

UDC 364-78(71+477)(045)

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ON THE ISSUES OF PROFESSIONAL TRAINING OF SOCIAL WORK SUPERVISORS AND SUPERVISION IMPLEMENTATION IN CANADA AND UKRAINE

***Анотація:** У статті здійснено спробу проаналізувати досвід України та Канади у сфері підготовки супервізорів у галузі соціальної роботи та схарактеризувати деякі аспекти практичного здійснення супервізії. Визначено, що забезпечення якості освіти у галузі соціальної роботи залежить від кваліфікаційного рівня підготовки соціальних працівників і передбачає, зокрема, володіння вміннями та навичками супервізії задля полегшення роботи персоналу та забезпечення належного рівня надання соціальних послуг. Однак, зазначено недостатню розробленість теоретичних і практичних аспектів супервізії та малодослідженість питань професійної підготовки супервізорів у галузі соціальної роботи в Україні. Відзначено потребу вивчення досвіду Канади як одного з лідерів у формуванні та розвитку супервізії у сфері професійної діяльності та підготовки соціальних працівників до її здійснення. Виокремлено деякі спільні та відмінні аспекти в канадському та українському досвіді професійної підготовки соціальних працівників до супервізійної діяльності у галузі соціальної роботи.*

***Ключові слова:** соціальна робота; супервізія; супервізований; супервізійна діяльність; професійна підготовка; формальна, неформальна, інформальна освіта.*

Problem statement: Global changes that began in Ukraine in the 1990s were denominated, in particular, by the emergence of social work - a qualitatively new mechanism of social problems regulation and a fundamentally new instrument of social policy practiced mostly in democratic countries. Its main characteristic compared to other instruments of social policy is a focus on regaining, activation, increase of the vulnerable social potential of those who apply to social services for help, and their conversion into active co-creators of services, and not just passive consumers. It was in the same period of time when some international organizations expressed their concern about the lack of social work services and education in the area of social work in Ukraine that could have been considered the instruments of social justice boost (United Nations Committee on the Rights of the Child, 1995).

The requirements for bringing the quality of social services closer to the international level posed the issue before the government's social policies of introducing quality standards for social services in Ukraine and the establishment of a system for monitoring their compliance, which increased the requirements for training of professional social workers.

Currently social work in Ukraine is still undergoing significant changes in all areas of its public activity, including both academic and professional directions. Due to international efforts and support, the social work departments were set up in many universities of the country. It should be mentioned that three university-based programs have played a leadership role in the development of social work as a profession in Ukraine (Bridge, 2002). The first program at Kyiv Mohyla Academy was developed through a partnership between universities in England and Portugal, and funded through the European community. This program began with a Master of Social Work (MSW) Program, and developed an undergraduate program several years later. A second program at Uzhgorod was also funded through the European community. The third program, initiated in Lviv in 1999, was funded through the Canadian International Development Agency (CIDA). Initially it focused on the development of an undergraduate degree, although it added a one year Specialist program in 2003 and an eighteen month MSW program in 2004. In 2016 a doctoral degree in social work was added.

A fourth program was developed in the Odesa region with assistance from the University of Regina; however this was not a university-based program.

Although there are now more than thirty university or college programs in Ukraine involved in the education and training of social workers, national educational standards need to be revised, approved and used more effectively to guide the ongoing development of educational programs for the profession. As well, local governments lack a good understanding of social work and the social services remain critically underfunded.

The academic program at Lviv Polytechnic National University was developed due to support of the Faculty of Social Work of the University of Manitoba, and funded through the Canadian International Development Agency (CIDA). The mission of the social work program at Lviv Polytechnic National University is to contribute knowledge and skills in social welfare policy and social work practice to social reform efforts oriented towards reforming social services and improving social and economic well-being for people living in Ukraine, especially these days, when the level of public concern regarding social problems started to increase. This is true at present, when annexation of Crimea and war in Eastern Ukraine initiated by the Russian Federation with the support of the local separatist groups, brings deaths, destruction, human rights violations, forced displacement of local people to other regions of the country, and new challenges, associated with everything mentioned above.

This situation requires involvement of qualified professionals in social work sphere, promotion of new positions, identification of new functions of employees, and respectively, liabilities to social services clients¹. Today, social services should be provided not only in the appropriate amount and be available, they should meet state quality standards of social services provision, which are still on the stage of development in Ukraine.

It is not easy to ensure the integrity of this process. The main tool used in practical social work is a social worker herself, a professional who has (is expected to have) a necessary range of knowledge and skills; whose activity is based on social work values and ethics; principle that each individual in society has an inherent value and dignity; understanding of the complementary relationship between an individual and society, which means that each individual has the potential to contribute in a meaningful way to society. The individual in turn, is free to live in a social environment that is healthy, respectful and supportive, and permits all persons to develop their full unique potential. Working with “client system” whether it is the individual, family, group, community, or society, social worker casts herself in the role of a partner who adopts an activist orientation and advocates for changes in social services and social policies that will respond more effectively to the needs of vulnerable groups in society.

The quality of education in the area of social work depends on the qualification level of the training of social workers and envisages, in particular, the mastering of exacting abilities and supervisory skills as the technological aspects of social work to facilitate the work of staff and ensure an adequate level of social services provision.

This is due to a great attention paid to the quality and efficiency of social services provision it is necessary to highlight the issue of providing workers with appropriate levels of support in a professional setting, which is *supervision* in social work.

Literature review: Issues regarding the theory and practice of supervision are at the center of attention of such Ukrainian scholars, as: Budnyk (2014), Gryga &

¹ We use the term “client” for the following reasons: the term is used in the Canadian Code of Ethics (CASW, 2005), and has been identified as the description most common to social work (Heinonen & Spearman, 2006). This term recognizes the power disparity that exists between provider and consumer of services. In this article, client can include a “person, family, group of persons, incorporated body, association or community on whose behalf a social worker provides or agrees to provide a service or to whom the social worker is legally obligated to provide service” (CASW, 2005, p. 10).

Bondarenko (2004), Popovych (2001), Semygina (2001), Тууптя & Ivanova (2004), Yatsura (2010). They are also covered in the direct practice of social work by the authors Belyaeva, Hayduk, Klos (2007), Pokladova (2002).

In social work, supervision is appreciated as a crucial activity for professional learning and development. Over time, a large body of literature has developed that is mostly theoretical and practice-oriented. Barker (1995), Brekke (2012), Edwards (2013), Gould & Baldwin (2004), Howe & Gray (2013), Jones (2004), Karvinen-Niinikoski (2004), Kadushin (1974, 1985, 1992, 2002), Nurius & Kemp (2012), Walsh & Woodward (1989), Wax (1979) defined supervision, outlined its purpose, and the need for professional training of supervisors provision.

The purpose of this article therefore, is to identify the main features of supervision as a technology of social work as well as various approaches to its professional training, clinical application, and difficulties of its recognition in Ukraine. Our attention is focused on clarification of the terms “supervision” and “supervisor”.

The main body of the article: On the basis of a progressive international experience we make an attempt to substantiate modern understanding of supervision as an integral part of social work, which includes not only a health-caring element that performs a supportive function, but also as a component that helps to expand the range of professional knowledge and resolve some administrative issues.

The need for proper mastering of supervisory abilities and skills stems from the very nature of social work which is carried out within the social conditions of the continually-changing social situation of a nation’s population. We emphasize the ethical principles of supervision that are fully consistent with the ethical principles of the social work profession.

Traditionally in social work the term supervision encompasses a variety of functions, including professional development of staff and administrative activities such as managing staff to achieve competent delivery of services. In the terminology of social work in Ukraine, the term “supervision” is sufficiently new, but is based on the experience of social work of other countries, Canada in particular.

As supervisory activity in the area of social work is innovative for Ukraine, it is natural that this term requires some refinement and delineation of its components in contrast to related functions in management, consulting, mentoring, etc.

In the etymological sense, the term “supervision” means “care, monitoring, observation”. In the field of social work, this term usually describes the relationship between two individuals, supervisor and supervisee, which contributes to the development of the professional competence of both participants.

In theory and practice of social work in Ukraine, the term “supervision” is still being used as a professional neologism. The literal translation from English – “supervision” does not fully disclose the nature of this technology. It is the term “mentoring” that can be considered in the Ukrainian language close within the meaning to this concept. New Dictionary of the Ukrainian language describes the term “mentor” as “one who advises, teaches, provides counselling; teacher, inspector”. The term “mentor” has the meaning of “teaching something by giving advice; directing, guiding, targeting in the right direction; administrating, managing” (Новий тлумачний словник української мови, 1999). The term “curator” is also used in a professional vocabulary to describe a person entrusted to oversee any activity. It is this interpretation that raises thoughts about overbearing critical oversight, errors correction and control. Therefore, application of the term “mentor” in the sense of “supervisor” may be considered the most successful in the Ukrainian language. We also want to stress out that the terms “supervision” and “supervisor” no longer cause confusion in a professional environment.

As elsewhere in the world, social work as a profession in Ukraine is based on many scientific theories and educational disciplines and addresses the needs of different groups of

clients of social services, whose range is constantly changing and expanding. Supervision in social work has become a reflection of this complex process, and consequently, changes in social work practice should find a proper reflection in supervision, which, according to Popovych, is in its early life and is extremely important in Ukraine, while abroad, the institute of supervision anticipates a supervisor's position in a workload of any social work agency (Попович, 2001).

It has become obvious that a need for proper supervision is increasing not only due to implementation of innovative methods in the process of professional intervention, but supervision is also aimed at reducing stress and anxiety of service providers that are inherent to the nature of social work.

Nowadays social work organizations in Ukraine operate under market economy. Some of them exist due to foreign investments that affect the management processes in these organizations. Sometimes competition prevails over feelings, relationships and attitudes that can certainly create preconditions for the replacement of qualitative indicators of service provision into quantitative; often the ethical principles of the profession are disregarded.

Thus, the issues of ensuring qualitative service provision to clients and further staff development arise, because social work supervisors can become change agents working with staff members to increase their competencies, gain access to resources, expand the responsiveness of the organizational environment, and facilitate interactions on every level. That is supervision that may guarantee a relevant level of organizations' functioning, namely the organizations where managers deliberately assess the practical importance of supervision and financially support this process. It should be also mentioned that in Ukraine a supervisor's position is not mentioned in the state classifier of professions (<http://www.dk003.com>).

The logical question arises regarding the level of understanding that senior managers and/or heads of social departments and social work organizations have about supervision as an integral part of social work profession and its implementation as a resource, which is aimed at meeting the needs of clients through support, training and staff administration.

In Western Europe and North America, supervision in social work has practical application, is taught in schools of social work and is mentioned in the professional literature since the initiation of social work profession. For years scholars – both theorists and practitioners in social work have been trying to work out a capacious definition of the supervision as a technology of social work. “Supervision has been applied in social work and mentioned in the literature since the beginnings of the practice of specialised social work” (Brashears, 1995, p. 692). However, in the literature, which some western authors call “supervisory tropical forest” there is still no clear definition or mega-professional supervision theory that would describe its meaning, purpose and methods in full volume.

This position, hierarchically over the position of those providing direct services to the clients, is aimed at ensuring high quality services: “supervision is an administrative and educational process used in social work agencies in order to assist social workers in developing their skills and in providing quality services to their clients” (Barker, 1995, pp. 371-372).

Kadushin also discusses the evolution process from worker to supervisor as well as identifies the key aspects of a social work supervisory practice. He specifies the roles and functions of administrative supervision within the context of power and authority. He identifies three phases of problem-solving as well as principles of effective educational supervision. And as a final point, Kadushin describes the significance of supportive supervision with respect to stress inducing situations and stress reducing strategies (Kadushin, 1992).

Speaking about Ukraine, the scholars emphasize the lack of systematic domestic studies on social work supervision issues including clinical activities and training of both professionals and social work students. Nevertheless surveys of supervision confirm the

interest in its conduct in Ukraine. Supervisory activity are mostly carried out in social organizations of the non-governmental sector, since Ukraine is intensively developing its non-governmental social work sphere made up of international organizations and foundations which, unlike the public sector, carry out not programmatic but project activities. Non-government organizations are more responsive to progressive social change initiatives because they are more willing to respond proactively to local needs rather than await approval from highly centralized and frequently unresponsive administrative structures. Evidence of the importance of this issue is the implementation of projects performed in Ukraine with the support of the International Organization for Migration (IOM), the European Union's Program to Assist the Newly Independent States of Eastern Europe and Central Asia (TACIS), and the Global Fund on HIV / AIDS. Consequently, the practice of supervisory activity in these projects took place on an informal level and, as the results of projects indicate, a systematic and formalized level has not yet been attained (Савчук, 2007).

Hence, there is a firm belief in the cohort of the professionals in the social sphere that social workers employed in diverse practice settings need an alternative of further education, support, and administrative assistance from someone more proficient than themselves (Kadushin, 2002). However, all through the world, social workers and social work supervisors have been expressing growing concerns about the thinning accessibility and decreased quality of supervision and the potentially negative effects for service delivery (Berger and Mizrahi, 2001). Though supervision is needed for social workers, it receives mostly minor attention and analysis from social work academics, social work associations, and regulatory bodies. Research focused on post-degree supervision practice has been described as sparse, conceptually narrow, and methodologically imperfect (Spence et al., 2001; Tsui, 2004).

The learning and development opportunities from universities or professional associations have been profoundly limited for supervisors (Tsui, 2005). Even so, repeated recommendations have been made that supervision training is necessary to provide effective services. In Canada, social work supervision courses are usually offered as electives through university social work departments, or through continuing education programs. More generic workshops for human services professionals can be offered through different training organizations.

We conducted a comparative research on studying the experience of Canada in the process of training of specialists in the social sphere, in particular to supervisory activity, in order to reveal positive outcomes and how they can be adapted in Ukraine. Significant scientific interest confirms the experience of Canada as a country that demonstrates a proper level of professional training for professionals in the social sphere. The training is carried out systematically and dynamically in the conditions of obtaining formal, non-formal and informal education. It is based on the principles of humanization, openness, democratization, mass education and continuing education taking into account the needs of Canada in its socio-political sphere and linked to ideas of global unity, i.e. the interconnection and interdependence of people in a globalized space.

First of all, it should be noted that in Canada the professional training of social workers for supervisory activity alongside with community colleges and universities that operate autonomously, is carried out by governmental and non-governmental social organizations. Thanks to this, practitioners have the opportunity for professional development and self-improvement, in particular, in supervisory activity all the way through their professional life. The training is carried out in accordance with Code of Ethics that serves as the foundation to the Standards of Practice developed in each province to ensure that the public is protected from unethical or incompetent practice of the social worker at all levels of practice (CASW, 2004). Educational policy is a responsibility of provincial governments according to the Canadian constitution, which means that one of the challenges in any area of

education is ensuring similar standards from province to province. There is no national body accrediting the social service worker diploma.

Universities offer degrees at three levels: the Bachelor of Social Work/Social Services (BSW or BSS), the Master of Social Work/Social Services (MSW or MSS) and the PhD. They may also offer post-degree diplomas in specialized areas like administration or evaluation research. As a rule graduates of MSW programs are more likely to have supervisory or management responsibilities than graduates of BSW programs, as well as to work with more complex treatment issues like women or children who have experienced physical or sexual violence, or people diagnosed with serious mental illnesses.

In Ukraine educational opportunities in relation to social work supervision practice are offered sporadically across the country. Such training is carried out mainly by colleges and universities. Social workers may take part in additional training programs at the All-Ukrainian Center for the Training of Civil Servants and Local Self-Government Officials and at the State Employment Service. It should be noted that in Ukraine there are no professional programs aimed at development of social workers, although there is an upgrade of civil servants, however they do not take into account the specificity of professional orientation in the area of social work (Наказ “Про затвердження Порядку організації підвищення кваліфікації державних службовців і посадових осіб місцевого самоврядування у навчальних закладах за державним замовленням Національного агентства України з питань державної служби”) (zakon3.rada.gov.ua).

The basis for professional training in Canada is a series of principles, such as: full compliance with the needs of the client and adherence to the professional Social Work Code of Ethics at all the levels of practice (micro-, meso-, macro-) in the context of the family, organization, community, and society in general; orientation to the advanced world experience; the consistency with the Global Standards for Social Work Education and Training adopted by the General Assembly of the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) in 2004 in Adelaide (Australia); continuing improvement of the quality of educational programs, on the basis of a competent approach in particular; responsibility for continuing professional development, which is simultaneously a requirement of the profession and individual responsibility of a professional; lack of educational standards; the construction of a system of professional training of social work professionals in accordance with the requirements of federal bodies and the control provision by the national non-governmental organization Canadian Association for Social Work Education (CASWE) as a federal body.

Formation of motivation for self-improvement is a leverage of the successful process of professional training of social workers for supervisory activity in Canada. Today, supervisors in most Canadian social organizations have real opportunities to be intellectually independent and carry out their professional activities in a psychologically safe climate, where the right to mistake is recognized, and the achievements of all members of the staff are valued. This, in turn, involves each employee in joint activities. In this way, such approach provides opportunities for self-fulfillment. There is generally accepted practice in Canada based on research / evidence-based practice which, in turn, allows to appeal to the needs of each client.

In Ukraine professional training of social workers for supervisory activity is realized on the basis of a partial compliance with the client's needs partly on an evidence-based practice aimed at achieving constructive changes and social justice; orientation to the advanced world experience with the intentions of taking into account Ukrainian realities; continuing improvement of the quality of educational programs and syllabus of disciplines on the basis of a competent approach and in accordance with the National Qualifications Framework adapted to international standards (Національна рамка кваліфікацій, 2011); construction of a system of professional training of specialists in the social sphere in accordance with the requirements of

educational standards, developed and approved by the Ministry of Education and Science of Ukraine in agreement with the National Agency for the Quality Assurance of Higher Education and the Standard of Higher Education (Про вищу освіту, №1556-VII).

It should be emphasized that the principles on which professional training is based are identical for both Canada and Ukraine. These, in particular, include: the principle of humanism, autonomy, accessibility, democracy, freedom and pluralism; the principle of continuity and fundamentalism of education; the principle of the correspondence of the goals, objectives and content of the educational program at each stage of training; the principle of assessing the educational needs and interests of students; the principle of integration of theory and practice, understanding practices in the context of politics; the principle of the availability of educational programs; the principle of universality and alternative education.

Canada has experience in accrediting educational programs for educational institutions and licensing practitioners. Accreditation of educational programs in the area of social work at BSW / BSS and MSW / MSS levels is the responsibility of the Canadian Association for Social Work Education. Licensing of practical social workers that is carried out by the College of Social Workers is the basis for appointment a supervisor in a social organization. The licensing procedure in Canada is held annually. Licensing exams required in Canada both for entry into the profession and requirements for ongoing continuing education are mechanisms by which this control may be exercised over the curriculum (Collins et al, 2002).

In Ukraine professional training is carried out mainly by higher educational establishments on the basis of licenses issued by the central executive authority in the field of education and science in accordance with the procedure established by the Cabinet of Ministers of Ukraine. Licenses are issued for a 10 years period.

In Canada, the organization of an educational process is based on the integration of theory and practice in the context of field education or professional activities. The content of educational activities is determined by the competence approach, which emphasizes, first of all, the development of professional skills and is implemented at all stages of professional career.

Conclusions: In the paper the aspects of the professional training of social workers for supervisory activity in Canada, such as availability of ethical codes and the primary role of professional values; integration of formal, nonformal and informal education; a complex combination of traditional and innovative forms and methods of professional training of supervisors based on the principles of integrity, structuring, practical orientation, functionality, cultural suitability, multiculturalism, active learning, partnership and egalitarian relationships are revealed. The close interconnections between supervision as a sphere of professional activity in the area of social work and the professional training of social workers for its implementation, and reasoning of the supervisory activity on the basis of scientific research with the involvement of both supervisors and supervisees in particular are disclosed. On the basis of analysis a distinction is differentiated between commonalities, such as humanization and autonomy, general accessibility, democracy, freedom, understanding of the practice of supervision in socio-political context and differences in Canadian experience, such as decentralized management of education system, absence of nationwide educational and professional standards, formation of content, provision of opportunities for professional development by means of formal, nonformal and informational education and in Ukrainian experience, such as centralized management of education system; existence of nationwide educational standards though lack of professional ones; formation of content, provision of opportunities for professional development by means of formal, partly nonformal and informal education of professional training of social workers for supervisory activity in the area of social work; and the opportunities for using progressive ideas and Canadian experience in Ukrainian conditions are outlined. The notions "supervision" and "supervisor" are clarified.

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ДО ПИТАННЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ СУПЕРВІЗОРІВ У ГАЛУЗІ СОЦІАЛЬНОЇ РОБОТИ ТА СУПЕРВІЗІЙНА ДІЯЛЬНІСТЬ У КАНАДІ Й УКРАЇНІ

Introduction: *Integration of the domestic educational system into European and global educational spaces stimulates inquiry into and implementation of innovative ways to ensure a high level of professional training of specialists in social services including supervisors, using the best examples of international experiences and, at the same time, preserving national achievements.*

The analysis of domestic scientific research provides a basis for acknowledging the insufficient development of the theoretical and practical aspects of supervision and lack of research on the issues of training supervisors in the area of social work. Thus, it is relevant and important to study Canada's experience as one of the leaders in the formation and development of supervision in the professional activities of social workers and in the preparation of social workers for its implementation.

The purpose of the article *is to sort out the central features of social work supervision as well as different approaches to its professional training, practical application, and complications of its identification in Ukraine.*

Results: *The interconnections between supervision as a sphere of professional activity in the area of social work and training of social workers targeted to professional development needs in the area of supervision in Canada and Ukraine are analyzed; commonalities and differences in Ukrainian and Canadian experience in the mentioned above issues are specified.*

Conclusions: *In the article the attempt is made to analyze the experience of Ukraine and Canada in the area of social work supervisors' training and the practical implementation of supervision in social sphere. It has been determined that the quality of social work education depends on the qualification level of the training of social workers and envisages, in particular, the possession of skills and abilities of supervision in order to facilitate the work of the personnel and ensure the proper level of social services provision. However, insufficient development of theoretical and practical aspects of supervision as well as insufficient research of professional training of supervisors in the area of social work in Ukraine is noted. The necessity of studying the experience of Canada as one of the leaders in the formation and development of supervision in the field of professional activity and preparation of social workers for its implementation is mentioned. Some common and distinctive aspects in the Canadian and Ukrainian experiences of social workers' professional training in supervisory activities in the field of social work are singled out.*

Key words: *social work; supervision; supervised; supervisory activity; professional training; formal, nonformal, informal education.*

*Одержано редакцією 02.02.2018 р.
Прийнято до публікації 09.02.2018 р.*