Impact Factor:					
	ISRA (India) = 3.117	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	РИНЦ (Russia) = 0.156	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS
International Scientific Journal
Theoretical & Applied Science
p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)
Year: 2019 **Issue:** 07 **Volume:** 75
Published: 24.07.2019 **http://T-Science.org**

QR – Issue QR – Article

S. T. Nunev
Angel Kanchev University of Ruse
Associate Professor, Doctor of Science of Social Work, Bulgaria
https://orcid.org/0000-0003-3414-0733

ATTITUDES OF SOCIAL WORK STUDENTS TOWARDS THE APPLICATION OF SUPERVISION MODEL IN THEIR PRACTICAL TRAINING

Abstract: *The article presents a research identifying the attitudes of 87 students from University of Ruse, Bulgaria towards the application of a supervision model in their social work practical training in the period 2017 – 2018. The conceptual, content, organizational and technological specifics of different types of models of social work students' supervision in practical training in countries with traditions and experience in the given field are analysed. A methodology is used to identify students' attitudes towards the application of certain models of supervision in conducting their learning practice. The analysis of the results of the survey reveals a tendency of categorically expressing the positive respondents' attitudes towards realizing a model of co-supervision. The model is defined as a technological construction with a contribution both to the improvement of the quality and effectiveness of social work practical training, as well as for the acquisition of competences in the professional field and the student's development. In the section of discussion of the article a co-supervision model developed on the basis of research and testing by the author is presented. The organizational, technological and practical dignities of the model are presented and its possibilities for development in the conditions of the contemporary dynamic educational, professional and social context are stated.*

Key words: *supervision; supervision of social work students; models of supervision of social work students; attitudes towards model of supervision; model of co-supervision; quality and effectiveness of social work practical training*

Language: *English*

Citation: Nunev, S. T. (2019). Attitudes of social work students towards the application of supervision model in their practical training. *ISJ Theoretical & Applied Science, 07 (75),* 301-313.

Soi: http://s-o-i.org/1.1/TAS-07-75-48 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2019.07.75.48

Classifiers: *Sociological research.*

Introduction

Supervision is an integral part of social work students' practical training. It helps create an environment and conditions for acquisition of values, knowledge, skills, and professional experience, integration of theory and practice, as well as studying through reflection. An important component of student supervision is stimulating their activity and independence, boosting competence and confidence in their abilities, as well as developing professional expertise and identity. Providing support is of crucial importance for supervised students when facing difficulties and challenges and in bringing about a change and development in cognitive, personal, educational and professional aspect. Supervision has a motivational effect on social work students and is an important factor in encouraging them to use its possibilities not only during their practical training, but also in their work experience as social workers. Therefore, using a suitable model of student supervision during their practical training is of crucial importance both for forming a positive and constructive interaction between a supervisor and a supervised student, creating an atmosphere of trust, partnership and effective feedback, as well as for realising a useful volume of knowledge, skills, ideas, models of professional behaviour and good professional practices. Used in synthesis, they allow supervised students to manage their cognitive and

learning activity in the interests of their quality and effective practical training.

According to some researchers, the experience social work students gain in their practical training and the supervision applied during that experience is a critical moment in their educational training, formation and development. It helps them not only to acquire suitable professional and personal qualities, but also, through dialogue as well as timely and systematic help provided, to cope better with emerging controversies, challenges and anxieties, with the potential to affect their educational and professional development [1; 7; 8; 15].

The topicality of our research is based on the abundance of studies in the realm of supervision of social workers and their limited number in supervision of social work students, as well as on good experience of supervision in the practical training of social work students at universities in Bulgaria [17; 18; 19; 20; 21; 22]. The necessity of carrying out research in this field is also born out of:

a. the dynamic development of the system of social services and the expansion of their scope and infrastructure;

b. the introduction of standards and procedures for estimating the quality and efficiency of social services in the new Social Services Act, as well as other acts, related to the realisation of the professional activity of the social worker;

c. the requirement for the providers of social services to provide supervision of their staff, including the social workers in it;

d. the need for preparation of competent social workers adopting flexibility and variation in their approaches with positivity and willingness to use the potential of supervision for providing quality service to clients/users of social services and for professional improvement and development.

Models of supervision in the practical training of social work students

Social work education in countries with traditions and experience in this sphere, and to a certain extent in Bulgaria, is characterised by highlighting practical training in different professional fields of social work. In the theory and practice of western countries, practical training in social work is defined as 'signature pedagogy', 'signature pedagogy of social work', 'profession's signature pedagogy', 'social work education's signature pedagogy'. 'Signature pedagogy' is interpreted as a synthetic and integrative field, which represents an important component of the curriculum. It is deemed to create educational environment and conditions allowing students through agreed partnership with a mentor and supervisor to achieve 'professional socialisation', build their Professional Me and their professional identity, and prepare to apply their expertise by using certain models of teaching and learning [7; 9; 14; 15; 26;]. Practical training is an integral part of the whole educational training of social work students, taking a substantial part of their time and growing in intensity and volume as they progress in their university programme. Its goal is for students to integrate the values, knowledge and skills acquired in their theoretical training into good practical experience, to master the basics of the professional activity in various aspects of social work and reach a certain level of competence and independence in a real working pedagogical environment. This process is organised, managed, directed, supported and encouraged by two main professional figures with certain functions and roles: a social worker-mentor from the social service, department or institution where the educational practice in social work takes place; a university lecturer who is in charge of the educational practice, who creates a suitable educational and professional environment and conditions and uses a system of teaching methods. Depending on the agreement regarding the distribution of activities and responsibilities between the university and the social work practical training centre (the social service, department or institution), the functions and role of a supervisor may be performed not only by one of the experts listed or by an external and independent supervisor [2; 23; 28], but also jointly by the social worker-mentor and the university lecturer (co-supervision of social work students) [10; 11]. The analysis of results of researches and experience of international authors allows presentation of certain models of supervision of social work students.

A. Model of supervision of social work students based on apprenticeship

This model is characterised by the supervisor-student dyad and providing students with the opportunity for one-to-one interaction with a social worker at a practical training centre (the social service, department or institution) [9; 15]. It involves implementation of individual supervision and is compared to the working relationship between a social worker and a client/user of a social service. Unlike group-based supervision models, this model has come in for criticism because of its limited possibilities for learning from peers and co-supervisors, and of using group resources as an environment for joint learning, sharing and exchange of ideas and experience [1].

B. Model of supervision of social work students using the group potential as a system of joint learning and mutual support

This model is considered not only as an alternative to the one-to-one supervision model, but also as its extension regarding acquisition and sharing of values, knowledge, skills and experience, gaining confidence in expressing one's own ideas, viewpoints and experience, achieving personal, cognitive, educational and professional development and building a professional identity through cooperation

with peer colleagues [16; 25; 27]. One of its notable features is the use of a system of group sessions with a certain sequence, structure, content, focus on anti-oppressive practices and making a portfolio. It is characterised by an advance emotional and rational adjustment and preparation of the supervisor for the group session with a focus on creating a support environment and working relationship based on partnership as well as distribution and solution to certain tasks. The model involves work with separate members (work with both clients – the group and the individual). The reasoning behind this approach is the conception of its effect on: the support environment through group interaction and dynamics; the positive and constructive working interaction between a supervisor, a supervised student and a group and their perception by the parties concerned; the comparison of different viewpoints on the discussed issue as well as an exchange of ideas and an attempt to cope; overcoming isolation and anxiety and gaining confidence in combining theory and practice, expressing one's own viewpoints and gaining confidence in one's own abilities [16; 24].

C. Model of supervision of social work students based on learning through reflection

I conceptual and technology plan, this model is orientated towards facilitating reflection and encouraging student activity, independence and understanding of the essence, content and focus of the assistance process in social work. At the same time, emphasis is placed on achieving balance in two main aspects: the power position of the supervisor and their instructional and managerial functions; taking into account the experience of the supervised student and using pedagogical approaches and methods for facilitating and encouraging learning, as well as gaining practical experience trough reflection [12]. The view of the authors of this model is that as an environment of learning through reflection, supervision creates conditions for encouraging students to get a deeper understanding and insight into the nature of difficulties and challenges in practical training in social work, while at the same time focusing on thoughts, feelings and experiences arising as a result. The use of such an approach provides more opportunities for practising and supervised students to make well thought out decisions based on critical analysis and in-depth knowledge, which prevents from taking routine and wrong actions [12]. According to the authors, carrying out supervision in practical training in social work requires finding suitable solutions in three main aspects: achieving a balance between the process of teaching and facilitation of learning through reflection; supporting students in situations in which their limited reflexive and cognitive experience causes worries and anxiety; managing and facilitating the process of putting into practice the knowledge, skills and experience acquired by students in accordance with the achieved level of competence, independence and autonomy [3]. The authors of the model do not overestimate its capabilities and maintain the concept of optimal integration of didactic instruction and teaching with reflection in the practical training and supervision in social work, in the interests of intellectual, personal, educational and professional development of students.

D. Model of co-supervision of social work students

According to its authors, this is an innovative, effective and efficient model of supervision in the practical training of social work students under the current shortage of social workers and the ongoing trend of feminising the job [11]. Concept- and technology-wise, this model provides an environment, conditions and more opportunities for students to learn and gain experience of implementing supervision through: optimal distribution of human, educational and professional resources; shared responsibility and partnership between two or more supervisors working in the same way; encouraging the strong points and abilities of supervised students. Based on results of model approbation, the authors develop and implement a concept of co-supervision (‘co-supervision pyramid’) aimed at improving the efficiency of practical training of social work students. In content plan, it includes the following basic components:

a. main participants in the process of co-supervision - student, centre for carrying out learning practice (social service, department, institution), university, co-supervisors, client/user of a social service. Inclusion of more subjects in the implementation of co-supervision allows the formation of a broad foundation and environment for student support, which is a factor in improving the sustainability, quality and efficiency of the supervision process;

b. communication channels – co-supervision involves a system of communication channels which ensure sustainable relationship between participants. A student can communicate with the different subjects jointly and severally;

c. transparency of the co-supervision process - transparency allows participants to have a clear idea about the process of jointly implemented supervision and is of primary importance for the functioning of clear and open communication between the participants.

The co-supervision model includes the following basic components, which determine its success and efficiency:

a. building mutual trust between co-supervisors and between co-supervisors and supervised students as a basis of support and encouragement of learning and gaining experience;

b. openness and equality in communication and development of strategies for dealing with emerging controversies and solving conflicts;

c. balanced distribution and inclusion in individual and joint supervision;

d. a working alliance between co-supervisors based on agreement and unity in outlooks on functions, roles, approaches, responsibilities and activities;

e. clarity in negotiating goals, tasks, organisation (time, place, periodicity) between participants;

f. regular and current reviews and assessments of the accomplished goals and tasks, the quality and efficiency of the working relationships between co-supervisors and supervised students and the process of supervision;

g. transparency of the process of co-supervision providing an opportunity for making decisions in which the student also takes part;

h. choosing an external supervisor to explore and assess the quality and efficiency of the implemented co-supervision;

i. using a coordinated approach when choosing a place for carrying out practical training and supervision of every student in compliance with the values, knowledge, skills and experience gained so far and the level of expertise.

The authors of the model point out that one of the challenges in its realisation is the balanced distribution of responsibilities, tasks and activities among co-supervisors and setting aside the necessary time for providing support to students with learning difficulties.

E. Attachment-informed model of supervision in practical training of social work students

The authors of this model view the relationships between a supervisor and a supervised student (supervisory working alliance and parallel process) as a new field for application of the attachment theory and define supervision of social work students, which includes basic components of the attachment theory, as a new field and an opportunity for training [4]. According to them, the adopted approach allows achieving better understanding of the specific styles of attachment between a supervisor and a supervised student in a working relationship and the process of creation of a supportive and safe environment for supervision. The model provides room and atmosphere for support characterised by trust, openness, protection, positivity, inspiring confidence in one's own abilities, encouragement of learning and gaining experience for students in their practical training. In this context, it is claimed that when modelling this type of relationships in supervision, it is very likely for supervised students to use them in their relationships with clients. They also have the potential to have an effect on students' perceptions of working alliance and of the supervisor's behaviour and activity [6].

The model takes into consideration the dynamics of student development from the beginning of their studies to their senior years, when they start to feel more independent and the need for supervision is reduced. It is possible that this may cause tension and conflicts in the working relationship between a supervisor and a supervised student [5]. Therefore, it is stressed that building attachment, encouraging learning, gaining good experience and making progress with students requires the supervisor to create conditions for interaction between the level of their cognitive, affective, behavioural, personal and educational development and their attachment-based models. In the context of the model, the quality and efficiency of the practical training of social work students are regarded as a result of the positive supervisory working relationship, which creates a safe environment of support and encouragement of growth and development through reflection, increasing competence and identifying with the job.

F. Competence model of supervision of social work students

The competence model of supervision is used with social workers and social work students and, as a structured construct which is adapted to reality, it involves demonstration of specific competences in the professional field. In the context of this model, competence is generally regarded as a system of values, knowledge and skills which the student uses when there is involvement aimed at achieving a certain result (a change in or encouragement of the development of the environment, the people in that environment and the people's needs) [13]. The model presented includes the following types of competence:

a. personal competence of the social work student - connected with the understanding of the need to work actively for their own development;

b. competence for implementation - includes knowledge, skills and experience for acting in certain situations, assessing student impact on environmental systems (a systematic and environmental approach and perspective), as well as their ability for critical assessment of their results.

c. competence as a consequence - conveyed through facilitation of student activity for determining the effectiveness of their own actions and activities. It is performed at two levels, the first of which involves assessment of the degree of impact of the involvement on the interaction between environmental systems and on the client/user system. The second level is orientated towards determining the degree of achievement of the goals of the involvement in compliance with the agreed action plan.

The competence model of supervision is characterised by its specific focus on results, their achievement through suitable professional behaviour, their criteria-based assessment and forecasting future actions and results. Model conceptualisation highlights the role of the competences acquired by the student which allow them to be flexible and adaptive in changing and dynamic situations. The presented

approach is interpreted as a form of student empowerment by providing them with the opportunity to think and analyse critically, to present and support their own viewpoints, and having forecast certain results, to take professionally grounded and responsible action. The model places emphasis on the need for a change in the traditional supervision of social work students towards supervision based on competence, empowerment and results.

The analysis of the presented models of supervision of social work students in their practical training allows summarising the following characteristics:

a. identifying supervision as an important component of the practical training of social work students and highlighting its contribution in raising its quality and efficiency;

b. providing a suitable response to the educational needs of students and creating conditions for cognitive, personal and professional formation and development; creating work environment and atmosphere for building relationships between a supervisor and a supervised student with certain characteristics, facilitating and promoting the acquisition of values, knowledge, skills and good experience;

c. setting a clear functional and role-based structure of the supervisor's activity and a well-structured organisational and technological supervision framework;

d. using reflection as well as motivation and encouragement of students towards learning and gaining experience through reflection;

e. encouraging activity and autonomy, well-grounded expression of personal viewpoints and gaining confidence in one's own abilities;

f. focusing on the result of the performed supervision and the possibilities for its extension and development, improving student competence and building a professional identity.

Relating those summarised characteristics of student supervision in their practical training in social work to the current educational situation and the shortage of studies and research papers in this field in Bulgaria, underline the need for carrying out a survey of student attitudes towards the use of a suitable model of supervision. It must meet their educational needs and contribute not only to improving the quality and efficiency of practical training, but also to their development in a cognitive, personal, motivational and professional aspect.

Research to identify the attitudes of social work students towards the applying of a model of supervision in practical training

The choice and use of a supervision model which meets educational needs determines to a great extent the building of a positive and constructive working relationship between a supervisor and a supervised student with an emphasis on partnership, providing support and promoting active and motivated acquisition of values, knowledge, skills, good practical experience, using the reflexive approach and building professional competence. Applying a model with such capabilities and characteristics determines not only the quality and efficiency of practical training of social work students, but also their attitudes and willingness to use the capabilities of supervision in their future professional activity with the aim of achieving change, growth and development.

Purpose of the research

Identifying the attitudes of students from the bachelor's and master's degree programmes in social work towards using a model of supervision (co-supervision) in their practical training so that it meets their educational needs.

The model is deemed to create an environment and conditions for integrating the resources of all parties involved in the process and to provide an opportunity for acquisition of values, knowledge, skills, good professional experience, development of supervised students and improving the quality and efficiency of practical training in social work.

Participants in the research

The research was conducted among 87 students (N = 87) from the bachelor's social work programme (86.20%) and master's programme (13.80%) at Ruse University between 2017 and 2018. Students from both social work programmes for those years numbered 102 in total. The quantitative analysis shows that 85.29% of all social work students took part in the survey voluntarily. It is part of a whole survey over the period between 2014 and 2018 with a total of 225 respondents (N = 225), 88% of whom are from the bachelor's degree programme and 12% are from the master's degree programme. Students from both social work programmes over the whole period of the research are 252 in total. The sample is unintentional and random. It provides equal opportunities for participation to all students from both educational qualification degree programmes. A small non-representative sample has been chosen in compliance with the following factors: cognitive and educational orientation of the survey and specific character of interaction within a model with certain content, functional, role and technological characteristics; directed interactions within a supervision model and interaction-determined student attitudes towards the use of this model; place, role, significance of the model of student supervision during practical training as an interactive and pedagogical environment for improving the quality and efficiency of practical training in social work; carrying out a research into a problem which is important for the integration of theory and practice, student development, their professional identity and realisation; specifics of the subject of the research in the context of the practical training in social work and the processes and dynamics related to its realisation;

goal and subject matter of the research and possibility for efficient work with the sample.

Methods

The research is done with an author's tool - 'Questionnaire for a research on the attitudes of students from the bachelor's and master's degree social work programme towards implementing supervision in their social work practical training', which has been approbated, validated and which includes 7 subscales with 25 items. It is anonymous and is completed from a distance using an online form. In accordance with the purpose of the research, the results of the respondents' answers are analysed according to a subscale of attitudes towards the use of an appropriate model of supervision in social work practical training (Subscale 5E "Carrying out supervision in the practical training of social work students using a specific model") and subscales in the survey tool and related to it by content and function. Respondents' answers about their attitudes towards the use of a suitable model of supervision in their social work practical training are measured according to a 5-point Likert scale. To verify the reliability of the questionnaire, Cronbach's coefficient alpha (α) has been calculated for the sample surveyed (N = 87) through an analysis of the seven subscales with 25 questions. The reliability of the questionnaire is confirmed by α = 0.746, which reveals very good consistency of the questions. The study is conducted with informed consent and is voluntary and anonymous. The instructions for completion of the questionnaire include explanations of the terms used (supervision, supervisor, supervised student) and the functional, role and methodical specifics in the practical training, as well as the supervision model used.

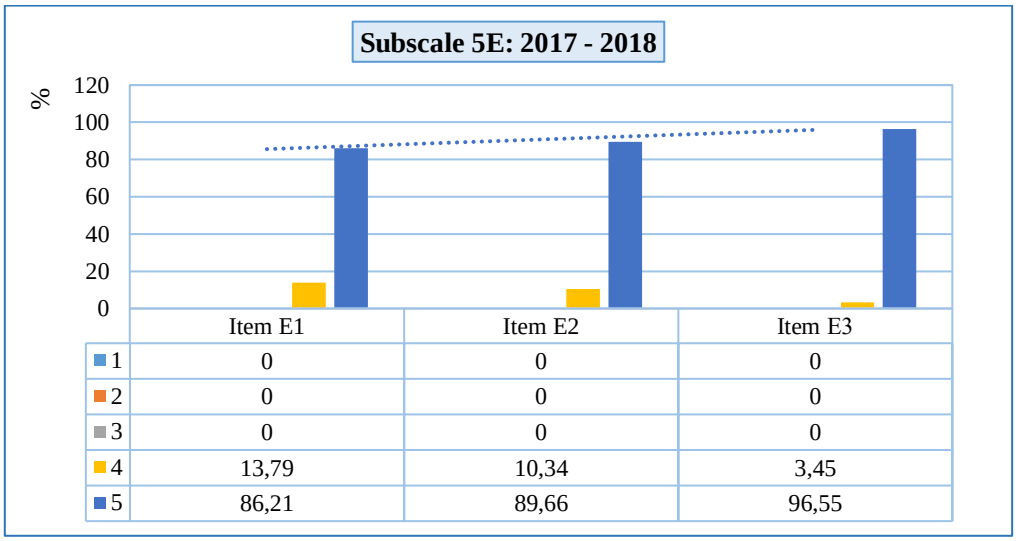
Analysis of the research results

The professionals taking part in the implementation of the supervision in the practical training of social work students play an important role for the quality and efficiency of that supervision. Depending on the positions they occupy and the functions they perform (a university lecturer who organises the practical training and assesses students' work; a social worker-mentor who passes on their practical experience and plays a part in students' assessment), their education, qualifications and good practices, these professionals and their work are perceived in a certain way by the supervised students. An unfounded choice of any of the abovementioned professionals as a supervisor and of a model of supervision in practical training may pose obstacles to the interaction between a supervisor and a supervised student, which requires building up trust, partnership, productivity and overcoming the effect of the power positions of lecturer and mentor they occupy. A similar approach has the potential to have a strong impact on the focus, quality and efficiency of the supervisory working relationship and students' attitude towards the supervisor and the supervision. These factors also have a significant effect on students' behaviour and work regarding cognitive activity, positive orientation and constructiveness, motivation for learning, reflection, readiness to cope with emerging difficulties and problems, learning through the experience of good professionals, perceiving supervision as necessary for their change and development in the practical training and the future professional activity.

Subscale 5E which is included in the questionnaire consists of items for determining students' attitudes to subjects and they perform the function and role of a supervisor in the practical training in social work: a university lecturer who is in charge of the practical training (Item E1); a social worker-mentor in a social service, department or institution where the practical training takes place (Item E2); a university lecturer and a social worker-mentor who are partners in the implementation of the supervision and distribute their functions, roles and responsibilities depending on the specificity of the situation and students' educational needs (co-supervision) (Item E3). The results of the subscale show the general presence of positive attitudes expressed categorically in the responses of 90.80% of respondents on average, while those with slight variations totalled 9.20%, which represented some of the highest values by relative share with this type of attitudes in the questionnaire (Figure 3). The highest relative share is that of the responses in which the respondents express strictly positive attitudes to carrying out co-supervision (Item E3 – 96.55%), followed with lower values by those about individual supervision carried out by a social worker-mentor (Item E2 – 89.66%) and by a university lecturer (Item E1 – 86.21%) (Figure 1). The categorical nature of the expressed positive attitudes towards the possibility of supervision being carried out jointly by the university instructor of the practical training and the basic specialist of the social service, as they collaborate and distribute the roles and responsibilities (co-supervision), is corroborated by the considerable difference between the values of the relative shares of the responses with positive attitudes at Item E1 and Item E3 (10.34%), on the one hand, and Item E1 and Item E2 (6.89%), on the other hand, as well as the lack of responses without an opinion and ones expressing a negative position (Figure 1).

During the previous period of the research (2014 – 2016), positive attitudes expressed categorically were recorded in the responses of 88.41% of the respondents on average, while those with slight variations totalled 11.59% (Figure 2). Over the same period, responses with clear positive attitudes towards carrying out co-supervision were with a significantly lower relative share (89.86%), while those with slight

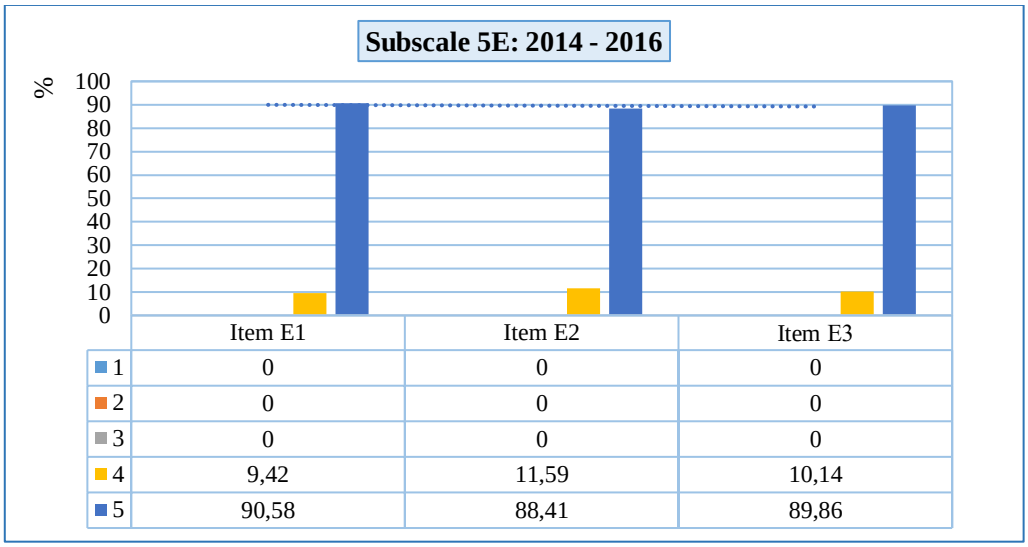
variations were with a significantly higher relative share (10.14%). There were no responses without an opinion or ones expressing negative positions. Among responses with expressed positive attitudes towards autonomous implementation of supervision by the university lecturer and by the social worker-mentor during the abovementioned period, it was found that there is a comparatively higher relative share of responses with clearly expressed positive attitude towards the possibility for implementation of supervision by the university lecturer (90.58%) and lower for the same type of attitude towards implementation of supervision by the social worker-mentor (88.41%) (Figure 2). At the same time, the responses showing slight variations in the positive attitude towards those two options for autonomous implementation of supervision, are characterised by certain differences in the values for the relative shares – 9.42% (2014-2016) to 13.79% (2017-2018) for the university lecturer and 11.59% (2014-2016) to 10.34% (2017-2018) (Figure 1, Figure 2). The highest number that stands out is that of the difference in the responses with a positive attitude towards carrying out co-supervision – 10.14% (2014-2016) compared to 3.45% (2017-2018) (Figure 1, Figure 2). The provided empirical data and their quantitative and qualitative analysis reveal certain dynamics in the attitudes, mostly orientated towards substantial increase in the relative share of the respondents' answers with positive attitudes towards the use of co-supervision. It is easy to notice the formation of a stable trend in attitudes not only towards the implementation of co-supervision as a form of realisation in Subscale 5E (Figure 1), in particular, but also in all subscales (Subscale 1A – 7G), in general, over the whole period of the study on providing supervision in the practical training in social work as an important component allowing the use of more resources in the interests of the cognitive, personal, educational and professional student development (Figure 3).



	Item E1	Item E2	Item E3
1	0	0	0
2	0	0	0
3	0	0	0
4	13,79	10,34	3,45
5	86,21	89,66	96,55

№	Evaluation of respondents' answers to Likert's five-point scale	Conditional designation of answers
1	No	1
2	Rather not	2
3	I do not have an opinion	3
4	Rather yes	4
5	Yes	5

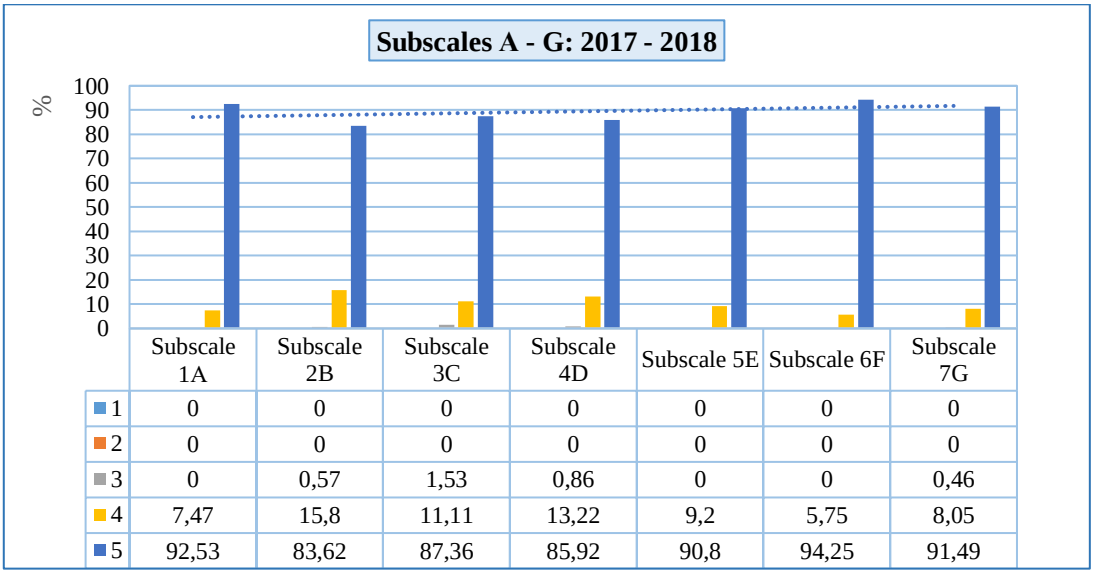
Figure 1. Results in Subscale 5E: 2017 - 2018



	Item E1	Item E2	Item E3
1	0	0	0
2	0	0	0
3	0	0	0
4	9,42	11,59	10,14
5	90,58	88,41	89,86

№	Evaluation of respondents' answers to Likert's five-point scale	Conditional designation of answers
1	No	1
2	Rather not	2
3	I do not have an opinion	3
4	Rather yes	4
5	Yes	5

Figure 2. Results in Subscale 5E: 2014 - 2016



	Subscale 1A	Subscale 2B	Subscale 3C	Subscale 4D	Subscale 5E	Subscale 6F	Subscale 7G
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0,57	1,53	0,86	0	0	0,46
4	7,47	15,8	11,11	13,22	9,2	5,75	8,05
5	92,53	83,62	87,36	85,92	90,8	94,25	91,49

№	Evaluation of respondents' answers to Likert's five-point scale	Conditional designation of answers
1	No	1
2	Rather not	2
3	I do not have an opinion	3
4	Rather yes	4
5	Yes	5

Figure 3. Average values of respondents' answers for their attitudes towards conducting supervision in Subscales A – G: 2017 – 2018

The use of a complete and objective approach in researching the attitudes of social work students towards implementation of a certain model of supervision (co-supervision) in their practical training for the period 2017 – 2018, also requires analysis of the relationships of Subscale 5E with other subscales. Their items are crucial content and functional plan they have essential meaning to implement co-supervision: Subscale 6F (Interaction style used by the supervisor in the working supervisory relationship) and Subscale 7G (Inclusion of the supervised students into the values and traditions of the profession and creation of conditions for value, cognitive, professional and personal development).

The average value of respondents' answers with clearly expressed positive attitudes for Subscale 6F is 94.25% (Figure 3), and the number values of the relative shares of these responses by items in the subscale for the same type of attitude are within 93.10% – 95.40% (Table 1). These are the highest among the results for all subscales over the research period 2017-2018, fall within a narrow interval and are without an explicit neutral position. A dominant and stable general trend of expressed positive attitudes is evident regarding: implementation by the supervisor of a system of measures for positive support with an emphasis on affirming appropriate behaviour of supervised students – 95.40%; using a calm, professional and respectful tone of communication when exercising control and modifying inappropriate behaviour of the supervised students – 94,25%; correction of behaviour of the supervised students when it strays away from expectations, through timely reaction, taking a series of methodically grounded actions and using adequate and respectful measures – 93.10%; using a style of communication and interaction with supervised students characterised by sensitivity to cultural and other differences (e.g. gender, age, disability, sexual orientation, etc.) and with non-discriminatory behaviour and attitude – 94.25%. As regards content, function and methodology, the aspects of interaction between a supervisor and a supervised student presented through the provided items are significant factors for realisation of quality and efficient co-supervision and they correlate to a large extent with the items in Subscale 5E.

We can see relatively high average values of respondents' answers with clearly expressed positive attitudes (91.49%) for Subscale 7G (Figure 3), as well as the numerical values of the relative shares of these responses by items in the subscale for the same type of attitude which fall within the 89.66% – 93.10% range (Table 2). They are also some of the highest and fall within a narrow interval compared to the results from seven subscales over the period of research (2017 - 2018). They are characterised by a minimal presence of responses with no opinion (1.15%), and an evident general trend of predominance of explicit positive attitudes of respondents towards: the creation of conditions within the context of practical training supervision for inclusion of supervised students into the values and traditions of social work and of the professional community of social workers – 90.80%; supporting and promoting the value and cognitive development of supervised students – 93.10%; contribution of supervision to the personal and professional development of supervised students – 89.66%; encouragement, mobilisation and motivation for solving set tasks with a high level of responsibility on the part of supervised students – 91.95%; creating a supervision environment and conditions for student research and analysis of emerging problems and dealing with resulting challenges – 91.95%.

Cronbach's coefficient alpha (α) equalling a value of 0.746 and calculated for the research instrument, is a confirmation of the presented connections between Subscale 5E and Subscales 6F and 7G. It reveals a very good internal consistency of the questions as a characteristic based on the correlation between the various elements of the instrument.

Table 1. Relative values of respondents answers on the Likert's five-point scale in Subscale 6F - 2017/2018

Item	Relative values of respondents answers in Subscale 6F: 2017/2018 (%)				
	No	Rather not	I do not have an opinion	Rather yes	Yes
Item F1	0	0	0	4,60	95,40
Item F2	0	0	0	5,75	94,25
Item F3	0	0	0	6,90	93,10
Item F4	0	0	0	5,75	94,25
Average value	0	0	0	5,75	94,25

Table 2. Relative values of respondents answers on the Likert's five-point scale in Subscale 7G - 2017/2018

Item	Relative values of respondents answers in Subscale 7G: 2017/2018 (%)				
	No	Rather not	I do not have an opinion	Rather yes	Yes
Item G1	0	0	0	9,20	90,80
Item G2	0	0	1,15	5,75	93,10
Item G3	0	0	0	10,34	89,66
Item G4	0	0	1,15	6,90	91,95
Item G5	0	0	0	8,05	91,95
Average value	0	0	0,46	8,05	91,49

The quantitative and qualitative analysis of the empirical data from the second stage of the research allows drawing a conclusion for achieving its purpose and reveals clearly expressed positive attitudes towards the implementation of supervision in their practical training by certain professionals, as well as a firm position regarding the capabilities of the model of supervision to respond properly to their educational needs related to acquisition of values, knowledge, experience, learning through reflection, integration of theory and practice, motivation for participation in supervision and in the interests of their development.

There is a steady trend of domination of positive attitudes of students from the bachelor's and master's degree programmes towards the implementation of supervision in their practical training in social work through a model of co-supervision, which is characterised by integration of the resources and coordination of the activities, as well as cooperation and increase in the responsibilities of the participants in the process. Respondents appreciate the significance and contribution of this model to the integration of theory and practice, learning through reflection, analysis and modification of activities and behaviour, acquisition of a system of competences necessary for their preparation and future professional work, acknowledgement and awareness of the need for the use of the capabilities of supervision for making progress in cognitive, personal, educational and professional aspect in the current and future situations. The contribution of the supervision implemented according to a certain model (co-supervision) stands out not only for building a supporting and encouraging cognitive and practical activity and students' motivation for a change and development, but also for improvement in the quality and efficiency of the practical training in social work. The analysis of the results from the second stage of the survey proves the necessity for the use of a model of supervision in the practical training of social work students which optimally integrates the resources of the parties and subjects involved in the implementation of supervision, and which is in the best interests of students' development and improvement in their competence, as well as their possibilities for professional realisation.

Discussion

The co-supervision model which is devised in a certain technological and research and development environment and which is adapted to the conditions of practical training in social work at University of Ruse is characterised by a specific conceptual orientation and certain capabilities in methodological, practical and applied aspect. The author presents it as one of the possible alternatives for providing supervision of social work students and does not ignore some of its limitations regarding the organisation and coordination of the subjects who are implementing it. The presented research does not place a framework with rigid boundaries, nor is the functioning of a final technological construct proved, because the co-supervision model will undoubtedly develop in dynamic educational, professional and social situations and contexts. At this stage of formation and realisation of the co-supervision model, it is possible to summarise and conclude the following constructive aspects and merits, which contribute to the positive attitudes of students and to the improvement of the quality and efficiency of the practical training in social work:

a. optimal distribution and utilisation of the educational and human resources during the implementation of supervision in the practical training of social work students;

b. acknowledging supervision (the co-supervision model, in particular) as a necessary and important component of practical training of social work students;

c. providing an environment and conditions for offering support with a wider scope and direction, as well as more opportunities for facilitating and promoting learning in the process of integration of theory and practice and the acquisition of a system of competences and good professional experience;

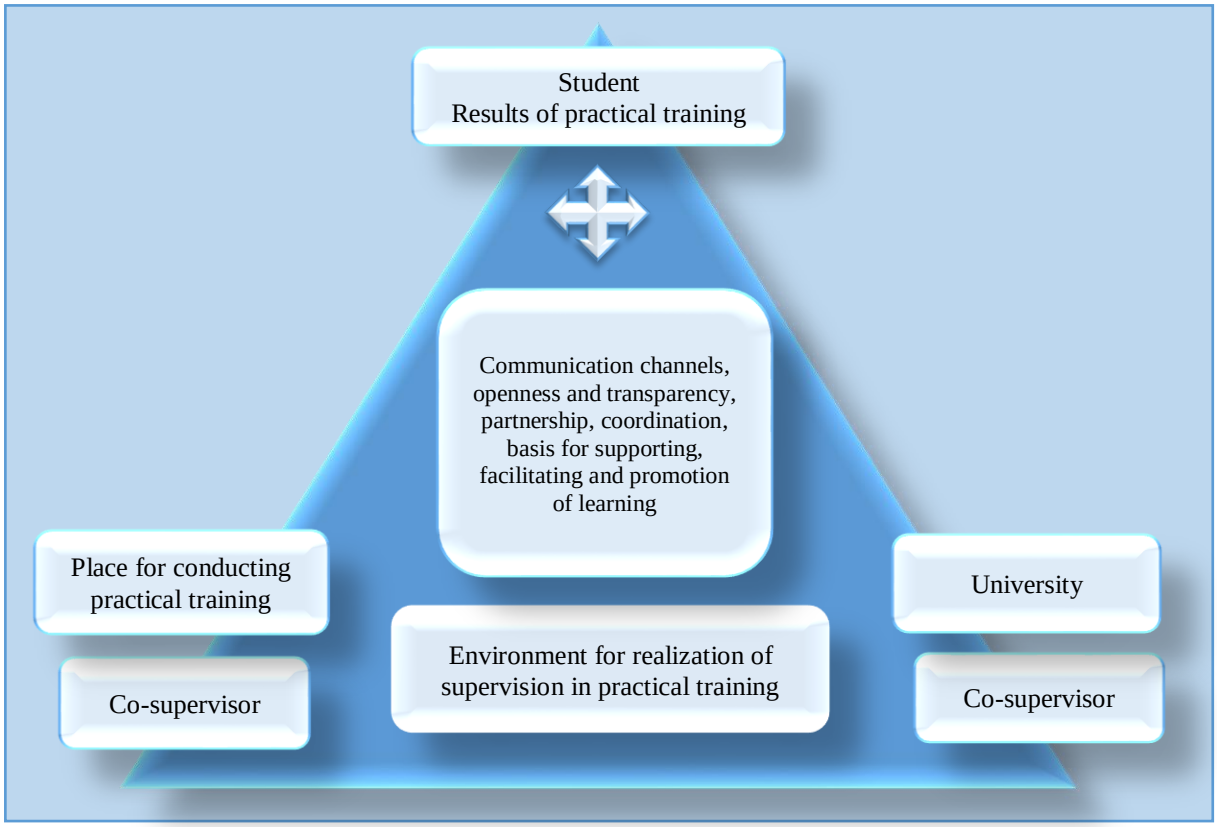
d. creating conditions for multifaceted communication, constructive and positive partnership between the main subjects taking part in the implementation of supervision in the practical training of students;

e. building and functioning of an environment which stimulates the value, cognitive, personal, educational and professional development of students and their identification with the professional community;

f. providing a practical training environment characterised by shared responsibility and continuity of interaction between the main subjects in the process of practical training, as the main focus in this context falls on the quality and efficiency of practical training and the results achieved by social work students.

The model has been constructed as a result of a theoretical and applied research, approbation and practical realisation within a period of five years, and in a conceptual and technological aspect, the author conditionally refers to it as a 'triangular model of co-supervision' [18, 19, 20, 21, 22]. Its structure consists of the following components: a university with its co-supervisor; the social service, department, establishment or institution, which performs the role of a base for implementation of the practical training where their own co-supervisor is presented; an environment for carrying out the practical training (interaction with clients/users) and providing supervision of the student. On top of the 'triangle' is the student who is supervised and results of the practical training. The student is a subject/object and a focal point of all interactions and their quality and efficient practical training and its results are the primary goal of the model. In the centre of the 'triangle', which symbolically represents the interconnection of all participants in the process of practical training, are the basic characteristics of the model (communication channels, transparency, partnership, coordination, base for support and learning) (Figure 4).

Figure 4. 'Triangular model of co-supervision' in practical training of social work students



The graphical presentation of the 'triangular model of co-supervision' shows the possibilities for providing a wide and favourable base (environment, conditions, atmosphere) for support, facilitation and promotion of student learning and for implementing co-supervision of proper quality and efficiency. Technologically and functionally, the model reveals that implementation of co-supervision includes an

extensive system of communication channels between the subjects involved in the practical training, student involvement in a range of interactions and relationships which offer a good opportunity for partnership, support, learning and gaining good experience.

The parties involved in the practical training co-supervision are in relationships, which are characterised by transparency, trust, constructive and positively orientated partnership. This allows each of these parties jointly and severally to have an insight into the quality and efficiency of the process of co-supervision. Depending on the adopted concept and the agreement between all parties, conditions are created for extension and development of efficient communication, transparency, openness in relations, trust, coordination and partnership between them.

Conclusion

The choice and application of a model of social work students' supervision stands out as a key moment in practical training and in their overall educational preparation. The analysis of the results confirms the position that the co-supervision model, despite some minimal limitations, is one of the technological constructions that to a high extent corresponds to the students' educational needs. The model stands out with potential and opportunities for forming sustainable positive attitudes and motivation in students to participate in supervision in the social work practical training and in their future professional activity. The built environment and conditions of trust, support, encouragement, active and open communication, constructive and positive partnership, shared responsibility, analysis and evaluation focused on the results achieved in the context of the model have made a significant contribution to improving the quality and effectiveness of the practical training and to the acquisition of a system of competencies by social work students. In the conditions of a dynamic development of the system of social activities in Bulgaria, the new requirements for increase in the quality of human resources in it and the introduction of requirements for compulsory supervision of social workers, it is necessary to develop overall concept and standards for supervision of social work students in their practical training.

References:

1. Alschuler, M., Silver, T., & McArdle, L. (2015). Strengths-based group supervision with social work students. *Groupwork, 25*(1), 34-57. http://dx.doi.org/10.1921/gpwk.v25i1.841
2. Barretti, M. A. (2007). Teachers and field instructors as student role models. *Journal of Teaching in Social Work, 27*(3-4), 215-239. https://doi.org/10.1300/J067v27n03_14
3. Beddoe, L. (2000). The Supervisory Relationship. In L. Cooper & L. Briggs (Eds.) *Fieldwork in the human services: Theory and practice for field educators, practice teachers and supervisors*. Sydney: Allen and Unwin, 41–54.
4. Bennett, C. S. (2008). Attachment-informed supervision for social work field education. *Clinical Social Work Journal, 36*(1), 97-107. http://dx.doi.org/10.1007/s10615-007-0135-z
5. Bennett, S., & Deal, K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*(1), 101-117. https://doi.org/10.1080/088412 3080 2238179
6. Bennett, S., BrintzenhofeSzoc, K., Mohr, J., & Saks, L.V. (2008). General and supervision-specific attachment styles: Relations to student perceptions of field supervisors. *Journal of Social Work Education, 44* (2), 75-94. http://dx.doi.org/10.5175/JSWE.2008.200700016
7. Bogo, M. (2015). Evaluation of student learning. In C. Hunter, J. K. Moen, & M. S. Raskin (Eds.), *Social work field directors: Foundations for excellence*. Chicago, IL: Lyceum Books, 154-178
8. Bogo, M., Regehr, C., Power, R., & Regehr, G. (2007). When values collide: Field instructors' experiences of providing feedback and evaluating competence. *The Clinical Supervisor, 26*(1/2), 99-117. http://dx.doi.org/10.1300/J001v26n01_08
9. Boitel, C. R., & Fromm, L. R. (2014). Defining signature pedagogy in social work education: learning theory and the learning contract. *Journal of Social Work Education, 50*(4), 608-622. https://doi.org/10.1080/10437797.2014.947161
10. Cleak, H. (2012). Student satisfaction with models of field placement supervision. *Australian Social Work, 65*(2), 243-258.

https://doi.org/10.10 80/0312407X.2011.572981

11. Coulton, P. & Krimmer, L. (2005). Co-supervision of social work students: A model for meeting the future needs of the profession. *Australian Social Work, 58*(2), 154-166. http://dx.doi.org/ 10.1111/j.1447-0748.2005.002 00.x
12. Davys, A. M. & Beddoe, L. (2009). The Reflective Learning Model: Supervision of Social Work Students. *Social Work Education, 28*(8), 919-933. https://doi.org/10.1080/026154709027 48662
13. Engelbrecht, L. K. (2004). Operationalising a competence model of supervision to empower social workers and students in South Africa. *Social Work/Maatskaplike Werk, 40*(2), 2006-2016. http://dx.doi.org/10.15270/40-2-344
14. Kanno, H., & Koeske, G. F. (2010). MSW students' satisfaction with their field placements: The role of preparedness and supervision quality. *Journal of Social Work Education, 46*(1), 23-38. https://doi.org/10.5175/JSWE.2010.200800066
15. Ketner M., VanCleave, D., & Cooper-Bolinskey, D. (2017). The Meaning and Value of Supervision in Social Work Field Education. *Field Scholar, Vol. 7.2*, Fall 2017, Simmons University School of Social Work. Retrieved from: http://fieldeducator.simmons.edu/article/the-meaning-and-value-of-supervision-in-social-work-field-education/м
16. McCafferty, P. (2005). Developing a model for supervising social work students in groups. Journal of Practice Teaching, 6(2) 2005, 24-42. Retrieved from https://pdfs.semanticscholar.org/f927/b1199b9327831f3d4e5ad0d06368363a1e34.pdf
17. Mehandzhiyska, G. (2008). *Supervision in social work. Support, guidance and development of helping professionals*. Sofia: East-West Publishing House.
18. Nunev S. (2014). Supervision in social work with students and models for its implementation. Human and Social Sciences, 2, 150-155. Retrieved from: https://www.hassacc.com/archive/?vid=1&aid=2&kid=150201-40
19. Nunev S. (2014). Supervision practical training problems with social work students. *Trakia Journal of Sciences, 12*, 461-466. Retrieved from: http://tru.uni-sz.bg/tsj/Vol.%2012%20S1/c6.pdf
20. Nunev, S. (2015). *Guide for practical training in social work*. Ruse: Publishing house of University of Ruse "Angel Kanchev".
21. Nunev, S. (2015). Attitudes of the students towards the conduct of supervision in their practical training in social work. *Journal of Education, Psychology and Social Sciences, 3*(2), 86-95. Retrieved from: http://www.sci-pub.com/archive/?vid=1&aid=2&kid=10302-3
22. Nunev, S. (2015). Supervision with social work students – an important factor for the interact ion between theory and practice. In: *Social Work Education in Europe: towards 2025*. Milan, Italy, 29th June - 2nd July 2015. European Association of Schools of Social Work – EASSW. Abstract book, Milan, Italy, EASSW, 2015, pp. 350, ISBN 9788890975318
23. Street, L. A. (2019). Field Instructor Perspectives on Challenging Behaviors in Social Work Practicum. *Field Educator, Vol. 9.1*, Spring 2019, 1-21. Retrieved from: http://fieldeducator.simmons.edu/article/field-instructor-perspectives-on-challenging-behaviors-in-social-work-practicum/#more-4227
24. Vassos, S., Harms, L. & Rose., D. (2018). Supervision and social work students: relationships in a team-based rotation placement model. *Social Work Education, 37*(3), 328-341. https://doi.org/10.1080/02615479.2017.1406466
25. Walter, C. A., & Young, T. M. (1999). Combining Individual and Group Supervision in Educating for the Social Work Profession. *The Clinical Supervisor, 18*(2), 73-89. https://doi.org/10.1300 /J001 v18n02_06
26. Wayne, J., Bogo, M. and Raskin, M. 2010. Field education as the signature pedagogy of social work education: Congruence and disparity. *Journal of Social Work Education, 46*(3), 327–339. https://doi.org/10.5175/JSWE.2010.200900043
27. Zeira, A., & Schiff, M. (2010). Testing group supervision in fieldwork training for social work students. *Research on Social Work Practice, 20*(4), 427-434. https://doi.org/10.1177/1049731509332882
28. Zuchowski, I. (2015). Field education with external supervision: supporting student learning. *Field Educator, Vol. 5.2*, October 2015. Simmons school of Social Work, 1-16. Retrieved from: http://www2.simmons.edu/ssw/fe/i/Zuchowski_Support.pdf