

tion is paid to the genetic method used in the actual conceptual content in a particular field of psychology, it is a way to study the subject, based on an analysis of its formation and functioning. We came to the conclusion that the realization of the genetic principle in psychological researches offered substantial prospects for further, deeper understanding of one of the central problems of educational psychology – the problem of correlation between mental development and training, having very deep historical roots, and in addition it belonged to those that made up the impression of quite obvious. It is established that the genotype side of maturation determines higher limit of age opportunities, as the impact of education on the development is mediated by age and individual characteristics of children.

Key words: genetic psychology of personality, mental development, training, age-related opportunities, individual peculiarities, genotype side of maturation, children, research, analysis, genetic method.

Received December 05, 2015

Revised December 27, 2015

Accepted January 09, 2016

УДК 378.091.33.147:159.9:364

I.V. Astremaska
arin9474@mail.ru

THE PECULARITIES OF INCLUDED AND NOT INCLUDED SUPERVISION IN THE STRUCTURE OF HIGHER EDUCATION OF SOCIAL WORKERS

Astremaska I.V. The peculiarities of included and not included supervision in the structure of higher education of social workers / I.V. Astremaska // Problems of Modern Psychology : Collection of research papers of Kamianets-Podilskyi Ivan Ohienko National University, G.S. Kostyuk Institute of Psychology at the National Academy of Pedagogical Science of Ukraine / scientific editing by S.D. Maksymenko, L.A. Onufriieva. – Issue 31. – Kamianets-Podilskyi : Aksioma, 2016. – P. 19–30.

І.В. Астремська. Особливості включеної та невключеної супервізії в структурі вищої освіти соціальних працівників. Стаття присвячена актуальній проблемі практичного навчання студентів випускних курсів спеціальності «Соціальна робота».

Обґрунтовано важливу роль супервізії, яка є методом практичного навчання, що добре зарекомендував себе, необхідною передумовою самостійної професійної діяльності.

У статті розглянуто включені й невключені способи супервізії, застосовувані в стратегічному й короткострокових системних підходах у консультуванні соціальної сфери. Визначено, що до невключеної супервізії відносяться ситуації, коли, супервізований, опираючись на свої записи, обговорює із супервізором конкретний випадок і/або дає супервізору відео- або аудіозаписи сеансу. Під включеною супервізією розуміють проведення супервізованим консультацій з клієнтом у кімнаті з відеокамерою зі спостереженням супервізора, який направляє хід психологічного консультування по телефону або за допомогою вставленого у вухо мікрофона або викликає супервізованого для обговорення конкретних моментів.

Проаналізовано досвід впровадження стратегічного й короткострокового підходу до консультування клієнтів соціальної сфери, який використовується на кафедрі психології Чорноморського державного університету імені Петра Могили, де поряд із провідним методом – супервізією – також активно проводяться імітаційні консультаційні сесії, у ході яких здійснюються фасилітація й супервізія.

Доведено, що соціальні працівники-початківці, які пройшли навчання за допомогою методу супервізії, демонструють набагато більш високий рівень готовності до самостійної професійної діяльності, порівняно з фахівцями, що пройшли лише традиційне навчання; найбільш складний аспект навчання – навчання мистецтву нововведень, які необхідні, тому що і клієнти, і їх проблеми змінюються й вимагають створення нових підходів.

Ключові слова: супервізія, включена супервізія, невключена супервізія, імітаційні консультативні сесії, навчання студентів випускних курсів, психологічне консультування, короткостроковий підхід у консультуванні, стратегічне сімейне психологічне консультування, системний підхід у консультуванні.

И.В. Астремская. Особенности включенной и невключенной супервизии в структуре высшего образования социальных работников. Стаття посвящена актуальной проблеме практического обучения студентов выпускных курсов специальности «Социальная работа».

Обосновано важную роль супервизии, которая является хорошо зарекомендовавшим себя методом практического обучения, необходимой предпосылкой самостоятельной профессиональной деятельности.

В данной статье рассмотрены включенные и невключенные способы супервизии, применяемые в стратегическом и краткосрочных системных подходах в консультировании социальной сферы. Определено, что к невключенной супервизии относятся ситуации, когда, опираясь на свои записи, обучающийся обсуждает с супервизором конкретный случай и/или дает супервизору видео- или аудиозаписи сеанса. Включенная супервизия подразумевает проведение обучающимся консультаций с клиентом в комнате с видеокамерой под наблюдением супервизора, который направляет ход психологического консультиро-

вания по телефону либо с помощью вставленного в ухо микрофона или вызывает обучающегося для обсуждения конкретных моментов.

Проанализирован опыт внедрения стратегического и краткосрочного подхода к консультированию клиентов социальной сферы, который используется на кафедре психологии Черноморского государственного университета имени Петра Могилы, где наряду с ведущим методом – супервизией – также активно проводятся *имитационные консультационные сессии*, в ходе которых осуществляются фасилитация и супервизия.

Доказано, что начинающие социальные работники, прошедшие обучение с помощью метода супервизии, показывают гораздо более высокий уровень готовности к самостоятельной профессиональной деятельности, по сравнению со специалистами, прошедшими лишь традиционное обучение; наиболее сложный аспект обучения – обучение искусству нововведений, которые необходимы, поскольку и клиенты, и их проблемы меняются и требуют создания новых подходов.

Ключевые слова: супервизия, включенная супервизия, невключенная супервизия, имитационная консультационная сессия, обучение студентов выпускных курсов, психологическое консультирование, краткосрочный подход в консультировании, стратегическое семейное психологическое консультирование, системный подход в консультировании.

Actuality of the theme. Difficult socio-economic conditions of modern life create fertile ground for the growth of psycho-emotional tension and frequency of the neurotic disorders, depressive and psychosomatic registers. All above mentioned reasons require careful attention to the training of professionals, capable of providing assistance in solving psychological problems. It should be noted that fostering human willingness to professional self-determination in all stages of its professional formation stands today as one of the priority tasks of education. Professional development implies an active quality professional conversion of inner world that leads to a new way of outlook and vital functions [1, p.132–136].

Analysis of recent studies and publications. Due to the fact that supervision in Ukraine only starts to develop, it is natural there is little representation of scientific works on supervision in the field of psychology and lack of them in social work. But abroad, this problem a long time actively is being studied by scientific workers (Kadushin A., Richards M., Petters D., Danbury L., Ford K., Gardiner D., Humphries B., etc.).

Among the foreign researchers who have been studying features of the process of supervision in practical training of social workers, we can mention the study of Brown A. and Bourne A.,

Mayor Turner, Allender O. and Dave Ward, Haycock K. and Hughes L., Kadushin A., Klushina N. etc.

Ukrainian modern science began to increase in works on this issue by such authors as Belyaev S., Bondarenko N, Gayduk N., Grieg I., Kabachenko N., Klos L., Migovich I., Semigina T., Sidorov V., Prudovaya S., Ushakova I. and others.

More considerable place in the structure of supervision in practical training for the students of higher educational establishments took such researchers as Beresneva O., Kozlova N., Zalewski G., Kranoryadtseva O., Kulakov, George Haley, Hovkins P., Shokhet R. and others.

Object of the article. The supervision in the structure of higher education for social workers in Ukraine aims to indicate the place and justify the value of the method.

The basic material research. Supervision as a method of training social workers is applied in the countries of Western Europe and the United States from the 60ies of XX century. It had got a reputation of one of the most effective and practical teaching methods. In these countries, a social worker-beginner has no right to start an independent practice without a course of supervision. However, in Ukraine the legislative base is not perfect yet, it is just being formed, the supervision is not obligatory and, therefore, rarely used. However, supervision is extremely useful for a novice social worker, and also for a well-established specialist. So, Hawkins and P. R. Shokhet noted: «Supervision may provide a chance to stand up and look around; a chance to abandon the easy way to accuse others – clients, colleagues, the organization, the «society» and even himself; it can give us a chance to start to find new opportunities to access knowledge that emerges from the most difficult situations, and receive support. We believe that if the value of good supervision is realized in the very beginning of his professional career, «habit» to get a good supervision will become an integral part of professional life and a key to continuous development [10, p.20]. According to S. A. Kulakova, «Every day supervision ever more becomes an integral part of the everyday business of psychotherapists, psychologists, social workers. Supervision is one of the most effective ways to teach psychotherapy and counseling, reflecting its handicraft aspect» [5, p. 5]. Supervision enables professionals to focus on the goals and direction of their work, to form a systematic approach to the strategy and tactics of the ongoing intervention, to plan and to predict the effects of their activities, and to recognize the mistakes and adjust individual plans in supporting the client.

Since the concept of supervision first appeared in practical psychology, and then became popular in social work abroad, much was borrowed from psychology. One of the pioneers of supervision is J. Haley. In his work devoted to supervision as a method of learning, he writes: «The training of a psychologist does not mean only learning a certain set of skills, such as learning a carpenter. A tool in changing in psychological counseling is a psychologist, and this tool must not be questionable or defective. The job of a supervisor is not only to teach the psychologist what to do, but to help him if he finds that his personal reactions don't allow him to act properly... The supervisor can know a few ways of dealing with various symptoms but that he should choose the one that will help the client to change, and the psychologist will help to expand his experience of psychological intervention» [9, p. 13].

The teacher should look for opportunities for practical orientation in training of students-social workers to develop their professional skills [3, p. 117–121; 4, p. 42–44].

A leading methodological approach along with the main way – supervision – in short-term and strategic approach to advising clients of the social sphere, which is used at the Department of psychology of the Black Sea State University named after Petro Mohyla, is the participation of students in imitating consulting sessions. The focus of the classes is paid to the practical skills. This type of training is conducted in the form of modeling various combinations of roles (social worker – client) and the students' participation in group active learning activities. The basis for this type of training is the «training group», which is the technical and methodological core of teaching counseling skills through «immersion» in the situation.

In the process of training the emphasis is put on the development of the «sensitivity» of future social workers to the process of customer relationships, the development of the ability to use feedback when communicating with them, increase the flexibility and effectiveness of communication, understanding influences of their own attitudes, tendencies and values in the course of the relationship. It should be noted that group work, focused on personal development, personal growth, based on self-knowledge, is a prerequisite for the professional development of social workers.

During the lessons, the instructor does the facilitation and supervision. Facilitation, which has been used from the beginning to teach students-social workers, is used in modern psychology as a sensible, self-initialized, personality involved, directed to absorbing cores of firsthand experience elements, a way to realize teach-

ing, while instructor occupies a position of helper and helps a student to find right answers and/or to master some skills.

As a main position of instructor-facilitator it's possible to singularize the following: «openness» is instructor's openness to his own thoughts and feelings, a possibility to express and convey them widely in the interpersonal communication with students; «acceptance» is internal assurance in opportunities and capabilities of students; «empathic comprehension» is teacher's vision of student's inner world and behavior.

According to G.W. Zalevskiy, we understand supervision as a process of learning and teaching, which is like professionally directed position of helping, concentrated on demands of professional working situation [2, p. 137–141].

The supervision in studying process is used in case of learning such courses as «Conflictology» in 9th semester, «Psychological consulting and elements of psycho-correction» and «Elements of psychotherapy» in both 10th and 11th semesters, «Experimental psychology» in both 11th and 12 semesters, «Applied methods and elements of supervision» in both 10th and 11th semesters, «Psychology of management and supervision» in 13th semester (for specialists, masters), «Supervision» in 16th semester (for masters) with the aim of taking over the professional competence by students, solution to interpersonal conflict skills, getting an emotional support.

At the initial supervision stage students (or supervisee) aren't ready enough to discuss, have a fear of grading, need supporting and positive feedback. The supervision instructor is like authority, thematic model. The purpose of instructor at the initial stage is to lend support to a student. At this stage there are used such interventions as watching films, movies of implementation of various psychotherapeutic and psycho-corrective activities, which are held by native and foreign psychologists and therapists.

The middle phase of supervisee development is in phase with the beginning of the 6th semester and it is marked by a sort of perplexity, ambivalence. Students notice, that learning of applied psychologist trade is a difficult process, mistrust their own powers. However, such techniques of supervisor as «catalytic interventions» and confrontation are very important. It should be noted that adaptable psycho-prophylactic sensitivity of teacher-supervisor according to things that happen in a group is necessary.

Experience was proven that in the beginning of the 7th semester students acquire competency in practical psychologist activities and continue to practice it in the learning group.

In the «Experimental psychology» course, which is realized in the 8th semester, students show their single working skills not just in learning group, but and over it, organize psychological trainings and consultative sessions to the extent of «Psychological student community», that hold particular promise for further professional growth.

Our own teaching experience of graduate social workers shows that the ones who were taught by this method demonstrate higher readiness level for independent professional activity than specialists, who were taught by traditional method.

The article is also devoted to describing basic methods of realizing the supervision in point of strategically and concise view. In the beginning we enumerate general ways of supervision realization.

Not included supervision means that a trainee discusses with a supervisor a specific case, using own notes; trainee gives a teacher video or audio recordings of a séance.

The included supervision means that the trainee holds consultations with the client in the room with a video camera under supervision of the supervisor who directs the course of psychological consultation on phone or by means of the microphone inserted into an ear or calls trained one for discussion of the certain moments.

Not included supervision. The first way of carrying out not included supervision is discussion of specific case – the most widespread form of a supervision. It is the cheapest and easy way as it doesn't demand the special equipment. One of advantages of such supervision is that, discussing a certain case with which the trained one deals, it is possible to come to a wider range of problems. However, during the discussion of cases the trained one inevitably transfers all events during a meeting with the client with misrepresentation. So supervision can be useful when the supervisor himself has learned the supervised. In this case they have one approach, one ideology and the discussed clinical consultations can be described by means of similar concepts and the language that is clear to both. The supervisor can give more accurate instructions, discuss similar cases and make some generalizations which will help trained person to cope with the following case. Discussion of a case and its comparison with other similar allows generalizing experience that is perhaps better, than a long discussion of some concrete details of work.

The second way of not included supervision is supervision by means of videos. Unlike discussion of cases, the video-supervision allows to see the social worker and the client in interaction. There

are left not only dialogue and tone of a voice, but also the movement of a body, change of a pose of the social worker and client; they can be observed and carefully to analyze by stopping a record. Thus, the supervision by means of videos allows the supervisor to see the psychologist in operation. Change of communication in the course of a session becomes visible, and value of this change can be understood. A shortcoming is that's too late to change anything that has already happened.

The included supervision. The most effective way of training of social workers is a usage of a video monitor for the supervision over actual actions of a trainee. Management of actions of the social worker at the time of supervision over real consultation is the best way of training in professional skills. It is not always an available and most expensive type of training, but its cost can be reduced significantly if to work with group of the trained people. They in turn advise clients in an office while the others watch it and study. The supervisor plans strategy of consultation and for the course of action instructs by phone or by means of the trained microphone inserted into an ear in advance. If there is a need, the trained one can leave an office and consult with the supervisor. Such supervision not only gives to the novice social workers the chance to watch an application the techniques and to increase own skills, but also protects the client from the inexperienced social worker as the supervisor can perform management and from time to time interfere in the process [8].

In included supervision that happens in the group of observers it is no less important than what happens in the office. Parallel to what is happening in the office the process is developing on the «other side», i. e. in the group of students.

The hierarchy on both sides of a video monitor has to be clear: the social worker accepts a role of the expert in an office; the supervisor has to assume a role of the expert in group of the trained ones. It means that the supervisor when training social workers needs to know the work and the social worker needs to be an expert by helping clients.

Both in consultation and in supervision responsibility has to be accurately defined. In clinical practice the psychologist is responsible for result; in consultation of the client in social service the social worker is responsible for result.

In the included supervision the supervisor bears responsibility – if consultation took place unsuccessfully, also the supervisor (in a supervision of the equal colleague failed (in a joint supervision)

or at the solution of problems among colleagues it isn't obligatory to apply this rule).

Both in consultation and in supervision responsibility has to be accurately defined. In clinical practice the psychologist is responsible for result; in consultation of the client of a social service the social worker is responsible for result.

In the included supervision the supervisor bears responsibility – if consultation took place unsuccessfully, also the supervisor (in a supervision of the equal colleague) failed (in a joint supervision) or at the solution of problems among colleagues it isn't obligatory to apply this rule.

The training purposes by means of supervision. Training can be imagined as the process consisting of several consecutive stages. Besides accumulation of the main knowledge necessary for the professional, in training in consultation there is a specific goal – acquisition of competence in carrying out consultations. Irrespective of the fact how psychological consultation – as humanistic equal communication or as technical ability – in fact is technology of conducting consultation is understood. The trained one has to be able to hold consultations with the certain person, a married couple or a family. They have to be able to communicate with children, teenagers, adults and aged people. They have to conduct consultations so that the problem will be cleared up, decisions will be highlighted, and the positive purposes are to be built. The trained one have to start consultation with feeling of own force, but not with trepidation.

In the second stage, students must master the various types of interventions and to know what you can use in this particular situation. For example, the student may be able to solve quickly the client's problem or family who suffer from it for a long time, but he must also be aware of the fact that rapid success may give him too much power over the client. In other words, a novice social worker must learn to foresee your client's reaction to the intervention, even if they were successful. Social workers try to avoid situations where the client or family returns to their former condition because of the imbalance of power. The supervisor must teach the social worker at least two ways of prevention of recurrence: 1) to provoke the recurrence so skillfully that the family or client can overcome the power of the social worker without relapse; while everybody wins; 2) not to trust the positive changes (if for the social worker the reasons for the change remain a mystery, he is not responsible for it before a client or family). The second stage of training ends when the student can do everything taught by his supervisor.

Finally, it must be recognized that if the student can do only what the supervisor can do, the training is not completely successful. If the supervisor trains the students who think and act exactly as he does, success will be achieved only partially. The art of teaching, in particular, is to encourage students to create and test a new, original procedure. By the end of training the supervisor should be pleasantly surprised with new interventions that the trainees carry.

Conclusion. Formation of professional competence of social workers in the process of obtaining higher education cycles: step-by-step tasks in professional and personal development to the result, expressed in the mastery of the profession. Diversity of tasks causes a variety of necessary professional skills. It is possible when the content and technology of higher education aims to achieve the student's readiness to solve professional problems by finding and using internal reserves in comprehensive realization of personal potential, this leads to the development of professional and personal new formations, which cause the formation of professional competence of future specialists [4, p. 42–44; 6; 7].

So novice social workers who have trained by means of supervision show a higher level readiness for a professional activity.

Список використаних джерел

1. Берестнева О.Т. Оценка профессиональных характеристик преподавателей высшей профессиональной школы / О.Т.Берестнева, Н.В. Козлова // Сибирский психологический журнал.–2003.– № 18. – С. 132–136.
2. Залевский Г.В. Основы современной бихевиорально-когнитивной терапии и консультирования / Г.В. Залевский. – Томск, 2006. – С. 137–141.
3. Залевский Г.В. Развивающие модели супервизии / Г.В. Залевский // Сибирский психологический журнал. – 2001. – № 14–15. – С. 117–121.
4. Кранорядцева О.М. Проблемы профессионального становления личности в процессе повышения квалификации / О.М. Кранорядцева // Сибирский психологический журнал.– 2002. – № 16 – 17. – С. 42–44.
5. Кулаков С. А. Практикум по супервизии в консультировании и терапии / С. А. Кулаков. – СПб. : Речь, 2002. – 236 с.
6. Маркова А.К. Психология профессионализма / А.К. Маркова. – М. : Наука, 1996. – 266 с.

7. Пряжников Н.С. Профессиональное и личностное самоопределение / Н.С. Пряжников.– Воронеж : МОДЭК, 1996. – 374 с.
8. Ушакова І.В. Супервізія : навчальний посібник [для студентів вищих навчальних закладів]/ І.В.Ушакова. – Миколаїв : Вид-во ЧДУ ім. Петра Могили, 2011.– 228 с.
9. Хейли Дж. Что такое психотерапия / Дж Хейли.– СПб. : Питер, 2005. – 224 с.
10. Ховкинс П. Супервизия. Индивидуальный, групповой и организационный подходы / П.Ховкинс, Р.Шохет.–СПб. : Речь, 2008.– 352 с.

Spysok vykorystanyh dzherel

1. Berestneva O.T. Ocenka professional'nyh harakteristik prepodavatelej vysshej professional'noj shkoly / O.T.Berestneva, N.V. Kozlova // Sibirskij psihologicheskij zhurnal. – 2003. – № 18. – S. 132–136.
2. Zalevskij G.V. Osnovy sovremennoj bihevioral'no-kognitivnoj terapii i konsul'tirovanija / G.V. Zalevskij. – Tomsk, 2006. – S. 137–141.
3. Zalevskij G.V. Razvivajushhie modeli supervizii / G.V. Zalevskij // Sibirskij psihologicheskij zhurnal. – 2001. – № 14–15. – S. 117–121.
4. Kranorjadceva O.M. Problemy professional'nogo stanovlenija lichnosti v processe povyshenija kvalifikacii / O.M. Kranorjadceva // Sibirskij psihologicheskij zhurnal.– 2002. – № 16–17. – S. 42–44.
5. Kulakov S. A. Praktikum po supervizii v konsul'tirovanii i terapii / S. A. Kulakov. – SPb. : Rech', 2002. – 236 s.
6. Markova A.K. Psihologija professionalizma / A.K. Markova. – M. : Nauka, 1996. – 266 s.
7. Prjazhnikov N.S. Professional'noe i lichnostnoe samoopredelenie / N.S. Prjazhnikov.– Voronezh : MODJeK, 1996. – 374 s.
8. Ushakova I.V. Supervizija : navchal'nyj posibnyk [dlja studentiv vyshhyh navchal'nyh zakladiv]/ I.V.Ushakova. – Mykolai'v : Vyd-vo ChDU im. Petra Mogyly, 2011.– 228 s.
9. Hejli Dzh. Chto takoe psihoterapija / Dzh Hejli.– SPb. : Piter, 2005. – 224 s.
10. Hovkins P. Supervizija. Individual'nyj, gruppovoj i organizacionnyj podhody / P.Hovkins, R.Shoget.–SPb. : Rech', 2008.– 352 s.

I.V. Astremska. The peculiarities of included and not included supervision in the structure of higher education of social workers. The article is devoted to an urgent problem of practical education of graduate students of the specialty «Social work».

It's justified the important role of supervision, which is a well-established method of learning, a prerequisite for the independent professional activity.

This article discusses included and not-included methods of supervision in applying in strategic and short-term systemic approaches in providing social services. It was determined not to include in the supervision the situation where, based on their record, the trainee discusses with the supervisor for the specific case and/or gives the supervisor video or audio recordings of the session. Included supervision involves studying the consultations with the client in a room with a video camera under the supervision of the supervisor, who directs the course of psychological counseling by phone or using the inserted in the ear microphone or calls the student to discuss specific points.

The experience of implementing strategic and short-term approach to counseling clients in the social sphere is analyzed, which are used in the Department of psychology of the Petro Mohyla Black Sea State University, where along with leading method – supervision – are also actively conducted *mock counseling session* during any implemented facilitation and supervision.

It is proved that the social workers-beginners trained by the method of supervision, show much higher levels of readiness for independent professional activities, compared with experts who have received only traditional training; the most challenging aspect of the teaching-learning is art of innovation, which is necessary because clients and their problems are changing and require the creation of new approaches.

Key words: supervision, included supervision, not included supervision, imitating consulting sessions, education of graduate students, psychological counseling, a short-term approach in advising, strategic family counseling, a systematic approach in counseling.

Received December 03, 2015

Revised December 25, 2015

Accepted January 07, 2016