

Course title	Supervision of practice*						
Type	20 hours of practice (individual and group supervision)						
Course leader	Assoc. Prof. Josip Bošnjaković, PhD;						
Course co-leader	Prof. Dunja Degmečić, PhD; Božidar Popović, MD, Adjunct Assistant						
The goal or purpose of the course	Through individual and group supervision, based on practical examples, strengthen participants' capacities for professional work with clients and people in health and psychosocial institutions.						
Prerequisites for enrolment	No prerequisites						
Learning outcomes	After successfully completing the course, the student will be able to: 1. Distinguish between ethical, professional, and personal topics of supervision; 2. Determine the problem, expectation, contract, and professional framework of supervision; 3. Identify fundamental issues in supervision (diagnosis and treatment, transference and countertransference, parallel process, ethical issues), reduce the possibility of harm to clients, increase the direction of growth and development, develop a congruent model of supervision, and an equal relationship; 4. Integration of individual theoretical models and approaches that take into account the sustainable growth and development of supervisors and trainees 5. To value the triple relationship in supervision: supervisor-supervisee, supervisee-client, supervisor-client.						
The relation between learning outcomes, teaching methods, and assessment	Teaching activity	ECTS	Learning outcome	Student activity	Methods of assessment	Points	
						min	max
	Group supervision	0.5	1-5	Preparation of materials for group supervision	Developing the skill of differentiating approaches in providing psychosocial assistance	25	50
	Presenting examples from practice	0.5	1-5	Actively giving feedback	Recognizing the main steps in supervision	25	50
	Total:	1				60	100
Office hours	In agreement with a licensed supervisor.						
Acquired competences	The student will develop the ability to metacognitively reflect on his own experience and practice in health and psycho-social institutions. They will be able to identify parallel processes when working with clients to increase clients' psychosocial well-being. They will be able to distinguish between ethical, personal, and professional problems that clients bring to supervision. The student will also grow in the autonomy of personal work in health and psychosocial institutions.						
Content	Supervision is a continuous learning process in which it is necessary to keep three relationships in mind: supervisor-supervisee, supervisee-client, and supervisor-client. It is appropriate and crucial that the supervisor takes all three relationships into account, of course, for the benefit of the person who is in the therapeutic or psychosocial process. Supervision is also an integral part of work in health and psychosocial institutions, and participants will become familiar with different models of supervisory work through both individual and group supervision. Through gradual professional growth, the supervisee will develop autonomy in their own work in psychosocial institutions through continuous work in their relationship with the supervisor. The following content will be introduced to the participants in supervision: Diagnosis and treatment planning; Intervention strategies and techniques; Metacognitive reflection; Transference and countertransference; Parallel processes; Ethics and professional practice; Adopting the developmental orientation of supervisees and clients;						

	<p>Integration of individual theoretical models and approaches that take into account the sustainable growth and development of supervisors and therapists/trainees; Cooperation and communication with institutions involved in psychosocial work.</p>
Required reading	<p>M. AJDUKOVIĆ, Određenje grupne supervizije. u: Ajduković, M. i Lj. CAJVERT (ur.) Supervizija u psihosocijalnom radu. Zagreb: Društvo za psihološku pomoć, (2004.), 121-153.</p> <p>M. AJDUKOVIĆ, D. AJDUKOVIĆ, Model evaluacije i učinci projekta uvođenja supervizije u sustav socijalne skrbi, u: <i>Ljetopis socijalnog rada</i> 11(2004.)1, 5-42.</p> <p>LJ. BASTAIĆ, Supervizija i interpersonalna neurobiologija – kako supervizijski odnos mijenja supervizora i supervizanta, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 453-463.</p> <p>I. BEZIĆ, Supervizija kao način razvijanja samopouzdanja i sposobnosti podnošenja konfrontacije, u: <i>Ljetopis socijalnog rada</i>, 14 (2007.)2, 443-451.</p> <p>M. CICAČ, (2011) Etička pravila u superviziji. <i>Ljetopis socijalnog rada</i> 18 (2) 185-216.</p> <p>E. BERNE(1966). <i>Principles of group treatment</i>. New York: Grove Press.</p> <p>E. CASSONI (2007). Parallel Process in Supervision and Therapy: An Opportunity for Reciprocity, <i>Transactional Analysis Journal</i>, 37(2), 130-139.</p> <p>P. CLARKSON (1992). <i>Transactional Analysis Psychotherapy</i>, London: Tavistock.</p> <p>J. KLOBUČAR, M. AJDUKOVIĆ, D. ŠINCEK, Očekivanja, percepcija potrebe i poteškoća pri uvođenju supervizije iz perspektive ravnatelja centara za socijalnu skrb, u: <i>Ljetopis socijalnog rada</i> 18(2011.)2, 281-303.</p> <p>S. KUSTURIN, Supervizija - oblik podrške profesionalcima, u: <i>Metodički ogledi: časopis za filozofiju odgoja</i> 14(2007.)1, 37-48.</p> <p>M. LAKLIJA, M. KOLEGA, T. BOŽIĆ, M. MESIĆ, Supervizijski stil i komunikacijski procesi u superviziji iz perspektive supervizora, u: <i>Ljetopis socijalnog rada</i> 18(2011.)2, 365-382.</p> <p>V. MATIĆ, Razvoj odnosa u superviziji psihosocijalnog rada, u: <i>Ljetopis socijalnog rada</i> 18(2011.)2, 217-244.</p> <p>J. PREGRAD, Iskustva i izazovi uvođenja supervizije u sustav prosvjete, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 311-337.</p> <p>F. TATSCHL, Reflektiranje – ključna kompetencija u superviziji. U: Ajduković, M. (ur.), Refleksije o superviziji: međunarodna perspektiva. Zagreb: Biblioteka socijalnog rada, Pravni fakultet u Zagrebu i Društvo za psihološku pomoć, (2009.), 49 – 66.</p> <p>L. VAN KESSEL (1999). Supervizija - neophodan doprinos kvaliteti profesionalnog postupanja - primjer nizozemskog modela supervizije. <i>Ljetopis Studijskog centra socijalnog rada</i>, 6, 59-76.</p> <p>M. J. ZALCMAN, W. F. CORNELL (1983). A Bilateral Model for Clinical Supervision, <i>Transactional Analysis Journal</i>, 13(1983.)2, 112-123.</p> <p>S. ŽORGA, Specifičnosti procesa učenja u superviziji. U: Ajduković, M. (ur.) Refleksije o superviziji. Zagreb: Društvo za psihološku pomoć, (2009.), 7 - 39.</p>
Recommended reading	<p>M. AJDUKOVIĆ, Značaj supervizije za kvalitetni rad s djecom, mladima i obiteljima u sustavu socijalne skrbi, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 339-353.</p> <p>G. ČAČINOVIĆ VOGRINČIĆ, Supervizija u socijalnom radu: su-stvaranje supervizije kroz suradni odnos. U: Ajduković, M. (ur.) Refleksije o superviziji. Zagreb: Društvo za psihološku pomoć, 2009., 91 – 100.</p>

	<p>A. M. DAVYS, L. BEDDOE, The Reflective Learning Model: Supervision of Social Work Students, u: <i>Social Work Education</i>, 28(2009.)8, 919 – 933.</p> <p>R. G. ERSKINE, Supervision of Psychotherapy: Models for Professional Development, u: <i>Transactional Analysis Journal</i>, 12(1982.)4, 314-321.</p> <p>A. KOBOLT, A. ŽIŽAK, Timski rad i supervizija timova, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 367-386.</p> <p>R. MASTROMARINO, Un modello di supervisione, u: <i>Psicologia Psicoterapia e Salute</i>, 2 (2007.), 171-186.</p> <p>V. ORAČ, Z. KOVAČIĆ, Značaj i način organiziranja supervizije za ravnatelje u sustavu socijalne skrbi, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 465-472.</p> <p>R. OZORLIĆ DOMINIĆ, M. SKELAC, Uvođenje integrativne supervizije u hrvatski sustav odgoja i obrazovanja, u: <i>Ljetopis socijalnog rada</i> 18(2011.)2, 415-423.</p> <p>O. PETAK, Supervizija u sustavu socijalne skrbi, namjere i očekivanja supervizora, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 473-477.</p> <p>S. RUSAC, Motivacija za supervizijom socijalnih radnika u domovima za starije i nemoćne osobe, u: <i>Ljetopis socijalnog rada</i> 18(2011.)2, 305-331.</p> <p>W. SCHMIDBAUER, <i>Die Hilfflosen Helfer. Über die seelische Problematik der helfende Berufe</i>, Hamburg, 1977.</p> <p>P. SCILLIGO, Un modello evolutivo per la supervisione nella consulenza psicologica e nella psicoterapia, u: <i>Polarità</i>, (1989.)3, 1-26.</p> <p>LJ. TUĐA DRUŽINEC, Utjecaj profesionalnog iskustva supervizora i konteksta na supervizijski proces u pomažućim profesijama, u: <i>Ljetopis socijalnog rada</i> 18(2011.)2, 333-363.</p> <p>S. ŽORGA, Kompetencije supervizora, u: <i>Ljetopis socijalnog rada</i> 14(2007.)2, 433-441.</p>
Teaching methods	Individual and group supervision with a licensed supervisor
Methods of knowledge assessment and examination	Evaluation of materials for individual and group supervision
Language of instruction and opportunities	Croatian
Method of monitoring the quality and success of each course and/or module	Anonymous survey, written or oral review during the lecture