Supervision Support of Practical Training of Social Work Specialists: Polish Experience

Valentuna BENERA¹,
Zhanna SHEVCHENKO²,
Svitlana KOLYADENKO³,
Olena VYNOGRADOVA⁴,
Kateryna AVERINA⁵,
Svitlana FURDUI⁶

¹Taras Shevchenko Regional Humanitarian-Pedagogical Academy of Kremenets, Kremenets, Ukraine, val_benera@ukr.net

²Lviv Polytechnic National University, Lviv, Ukraine, zhannaostap@ukr.net

³Franko State University of Zhytomyr, Zhytomyr, Ukraine, svetlaya.uk@gmail.com

⁴Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, Kharkiv, Ukraine, bf_lada@ukr.net

⁵Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Ukraine, e.s.averina11@gmail.com

⁶Izmail State University of Humanities, Izmail, Ukraine, furduy_70@i.ua

Abstract: The article deals with the specifics of supervisory support for practical training of social workers in Poland. The international relevance of the research lies in the need to study the experience of implementing such support in the countries with relatively young democracies (post-Soviet republics). This experience can be useful for developing countries which strive to create their models of social supervision using the leading European experience. The article proves that supervisors, individually creating their professional roles in social care centers and non-governmental organizations, create the basis for a new professional environment - the environment of social work managers in Poland. According to the results of the research, the tendencies of supervisory support of the departments of social work on the practical training of social workers in Poland are traced: compliance with the pan-European orientation to the early special training of all social specialists; bilateral connection between the development of the scientific school of social work and the system of professional training; training of a social worker in church educational institutions; decentralization of vocational training management; rapid response of the system to changes in the social nature, the demands of the regional labor market. The article reveals the disadvantages of the Polish model of supervisory support, which has not yet adjusted to the final Western European trends and is on the path to development.

Keywords: *supervisors, social assistance centers, professional environment, standard of supervision, European orientation, psychological and socio-pedagogical support.*

How to cite: Benera, V., Shevchenko, Z., Kolyadenko, S., Vynogradova, O., Averina, K., & Furdui, S. (2021). Supervision Support of Practical Training of Social Work Specialists: Polish Experience. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(4), 310-328. <https://doi.org/10.18662/rrem/13.4/484>

Introduction

The gradual integration of post-Soviet countries into European requirements for the practical component of social work leads to the intensification of training of social workers for the successful implementation of the functions of social work. In improving the practical training of social workers, we consider it appropriate to refer to the experience of the Republic of Poland in order to thoroughly study and identify opportunities for the introduction of progressive ideas of supervision in the practical training of social workers. The choice of the Polish model is conditioned by a relatively new stage of Poland's democracy and experience of withdrawal from the bloc of socialist countries. The international significance of studying such experience can be useful, first of all, for post-Soviet countries which lag far behind in the educational and practical implementation of European and global experience of supervision.

In the process of studying the practical training of Polish social workers in theory and in practice, valuable experience of supervision of social work in the integrative application of European practices and national developments was revealed. It is investigated that the use of the term "support" is dictated by the need to further emphasize the independence of the subject in decision-making (Benera, 2018, p. 72).

In modern psychological and pedagogical education, one of the innovative areas of research is "support" (psychological, pedagogical, methodological, social, monitoring, speech, communication, etc.). The concept of "support" entered the life of the domestic pedagogical community in the first half of the 90s of the twentieth century. Note that the use of the term "support" is dictated by the need to further emphasize the independence of the subject in decision-making.

Development support is a certain alternative to the method of development, which is "directed". The emergence of the method of support as a necessary component of education is dictated by a number of circumstances: the general humanistic concept of education; focus on the development of the individual and society as the self-worth of education; reliance on the internal development potential of any system; awareness of the new essence of the methods of individualization and differentiation in education as those that defend the right of the individual to choose the most appropriate path of development (Benera, 2018, pp. 73–74). Basic principles of support: responsibility of the subject for the choice of the decision (the one who accompanies has only advisory rights); priority of the interests of

the person being accompanied; continuity of support. Thus, supervision, management, supervision will be considered as an administrative and educational process that is widely used in social institutions to help social workers / students majoring in "Social Work" to further develop and improve their professional skills, increase morale and provide quality assurance. social services to clients. On the other hand, supervision is a method of managing the organization by increasing the effectiveness of practical training of social workers in achieving the goals of the organization through a process of constant consultation between the teacher and future social professionals (Benera, & Shevchenko, 2019, p. 137). Different aspects of the problem under study are covered in the works of many scholars (Gerasymova et al., 2019; Maksymchuk et al., 2020; Melnyk et al., 2019; Nerubasska, & Maksymchuk, 2020; Onishchuk et al., 2020; Sheremet et al., 2019).

The article aims to reveal the peculiarities of supervision in the theory and practice of higher education training for social work in Poland and outline its positive and negative aspects.

Regional Issues of Supervision in Education and Practice

The educational content of social support is more adequately reflected in two approaches to its definition as a scientific and pedagogical technology aimed at solving problems related to the assimilation of moral and ethical norms, development of professional competence, development of life strategy and profession. In the field of education, it develops an understanding of the situations that students face in their daily experience, provides them with the tools and skills to adopt a reflective attitude to their profession. In the field of professional development, supervision includes assistance in the development of critical and autonomous thinking, develops the ability to research, plan, implement and evaluate interventions.

Educational supervision is a specific form of supervision located and performed in an academic context, ie the student must be assessed, which means that the traditional resistance to the assessment process that appears in some institutions should always be taken into account. The relationship between "paper" plans and the actual experience of educational supervision is questionable. And although most universities tend to describe their supervisory policies in terms of focus or development, further research is needed on the issues raised above in order to fill existing gaps in the empirical knowledge of educational supervision in social work in Europe.

The Association of Social Workers has defined the basic standards of supervision that form the ethical and value field for its implementation. They highlight axiological principles of supervision, forms and mechanisms of its organization, as well as features of its implementation. The analysis of supervision international standards allows one to single out the four basic statements:

1. Supervision should be based on values, ethics and philosophy of social work and compile with the principles of the Code of Ethics of social workers and labour standards.

2. Supervision may be offered to employees, taking into account the specifics of its various forms, including their combination (for example, individual and group forms of supervision).

3. Employees must have timely access to supervision in companies to ensure productive activities.

4. Employees with different levels of knowledge and work experience need different approaches to supervision. The role of the supervisor is to develop a clear structured process of interaction with novice workers and group or advisory forms of work with more experienced workers (Newfoundland and Labrador Association of Social Workers, 2003; Social Care Association, 2009).

The proposal for a European *standard model* includes five components of supervision:

1. Institutional and organizational framework for supervision.

2. Control person.

3. Supervisor for social work.

4. The process of supervision.

5. Supervision in education (Grewiński, & Skrzypczak, 2014).

At the same time, AASW (2000) offers another approach to developing co-supervision standards. Its representatives distinguish between basic standards of supervision according to the responsibilities of the organization and the supervisor:

1. Supervision must meet the needs of the supervised employee (taking into account training-related, administrative (monitoring) and supporting components of supervision).

2. The duties of the supervisor should be clearly defined, taking into account the time required for the supervision of each employee (including the time for preparation and evaluation of supervision). A clear division of responsibilities between the supervisor and the supervisee is also important

in the supervision process. Duties should be reviewed and evaluated periodically.

3. Companies must create appropriate conditions (opportunities) for further development of knowledge, skills and abilities of the supervisor to ensure a quality process of employees' supervision.

4. Companies should be able to assess and resolve conflicts between the supervisor and the supervisee that may arise during the supervision process.

Following the above-mentioned standards, companies must enter into a written agreement, which sets out the long-term professional development goals of the supervised employee agreed with the supervisor. Goals should be periodically reviewed and adjusted by the supervisor and the supervisee (AASW, 2000).

Supervision of the methodological process should be based on the *principles* developed by the participants, which will facilitate joint work and give participants a sense of security. *The principle of confidentiality* is considered the basic principle of supervision, but it should be included in the contract together with an explanation of the situations in which it may be violated. In addition to the principle of confidentiality, it is necessary to determine the terms of cooperation in the contract, for example, related to the behavior during the session or relationship. They can relate, for example, to punctuality, the degree of openness, activity, the way of giving feedback, they can prohibit evaluation, criticism (Benera & Shevchenko, 2019, pp. 120–121).

The practice of acquiring competences under “field” conditions within professional training for social work is rather widespread. However, it has its regional features. The main problem with supervision in Australia, as well as in many Western countries, is the lack of sufficient observation space for students (Cleak, & Zuchowski, 2019). Therefore, governments are forced to look for alternative models of supervision.

The study of regional features of social work supervision shows that there are obstacles for social security measures. In South Africa, theoretical and managerial principles of social development do not compile with supervision practice. Interestingly, the aspect of social development is especially affected (Ncube, 2019). Reliance on supervisors there does not contribute to the dynamics of social development due to lack of sufficient practical experience in training. These countries need new models of supervision which are not detached from social development strategies at the level of government projects and programmes (Midgley, 1995). Thus,

one of the regional problems of supervision in developing countries may be dissonance that is solved as follows: “the approach to the concept and theory of supervision cannot be isolated from the approach to service delivery” (Brashears, 1995).

The situation is even more complicated in the post-Soviet countries. The issue of supervision and its administration has become acute here only since the early 2000s. A significant gap in the implementation of the supervision policy in companies is the lack of monitoring and supervisor’s reporting on the service provided. Therefore, mechanisms for evaluation and accountability of the supervisor should be developed in accordance with the requirements of the company in which he/she works. Importantly, evaluation criteria may vary depending on the activities of the company and forms of social work. Among the possible evaluation criteria are the following:

- Is the workload of the supervised employee monitored?
- Are professional records of the supervisee checked?
- Does the supervision process discuss the difficulties that arise when working with clients and ways to eliminate them?
- Are the ethical issues of the supervisee’s work discussed in the process of supervision?
- Is there a discussion of working relations within the multidisciplinary team, between employees of the company as a whole?

The well-developed criteria for assessing supervision effectiveness in companies allows one to ensure control over the implementation of the main functions of supervision and compliance with certain standards (Plugaru & Ponea, 2010).

Such observations make it relevant to study the specifics of supervision in the countries with insufficient experience of democracy, in particular, in Poland, which thirty years ago freed itself from socialist influence and is now rapidly absorbing the experience of Western European countries.

The Specifics of Supervision in Education in Poland

It is investigated that the purpose of supervision in education, defined in the Polish standard, is multidimensional (Fig. 1).

Fig. 1. *Functions of supervision in education according to European standards in Poland*
Source: Authors' own conception

The proposed model is positioned between a minimum standard and a high level of supervisory services, including professional training and professional development of future professionals and compliance with ethical standards of supervision. Educational supervision mainly serves the

professional development of social workers and helps to solve professional problems. The educational function of supervising the activities of supervisors should be carried out in terms of lifelong learning and respect for human rights and needs. The supervisory alliance regulates the relationship in which the leader provides support and demands, which gives the opportunity to learn.

To implement the above-mentioned opportunities of supervision, it is necessary to determine the conditions necessary for the implementation of supervisory management. Thus, the following conditions are necessary for the supervision of management: joint goal and mutual acceptance, mutual understanding, trust, qualifications and adequate training, the presence of government in professional contacts, common requirements by the advisory method at the level of consensus, which are jointly developed by the team of supervisors with the supervisor and concluded in the form of an agreement (Table 1) (Grewiński, & Skrzypczak, 2014).

Table 1. *The most well-known and common conceptual approaches in supervision*

Source: Authors' own conception

Approaches in supervision	Qualitative functions
<i>Supervision of group dynamics</i>	analyzes which groups of processes are consistent with the main goals of the leader and are contradictory, and develops alternative actions that allow the leader to influence the situation
<i>Balint's group</i>	focused on psychoanalytic orientation, primarily demonstrates the unconscious feelings and impulses of the leader about the group exposed to its actions
<i>Interaction, which focused on interaction</i>	gives a balanced form of work to the topic, preserves the feelings of those involved and forms relationships with the community
<i>Customer-oriented supervision</i>	through control seeks genuine emotional contact between the supervisor and the target group and emphasizes the importance of understanding, acceptance, real meetings and trust
<i>Supervision with the help of psychodrama</i>	provides an opportunity to play roles, spontaneously identify shortcomings and give examples of structuring problems and new behaviors developed in the group
<i>Gestalt-type supervision</i>	tries to identify labor problems as blocking the

	client and reintegrating the client experience and artificial contradictions
<i>Supervision through transactional analysis</i>	examines the relationship between the target group and the supervisor, the executive supervisor and the supervisor, solves complex regulations that interfere with work, through informal messages, traps and games
<i>Supervision based on the theory of organization</i>	primarily suitable for solving problems that arise between the needs and position of people, as well as between tasks and skills within complex functional schemes
<i>Supervision based on systems theory</i>	draws attention to the conditions of disruption of communication between people and seeks to formulate new clear mechanisms for their relationships
<i>Supervision of behavioral therapy of the supervisor</i>	corrects the change plan presented by the supervisor in terms of analyzing behavior, choosing to improve it and predicting the consequences

A notable phenomenon in the Polish experience is the introduction of supervisory practices for child and family support systems (in particular, as a means of supporting family assistants working in the PSR model (Krasiejko, 2011), street workers, professionals working in the homeless, disabled and unemployed). Polish scholars and practitioners emphasize the need for good practice to better fulfill the additional requirement of using scientific knowledge, which means that practitioners “practice” theory for certain purposes. Other determinants of good practice (observation) can be formulated, which will always be related to the reflection of one's own actions and the actions of others, in the context of the specific functioning of Polish social assistance and social work at local, regional, and global levels (Grewiński & Skrzypczak, 2014).

Scientists shared the purpose of supervision according to its function, while clarifying that achieving goals is related to meeting the needs of the supervisor. Meeting the needs of education and development defines the following tasks: promoting the professional and personal development of future supervisors; providing learning opportunities by creating a platform to update or increase knowledge and skills; development of awareness of roles and responsibilities in the organizational context of the institution; promoting an understanding of people, their needs and

problems; development of self-confidence, creativity and new ways of working supervisors.

As part of the project aimed at creating a standard "Supervision of social work", Karwacki, & Rymśa (2013) conducted an empirical study "Culture of professionalization of social workers and its formation in the educational process". According to the results of the research, the motives for the introduction of supervision in the practical training of specialists for social work, formulated by the respondents, were published (Scheme 2). The scope of educational supervision includes: systematic assessment of training needs of employees and providing them with opportunities to participate in various forms of training and acquire skills of practical activities that help build professional self-knowledge and professional responsibility, creative approach to work, confidence in their own competence. According to Grewiński & Skrzypczak (2014), the contract is a written agreement concluded between the executive supervisor and the supervisor (superwizorem oraz superwizantem) (one person or group), which defines the goals and principles of joint work under supervision. Realization of the purpose of supervision is one of the most important elements of the supervisory contract (Benara & Shevchenko, 2019, p. 133).

Supervision in Social Work in Poland

It is important to note that among the expectations expressed by future social workers who want to receive supervision, these two orientations clearly contrast – "focusing on yourself" and your own needs, "thinking about others" and combining supervision with opportunities to effectively help clients. Regarding the problem of motivation for education in social assistance and integration institutions, it should be recognized that almost 58% of social workers in Poland stated their readiness to study in the field of supervision (Grewiński & Karwacki, 2010; Karwacki & Rymśa, 2013).

Fig. 2. *Motives for the introduction of supervision in social work*

Source: Authors' own conception

Supervisors, individually creating their professional roles in social care centers and non-governmental organizations, create the basis for a new professional environment - the environment of social work managers in Poland. The creation of a group of professional managers of social work, however, is supported by several circumstances: the implemented system project "Creation of a standard of supervision over social work". At the

same time, Trawkowska (2012) notes that every good practice of supervised social assistance is determined by current professional experience. For example, social workers, managers, staff and volunteers, representatives of the third sector, heads of social assistance centers in relations with local governments and government agencies (legal and control requirements) are good innovative practices.

Scientific and methodological support of social support of future social workers is developing dynamically in tandem with the practice of application. This is the leitmotif of the publication of the book "Social Entrepreneurship and Social Work. New Social Work" (Barszczewski et al., 2014). It was found that to increase the professional competencies of social workers, the most important theoretical and practical achievements of Western Europe and the United States in the field of innovative concepts and methods of supervision of social work are presented.

The educational function of supervision is carried out taking into account new forms of social work, useful for working with the client. The development of the professional identity of the family helper (Szpunar, 2011, pp. 55–61) provides supervisory functions as a mechanism to support the professional development of assistants. It has been established that regular observation sessions are not the only form of support for professional development and improvement of the organization of social work.

Polish scholars and practitioners note that the current changes in social care and integration institutions are related to the professionalization process, access to new tools, cooperation with the environment, expected high standards of service delivery, public and media pressure. This requires constant professional development, creativity, openness to change and readiness for their implementation, and, above all, raising standards of work and communication and constant evaluation of activities (Table 2).

Table 2. *Functions of supervision in social work*

Source: Grewiński, & Skrzypczak, 2014

<i>Supervision</i>	Supervision operates in a context related to the professional performance of employees. The supervisor acts as a teacher, coach, and "opiekun", who monitors the professional development of the employee, improving his skills, as well as building appropriate relationships with
--------------------	--

	others and customers. The educational function dominates, there is no managerial or auxiliary function.
<i>Training supervision</i>	It operates in educational contexts: teaching, methodological improvement, student internships, internships and volunteering. The supervisor as a "teacher of the profession" "nauczyciel zawodu" includes both the managerial function and the organizational and direct work of the head.
<i>Manager-based supervision</i>	This case of supervision occurs when the manager, in accordance with the formal relationship, is the head of the controlled person or group of supervisors. It can also perform an educational support function
<i>Consultative supervision</i>	This dimension is similar to informal supervision. It is also often held informally and the supervisor is not formally a supervisor or a specially trained educator.

Supervision, in addition to many functions and capabilities, is also a method of managing a team of employees focused on improving the organization of work, increase productivity in the context of achieving the goals of the institution. Supervision styles reflect interpersonal skills and attitudes of managers: attractive, interpersonal and task-oriented. In the field of higher education three are such main styles of supervision: authoritarian ("autorytarny"), joint ("współpracy") and non-authoritarian ("nieautorytarny") (Benera & Shevchenko, 2019, p. 135; Grewiński & Skrzypczak, 2014; Grewiński & Tyrowicz, 2007). According to the scientists, different styles of supervision depend on the personal qualities of supervisors, as well as on the needs and characteristics of learners: personality traits, styles of learning and cognition, personal development. Authoritarian supervisors are generally required to provide guidelines, criteria, and conditions for observers. Supervisors, who prefer collaborative strategies, gather students' opinions, summarize suggestions and problems, and help solve them. In a non-authoritarian style, they are characterized by

the ability to understand the world of students, the ability to listen and explain ideas, appreciate thoughts, feelings and encourage students to take the initiative (Shevchenko, 2018, pp. 21–25).

Supervision in social education involves the use of practical methods of application. These are: conversations (conversations) with the client by the method of coaching (coachingu), the characteristic feature of which is simplicity, brevity and lack of suggestions for answers; options of “question chains” that can lead the client to inspired answers; the so-called “energy issues”, which lead to deep reflection, affecting the openness of the client, influencing the motivation and change of attitudes (Grewiński & Skrzypczak, 2014).

It was found that active listening, correct questioning, metaphor, assessment, elevation, complexity and scaling are the basic skills of social workers that are necessary for a conversation through coaching for supervision in future social work. Methods used in the practical training of supervision of future social workers in higher education in Poland: observation as a professional methodological activity that uses in practice certain methods of guided learning and is associated with post-factual learning (on their own mistakes and successes); discussion and analysis of cases in which observers were (or are) directly involved; solving problems and tasks; modeling of direct supervision; planning and recognizing the causes of stress (Benara & Shevchenko, 2019, pp. 109–115).

In the practical training of future social workers for the supervision of social work, the Polish scientist (Trawkowska, 2012) suggests paying attention to the phenomenon of *transactional games*. In the literature on this topic, we find descriptions of such games (controlled and uncontrolled), as well as games conducted by managers of social work.

In the practice of training social workers in a Polish high school higher education, *transactional play performances* (individual and collective) are used, which allow future social workers to take on the role of an actor and express themselves, influence others and consolidate the relevant impression of social work clients (Goffman, 1981). In this context, supervision plays an important role in enabling students to integrate the theoretical foundations of professional knowledge with empirical knowledge in different situations, as well as to develop reflective practices that combine theory, methods and personal abilities, a prerequisite for daily critical practice. The influence of supervision knowledge in social work is especially important for the development of students' knowledge and reflective skills, their ability to understand and apply new ideas in everyday situations.

Conclusions

The study of scientific and pedagogical works and research, which examines the education systems of foreign countries, showed that the problem of supervisory support of a social worker in the Polish educational dimension against the background of modern globalization processes has not shown signs of complete and detailed consideration.

As a result of scientific research the tendency of introduction of *supervisory support in practice* of the Polish social workers on progressive approaches of practical experience in the social sphere of the European countries is traced. It has been proved that a significant contribution of the period of *integration and intensification* of practical training and supervision of social workers in the higher school of the Republic of Poland in accordance with national social needs and world trends in the practical training of Polish social workers for the future profession was a series of works by authors from around the world, including including Poland for social work supervision (Barszczewski, Duranowski, Omen, Pankiv, & Rymsza, 2014; Grewiński, & Skrzypczak, 2014; Grewiński, & Krzyszkowski, 2011).

One of the leading trends in the practical training of future social professionals at the level of licentiate and master's studies in Polish higher education is the presence of end-to-end supervision of higher education students by the faculty and department. Components of scientific and pedagogical support in Polish higher education are the processes of psychological and socio-pedagogical support, assistance from "accompanying" teachers, mentors, consultants, supervisors. Socio-pedagogical support can be presented as a system of joint actions of teachers and students aimed at determining the interests, goals, opportunities and ways to overcome obstacles (problems) that prevent them from achieving the desired results in professional activities, self-actualization.

According to the results of the research, the tendencies of supervisory support of the departments of social work on the practical training of social workers in Poland are traced: compliance with the pan-European orientation to the early special training of all social specialists; bilateral connection between the development of the scientific school of social work and the system of professional training; training of a social worker in church educational institutions; decentralization of vocational training management; rapid response of the system to changes in the social nature, the demands of the regional labor market.

Thus, the structural and systematic analysis of the source base, the results of scientific research revealed that the supervision (supervision) of

social work in theory and practice of training social workers at the level of licentiate and master's studies in higher education in Poland has its own specifics, requires special study and forecast opportunities to implement positive experience of the leading countries.

References

- AASW. (2000). *Practice standards for social workers: supervision*. AASW.
<https://www.aasw.asn.au/document/item/18>
- Barszczewski, T., Duranowski, W., Omen, M., Pankiv, O., & Rymsza, A. (2014). *Przedsiębiorczość społeczna a praca socjalna* [Social entrepreneurship and social work]. Centrum Rozwoju Zasobów Ludzkich.
<https://silo.tips/download/redakcja-naukowa-olga-pankiv-wojciech-duranowski-przedsioborczo-spoeczna-a-praca>
- Benera, V. E. (2018). Naukovo-metodychnyy suprovid studentiv na pedahohichniy praktytisi z vykorystannyya portfolio na urokakh ukrainskoi literatury [Scientific and methodical support of students in pedagogical practice on the use of portfolio at the lessons of Ukrainian literature]. *Naukovyy visnyk Kremenetskoyi oblasnoyi humanitarno-pedahohichnoyi akademiyi im. Tarasa Shevchenka. Seriya: Pedahohika* [Scientific Bulletin of the Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko. Series: Pedagogy], 9, 70–80. https://nv-kogpi.ucoz.ua/vupysk9/Benera_V-Ye..pdf
- Benera, V. E., & Shevchenko, Zh. M. (2019). *Sotsialna robota u Respublitsi Polshcha* [Social work in the Republic of Poland]. Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko.
http://wiki.lp.edu.ua/wiki/%D0%A8%D0%B5%D0%B2%D1%87%D0%B5%D0%BD%D0%BA%D0%BE_%D0%96%D0%B0%D0%BD%D0%BD%D0%B0_%D0%9C%D0%B8%D1%85%D0%B0%D0%B9%D0%BB%D1%96%D0%B2%D0%BD%D0%B0
- Brashears, F. (1995). Supervision as social work practice: a reconceptualization. *Social Work*, 40(5), 692–699.
<https://www.jstor.org/stable/23718216?seq=1>
- Cleak, H., & Zuchowski, I. (2019). Empirical support and considerations for social work supervision of students in alternative placement models. *Clinical Social Work Journal*, 47, 32–42. <https://doi.org/10.1007/s10615-018-0692-3>
- Gerasymova, I., Maksymchuk, B., Bilozero, M., Chernetska, Yu., Matviichuk, T., Solovyov, V., & Maksymchuk, I. (2019). Forming professional mobility in future agricultural specialists: the sociohistorical context. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(4), 345–361.
<https://doi.org/10.18662/rrem/195>

- Goffman, E. (1981). *Człowiek w teatrze życia codziennego* [Human in the theater of everyday life]. Państwowy Instytut Wydawniczy.
<https://ksiegarnia.pwn.pl/Czlowiek-w-teatrze-zycia-codziennego,68580349,p.html>
- Grewiński, M., & Tyrowicz, J. (2007). *Aktywizacja, partnerstwo, partycypacja – o odpowiedzialnej polityce społecznej* [Activation, partnership, participation - about responsible social policy]. DRUKARNIA. <http://docplayer.pl/22715689-Aktywizacja-partnerstwo-partycypacja.html>
- Grewiński, M., & Karwacki, A. (2010). *Pluralizm i międzysektorowa współpraca w realizacji usług społecznych* [Pluralism and cross-sectoral cooperation in the implementation of social services]. MCPS.
<http://mirek.grewinski.pl/pluralizm-i-miedzysektorowa-wspolpraca-w-zakresie-realizacji-uslug-spoecznych-wspolautor-a-karwacki-mcps-2010/>
- Grewiński, M., & Krzyszkowski, J. (2011). *Współczesne tendencje w pomocy społecznej i pracy socjalnej* [Contemporary trends in social assistance and social work]. Wydawnictwo Naukowe Instytutu Technologii Eksploatacji – Państwowego Instytutu Badawczego. <http://mirek.grewinski.pl/wp-content/uploads/2011/10/Wspolczesne-tendencje-w-pomocy-spoecznej-i-pracy-socjalnej.pdf>
- Grewiński, M., & Skrzypczak, B. (2014). *Superwizja pracy socjalnej* [Supervision of social work]. ELIPSA. <http://mirek.grewinski.pl/wp-content/uploads/2014/10/Superwizja-pracy-socjalnej.pdf>
- Karwacki, A., & Rymśa, M. (2013). *Standardy jakości usług reintegracji społecznej i zawodowej* [Quality standards for social and professional reintegration services]. ISP. <http://zatrudnieniesocjalne.pl/wp-content/uploads/2017/07/standardy-uslug-reintegracji-spoecznej-i-zawodowej-CIS-KIS-ZAZ.pdf>
- Krasiejko, I. (2011). *Metodyka działania asystenta rodziny* [Methodology of the family assistant's operation]. Śląsk. <https://pomoceszkoła.pl/arttykul/22491/metodyka-dziaania-asystenta-rodziny-krasiejko-pdf>
- Maksymchuk, B., Matviichuk, T., Solovyov, V., Davydenko, H., Soichuk, R., Khurtenko, O., Groshovenko, O., Stepanchenko, N., Andriychuk, Y., Grygorenko, T., Duka, T., Pidlypniak, I., Gurevych, R., Kuzmenko, V., & Maksymchuk, I. (2020). Developing healthcare competency in future teachers. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(3), 24–43.
<https://doi.org/10.18662/rrem/12.3/307>
- Melnyk, N., Bidiuk, N., Kalenskyi, A., Maksymchuk, B., Bakhmat, N., Matviienko, O., Matviichuk, T., Solovyov, V., Golub, N., & Maksymchuk, I. (2019). Modely y orhanyzatsyone osobyne profesyonalne obuke vaspytacha u pojedynym zemΛama Evropske Unyje y u Ukrajyny [Models and

- organizational characteristics of preschool teachers' professional training in some EU countries and Ukraine]. *Zbornik Instituta za pedagogska istraživanja*, 51(1), 46–93. <https://doi.org/10.2298/ZIPI1901046M>
- Midgley, J. (1995). *Social development: the developmental perspective in social welfare*. SAGE Publications.
- Ncube, M. (2019). Conceptualising social development supervision in social work. *Social Work*, 80(1), 31–45. <https://journals.tiss.edu/ijsw/index.php/ijsw/article/view/241>
- Nerubasska, A., & Maksymchuk, B. (2020). The demarkation of creativity, talent and genius in humans: a systemic aspect. *Postmodern Openings*, 11(2), 240–255. <https://doi.org/10.18662/po/11.2/172>
- Newfoundland and Labrador Association of Social Workers. (2003). *Standards for clinical supervision for social workers*. Newfoundland and Labrador Association of Social Workers. <https://nlcsw.ca/>
- Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine. *Revista Romaneasca pentru Educatie Multidimensionala*, 12(3), 44–65. <https://doi.org/10.18662/rrem/12.3/308>
- Plugaru, A., & Ponea, S. (2010). Evaluation of supervision practice of the social services provided to elderly in home care centre. *Postmodern Openings*, 3, 49–70. <http://postmodernopenings.com/wp-content/uploads/2010/10/Evaluation-of-Supervision-Practice-of-the-Social-Services-provided-to-Elderly-in-Home-Care-Centre.pdf>
- Sheremet, M., Leniv, Z., Loboda, V., & Maksymchuk, B. (2019). Stan sformovanosti smart-informatsiynoho kryteriyu hotovnosti fakhivtsiv do realizatsiyi inklyuziyi v osviti [The development level of smart information criterion for specialists' readiness for inclusion implementation in education]. *Informatsiyini tekhnolohiyi i zasoby navchannya* [Information Technologies and Learning Tools], 72, 273–285. <https://journal.iitta.gov.ua/index.php/itlt/article/view/2561>
- Shevchenko, Zh. M. (2018). Aktualizatsiya dosvidu praktychnoyi pidhotovky maybutnikh sotsialnykh pratsivnykiv u vyshchiiy shkoli Polshchi [Updating the experience of practical training of future social workers in higher education in Poland]. *Slovak International Scientific Journal*, 2(15), 21–25. http://sis-journal.com/wp-content/uploads/2018/04/SIS-journal_15_2.pdf
- Social Care Association. (2009). *Supervision in social care*. Social Care Association. <http://www.so->

cialcareassociation.co.uk/Portals/0/Public%20Docs/Supervision%20in%20Social%20Care.pdf

- Szpunar, M. (2011). *Asystentura rodziny – nowatorska metoda pomocy społecznej w Polsce* [Family assistantship – an innovative method of social assistance in Poland]. MOPS. <https://www.gov.pl/attachment/a69c2fe4-1247-4ed6-9c33-f0a06c095f87>
- Trawkowska, D. (2012). Wprowadzenie. Zmiany w pomocy społecznej i w pracy socjalnej – czego i dlaczego mamy się bać? [Introduction. Changes in social assistance and social work - what and why should we be afraid?]. *Problemy Polityki Społecznej* [Problems of Social Policy], 19, 125–128. <https://www.czasopisma.pan.pl/dlibra/publication/106408/edition/92176/content/wprowadzenie-zmiany-w-pomocy-spoecznej-i-w-pracy-socjalnej-czego-i-dlaczego-mamy-sie-bac-trawkowska-dobroniega>