & Bostock, 2013; Kadushin & Harkness, 2014; Kraemer-

Tebes et al., 2011; Munson, 1980; Olmstead & Christensen, 1973; SAMHSA TIP 57; Van Heugten, 2011).

Knowing that supervision mitigates burn-out, secondary traumatic stress, improves retention, and improved client outcomes, organizational support for supervision education, and regular maintenance supervision should be encouraged by licensed mental health organizations, and licensing bodies. Doing so will assist in making sure our profession reduces its presence in the media for negative situations, such as boundary crossing, worker incompetence and or substance misuse, which discredits our profession (Zugazaga, 2006).

This study's objectives set out to better understand the educational experiences of social workers employed in Pennsylvania. It explored which type of supervision education produced the highest self-perceived level of supervisory Knowledge, Skills, and Abilities (confidence). The study examined if there is a relationship between supervision education type (No Education; Post Grad; College & Combined), and how many years it took to move into a supervisory position. It also explored if there was an association between supervisory experience and participants' perception of supervision education significance. An analysis of gender differences was also explored. With inconsistency of supervision education availability and the reduction of supervision provided in the workplace, continued effort to study supervision and supervision education are warranted. Future social workers are counting on experienced professionals to advocate for the inclusion of supervision education and to ensure all practicing social workers have access to quality supervision. Supervision should be provided from individuals who are confident in their Knowledge, Skills, and Abilities to provide top quality supervision.

Appendix A

Blueprint

Below is the Blueprint organizational chart for the three domains intended to be measured within the survey developed entitled, "Attitudes and Experiences about Supervision Education by Social Workers." Social workers' perceptions of quality of preparation/education/training provided during and after their social work degree was achieved to assume a supervisory role.

	Domain 1	**Domain 2**	**Domain 3**
Name	**Training and education received in supervision during and post social work education**	**Attitudes toward the importance of training in supervision**	**Knowledge, Skills, and Abilities to Supervise**
Description	With no CSWE requirement of student learning pertaining specifically to supervision, educational delivery methods for supervision during MSW studies in the United States include: elective courses, mandatory course specific to supervision, and "embedded" supervision course content within other existing courses (Kadushin & Harkness, 2014).	Numerous studies identified supervision as a strong protective factor against burnout, vicarious traumatization and secondary trauma (Harrison & Westwood, 2009; Killian, 2008), Pack, 2014; Williams, Helm, & Clemens, 2012; Virtue and Fouche, 2010; Lambert & Lawson; 2013). Hoge, Migdole, Cannata & Powell (2014), emphasized	The Association of Social Work Boards (ASWB) published "An Analysis of Supervision for Social Work Licensure: guidelines on supervision for regulators and educators" in 2009 methodically indicating the necessary skills, knowledge, and abilities necessary to achieve competency as a supervisor.

| | Supervisory skills are generally learned by observation of modeled behavior of field educators and faculty. Fox (2011) defines the parallel process as, how teacher/pupil relationship mimics that of the social worker/client, offering students the ideal setting to build essential skills when responding to clients "in the moment."

Kadushin and Harkness (2014) cited figures gathered via personal communication with Dwight Hymans from the Association of Social Work Boards (ASWB) on July 11, 2012. Hymans claimed up to 150,240 (38%) supervisors out of a total of 392,274 (62% non-supervisor) social workers are employed in the United States.

Having limited training on | the clear decrease of supervision available to those who provide mental health treatment across the United States. The decline in supervisory training offered to those in supervisory roles in the workplace has occurred due to time and financial constraints (Hoge, Migdole, & Cannata, & Powell, 2014).

The Council on Social Work Education gathers data related to employment outcomes yet does not assess the needs of recent graduates in terms of supervision supplied at their place of employment (failure to ask indicates lack of interest in this important aspect of employment for new workers; CSWE's data collection failed to ask if they were in a supervisory role (CSWE, 2018). | |

	supervisory skills and theories can be a detriment to future professional outcomes (Kadushin & Harkness, 2014; Olmstead & Christensen, 1973).		
	Kadushin and Harkness (2014) suggest the parallel process is a reflective process in which students or supervisees replicate or mirror a client's behavior. The field experience, learning under the guidance of an experienced clinician, is considered the "signature pedagogy" of social work education (CSWE, 2015).		
	The parallel process offers students a glimpse into realities of the practicing social work professionals all while following the *Code of Ethics*, essentially socializing students to the profession (Boitel & Fromm, 2014).		

Weight	40%	40% (30%-adjusted after focus group)	20% (30%-adjusted after focus group)

Domain 1 was chosen to represent 40% of the weight as there is plentiful research on field education's influence on supervision education, however there is a lack of research on traditional course work specific to supervision. Domain 2 was also issued a weight of 40% as there is abundant research indicating the importance of supervision and the reduction of its use in social work practice. Finally, Domain 3 was weighted with 20% as there is very limited research on the perception of social workers knowledge, skills, and abilities necessary to supervise effectively although the ASWB had published a guideline to address this deficit indicating an area of further research need.

Focus Group

On July 26, 2019, this researcher met online with a group of five MSW-level Licensed Social Work supervisors. Four of the participants are licensed and practice in Pennsylvania. One is licensed and practices in North Carolina. One participant was male. The age rage was from 33 to 61. The group represented the targeted population. Despite it being the targeted population, there were some differences that may have impacted their experience related to their education and practice related to supervision. For example, the male participant completed his Master's in 1991, when curriculum in social work programs certainly differed from the experience of a participant who graduated with their Master's in 2015. Additionally, some participants have worked as instructors in higher education, so their viewpoint may differ from non-educator

based social work practitioner supervisors. Additionally, field placements and employment experiences may have differed based on demographics. Participants are working in rural, suburban, and urban areas that certainly present different working conditions. The following questions were planned for the focus group discussion.

1. Please can you tell me your first name and how long you have worked as a social work supervisor?

2. Tell me about your course work during MSW studies that covered the topic of supervision?

3. Did your field practicum contribute to learning about supervision?

4. In your opinion, what level of importance is supervision given in social work education?

5. How confident are you in your knowledge base of theoretical models of supervision?

6. After graduating how did you progress professionally to become a supervisor?

7. Have you observed any changes in the supply/offering of supervision in the workplace?

8. In your opinion what level of importance is supervision given in social work practice?

9. What characteristics/traits are necessary to be able to assume a supervisory role in social work?

10. What barriers prevent social workers from assuming supervisory roles?

11. Can you tell me in your opinion what the most important factor in learning how to be an effective supervisor?

12. What type of behavior have you observed of supervisors that exhibits poor

supervision skills?

13. What type of behavior have you observed of supervisors that exhibits superior

supervision skills?

All of the participants had not taken course work specific to learning supervision during

their MSW studies. Two out of five participants reported there were components of the

supervision process as the supervisee integrated into the course work but the perspective of how

to supervise was not addressed. There was discussion that at the time, the focus was on direct

clinical practice, and they were not thinking about becoming supervisors. One participant stated

she had not originally considered being a supervisor upon entry of her MSW but changed her

mind after being in her studies.

Learning Supervision in Field Practicum: At first participants claimed they had not

learned much about supervision in their field practicum experience but after further explanation

of learning from the experiential-modeling-mentoring experience, participants had more to add.

Under the field practicum experience, participants believe they learned "what not to do", took

bits and pieces of good supervisory techniques, learned the importance of a supervisee's need to

be self-driven, and the importance of a supervisor's positivity.

When discussing the importance of education on supervision in social work MSW

programs, there appeared to be an agreed-upon consensus. MSW programs train students to be

supervisees not supervisors. However, once graduated, MSW's are encouraged almost

immediately to take on interns as field educators with minimal experience. Students are taught

how to recognize counter transference issues and to acknowledge when to get support but not

taught how to be the one to give the support. There is minimal training offered post-graduation

specific to supervision, and field educator training is minimal, focusing on administrative aspects, not clinical aspects. When questioned about confidence in knowledge base of theoretical models of supervision, all members stated they were not knowledgeable of specific theoretical models. One participant who teaches in higher education, and specifically teaches supervision and administration was able to state confidence because of teaching a course on the subject. They were also self-taught on supervisor theories when they became a field educator.

The progression to becoming a supervisor was rather quick. For the majority, they assumed supervisory roles within one to two years by way of being a field instructor. Three out of five assumed clinical supervisory roles within three years post MSW. When discussing if they have observed changes in the offering/supply of supervision, it was noteworthy that participants find supervision to be lacking; focused on administrative issues rather than clinical supportive needs. Once individuals have achieved clinical status the need for supervision is neglected by employers or not prioritized. The offering of supervision is dependent upon the organizational culture. For example, the Veteran's Administration (VA) has strong supervision offerings as it has an abundance of policies and procedures surrounding it (bureaucratic). Participants who identified their roles as a "guest" in a non-social work environment such as public schools did not see supervision by another social worker as a priority. Additionally, they would be assigned to a non-social work school professional to "supervise". When discussing the importance of supervision in social work practice, all agreed it is a very important component of practice. One notable comment was "so important that we do it (supervision), but not important that they (MSW Programs) teach it." Another participant noted the "focus is administrative, not clinical, which affects burnout levels." Lastly, supervision is "very important to discuss cases but when I got my LCSW supervision fell off."

Participants were quickly able to identify characteristics/traits to assume a supervisor role including: the ability to teach, hold leadership skills, being strength based, have emotional intelligence, exhibit maturity, having empathy, prior experience doing the work being supervised, and knowledge of standards, policy procedures, and ethics. It was very interesting when discussing barriers to assuming supervisory roles in social work as the male participant noted the gender bias that can occur in organizations, that often men are chosen to assume leadership roles although they may not be the best fit. Lack of knowledge of programs, being too clinically driven, or not having financial or business knowledge could be barriers to becoming a supervisor. A notable problem is the issue of having multi-professional environments where social work is not preferred, and other professionals with higher level degrees such as psychologists assume higher levels of leadership potentially as supervisors.

When asked "what has been the most important factor in learning to be an effective supervisor?" the group identified: knowing your role as a supervisor, knowing how to manage, having learned by modeling what good supervisors have done, and to keep connected clinically and administratively while supervising." Poor supervisor skills witnessed by participants include talking about other people, venting, holding people back from growth, micromanaging, over delegating, destroying programs, not recognizing people and giving them the credit, they deserve by way of raises or extra paid time off. Superior supervisor skills were stated to be "the opposite of the poor skills mentioned" and setting a good example, being levelheaded, giving raises, caring about workers and their wellbeing, acknowledging the need for selfcare, having your back and providing support.

When developing the questions, there was concerned the sequence could be leading. However, the question order was just a natural progression to address the phenomena of the

focus group. The participants naturally connected that supervision is an essential component of social work practice however it appears to be lacking in curriculum focus in MSW programs. One member noted that 20% of MSWs will become supervisors as the current statistic. The Focus Group facilitator was unable to say anything but, suspect this figure to be much higher given the definition of supervisor needing the inclusion of field educator. It was suspect the 20% figure is a clinical figure, not including supportive supervision as well.

Revision to Blueprint

Information gathered from the focus group was helpful in assessing the level of percentage distribution for the three domains. Domain one (1) remained the same at 40%. It confirmed the educational focus appears to be in the experiential field learning environment for supervision education rather than in the traditional classroom setting. Domain three (3) was increased to 30%. It was noted participants were lacking the confidence in knowledge of supervisory theoretical models. This domain has little to no literature available supporting the importance of measuring this domain with a larger sample. Domain two was reduced to 30% as the participants acknowledged practicing social workers would benefit from more training on how to supervise during their MSW education however, the higher education institutions do not appear to see supervision education as a priority.

A second set of revisions have been made due to changes in research focus. Domain, attitudes toward the importance of training in supervision, was replaced with gender. The second focus group was conducted as a result.

	Domain 1	Domain 2	Domain 3
Name	**Training and education received in supervision**	**Gender**	**Knowledge, Skills, and Abilities to Supervise**

	during and post social work education		
Description	With no CSWE requirement of student learning pertaining specifically to supervision, educational delivery methods for supervision during MSW studies in the United States include: elective courses, mandatory course specific to supervision, and "embedded" supervision course content within other existing courses (Kadushin & Harkness, 2014). Supervisory skills are generally learned by observation of modeled behavior of field educators and faculty. Fox (2011) defines the parallel process as, how teacher/pupil relationship mimics that of the social worker/client offering, students the ideal setting to build essential skills when	McPhail's (2004) findings that social work is a female-populated, yet male-dominated field, further research exploring this disparity has not explored how educational training related to supervision could help explain remarkable disparities. Rose and Hanssen (2010) found there has been a reduction in the embracement of the feminist perspective within the profession, education and publications. There is a continued stagnation of women workers advancing or having equal pay to male counterparts (NASW, 2006 & 2017). Intrinsically, there must be patriarchal influence over the	The Association of Social Work Boards (ASWB) published "An Analysis of Supervision for Social Work Licensure: guidelines on supervision for regulators and educators" in 2009, methodically indicating the necessary skills, knowledge, and abilities necessary to achieve competency as a supervisor.

	responding to clients "in the moment."	profession via education, policy, and leadership. (McPhail, 2004).	
	Kadushin and Harkness (2014) cited figures gathered via personal communication with Dwight Hymans from the Association of Social Work Boards (ASWB) on July 11, 2012. Hymans claimed that up to 150,240 (38%) supervisors out of a total of 392,274 (62% non-supervisor) social workers are employed in the United States.	McPhail (2004) pointed out that the social work profession traditionally consists of female direct practitioners, with women nontraditionally assuming the roles of administrators, policymakers, and faculty members.	
	Having limited training on supervisory skills and theories can be a detriment to future professional outcomes (Kadushin & Harkness, 2014; Olmstead & Christensen, 1973).	In the 2017 Profile of the Social Work Workforce, figures gathered from 2015 indicated that female MSW level social workers were making $5,500 (12%) less than their male counterparts based upon educational level. At the doctoral degree level, the difference in compensation was significant at 29.7%, women on average earning $16,500 less than males.	
	Kadushin and Harkness (2014) suggest the parallel process is a reflective process in which students or supervisees replicate	Hochschild and Machung (2012)	

	or mirror a client's behavior. The field experience, learning under the guidance of an experienced clinician, is considered the "signature pedagogy" of social work education (CSWE, 2015).

The parallel process offers students a glimpse into the realities of the practicing social work professionals all while following the *Code of Ethics*, and essentially socializing students to the profession (Boitel & Fromm, 2014). | argue that despite women entering the workforce in greater numbers, the power men hold over women has not diminished in the workplace and family environment. | |
| **Weight** | 40% | 30% | 30% |

Focus Group

On May 16, 2021, this researcher met online with a group of six MSW-level Licensed Social Workers and one DSW-level social worker. The purpose of the focus group process is to assist with confirming face validity and rationale of the research area (Rubin & Babbie, 2017). Six of the participants are licensed and practice in Pennsylvania and one is licensed and practices in New York. One participant was male. The age range was from 35 to 69. The second focus group represented the targeted population to include those with and without supervisory

experience. Similarly to the first focus group, this group has differences in generational cohorts.

The eldest having graduated with their MSW in 1987, the most recent in 2014. Again, the

content and curriculum for Masters programs have evolved throughout generations, which

influenced participants' subjective reports on educational and professional experiences. The

participants were a blend of direct practitioners, supervisors, non-supervisors, federal or state

level workers, higher education instructors/professors, nonprofit employees, and one retired

individual. Employment experiences from an array of environments offers a variety of

viewpoints. Again, field placements and employment experiences may have differed based on

demographics. For example, participants have worked in rural, suburban, and urban areas that

certainly present different working conditions.

The following questions were asked.

1. Please can you tell me your first name and how long you have worked as a social
   work supervisor?

2. Tell me about course work during MSW studies that covered the topic of
   supervision.

3. Did your field practicum contribute to learning about supervision?

4. In your opinion, what level of importance is supervision given in social work
   education?

5. How confident are you in your knowledge base of theoretical models of supervision?

6. After graduating how did you progress professionally to become a supervisor?

7. Have you observed any changes in the supply/offering of supervision in the
   workplace?

8. In your opinion what level of importance is supervision given in social work practice?

9. What characteristics/traits are necessary to be able to assume a supervisory role in social work?

10. What barriers prevent social workers from assuming supervisory roles?

11. Have you identified any differences between men and women and their career progression to become supervisors?

12. When enrolled in your social work program, did you consider the possibility of advancement into a position of leadership (i.e., supervisor or administrator)?

13. Do you believe there is equal pay for male and women social workers?

Like the first focus group, most of the participants had not taken course work specific to supervision during their MSW studies. One participant had taken training on how to supervise during their MSW, two reported supervisory processes being incorporated into course work, and four reported not taking any coursework on supervision.

Feedback related to differences in career advancement for women and men in social work supervisory positions varied. A state employee identified in her field 10% of direct workers are men, however, men make up 50% of the supervisors and administrators. The eldest participant identified that men were often groomed for leadership positions and women viewed to be not as effective as men in supervisory positions. The youngest participant identified "women may be insecure about taking on a supervisory position, providing men more opportunities." One participant never had a male supervisor and was recently influenced by her husband to negotiate salary, the first time in her career. The only male participant identified his

best supervisors as women, and he witnessed men and women in equal distribution as supervisors. For one participant, the only male supervisor she witnessed had been promoted due to seniority, he had been there the longest. The group expressed a consensus that women supervisors offer a higher level of empathy.

Five out of seven participants believed they learned about how to supervise or the supervisory process from their field practicums. One described the process as learning by osmosis, two others described learning what supervisors to emulate. One participant identified they had not learned about supervision process from field practicum. Another participant was put in a position of field educator for a BSW student while attending her own field practicum for her MSW without having any supervisory experience.

In terms of level of importance, supervision education is given in MSW programs, six participants identified it was of low importance to programs. One participant identified supervision in terms of field education experience as very important in order to educate students on the realistic expectations of the profession. Six out of seven reported they learned nothing to very little about supervisory theory in their MSW programs. The male participant reported moderate knowledge, however, had received post graduate training in supervision and teaches a graduate level elective on the subject.

For advancement into supervisory positions, two out of seven had never pursued a supervisory role. Three out of seven sought the possibility of moving into a position of supervisor or field educator. One participant reported they "fell into it" when her employer requested she take on supervisory responsibilities.

Participants' observation of the supply/offering of supervision in the workplace provided robust responses. Those supplying evidence-based practices were supplied ample supervision. Those in healthcare identified low to no opportunities for supervision. Participants in state and federal work reported organizations as being "top heavy" yet the leadership focus was on administrative concerns and supervisors were less supportive of clinicians' true emotional needs.

Important qualities of a supervisor were described as follows: individuals who are flexible, help in unanticipated situations, who manage differently based upon the need of the supervisee, having compassion, and understanding, having "no nonsense, tenderness," are nurturing, dependable, empathetic, professional but personal, being available, knowledgeable about the organization, and exhibiting professional competence.

Barriers preventing social workers from assuming supervisory roles varied yet again. In order to move into supervisory positions, existing leaders need to know who the workers are. Hence, direct practitioners who do not express an interest in moving into higher level roles may be excluded from consideration. Direct supervisors are the gatekeepers to social workers moving up the ladder. As mentioned, supervisors in some areas of social work earn less money, therefore deterring professionals from pursuing career advancement. Some areas of social work, especially in the medical field, are "nursing heavy." With less visibility, social workers are less likely to be chosen for advancement. Social work is not valued as much as other professions, especially in the medical field. Low paying jobs are a barrier themselves. Much turnover occurs as a result and those who advance into supervisory roles do so due to longevity or seniority, not necessarily due to their advanced supervisory skills.

One out of seven participants considered becoming a supervisor while studying for his MSW and just happened to be the only male participant. Five out of seven participants did not sense there was discussion about being a supervisor or administrator while in their MSW studies. In terms of pay differential, the majority stated they did not believe there was a difference in pay for men and women. Federal and state work was based on pay scales, so men and women could not differ in pay other than if in higher level positions. In the past, employees were instructed to not discuss salary with other employees. This policy has recently changed and is no longer an employment violation or considered "illegal." One participant stated they would have no idea what others are earning. Two out of seven participants reported supervisors made less income than direct workers, adding, moving to a position of supervisor was often due to burnout.

The second focus group offered confirmation of the need for a survey to be developed specific to supervision education in social work. Again, lack of educational focus on preparing social workers for future roles as supervisors was evident. New data collected reinforced the clear discrepancy in social worker knowledge of pay differential between men and women. Participants expressed men and women are earning equal pay, the most recent statistics described in Domain 2 suggest otherwise.

Revision to blueprint

Information gathered from the focus group was helpful in assessing the level of percentage distribution for the three domains. Domain one remained the same at 40% as it was confirmed that the educational focus appears to be in the experiential field learning environment for supervision education rather than in the traditional classroom setting. Again, domain three remained at 30% as it was noted that participants were lacking the confidence in knowledge of

supervisory theoretical models. This domain has little to no literature available, supporting the importance of measuring this domain with a larger sample. Domain two remained at 30% as the participants reported observations of equal pay between men and women social workers despite the national statistics clearly refuting that opinion.

Scale

Attitudes & Experiences about Supervision Education by Social Workers.

Questions 1 and 2 are general demographic questions pertaining to age and race/ethnicity. Questions 4, 6, 7, and 8 pertain to Domain 1; Training and education received in supervision during social work higher educational experience. Questions 3 and 5 pertain to Domain 2; gender identification. Questions 9-53 pertain to Domain 3; Knowledge, Skills, and Abilities to Supervise.

Questions 1 and 5 are open-ended questions. Questions 2, 3, 4, 6, 7, and 8 are multiple choice questions. Question 2 provides an option to choose all that apply and an open-ended response. Questions 3 and 4 provide an option for open-ended response. Questions 9-53 are six-point Likert scale questions.

Think Aloud (Cognitive) Interviews

Three social work professionals were recruited to complete the survey. The first interview was simultaneous, with two women participants with supervisory experience. The second interview was with a woman social worker who did not have any supervisory experience. All three participants were similar in age, being in their mid-40's. Participants earned their degrees in 2005, 2007 and 2016. Date of degree achievement and length of employment are potential influencing factors for their feedback provided. In addition, the

participants earned their degrees from different geographical areas, one from Southwest

Pennsylvania, one from Northwest Pennsylvania, and one from the Western New York Region.

All had studied toward their MSWs nontraditionally, having employment experience prior to

entering graduate studies. Employment related, one had experience working for governmental

entities and the others had experience working for non-profit human services. All three

participants answered the questions with ease. The third participant encouraged that each

question be set up in complete sentences to ensure comprehension of each question. The

example was deleted as it was deemed unnecessary. Order of multiple-choice selection options

were put in order of lesser increments to higher increments. It was discussed whether further

descriptions were necessary for some questions. However, it was determined by participants and

the researcher, if survey participants questioned their knowledge skills and ability on the

specific question, further explanation would influence their answer to the question, skewing the

response. Wording for each Likert scale question was altered for ease or reading. Question

number 8 had an addition to the selection Continuing Education Units to include Field Educator

Training since this was identified by Think Aloud participants as being one of the frequent, if

not only, ways social workers obtain training specific to supervision.

Pilot Survey

The Pilot Survey and Feedback form was distributed by email on June 28, 2021, to 12

social work professionals. It was requested that participants complete the survey and a

questionnaire feedback form. The purpose of the pilot survey process is to support the survey

development and ensure content validity prior to research execution (Rubin & Babbie, 2017.)

To ensure gender inclusivity, on December 8, 2021, the gender question demographic questions

reviewed with Dr. Alex Redcay, a social work faculty member at Millersville University of

Pennsylvania. Dr. Redcay has expertise in research pertaining to the trans and non-binary populations. This question was reviewed to ensure it met standards for gender inclusivity. Having an option to self-identify gender was encouraged (A. Redcay, personal communication, December 8, 2021). One recommendation was made, to add examples for participants to consider when filling in the option within the survey for self-identification of gender (A. Redcay, personal communication, December 8, 2021; Bauer et al., 2017).

Participants

Twelve social work professionals agreed to participate as volunteers for the pilot study of the survey tool. The age range of participants was from mid-30s to 70 years of age. Participants were predominately Caucasian with one participant identifying as African American. Seven participants held MSWs and five held Doctorate degrees as their highest achieved education. The sample may not be fully representative of the population to be surveyed, having a higher participant ratio of doctoral social workers. However, the input from Doctoral-level professionals offered superior inspection of the survey tool due to participants' research experience.

Summary of Feedback

1. Please comment on the length of the questionnaire.

   Was the survey too short or too long?

   What should be added or deleted from the survey?

Summary

Of the 12 respondents, six reported the length of the questionnaire was fine or just right.

Participants stated, "Easy to complete and at no time did I feel I would not be able to finish", "Just right", "The survey was a manageable length," and "not too short or long. Just right." Two respondents stated the survey appeared long, however while completing the survey reported "It did not seem long as I completed it" and "It felt long, but not too long." Four participants indicated the survey appeared long in length. Of the four respondents, one recommended reducing the number of questions to 20-25. Another, stated "It was long, but if you are exploring all those competencies as part of the study then they are important." Another stated, "It was a bit long." Lastly, one participant stated "I can understand the importance of each of the questions for the survey, but I can also anticipate that some participants may be put off by the number of questions. Could any of the related questions be combined to shorten the survey?"

Revisions

To remain consistent with research published by the ASWB regarding Supervisor Competencies, this researcher will not revise by reducing the length of questions on the survey. Although some participants may terminate the survey process early, 8 out of 12 participants identified the length was acceptable or despite appearing long, did not take beyond the anticipated 20-minute timeframe provided in the recruitment flyer and instructions.

2. Please comment on the survey format.

        Were the questions and responses easy to read?

        Were the questions and responses well organized?

        What changes would you recommend to the order of the questions?

        What changes would you recommend in the display of the questionnaire (font

size, use of bold, italics, boxes, etc.)?

Summary

Of the twelve participants, six said the survey was easy to read, well organized, and indicated no revisions, or minor revisions were necessary. Minor revisions included order of questions or display of questions. One participant commented, "Keep the initial question included in each question." Another participant commented, "Organization and the ability to read were fine. It had an easy flow and questions were grouped together in a manner that worked." One participant commented to make sure check boxes were aligned perfectly. Two participants identified the recommendation to add a neutral or not applicable option for the Likert scale. One participant provided the following feedback, "the questions are repetitious which could lead to participant fatigue." Three participants offered feedback suggesting changing the font of the main question, which was "I have the knowledge, skills, and ability to apply in the supervisory process." It was also suggested to omit said question from each numbered question. One participant stated, "At the top, which I see you included, 'With regard to my knowledge, skill and ability in the supervision process….' Then each question you can list. Rather than stating that in each question." Someone suggested categories with headings.

Revisions

The pilot survey was distributed via PDF attachment by email. For the study, the survey will be sent electronically through Qualtrics. Differences in formatting will occur as a result. Check box options were corrected by aligning left. Although the recommendation for a neutral or not applicable option was suggested by two participants, that option will not be added to the revisions since it is a self-perception-based survey. Based upon the feedback offered, the Likert

questions were changed from having the full and complete sentence to having the introductory sentence at the top of each page which shortened each question length, reducing the wordiness expressed as being a problem that may lead to participant fatigue. With the structural changes made, the need for headings was no longer necessary.

3. Please comment on the wording of the questions.

   a. Were any questions awkward or confusing to answer?

   b. Were the questions easy to understand?

   c. What recommendations do you have for improving the wording of the questions?

Summary

One participant identified that question five "gave me pause". If I have multiple degrees, which one should I base my response on?" The participant suggested revising the sentence structure. As mentioned for question two, from the survey feedback form, several participants identified the need to reduce the wording. Two participants identified the questions as confusing but attributed that to either their lack of supervisory experience or work environment. One participant asked if participants without supervisory education or who never supervised were expected to complete the survey.

Revisions

Question five was revised to "How many years did you work as a social work professional before you became a social work supervisor? _____." Changes related to reducing wording for clarity purposes were addressed in the revisions from question two on the survey feedback form. Four participants identified that the survey questions were clear, understood, and no recommendations were necessary. Participants will be issued a survey disclosure. Within that disclosure participants are informed on their eligibility requirements.

Those with or without supervision education or supervisory experience will be eligible to participate.

4. To help determine if we are addressing our study's objectives, please share your understanding of the purpose of the survey.

Summary

All participants expressed the survey was inquiring about supervision education and self-perception of qualifications to supervise. Participants indicated the purpose of the survey was to:

"understand or gather information about supervisors' qualifications to supervise."

"my knowledge, skills to be a social work supervisor."

"to learn if/how MSW/LCSWs in the field are educated on/and their ability to provide effective supervision for the social work profession. An important aspect to making sure we have competent providers in our community."

"whether or not social work supervisors have adequate level of training, and ability to fulfill their role and obligations as a supervisor."

"to determine if a person who supervises other social workers have ever participated in supervisor education and if they have, do they believe they have the skills and knowledge to apply those competencies while supervising others."

"To evaluate how social work supervisors have been prepared to do the job or supervising. How much they lack in training and can't adequately perform. Where are the weaknesses in support and training?"

"To examine relationships between academic preparation, specialized supervisory training,

licensure, years of experience and the self-perception of supervisory knowledge, skills and abilities."

"Examines how the education and preparation of social workers influences perceptions toward supervision and competence levels in practice."

"Survey is looking at competency and skills, knowledge and abilities of social work supervisors."

"To help understand attitudes and experiences about social work supervision education. Evaluate where social work supervisors may need education and support."

"To examine the training/education process to determine if one has the tools for effective supervision."

Revisions

All responses provided support for the construct validity of the survey. No changes were necessary.

Appendix B
Questionnaire Feedback Form for Survey Development

<u>Questionnaire Feedback Form</u>

Thank you for agreeing to participate in the pilot test of the survey. Your opinions and feedback will be very important to assess the reliability and validity of the questionnaire. The feedback you provide will be kept confidential and will only be used to help make any needed changes to the survey.

Please respond to the following questions. The survey developer is asking that you consider the instructions given in the survey, the questions and the question's scale as you are offering your feedback.

Feedback Questions

1. Please comment on the **<u>length of the questionnaire</u>**.

    a. Was the survey too short or too long?

    b. What should be added or deleted from the survey?

Comments:_____

_____

_____

_____

_____

2. Please comment on the **<u>survey format</u>**.

    a. Were the questions and responses easy to read?

    b. Were the questions and responses well organized?

    c. What changes would you recommend to the order of the questions?

    d. What changes would you recommend in the display of the questionnaire (font size, use of bold, italics, boxes, etc.)?

Comments:_____

_____

_____

_____

_____

_____

3. Please comment on the **wording of the questions**.

    a. Were any questions awkward or confusing to answer?

    b. Were the questions easy to understand?

    c. What recommendations do you have for improving the wording of the questions?

Comments:_____

_____

_____

_____

_____

_____

4. To help determine if we are addressing our study's objectives, **please share your understanding of the purpose of the survey**.

Comments:_____

_____

_____

_____

Thank you for your time and feedback.

Appendix C
Initial Survey distributed to Pilot Study Participants

Attitudes & Experiences about Supervision Education by Social Workers

Morgan A. Daugherty

Adapted from The Association of Social Work Boards (2009 & 2019). Analysis of supervision for social work licensure: Guidelines on supervision for regulators and educators. Appendix C ©

1. What year were you born? _____

2. What is your race/ethnicity? <u>Select all that apply.</u>

☐ White/Caucasian

☐ Black or African-American

☐ Latinx/Hispanic

☐ American Indian or Alaskan Native

☐ Asian

☐ Native Hawaiian or other Pacific islander

☐ Some other race/ethnicity (please describe)_____.

3. What is your gender?

☐ Woman

☐ Man

☐ I identify my gender as, (please specify) _____.

4. What is the highest level of education you have completed or the highest degree you have received?

☐ BSW

☐ BSW, with additional graduate credits (no degree)

☐ MSW/MSSW/MSSA Degree

☐ MSW/MSSW/MSSA and additional graduate degree (not a PhD or DSW)

☐ PhD or DSW

5. How many years did you work post degree until you became a social work supervisor?
＿＿＿＿＿＿＿

6. What Pennsylvania social work license do you currently hold?

☐ No license

☐ Licensed Bachelor of Social Work (LBSW)

☐ Licensed Social Worker (LSW)

☐ Licensed Clinical Social Worker (LCSW)

7. Which best describes your supervisory experience?

☐ Never a supervisor

☐ Currently supervising others (clinical, administrative, supportive; to include interns)

☐ Supervised others in the past, but none currently

8. Under what learning method did you study <u>Supervision Education</u> (check all that apply)? (Supervision education encompasses the direct training of student social workers or professional social workers in how to be a supervisor including skill, knowledge, and abilities of effective application).

☐ Supervision Education course

☐ Supervision Education embedded/infused into curriculum

☐ Post Degree Certificate program

☐ Continuing Education Units/Field Educator Training

☐ No course/training in Supervision Education

Based on your <u>current</u> self-assessment of supervisor knowledge, skill, and ability, how would you rate yourself on the following questions?

1 strongly disagreeing with being knowledgeable, skilled, and able to apply in the supervision process; to 6, strongly agree to be knowledgeable, skilled, and able to apply in the supervision process. *Please* <u>circle</u> the appropriate number provided. (Do not mark between numbers)

9. I have the knowledge, skill, and ability to apply in the supervision process: the use of insight and emotional intelligence.

1............................2............................3............................4............................5............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

10. I have the knowledge, skill, and ability to apply in the supervision process: the use of critical thinking.

1............................2............................3............................4............................5............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

11. I have the knowledge, skill, and ability to apply in the supervision process: ethical decision making.

1............................2............................3............................4............................5............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

12. I have the knowledge, skill, and ability to apply in the supervision process: the stages of professional and career development.

1............................2............................3............................4............................5............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

13. I have the knowledge, skill, and ability to apply in the supervision process: accepted social work practices.

1............................2............................3............................4............................5............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

14. I have the knowledge, skill, and ability to apply in the supervision process: social work ethics.

1…………………..……..2………………………..………3………………….……..…4………………..…....……..5………………………….....…6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

15. I have the knowledge, skill, and ability to apply in the supervision process: communication skills (written, verbal and nonverbal).

1…………………..……..2………………………..………3……………………………….4…………………..……....…..5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

16. I have the knowledge, skill, and ability to apply in the supervision process: relationship building skills.

1…………………..……..2………………………..………3……………………………….4…………………..……....…..5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

17. I have the knowledge, skill, and ability to apply in the supervision process: social work practice safety issues.

1…………………..……..2………………………..………3……………………….…..4…………………..……....…..5…………………………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

18. I have the knowledge, skill, and ability to apply in the supervision process: confidentiality requirements.

1…………………..……..2………………………..………3……………………………….4…………………..……....…..5……………….…………..6

Strongly Disagree   Moderately Disagree Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

19. I have the knowledge, skill, and ability to apply in the supervision process: record keeping and documentation.

1…………………..……..2………………………..………3……………………………….4…………………..……....…..5……………….………...…6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

20. I have the knowledge, skill, and ability to apply in the supervision process: standards of culturally competent and diverse practice.

1…………………..……..2………………………..………3……………………….…..4…………..…………..…....…..5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

21. I have the knowledge, skill, and ability to apply in the supervision process: the importance of organizational mission.

1………..…………..……2………………………..……..3…………………………..…….4…………..………..……..…..5……….…..…………….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

22. I have the knowledge, skill, and ability to apply in the supervision process: the roles and responsibilities of allied professions.

1………..…………..……2………………………..……..3…………………………..…….4…………..………..……..…..5……….…..……………

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

23. I have the knowledge, skill, and ability to apply in the supervision process: how to develop/access resources.

1………..…………..……2………………………..……..3…………………………..…….4…………..………..……..…..5……….…..…………….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

24. I have the knowledge, skill, and ability to apply in the supervision process: the differences and the effects of oppression, discrimination, and prejudice.

1………..…………..……2………………………..……..3…………………………..…….4…………..………..……..…..5……….…..…………….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

25. I have the knowledge, skill, and ability to apply in the supervision process: the ethical, innovative, and effective use of information and communication technologies.

1………..…………..……2………………………..……..3…………………………..…….4…………..………..……..…..5……….…..…………….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

26. I have the knowledge, skill, and ability to apply in the supervision process: the stages of stress, burnout, and compassion fatigue.

1………..…………..……2………………………..……..3…………………………..…….4…………..………..……..…..5……….…..…………….6…

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

27. I have the knowledge, skill, and ability to apply in the supervision process: professional social work identity, culture, and community.

1……………..……....2……………….……...…...3…………………….……....4…………………..……...…....5……………….…………..6

strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

28. I have the knowledge, skill, and ability to apply in the supervision process: theoretical models of supervision.

1……………….……....2……………….……...…...3………………….……....4…………………..……...…....5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

29. I have the knowledge, skill, and ability to apply in the supervision process: theories of human development and behavior.

1……………….……....2……………….……...…...3………………….……....4…………..……………...…....5……………….……..…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

30. I have the knowledge, skill, and ability to apply in the supervision process: adult learning theories and research.

1……………….……....2……………….……...…...3………………….……....4……………..…………...…....5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

31. I have the knowledge, skill, and ability to apply in the supervision process: group dynamics and processes.

1……………….……....2……………….……...…...3………………….……....4…………..……………...…....5……………….……..…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

32. I have the knowledge, skill, and ability to apply in the supervision process: practice theory on which to build assessments and interventions.

1……………….……....2……………….……...…...3………………….……....4…………..……………...…....5……………….……..…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

33. I have the knowledge, skill, and ability to apply in the supervision process: the biopsychosocial perspective.

1……………….……....2……………….……...…...3………………….……....4…………..……………...…....5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

34. I have the knowledge, skill, and ability to apply in the supervision process: theories of power, influence, and authority.

1……………….……....2……………….……...…...3………………….……....4…………..……………...…....5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

35. I have the knowledge, skill, and ability to apply in the supervision process: the theoretical underpinnings of transference, countertransference, boundaries, dual relationships, and parallel process.

1……………….……....2……………….……...…...3………………….……....4…………..……………...…....5……………….…………..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

36. I have the knowledge, skill, and ability to apply in the supervision process: establishing and articulating measurable outcomes for learning and performance of supervisees.

1...............................2...3..4..5.............................6 Strongly
Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

37. I have the knowledge, skill, and ability to apply in the supervision process: identifying the learning needs for supervisees.

1.................................2...3...4...5................................6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

38. I have the knowledge, skill, and ability to apply in the supervision process: identifying learning objectives for supervisees.

1.................................2...3..4...5................................6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

39. I have the knowledge, skill, and ability to apply in the supervision process: methods for performance appraisal and evaluation.

1.................................2...3..4...5................................6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

40. I have the knowledge, skill, and ability to apply in the supervision process: techniques to be used in supervision.

1.................................2...3..4...5................................6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

41. I have the knowledge, skill, and ability to apply in the supervision process: laws and regulations pertinent to supervision and practice.

1.................................2...3..4...5................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

42. I have the knowledge, skill, and ability to apply in the supervision process: responsibilities and liabilities related to supervision.

1.................................2...3..4...5................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

43. I have the knowledge, skill, and ability to apply in the supervision process: evaluation techniques and processes.

1.................................2...3..4...5................................6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

44. I have the knowledge, skill, and ability to apply in the supervision process: teaching respectful and effective use of power and authority.

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

45. I have the knowledge, skill, and ability to apply in the supervision process: conflict resolution skills.

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

46. I have the knowledge, skill, and ability to apply in the supervision process: business practices as applied to the practice setting.

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

47. I have the knowledge, skill, and ability to apply in the supervision process: risk management/liability.

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

48. I have the knowledge, skill, and ability to apply in the supervision process: the job duties of supervisee(s).

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

49. I have the knowledge, skill, and ability to apply in the supervision process: administrative supervisory functions (structure, rules, and resources).

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

50. I have the knowledge, skill, and ability to apply in the supervision process: educational (clinical) supervisory functions (teaching, learning, and mentoring).

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

51. I have the knowledge, skill, and ability to apply in the supervision process: supportive supervisory functions (assist in adjusting to work related stressors).

1..........................2.................................3...............................4..................................5.............................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

52. I have the knowledge, skill, and ability to apply in the supervision process: interactional skills such as collaboration, negotiation, and consultation.

1…………………...………2………………………...……...3…………….……………..…...4………………....………...……...5…………….……..………6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

53. I have the knowledge, skill, and ability to apply in the supervision process: policy-making, policy analysis, and advocacy.

1…………………...………2………………………...……...3…………….……………..…...4………………....………...……...5…………….……..………6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

Appendix D

Final Survey

Attitudes & Experiences About Supervision Education by Social Workers
Morgan A. Daugherty
Adapted from The Association of Social Work Boards (2009 & 2019). Analysis of supervision for social work licensure: Guidelines on supervision for regulators and educators. Appendix C ©

1. What year were you born?   _____

2. What is your race/ethnicity? <u>Select all that apply.</u>

☐ White/Caucasian

☐ Black or African-American

☐ Latinx/Hispanic

☐ American Indian or Alaskan Native

☐ Asian

☐ Native Hawaiian or Pacific islander

☐ Some other race/ethnicity (please describe)_____.

3. What is your gender?

☐ Woman

☐ Man

☐ I identify my gender as (e.g. non-binary, gender fluid, genderqueer, trans-female, trans-male) (please specify) _____.

4. What is the highest level of education you have completed or the highest degree you have received?

☐ BSW

☐ BSW, with additional graduate credits (no degree)

☐ MSW/MSSW/MSSA Degree

☐ MSW/MSSW/MSSA and additional graduate degree (not a PhD or DSW)

☐ PhD or DSW

5. How many years did you work as a social work professional before you became a social work supervisor? _____

6. What Pennsylvania social work license do you currently hold?

☐ No license

☐ Licensed Bachelor of Social Work (LBSW)

☐ Licensed Social Worker (LSW)

☐ Licensed Clinical Social Worker (LCSW)

7. Which best describes your supervisory experience?

☐ Never a supervisor

☐ Currently supervising others (clinical, administrative, supportive; to include interns)

☐ Supervised others in the past, but none currently

8. Under what learning method did you study <u>Supervision Education</u> (check all that apply)? (Supervision education encompasses the direct training of student social workers or professional social workers in how to be a supervisor to include skill, knowledge, and abilities of effective application).

☐ Supervision Education course

☐ Supervision Education embedded/infused into curriculum

☐ Post Degree Certificate program

☐ Continuing Education Units/Field Educator Training

☐ On the Job Training

☐ No course/training in Supervision Education

9. Do you believe that course work specific to supervision education prepared you to assume a supervisory role?

1…………..………....….…2….………………....……..3….……….…………….…..…4………….....………....……...5…………….…..….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

Based on your <u>current</u> self-assessment of supervisor knowledge, skill, and ability, how would you rate yourself on the following questions? If you have never held the responsibility of being a supervisor, please answer the questions as if you were about take on a supervisory role in your current practice.

1 strongly disagreeing with being knowledgeable, skilled, and able to apply in the supervision process; to 6, strongly agree to be knowledgeable, skilled, and able to apply in the supervision process. *Please* <u>circle</u> the appropriate number provided. (Do not mark between numbers)

<u>**I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:**</u>

10. The use of insight and emotional intelligence.

1......................................2..................................3..4...5.................................…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

11. The use of critical thinking.

1......................................2..................................3..4...5.................................…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

12. Ethical decision making.

1......................................2..................................3..4...5.................................…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

13. The stages of professional and career development.

1......................................2..................................3..4...5.................................…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

14. Accepted social work practices.

1......................................2..................................3..4...5.................................…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

15. Social work ethics.

1......................................2..................................3..4...5.................................…..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:

16. Communication skills (written, verbal, and nonverbal).

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

17. Relationship building skills.

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

18. Social work practice safety issues.

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

19. Confidentiality requirements.

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

20. Record keeping and documentation.

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

21. Standards of culturally competent and diverse practice.

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

22. The importance of organizational mission.

1……………………..……..2…………………..…..…...3…………………………..…...4……………..…………...…..…..5………………….…..…….6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

<u>I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:</u>

23. The roles and responsibilities of allied professions.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

24. How to develop/access resources.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

25. The differences and the effects of oppression, discrimination, and prejudice.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

26. The ethical, innovative, and effective use of information and communication technologies.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

27. The stages of stress, burnout, and compassion fatigue.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

28. Professional social work identity, culture, and community.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

29. Theoretical models of supervision.

1……………………..……2………………………...……...3………………………….…...4…………...…………...……...5……………….……..………6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:

30. Theories of human development and behavior.

1…………………...……2……………………...……...3……………..………….……4……………..…………...……..5…………….….…..……..6

| Strongly Disagree | Moderately Disagree | Mildly Disagree | Mildly Agree | Moderately Agree | Strongly Agree |

31. Adult learning theories and research.

1…………………...……2……………………...……...3……………..………….……4……………..…………...……..5…………….….…..……..6

| Strongly Disagree | Moderately Disagree | Mildly Disagree | Mildly Agree | Moderately Agree | Strongly Agree |

32. Group dynamics and processes.

1…………………...……2……………………...……...3……………..………….……4……………..…………...……..5…………….….…..……..6

| Strongly Disagree | Moderately Disagree | Mildly Disagree | Mildly Agree | Moderately Agree | Strongly Agree |

33. Practice theory on which to build assessments and interventions.

1…………………...……2……………………...……...3……………..………….……4……………..…………...……..5…………….….…..……..6

| Strongly Disagree | Moderately Disagree | Mildly Disagree | Mildly Agree | Moderately Agree | Strongly Agree |

34. The biopsychosocial perspective.

1…………………...……2……………………...……...3……………..………….……4……………..…………...……..5…………….….…..……..6

| Strongly Disagree | Moderately Disagree | Mildly Disagree | Mildly Agree | Moderately Agree | Strongly Agree |

35. Theories of power, influence, and authority.

1…………………...……2……………………...……...3……………..………….……4……………..…………...……..5…………….….…..……..6

| Strongly Disagree | Moderately Disagree | Mildly Disagree | Mildly Agree | Moderately Agree | Strongly Agree |

I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:

36. The theoretical underpinnings of transference, countertransference, boundaries, dual relationships, and parallel process.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

37. Establishing and articulating measurable outcomes for learning and performance of supervisees.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

38. Identifying the learning needs for supervisees.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

39. Identifying learning objectives for supervisees.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

40. Methods for performance appraisal and evaluation.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

41. Techniques to be used in supervision.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

42. Laws and regulations pertinent to supervision and practice.

1.....................................2...3....................................4.....................................5.................................6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:

43. Responsibilities and liabilities related to supervision.

1……………………..……..2……………………..…..……..3……………………………..….…..4…………..…………..……...…..5……………….…….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

44. Evaluation techniques and processes.

1……………………..……..2……………………..…..……..3……………………………..….…..4…………..…………..……...…..5……………….…….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

45. Teaching respectful and effective use of power and authority.

1……………………..……..2……………………..…..……..3……………………………..….…..4…………..…………..……...…..5……………….…….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

46. Conflict resolution skills.

1……………………..……..2……………………..…..……..3……………………………..….…..4…………..…………..……...…..5……………….…….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

47. Business practices as applied to the practice setting.

1……………………..……..2……………………..…..……..3……………………………..….…..4…………..…………..……...…..5……………….…….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

48. Risk management/liability.

1……………………..……..2……………………..…..……..3……………………….…..….…..4…………..………..……...…..5……………….…….……..6

Strongly Disagree   **Moderately Disagree**   **Mildly Disagree**   **Mildly Agree**   **Moderately Agree**   **Strongly Agree**

49. The job duties of supervisee(s).

1…...…………..……..…..2……………………..…..……..3……………………….…..….…..4…………..………..……...…..5……………….…….……..6

Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

I HAVE THE KNOWLEDGE, SKILL, AND ABILITY TO APPLY IN THE SUPERVISION PROCESS:

50. Administrative supervisory functions (structure, rules, and resources).

1……………………...……2………………….....……...3………………………….....…4………………...……….........……...5…………….……….……..6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

51. Educational (clinical) supervisory functions (teaching, learning, and mentoring).

1……………………...……2………………….....……...3………………………….....…4………………...……….........……...5…………….……….……..6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

52. Supportive supervisory functions (assist in adjusting to work related stressors).

1……………….………....……2………………….....……...3………………………….....…4………………...……….........……...5…………….……….……..6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

53. Interactional skills such as collaboration, negotiation, and consultation.

1……………….………....……2………………….....……...3………………………….....…4………………...……….........……...5…………….……….……..6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

54. Policy-making, policy analysis, and advocacy.

1……………….………....……2………………….....……...3………………………….....…4………………...……….........……...5…………….……….……..6
Strongly Disagree   Moderately Disagree   Mildly Disagree   Mildly Agree   Moderately Agree   Strongly Agree

Lottery enrollment statement
Thank you for your participation in this survey. As a small token of appreciation, we are offering a total of five Amazon gift cards, each worth $50.00, to those interested in being entered into the drawing. If you select YES below, you will be taken to a new survey to enter your contact information. Your survey responses to the above questions will not be connected to your contact information for the drawing, thus maintaining anonymity to those questions. If you would like to be entered into the lottery drawing, with winners to be provided a gift card by June 30, 2022, please select "yes" below.

Please provide you name, mailing address and phone number (in the case you are randomly selected for the Amazon Gift Card drawing)

Thank you for completing this survey!

Survey questions related to knowledge, skill, and abilities of social work supervision were adapted from the following references. On 5/10/2021, The Association of Social Work Boards (ASWB) authorized use of Appendix C from the Analysis of supervision for social work licensure: Guidelines on supervision for regulators and educators, for the purpose of survey research.

Association of Social Work Boards (2009). Analysis of supervision for social work licensure:

Guidelines on supervision for regulators and educators. Culpeper, VA.

Association of Social Work Boards (2019). Analysis of supervision for social work licensure:

Guidelines on supervision for regulators and educators.

Appendix E
Recruitment Flyer/Informed Consent

Attitudes & Experiences about Supervision Education by Social Workers Survey

You are invited to participate in an online survey for a research study being conducted through Kutztown University. You have received this invitation because you are a social work member of the NASW Pennsylvania Division or are a social worker who resides or practices in Pennsylvania. The National Association of Social Workers (NASW) does not endorse this study. **Link to survey** https://mdau.qualtrics.com/jfe/form/SV_1RChmQud4shRoi2

Title of the Study: Social Work Supervision Education: Pennsylvania Social Workers Reflect on Education and Supervisory Competence.

Researcher: Morgan Daugherty, LCSW, Doctoral Candidate at Kutztown University

Study: The purpose of this study is to gain information related to Pennsylvania Social Worker's level of education specific to the application of Supervision. To get an understanding of social workers' knowledge, skill, and abilities specifically related to the social work supervision process. To gain information related to social workers perceptions of Supervision education during formal and continuing education. No known risks or benefits are associated with participation in this study. Your participation is voluntary. Responses to this survey are anonymous. This means your identity would not be known by anyone including the researchers. This survey should take less than 20 minutes to complete.

Eligibility Requirements
You must be at least 18 years old to participate in this study. You must hold a Bachelor's, Master's, or Doctorate in Social Work to participate in this study. You must reside or be employed in Pennsylvania to be eligible to participate. Past or current supervisees of the researcher are ineligible to participate in the study.

Participation
Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. Due to the anonymity of this survey, you are unable to withdraw from this study once the survey is submitted.

The purpose of this study is to better understand the educational experiences of social workers who reside or are employed in Pennsylvania specifically on the subject of supervision education. Supervision education encompasses the direct training in how to be a supervisor including skill, knowledge, and abilities of effective application. It will explore which learning method(s) of supervision education produces the highest self-perceived level of supervisory knowledge, skill, and abilities. Analysis of gender differences will be explored.

Your participation will begin when you provide consent to complete the survey. The survey will last approximately 20 minutes. Questions about your background will be asked regarding age, ethnicity/race, and educational and professional experience. You will be asked questions

specific to your level of knowledge, skill, and ability to be applied as a supervisor at your current state of professional experience.

Results of this study will help in understanding if the current level of training specific to supervision education is meeting the needs of Pennsylvania Social Workers. It will also help determine if there are any trends related to gender in terms of professional advancement into supervisory positions.

Benefits

You will receive no direct benefits from participating in this research study. However, your responses will help us learn more about supervision education in Pennsylvania and career advancement into the role of supervisor.

There is an opportunity at the conclusion of this survey to enter your name into a lottery drawing. The lottery drawing is for one of five $50.00 Amazon gift cards. If you are interested in entering the lottery for the gift card you will be invited to enter your name and mailing address in a manner that is completely unconnected to your survey response. This will keep your survey responses anonymous.

Risks

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

Confidentiality/Privacy

Your survey answers will be stored in a password protected Qualtrics site only accessible by the principal researcher. The data will be stored for one year following the principal researchers successful completion of this dissertation. After that time the data will be deleted. Qualtrics does not collect identifying information such as your IP address. Therefore, your survey responses will remain anonymous. No one will be able to identify you or your answers and no one will know whether or not you participated in the study.

If you choose to enter your name into the lottery for the gift card, you will need to provide your mailing address. Your mailing address, however, will not be connected to your survey responses.

The benefits to participating in this study include the opportunity to share your professional understanding of Supervision Education. With that, it is the researchers hope that the findings will build the knowledge base of supervision education and the social work profession.

Contacts and Questions: You have the right to ask questions at any time. If you have questions about the study or the procedures, you may contact the researcher: Morgan A. Daugherty, LCSW (principal investigator), Doctoral Candidate, Kutztown University of Pennsylvania, or her supervising Professor, Dr. Janice Gasker, from 8am-5pm, Monday-Friday, from 1/1/2022 to 8/1/2022. After this time, please contact the IRB Director, Jeff Werner. Morgan A. Daugherty can be reached at 724-599-2748 (cell) or Mdaug499@live.kutztown.edu. Dr. Janice Gasker, can

be reached, at 610-683-4291 (office) or at gasker@kutztown.edu. This research has been approved by the Kutztown University IRB-**approval #01012022.** If you would like to speak with someone from the IRB, contact Jeff Werner, Director of the Institutional Review Board, Kutztown University at 484-646-4167.

Statement of Consent: By continuing with this survey, I am indicating that I am an individual who holds a social work degree and who resides or practices social work in Pennsylvania. I have read the informed description above. Please select your choice below.

Click agree button below indicates that:
- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- Agree
- Disagree

Lottery enrollment statement

Thank you for your participation in this survey. As a small token of appreciation, we are offering a total of five Amazon gift cards, each worth $50.00, to those interested in being entered into the drawing. If you select YES below, you will be taken to a new survey to enter your contact information. Your survey responses to the above questions will not be connected to your contact information for the drawing, thus maintaining anonymity to those questions.

If you would like to be entered into the lottery drawing, with winners to be provided a gift card by June 30, 2022, please select "yes" below.

No
Yes, please include me in the lottery drawing.

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