

A B S T R A C T S

## ABSTRACTS

Blaž Mesec

### »A DAY IN PSYCHIATRY«: AN EXAMPLE OF QUALITATIVE ANALYSIS

*Psychologist Blaž Mesec, Ph. D., is a senior lecturer of methodology at University of Ljubljana School of Social Work.*

The technique of qualitative analysis is presented as applied to the diary of a volunteer worker in the women's department of a psychiatric clinic. A short definition of qualitative analysis is followed by the description of the procedure, beginning with the transcription of the original material and extending to: breaking down of the text into topics, naming those topics in ordinary language, posing questions and reformulating the topics as research problems, coding (indexing), defining the terms ascribed as codes, selecting key terms, defining relations among the terms, representing these relations in a diagram, and formulating trial theories. Qualitative analysis turns out to be a surprisingly attractive and fruitful procedure of creating theories, relevant for practice, that may also be tested by quantitative methods.

Vida Milošević

### SUPERVISION — THE METHOD FOR PROFESSIONALS

*Social worker Vida Milošević is a lecturer at the University of Ljubljana School of Social Work; she specialised supervision at the Hogeschool Nijmegen (the Netherlands).*

The author presents the development of supervision and the reasons for it in social work and in other professions in which workers relate very closely with people in distress. The goals of supervision — learning by experience, support and guidance at work — are helpful in particular to the professionals, but indirectly also to the users, as they promise better practice. Conditions for good supervision are defined: a link between learning and practice, a trained supervisor, safe surroundings, a suitable room and an agreed institutional frame. The author presents supervision as a systematic and continuing process with phases, and in the end she describes a supervision session and the documentation needed in the supervision process.

Alenka Kobolt

### GROUP SUPERVISION AND WORKING GROUP OR TEAM SUPERVISION

*Psychologist Alenka Kobolt, Ph. D., is a senior lecturer at the University of Ljubljana Pedagogic Faculty, dept. of social pedagogy, and Chairperson of the Slovenian section for Extrafamilial Education of the International Federation of Educative Communities (FICE).*

On the one hand, the author defines supervision as a particular didactic and supportive method, and on the other hand, as a process of reflection and evaluation of what takes place in the professional work with people and of the worker's experience of it. She describes the features of group and team supervision, what is common to them and what distinguishes them. She elaborates on what supervision has to offer to the supervisees and what are its limitations.

Doris Erzar

### THE CONTENTS AND DEVELOPMENT OF SUPERVISION

*Social worker and pedagogue Doris Erzar is co-ordinator of the spouse and family counselling team at the Kranj Social Work Centre; she specialised supervision at the Hogeschool Nijmegen (the Netherlands).*

Supervision as a supportive method meets the needs of expert workers at social work centres and in other institutions of social welfare. In the social work centres, it has been practised for years, originating in the needs of the expert workers mainly in the fields of family, partnership, parenthood and prevention. Supervision also offers the worker an opportunity for personal growth and a relief at work. In a supervision group, we learn to freely reflect our practice and to link our former working experience with the newly acquired knowledge into new solutions.

Marta Vodeb Bonač

### SUPERVISION ON PLACEMENT FOR THE 1<sup>ST</sup> YEAR STUDENTS OF SCHOOL OF SOCIAL WORK — A MODEL

*Marta Vodeb Bonač is a social worker at the Ljubljana Counselling Centre for Children, Adolescents and Parents; she specialised supervision at the Hogeschool Nijmegen (the Netherlands).*

The author describes the goals, the contents and the organisational context of supervision, the modes of work and the foreseen improvements. A supervisor is not the person who knows it all and passes knowledge

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to the (implicitly) ignorant, but supports and stimulates a supervisee in the process of his or her own learning. This is the basis of the supervision on placement for the School of Social Work students. Supervision enables the students who, within their respective placements, visit children in their families to learn by reflecting their own practical experience.

**Henk Hanekamp**

### INTERVISION

*Psychologist Henk Hanekamp, Ph. D., is a psychotherapist and teacher of supervision at Hogeschool Nijmegen (the Netherlands).*

»Intervision« is a form of group supervision without a formal supervisor; the supervisor's tasks pass from one member to another. The author analyses the conditions and the rules needed to be observed for successful intervision. He portrays the forming of an intervision group, its goals, the contents and the course of this specific mode of learning for professional work. He lays great stress on reflection that makes it possible to apply one's own experience to practice. The settled techniques of intervision work are described, such as the technique of incident, the technique of guided interaction, co-counselling, the technique of problem solving, and narrative analysis. Finally, the issues of particular importance at work in intervision group are listed in the form of questions.

**Jože Ramovš**

### FROM TEACHING TO TUTORING TO SUPERVISION

*Anthropologist dr. Jože Ramovš is a senior lecturer at University of Ljubljana School of Social Work and researcher at both the Institute for the promotion of health and at the Anton Trstenjak Institute in Ljubljana.*

In the first part of the article, the author presents the project of self-help groups for the elderly in Slovenia. Education for their conductors is organised by the Association of Social Gerontology and Gerontology in co-operation with the Anton Trstenjak Institute. In the past seven years, they have been extended to 36 locations, so that now, they number about 120 groups. Such expansion is due to, first, the actual needs of the elderly (their loneliness and existential void), and second, the elaborated system of permanent education for voluntary conductors. The latter consists of, firstly, theoretical and practical teaching, secondly, tutoring the novices in conducting groups on their own, and thirdly, supervision at this work as well as at expanding the local network of such groups.

**Srečo Dragoš**

### ETHICS IN SOCIAL WELFARE OR SOCIAL WELFARE ETHICS?

*Sociologist Srečo Dragoš, M. A., is an assistant lecturer of sociology at University of Ljubljana School of Social Work.*

The question in the title refers to the project developed by the ethical commission of the Social Chamber of Slovenia. The author points out the difference between the ethics in social welfare that already forms part of each of the participating professions and the new, specific, ethics of social welfare that is apparently needed for this field. Such a code of ethics might produce some confusion as to its relation with the existing professional codes, and it could also raise the question of the autonomy of those professions. Instead, the author supports the idea that the actual principles of action in the field be stated and founded in technical rather than ethical requests, to avoid a mere repetition of the professional codes of ethics.

**Vida Milošević**

### THE MODEL OF THE TRAINING OF SUPERVISORS IN SOCIAL WELFARE IN SLOVENIA — A PROPOSAL

*Social worker Vida Milošević is a lecturer at the University of Ljubljana School of Social Work; she specialised supervision at the Hogeschool Nijmegen (the Netherlands).*

Supervision network in the field of social work, the author estimates, should take care of roughly six hundred social and other expert workers in the different regions of Slovenia. The Dutch model of group supervision is suggested, in which one supervisor works with three supervisees. The fastest way to establish regular supervision is to ground the network in the existing model of supervision in family work. The experts who have acquired experience in supervision through training and supervision groups can be the key persons in the development of a supervision network and in the specialisation supervision studies that is in preparation at the School of Social Work. A draft of the programme and the dynamics of training are presented.