Original article

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Carla Ribeirinho iD

PH. D in Social Work. Social worker
Universidade de Lisboa. Lisboa, Portugal
cribeirinho@iscsp.ulisboa.pt

Maria Irene Carvalho iD ✉

PH. D in Social Work. Social worker
Universidade de Lisboa. Lisboa, Portugal
mcarvalho@iscsp.ulisboa.pt

Abstract

Social work supervision is a supportive process that influences professionals' decisions and promotes personal and professional development. In this article, we reveal the importance of supportive social work supervision in a pandemic context (COVID-19) for social workers working in social facilities (residential homes and home care services) in the welfare system of Portugal. In terms of methodology, this social work practice model was performed amongst sixty professionals using an online platform, Zoom.

Qualitative data was collected in each session and analyzed in relation to professionals' queries, doubts, and reflections and on potential strategies. Practicing social workers consented to participate in not only in the supervision but also in the research process.

The results demonstrated the fragility of these social facilities in providing social care and demonstrate that social work supervision enabled professionals exude more resilience and express capabilities to face the unknown in the pandemic. Furthermore, there was a notable increase in the practitioners' confidence in decision making in the management and provision of care and safety of the older people and their formal caregivers, and also, enabled professionals to develop skills to act in emergency situations, as well as be aware of the importance of self-care.

Keywords: Support supervision; Social workers; COVID-19; Care management; Older people.

✉ **Correspondence:** Maria Irene Carvalho. Universidade de Lisboa, Rua Almerindo Lessa - 1300-663. Lisboa, Portugal. Email: mcarvalho@iscsp.ulisboa.pt

¿How to quote this article?

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Un modelo práctico de supervisión de Trabajo Social de apoyo en Portugal: entre la seguridad de las personas mayores y el autocuidado personal

Resumen

La supervisión del trabajo social es un proceso de apoyo que influye en las decisiones de los profesionales y promueve el desarrollo personal y profesional. En este artículo, revelamos la importancia de la supervisión de apoyo del trabajo social en un contexto pandémico (COVID-19) para los trabajadores sociales que trabajan en instalaciones sociales (residencias y servicios de atención domiciliaria) que acogen a personas mayores en el sistema de bienestar de Portugal. En términos de metodología, este modelo de práctica de trabajo social se realizó entre sesenta profesionales utilizando una plataforma online, Zoom. Se recogieron datos cualitativos en cada sesión y se analizaron las preguntas, dudas y reflexiones de los profesionales, así como las posibles estrategias. Los trabajadores sociales en ejercicio consintieron en participar no sólo en la supervisión, sino también en el proceso de investigación.

Los resultados pusieron de manifiesto la fragilidad de estos servicios sociales a la hora de prestar atención social y demostraron que la supervisión del trabajo social permitió a los profesionales mostrar una mayor resiliencia y expresar capacidades para afrontar lo desconocido de la pandemia. Además, hubo un notable aumento de la confianza de los profesionales en la toma de decisiones en la gestión y prestación de cuidados y la seguridad de las personas mayores y sus cuidadores formales, y también, permitió a los profesionales desarrollar habilidades para actuar en situaciones de emergencia, así como ser conscientes de la importancia del autocuidado.

Palabras clave: Supervisión de apoyo; Trabajadores sociales; COVID-19; Gestión de cuidados; Personas mayores.

2

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

1. Introduction

Supervision in Social Work is one of the most important processes for professional development and continuous skills (Schmidt & Kariuki, 2019), because it promotes well-being (Newcomb, 2022). According to Kadushin & Harkness (2014), there are three types of supervision: support to professionals; educational or pedagogical (used in the teaching of the profession); and administrative that focuses on coordination, team support and case management.

Choi (2017) examined the functions of these three sections of social work supervision (support, educational and administrative) on the professional growth of social workers and professional effectiveness in Social Work organizations, and concluded that, professional effectiveness is more evident in supportive supervision. In his study, professional efficacy was identified in four sub-categories: effectiveness of client support; effectiveness of practice/theory; effectiveness of practice/skills; and effectiveness of research, in that order of importance.

The main objective of support supervision processes is professional development (Beddoe, 2015). This professional development is associated with not only the career, but also with the various activities carried out to improve and increase the knowledge and skills of professionals. One of these activities is professional supervision, whose central objective is precisely to critically improve practice, primarily through reflexivity processes, although it is always difficult to promote due to organizational contingencies and work-related challenges (Beddoe *et al.*, 2022).

3

Supervision immensely benefits professionals, improves the quality of organizations and minimises the challenges in the sphere of work, although this last dimension is not so evident, and so it is not the central objective of this article. This is because supervision is individual, and changes in the world of work requires various dynamics to face those complex situations, such as, bureaucratic managerialist management models that ensure the sustainability of organizations (Amaro, 2015), especially organisations that depend on the State to survive or whose leaders lack training in how to respond to the complex problems older people and their families face (Ribeirinho, 2019).

Supportive supervision overcomes the managerialist bureaucratic view. By this, responsibility is given to a worker with more professional experience (supervisor), who works with other workers (supervisees) in order to achieve organizational *objectives or outcomes*. Supportive supervision assumes a collaborative, self-reflective and self-formative process, whose purpose is not only to achieve objectives but to develop professionals, which when combined fosters well-being in organizations and clients. This type of supervision stimulates social and emotional support and relationships (Beddoe *et al.*, 2022). This means that support supervision in Social Work must value the professional's ability to make his/her voice heard, and not only as someone who dominates the practice, but also as someone who has the ability to produce knowledge and can enhance new forms of action in the face of the ever-changing reality

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

(Kadushin & Harkness, 2014; Shohet, 2008). Professionals will be able to achieve better results if the supervisor develops and promotes processes of support, collaboration, self-reflection and self-formation and methods of self-care (Newcomb, 2022).

In fact, Wong *et al.*, (2022) highlighted the same views by stating that a supervisory process benefits professional by enhancing the application of knowledge and skills that improve supervisory practice and the opportunity to receive feedback. It was also discovered that, a more collaborative supervision boosts professionals' confidence and competence in case management (ibid.). Relatedly, in Wong *et al.* (2022) exploratory study, the importance of developing competencies in the education and support functions of supervision are captured and emphasized.

Social workers often deal with complex situations that have an effect on their professional and non-professional ways of life, and so, supervision becomes a privileged space of support and self-care (Berasaluze-Correa & Ariño-Altuna, 2014; National Association of Social Workers [NASW] & Association of Social Work Boards [ASWB], 2013; De Vicente-Zueras, 2012). To De Vicente-Zueras (2012), the self-care space "(...) helps the professional to position himself correctly before the institution in which he works, so that he can separate and establish the necessary limits of his daily activity" (p. 204).

4

In this article, we intend to reveal the contributions of supportive Social Work supervision to professionals facing the unknown in the pandemic, by promoting confidence in decision-making, developing skills and awareness of the importance of self-care and ensuring the safety of older people. We acknowledge and encourage the importance of collaborative, reflective and critical thinking actions, the improvement of the analytical skills necessary to deal with complexities commonly found in the practice of Social Work and the creation of strategies to respond to the difficulties that professionals face during practice.

Supportive Social Work supervision is defined in general and in relation to the benefits it accrues to Social Work and professionals (Bourn & Hafford-Letchfield, 2011; Busse, 2009; Caras & Sandu, 2014; Chiller & Crisp, 2012; Larivière, 2008; Mo *et al.*, 2021; Tsui, 2015), it is more than improving working conditions, since it is difficult to measure (Tsui, 2015). And there are articles that specifically focus on the benefits, particularly interventions with target populations considered extremely vulnerable such as intervention with children (Beddoe *et al.*, 2022; Itzhaky & Lipschitz-Elhawi, 2004; Joubert *et al.*, 2013; Laklija *et al.*, 2020; Monroe-Whitley, 2010).

O'Donoghue and Tsui (2015) conducted a systematic literature review on social work supervision and focused on articles in journals published in social work over a period of forty years (1970-2010). Their findings demonstrated that this type of knowledge is discussed in relation to the core of the profession and its relevance in articulating theory and practice in supervision in Social Work. Mo *et al.*, (2021) also analyzed the development of knowledge in

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Social Work supervision and discerned that the processes and details involved in supervision constitute the object of study of supervision. In their studies, it was revealed that organizational culture, the type of empirical studies, accumulated knowledge and contextual environment are of critical importance for the quality of the supervision.

Describing the history of supervision as a practice of professional reflection in Social Work in Germany, Busse (2009) argued that different concepts of supervision incorporate different ideas of subjectivity and intersubjectivity and are positioned between the contradictions between critical assessments and uncovering of social conditions and the imperative of their acknowledgment in practice. He assumes that supervision is constantly seeking its identity and is always caught up between reflecting and acting.

Supportive social work supervision can be used as an educational and administrative process to support professionals (Caras & Sandu, 2014), and to establish professional links between participants and the quality of services and trainings received. Supervision promotes professionals' well-being throughout their career, especially at certain critical moments of their journey (Chiller & Crisp, 2012). The process of supervision validates the continuity of professionals in the profession, which is essential element of reducing professional uncertainty (Chiller & Crisp, 2012).

Supervision is one of the most effective tools to facilitate and support individuals to contain and work with anxiety that arises naturally within the framework of Social Work (Bourn & Hafford-Letchfield, 2011). There are some strategies that professionals use to communicate or mediate aspects of organizational culture to persons/individuals and are supported in their most stressful tasks. These strategies can lead to tacit assumptions and beliefs when routinely practiced by these professionals, and are mostly reflective, and thus boost the participation and involvement of professionals in the provision of quality services.

In fields such as child protection, supportive supervision is essential. Laklija *et al.* (2020) reveals that, child protection professionals who practice the profession in the context of supervision have a better professional performance and show interest in new forms of professional support. Supportive supervision serves to improve their professional skills, enhance their child support capabilities, and facilitate the implementation of protection and safety measures during interventions. Joubert *et al.* (2013) disclosed that supervision was also recognized in oncology, particularly in the management and reduction of risks associated with traumas in professionals, especially those who provide services to palliative patients. Itzhaky & Lipschitz-Elhawi (2004) assume that supportive supervision can act on several fronts: on emotional issues, in hope, as a strategy for overcoming difficulties and in developing means and techniques for professionals to achieve these objectives.

5

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

In another field of drug addiction, Monroe-Whitley (2010) avers that supervision focuses on both clinical cases and supporting professional growth, thus leading to greater performance and satisfaction. Supervision is thus a process that reduces the risk of exhaustion and preserves the mental health of professionals (Larivière, 2008).

Even though supervision brings professional and personal benefits, it can also be a *space of stress for* professionals (Beddoe *et al.*, 2022). The authors reveal that to supervise professionals, for example, in the area of child protection, the supervisor must take into account not only the procedural aspects of the cases but also the emotional aspects of the professionals who experience them in order to effectively feel involved in the supervisory process. When the supervisor validates the feelings and emotions of professionals, there is greater adhering to the supervision process, and consequently promoting greater security in decisions and monitoring in the protection of children.

The studies presented assume that supportive supervision is fundamental in social work but there are few studies and articles on supervisory processes for professionals working with older people (Carvalho, 2016; Ribeirinho, 2019). The COVID-19 pandemic highlighted the reality of older people under home care and in homes, as Social Work professionals were at the forefront of supporting this population (Carter-Anand *et al.*, 2022). Due to COVID-19's confinement and fear of death, these professionals experienced extreme anxiety and tiredness (Carvalho *et al.*, 2023). Indeed, COVID-19 stretched these structures and brought more challenges for social workers (Ashcroft *et al.*, 2021), especially when the rights of older people were at risk (Carter-Anand *et al.*, 2022; Carvalho *et al.*, 2023). The main challenges included non-conducive conditions of social facilities, lack of qualified staff, job insecurity and low levels of care even in this field. These have been briefly highlighted by the media, in news reports and presented in statistical data, with frightening numbers of deaths of older people noticed. Increased stress, fatigue and burnout are just some of the many costs of care that were incurred by social workers in that period (Ashcroft *et al.*, 2021).

The purpose of this article is to highlight how professional supervision can improve the above situation, particularly in terms of developing skills to act in public health emergencies and in terms of care and self-care in this disruptive environment.

2. Methodology

In a survey of social workers carried out by the Portuguese Social Workers Association in 2016, there were an estimated 20,609 professionals (Carrilho & Branco, 2023). However, only 4,079 are registered with the professional association. It is hoped that the recently created Council of Social Workers, which will regulate the profession, will be able to ascertain the actual situation. Some of these professionals work with the older people, mainly in two social facilities: residential homes and home care services, and are mostly managed by nonprofit organizations. They are

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

financed and supervised by the state, depending on the number of people they support. Social workers are crucial in regulating the relationship between the state and the non-profit private sector, with the responsibility of maintaining the quality of these services (Carvalho, 2014).

The duties of social workers in these facilities are evident: actually, many manage these facilities, coordinate professional teams, and ensure the quality of care. Their work is relevant because our country is a country with an aged population (23 percent of the population) and most state-funded welfare interventions are in this area. So, this is one of the fields where social workers have a major impact, i.e., promoting social justice and the rights of older people.

Any supervisory process must consider not only the professional culture of Social Work in a country, but the challenges faced by Social Work in a broader political and sociocultural context (Beddoe, 2016). During the pandemic times, social work practice especially with older people was immensely affected, since older people were the most vulnerable to COVID-19. This boosted the demand for professionals working in that field. Therefore, it is necessary to respond to that high demand through the development of a supportive social work supervision structure.

The supervisor is frequently a Social Work professional with a lot of experience in pedagogical supervision and support. It is one of the main requirements for the development of supervisory processes, i.e., supervisors in addition to having case management skills, they must have pedagogical training and supervision support (Wong *et al.*, 2022).

For this study, the process of social work supervision started in March 2020 until July 2021, through a digital supervisory platform, i.e., Zoom that was created in Portugal for professionals who practiced with older people, such that they could have access to professional support supervision. These professionals requested the Association of Social Work professionals in Portugal to offer them professional supervision. Faced with the high number of requests, the association created a platform of supervisors in thematic fields such as the field of older people, and this information was disseminated on the association's social network sites and other channels of usual communication with professionals.

Applications were forwarded to supervisors who started the supervisory process through the *online platforms*. The platform operated two days a week (4 hours a day) and was free. From March 2020 to July 2021, 72 sessions were conducted for 60 professionals who worked in residential homes and home care services.

The supervisors who benefited from this type of support supervision were social workers, mostly women, aged between 21 and 62 years, from various locations in the country but predominantly the metropolitan area of Lisbon.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

They mostly performed their duties in third sector institutions that are financed and regulated by the central state and are responsible for the organization and provision of residential/home care services in the country. Some of these organizations simultaneously manage residential homes and home care services, and social workers are typically responsible for more than one type of response.

At the start of the process, the professionals reached out to the supervisor and scheduled the sessions. The online sessions were individual and had an average duration of forty-five minutes (the shortest session lasted twenty minutes and the longest an hour and a half). A confidentiality protocol was normally established at the beginning of the session. The participants were asked to provide informed consent to ensure confidentiality, but also permit the contents of the supervision to be subjected to analysis and potential publication and dissemination.

3. Findings
3.1 Developed Supervision Process

The process of debating and reflecting on questions expressing doubts and presenting the situational report was the starting point for each session. First, professionals made a brief presentation about themselves, namely, workplace, responsibilities and the reasons/issues that motivated them to seek for this type of supervision. It also involved the definition of strategies to be implemented in the context of a specific intervention by each professional.

Some of the situations presented by the professionals were a one-off and so did not require a continuous process. While other professionals expressed the need for more sessions because of how complex their situation was and given their emotional condition. Thus, there were professionals who benefited from one session and others from several supervisory sessions.

Then, an oral agreement would be made specifying that the objective was not to provide immediate solutions to the problems presented by social workers, but to generate reflexivity processes that could nurture a more informed, conscious and effective practice, as Smith (2022) underlines, "reflective practice is universally presented in the literature as key to the effectiveness of social work supervision" (p. 210).

After defining the preconditions for moving forward with supervision, the questions presented by professionals and the strategies suggested by the supervisor were documented by the supervisor in a field diary. A qualitative methodology was chosen based on the discourses of the professionals, because it was important to highlight the main concerns of older people and the professional's teams, especially in the aspects related to the provision of care in these social facilities, and their inner issues related to their fears, stress and difficulties in responding to the disruptive situations of COVID-19.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

The field diary was then subjected to content analysis where categories for analysis were identified. The key themes that were being addressed in the sessions were identified through this categorization, which resulted in two major dimensions of professional practice: conditions arising from direct and indirect intervention with older people, families and community's network; and circumstances arising from the management of the social facilities and the coordination of professional's care teams.

A - Conditions arising from direct and indirect intervention with older people, families and community's network

Table 1 in this first dimension outlines specific issues that arise in the workplace, whether they are residential homes or home care services.

Due to the impediment of home visits, technical and operational difficulties were experienced during the assessment of the older people at risk. They included, exposure to situations of intrafamily violence and situations of isolation, loneliness and cognitive deterioration, as well as exhaustion of involuntary caregivers. Therefore, this necessitated direct intervention and follow-up.

Table 1. Direct and indirect intervention with older people, families, and community's network.

Service	Question posed /reflected	Examples of action/reflection strategies
Home Care Services	Abuse and violence by the family without the possibility of making home visits.	Liaise with a team of the proximity police to assess the situation and strengthen telephone contact with the user. Strengthening the guidelines for the care team.
	Isolated/confined older people at home – fears, anguish, loneliness and cognitive deterioration.	Importance of georeferencing situations. Raise community awareness of the associated risks in the old. Activation and support to support networks.
	Exhaustion of the informal (family) caregivers of older people with dementia (physical and emotional exhaustion).	Emotional support. Contact with RNCCI to assess vacancy availability for rest of the caregiver.
Residencial homes	Increased conflicts between residents due to the situation of confinement, restriction of freedom of movement and absence of visits from family and friends.	Create spaces for dialogue, animation, and mediation and management of interpersonal conflicts. Emotional support for the old.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Covid-19 positive cases in the institution (users and employees).	Restructure teams and work processes in the face of the new situation. Request support in the Community network.
Difficulty in complying with the rules of the confinement of users.	Create more effective communication mechanisms (within the organization and with the users' own support network).
Increased family requests for the purpose of having information about the family member.	Inform them on Community rules on prevention/containment of Covid-19. Develop new processes and means of communication with families using new technologies (e.g. WhatsApp, Skype, among others).
Difficulty in operationalizing the sometimes contradictory or incongruous guidelines of the various guardianship entities.	Give feedback to the different entities involved on these difficulties in order to develop clearer and more efficient communication processes.

Source: Contents from the records in the supervisor's field diary.

For Social workers who exercised the profession in residential homes, issues that emerged included, emotional support, communication with family members who were more helpful, sustained demanding of updated information about the state of their family member, manifested sadness and longing for visits to their families. Other issues were the increase in conflicts among residents, COVID-19 positive cases in the institution and the difficulty in complying with the rules of confinement with users.

In this first dimension, no common elements were identified between the two types of responses to older people.

B - Circumstances arising from the management of the social facilities and the coordination of care teams

In the second dimension, as demonstrated in table 2, issues arise from the nature of the workplace. In both work contexts, they emerge as a result of the difficulties in supporting the teams of care due to the accumulated tiredness, feelings of hopelessness, anguish and symptoms of exhaustion (sleep disturbances, sadness, wanting to cry); and the social workers' control of emotions.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Table 2. Management of the social facilities and coordination of care teams.

Service	Question posed/reflected	Examples of action/reflection strategies
Home care services	Exhaustion of the work teams and revindication of better working conditions.	Emotional support, and strengthening (with the management); the need to recruit more people.
	Accumulated tiredness, feeling of hopelessness, anguish and symptoms of exhaustion (sleep disorders, sadness, willingness to cry, etc.) on the part of the social worker.	Request for emotional support (peers and family members).
	Worsening of the mental health situation of the social worker him/herself (who already experienced a depressive episode before the pandemic due to personal problems).	Looking for specialized psychological support.
	Difficulty in managing auxiliaries in the teleworking regime (at the level of management of work processes, management and mediation of conflicts; and motivation of teams).	Create mechanisms of proximity and emotional support with teams. Restructuring team ways of working. Take care of the team, recognizing the need for space and time for the group, in which work experiences can be shared and share the anxieties inherent to the practice.
Residential Homes	Emotional impact and anxiety caused by testing all users and employees of the institution; difficulty in understanding people with dementia and other psychiatric disorders; management of the waiting time for the results.	Create effective communication mechanisms and emotional support- and self-help group in the institution.
	Exhaustion of the work teams.	Emotional support.
	Difficulty in managing auxiliaries in the teleworking regime (at the level of management of work processes, management and mediation of conflicts; and motivation of teams).	Create mechanisms of proximity and emotional support with teams. Restructuring team ways of working. Take care of the team, recognizing the need for space and time for the group, in which work experiences can be shared and share the anxieties inherent to the practice.
	Tiredness /stress and tear of the social worker herself due to the workload and the necessary removal from her own family.	Recognition of the need for rest.
	Fear of the disease; getting infected and transmitting to their own family members.	Looking for expert support.
	Difficulty in operationalizing the sometimes contradictory or incongruous guidelines of the various guardianship entities.	Give feedback to the different entities involved on these difficulties in order to develop clearer and more efficient communication processes.

Source: Contents from the records in the supervisor's field diary (personal communication, 20th June 2021).

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

What was common in both work contexts is mainly the difficulties in the management of direct intervention teams (direct action assistants); not only when the social worker was physically present in the institution but including all those on a teleworking basis. The challenges were witnessed during the management of work processes, when managing and mediating conflicts, during the support and motivation of the teams and in the constant need for replanning of work and service scales in view of the casualties or even in situations of abandonment of the profession. Also, there were difficulties in operationalizing the guidelines, because sometimes contradictory or incongruous guidelines were issued by the various supervisory entities (Directorate General of Health, Social Security, and various local facilities), this eventually became an increased concern and burden for these professionals.

3.2 Social work supervision visibility: the supervisor's voice

The results from the supervision process in the two-reflection dimension was subjected to codification (supervisee 1 to 60), and the supervisees reflected on the professional practice in a pandemic context, direct intervention with older people, the management of their social facilities and lastly the emotional support to face tensions and risks and promote self-care.

Regarding the issues of professional practice in a pandemic context, the professionals revealed conditions of: overload and stress, task-oriented and immediacy work.

12

Overload and stress

Professionals acknowledged that the management of work processes generated overload, stress and tear. They weren't only confronted with an increased volume and complex situations that generated a significant workload, but also, they were required and obligated to respond to many situations that were emerging very quickly due to the pandemic. This implied that sometimes the solutions were to be urgent.

> (...) I feel like I'm in a movie... the characters walk around me, the users, the families, the helpers, my direction... ask, ask and it seems that I have to know how to answer everything in the immediate! But all this is new to me too. I'm answering right away without thinking too much. I don't even have time for this! (supervisee 12, personal communication, 20 June 2021)
>   …. I already felt like I was running out of air. I've been a social worker for over 20 years, and I've never felt this distressed. Even though I'm almost asphyxiated. Sleepless nights thinking about what the next day was going to be, if I was going to have to report the death of some user to the family, if there was going to be contagions in the institution... you know that there was once a family that accused us of not having the necessary care and that as a result the older people died. Have you seen what it is for someone to tell you that? I couldn't even sleep that night. (supervisee 55, personal communication, 20 June 2021)

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Due to the disruptions, emergency situations and catastrophes can cause professionals to feel overwhelmed and worn out in their professional and daily life (Carvalho, 2020), and often not being able to make the separation between personal and professional life (Ribeirinho, 2019). This was as well witnessed in amongst the supervisees.

> I'm living at work afraid to take the disease home and home with fear of taking the disease to work. I am already afraid to embrace my children and I am afraid to "touch" users. Then I don't even go anywhere on the weekend, because just thinking I can catch the "bug" somewhere and take it into the institution that is a time bomb with so many vulnerable people... I don't even want to think about it! It's a lot of stress. (supervisee 11, personal communication, 20 June 2021)

Additionally, the routines, the harshness of the situation, the encounter with death increased the professionals' work overload.

Task centered work and urgency

The task centered work coupled with the rush professional's actions without critical thought either instinctively or consciously was potentially careless and is contrary to the demands of the increasing complexity of the current world. Social work immediacy is not new, but the pressure resulted from the increase in COVID-19 emergency cases combined with the state rules for promoting public health that were being changed daily (Carvalho *et al.*, 2023).

It is interesting that participants visualized an image that social workers often have of themselves, that is, "firefighters of the social"; that professionals must have an effective and efficient response at any time.

> Everyone was used to me being able to answer and solve everything. I used to feel like a fireman always putting out fires, before all this... But now it's too much! It's just that apart from everything we've ever had, there are fewer people working now... and the ones that are here... they're getting more and more tired and you can't... You can't... run here, run over there, disinfects there, disinfects beyond... and to do MY job as a social worker? Nothing. There's no time. (supervisee 2, personal communication, 20 June 2021)

Social workers see themselves as persons who "go out of fires", and that generates feelings of anguish, stress, tear, and anxiety.

> The fact that we don't know when this is all going to end makes me very worried. We took the first wave. We put up with the second... the third... But how many more spots are we going to take? This is very difficult and if it were not for this supervisory space to share what I feel and take from here strategies, for the day to day... had already gone mad. (supervisee 26, personal communication, 20 June 2021)

13

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Other important issues raised by the professionals to highlight the importance of emotional support and where subjects of supervision analysis were tensions and risks, express feelings and self-awareness in the pandemic context.

Tensions and risk factors

Social workers were being subjected to high tension (more than before the pandemic), were on the "razor edge", managing incentives of hope and help, and yet in the face of feelings of demotivation/resignation. Negative emotions were expressed as a risk factor for well-being and professional satisfaction, although several professionals reported some positive emotions related to the importance of the work performed, such as being a rewarding human experience, being able to make a difference in people's lives, etc. A set of personal strategies were also identified in several supervision sessions. Professionals were found to cope with emotional and physical exhaustion, they introduced a set of activities into their personal lives, such as, exercising, reading, writing, having family or friends support, listening to music, watching movies, etc.

Generally, supervision aided moments of seclusion that were necessary for professionals to analyze the problems in their own understanding and interpretation, not only during individual sessions, but and especially in those that occurred as a group.

14

When I shared my difficulties and related them to the difficulties of my colleagues, I realized that it wasn't just me who was feeling those things. I even felt "normal." On the other hand, knowing how each of her colleagues was doing things in their institutions helped me a lot when I was confronted with similar situations. (supervisee 7, personal communication, 20 June 2021)

Express feelings

The professionals consider supportive supervision as a crucial platform to reveal their feelings.

(...) when I realized: after all it is not my incapacity! We're all having the same doubts and anxieties, even though we have different users, of course. Of course, we can always do better, but in the current context, I can't even give more. (supervisee 11, personal communication, 20 June 2021)

Supervision also contributes to learning and attaining a better understanding of the situations experienced by users receiving the intervention (Carvalho, 2016; Ribeirinho, 2019). On the other hand, it increases awareness of personal and professional abilities, that is, awareness of their own feelings, resources and limits.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

By sharing my feelings in this space, I feel that I can also question myself without fear of being criticized. After all, we're all going through the same thing. It's not just me who's feeling fear, anguish and other more negative emotions. I'll even go lighter. Of course it makes us think, but it brings me some peace of mind. (supervisee 58, personal communication, 20 June 2021).

This reflection and sharing enhances the creation of permanent synergies, and beyond the supervisory space, even among professionals who did not know each other before. Although supervision is not a therapy, the professionals eventually considered the therapeutic and stimulating effects resulting from it for their personal and professional development, which also promoted self-awareness.

At least twice I came here with seemingly more "simple" questions, such as things about contingency plans or how I should organize the work team in the best way, and I left here with the awareness that it was much more than that what there was to do! For example, issues that were already coming from behind, from before the pandemic, such as knowing how to say no, putting limits, admitting that I am not and do not have to be the superwoman. This was the most important thing to me. (supervisee 44, personal communication, 20 June 2021)

The inherent perception that the professional can't control everything, that the tasks are many, can be a challenge.

15

You know... the pandemic came to punch us in the head and say: You control nothing! (laughs) Nothing! I made a stopover today and tomorrow I had to make another... because one helper was positive, because the other had a sick son... (...). Supervision helped me fit this in, you know? Learning, realizing that I do not control anything and that yes is the 'normal'. Only before we thought we controlled it! And there I went to repeat this as a mantra: you control nothing! (laughter). (supervisee 22, personal communication, 20 June 2021)

Self-awareness

The support/support function of supervision is crucial in reassuring and building confidence and professional safety. This reassurance resulting from the support felt in supervision also gives rise to a feeling of greater security associated with awareness, support in decision-making, and updating of theoretical and methodological support mechanisms.

I've only been with you [supervisor] twice. But how important was the tranquility that passed me, I do not know how to explain. Deep down I needed a lap. From someone who *speaks* the same "language" as me..., as much as I shared at home with my husband these anxieties, etc... but it's not the same thing. (supervisee 4, personal communication, 20 June 2021).

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

It is in this context that the need to take care of one's mental health is necessary and imperative because professionals need to protect themselves from the risks associated with duties that relate to the management of relationships (Ribeirinho, 2019). To emphasize this, the role of reassurance resulting from the participation in support supervision can be important for the self-care of professionals.

> At that time I shared in supervision (...) As I was feeling overwhelmed, I remember the question you asked me: "And have you been taking care of yourself?". You can't imagine the effect that question had on me. Exactly! So I'm taking care of everybody and I don't take care of myself? Maybe that's what I took most of the supervision: stop and take care of yourself! You can't give what you don't have. (supervisee 36, personal communication, 20 June 2021)

By sharing their situation with the supervisor, it is possible that the tension generated by the difficulties caused by the pandemic decreased, paving way for concrete opportunities, and consequently a greater reassurance for the professional. On the other hand, it enabled us to relativize the situation, by noting that this was not an isolated problem, but a collective problem, and that other professionals had the same problems and felt that they are "doing well" (Ribeirinho, 2019). This encouraged the socialization of risks and setbacks and transformation of errors into learning.

4. Conclusions

The objective of the supervision was not to provide immediate solutions to the problems presented by social workers, but rather to generate reflexivity processes that could nurture a more informed, conscious and effective practice. This process of supervision carried out in a pandemic context and in social facilities for older people reveals that social workers were on the frontline of promoting the safety of vulnerable groups against COVID-19. The investigation further uncovers *situations of stress* and work overload experienced by social workers which led to difficulties in their line of work. These difficulties were:

a. Technical and operative loopholes at the levels of diagnosis of problems and during direct interventions and monitoring of older people at risk, such as, incidences of intrafamily violence and situations of neglect, isolation, loneliness and cognitive deterioration, and as well deficient direct support to caregivers in situations of exhaustion (the closure of daycare centers that older people previously attended and the accumulated tiredness resulting from the demands of care).

b. Increased communication with family members given they systematically demanded for up-to-date information about the status of their family member, increase in conflicts between residents, the emergence of positive cases in the institution and the difficulty in complying with the rules of confinement.

16

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

c. Management of auxiliary teams (at the level of management of work processes, management and mediation of conflicts, and motivation of teams).

d. Operationalizing the sometimes contradictory or incongruous guidelines of the various guardianship entities.

The increasing complexity of the current world, even before the pandemic, reveals "(…) the feeling that they can only touch the surface of social reality, for they don't have enough time to go any further" (Branco & Amaro, 2011, p. 675). The discourses brought by professionals to the context of supervision denote the *aforementioned task centered work* that subordinates the quality of care to the quantity and speed of the intervention (Montaño, 2006).

Professionals have less time to analyze situations and follow up due to the normative, bureaucratic and administrative character of this multiplicity of tasks. In the specific case of intervention with the older people and their families in the context of a pandemic, there was a need to give immediate and urgent responses to the problems, which often hampered the development of further work.

Also, anxiety was revealed as a serious issue in this supervision model. In that sense, Rodríguez-Rodríguez (2008, p. 79) argues that "the anxiety they experience is the result of feeling that they are only there to solve urgent problems and that they are not within their competence (…) being 'fire-free' subtracts efficiency and time from a global intervention project". Supervision was thus an indispensable space to face these difficult situations, especially overload, stress and immediacy, assuming that it brings motivation for professionals to face these challenges (Bourn & Hafford-Letchfield, 2011, Ribeirinho, 2019). Supervision can generate preventive care in interventions, especially in highly complex situations, and makes a valuable contribution towards the recognition of difficult problems and experiences that professionals face in their work (Puig-Cruells, 2005).

This process was centered on reflection of emotions, which are essential to trigger critical reflection, often providing informative data, and so it cannot be ignored (Nosich, 2011). In Rodríguez-Rodríguez (2008) expression, social workers move in "swampy waters" (p. 77) due to the complexity of the problems and situations that they are compelled to manage in their professional practice.

The recognition of the professional's own expectations and shared with other elements of the group in contact helps to prevent tiredness and has therapeutic effects, to the extent that it enables the elaboration of difficulties in a cooperative way (Puig-Cruells, 2005).

17

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Supervision is a space where a professional can talk about the suffering and tension experienced at work, identify and analyze institutional, cultural, economic and political constraints, emerge from paralyzing isolation, question new forms of "excellence and result (...) to understand the different challenges..." (Tschopp *et al.*, 2008, p. 30).

As Puig-Cruells (2009) argues, "supervision allows the expression of feelings to try to provoke the necessary questions related to professional activity" (p. 235). This experience revealed by these professionals echoes what Cartier and Janicot (2008) asserted that supervision "tends to weave bonds and contain anguish" (p. 115). In fact, Puig-Cruells (2009) assumes that "(...) supervisor's help not only to allow acquisitions on action strategies, but also to contribute to supporting the person faced with difficult situations (...)" (p. 209).

Also, Hernández-Aristu (2008) reveals that "if these feelings are accompanied by a desire to want to reach everything and everyone; not knowing how to say no (omnipotence), the result can also be of frustration, discouragement or indifference, which will influence professional satisfaction" (p. 68-69). Supervision is an important part of taking care of oneself, since the professional is open to new learning, self-development, self-awareness and commitment to him/herself, users and the profession (Hawkins & Shohet, 2012; Wonnacott, 2012).

Based on the analysis of the contents of the sessions, we can affirm what Puig-Cruells (2011) portends that, supervision proves useful especially not only when faced with the complexity of the practices and changes taking place at various levels, but also offers space for sharing, support, facing pressurizing situations and overcoming the difficulties experienced in everyday life. In fact, the contribution of supervision towards the well-being of professionals, the prevention of exhaustion, and personal maturation is very profound, and significantly emerges from a process that avoids a potential uncritical practice as it engenders support, action strategies and intervention cues.

The problem density in the field of ageing and care for older people with which social workers have to deal with in a situation of dependency and managing several fronts of intervention in a context of uncertainty and unpredictability, confronted professionals with (at least) two major tensions:

a.   the need to ensure the safety and quality of care for older people and all agents of the system involved (families, friends, direct action assistants, technical teams, directorates, institutional partners, etc.) and the work overload resulting from it.
b.   physical and emotional exhaustion (professional exhaustion) and the need for time and space of pausing, reflection and self-care.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

For the first type of tension (a), it was apparently the main reason for scheduling the supervisory sessions; and for the second one (b), they were more invisible in the first approach, but later became predominantly the ones that embodied the greatest difficulty and complexity due to their emotional density.

Social work supervision is consistently described by professional bodies and academic literature as a key determinant in the quality of social work practice (Newcomb, 2022; Smith, 2022; Tsui, 2005). The pandemic created challenges that were never experienced before by social workers working in social facilities for older people, whether home care services or residential homes, and supportive supervision assumed particular relevance to responding to emergencies and was reflexive for professionals.

This social work practice demonstrated that supervision is fundamental for and in professional development and professional quality (Choi, 2017; Newcomb, 2022; Tsui, 2005), given it emphasizes the management of emotions, especially in complex situations such as (illness, death, suffering) as well as work overload (more hours of work, more tasks related to public health rules, etc.) (Beddoe *et al.*, 2022; Wong *et al.*, 2022).

Social workers had to deal both personal and professional challenges in their daily lives during the pandemic, which required their attention, concentration, involvement, professional expertise and critical thinking. They experienced the accumulation of functions of different nature (direct, indirect intervention and coordination of the service/management of human and material resources), acquired more roles (coordinator, regulator, executor, motivator, comforter and emancipator), all while facing the demands and pressures resulting from the increased complexity and diversity of problems in that period.

19

Faced with conditions of great social and economic instability on a global scale, it is ideal for organizations where social workers formulate their interventions to incorporate supervision as a space for training and support to their work teams, which creates new forms of action (Kadushin & Harkness, 2014; Shohet, 2008). These new forms of action need to focus on organizational development on top of the personal and professional development, and this significantly improves the performance of professionals with older people. Supervision is essential for professionals to face the contradictions of professional practice, to promote the safety and well-being not only of older people or any other service user but also of the professionals who provide the care (Newcomb, 2022).

The limitation of this study is that it does not reveal how the working conditions of social workers in the social facilities were affected by the pandemic such as institutional work settings, work infrastructure and relationships with their families, but rather concentrates on the impacts COVID-19 had on professionals and their performance.

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

For future studies, researchers need to highlight these supervision processes with changes in the world of work and their impact on the working conditions of social workers and the effects on their well-being. Additionally, it is crucial to produce further in-depth knowledge on this subject, for instance, analyze the impacts of participation in longer supervisory experiences, especially from not only the professionals' point of view but as well as the recipients of their interventions and the institutional work conditions. Precisely on this subject, O'Donoghue and Tsui (2015) encourages research efforts to be directed towards developing empirically based supervisory models, assessing the impact of supervision on client outcomes and as well as conducting transnational comparative studies on supervision.

Funding

The authors state they received no resources to write or publish this article.

Authors' Contribution statement

Carla Ribeirinho: conceptualization, data curation, formal analysis, research, methodology, writing (original draft), writing (review of the draft and revision/correction); Maria Irene Carvalho: conceptualization, data curation, formal analysis, methodology, writing (original draft), writing (review of the draft and revision/correction).

Conflicts of interest

The authors unequivocally state that there is no conflict of interest in the writing or publishing of this article, reinforcing the integrity and impartiality of the research.

Ethical statement

The authors do not have any type of ethical implication to be stated in writing and publishing this article.

5. Bibliographic references

Amaro, M. I. (2015). *Urgências e Emergências do Serviço Social: fundamentos da profissão na contemporaneidade.* Universidade Católica Editora (UCE). https://repositorio.ucp.pt/handle/10400.14/30366

Ashcroft, R., Sur, D., Greenblatt, A., & Donahue P. (2021). The Impact of the COVID-19 Pandemic on Social Workers at the Frontline: A Survey of Canadian Social Workers. *The British Journal of Social Work, 52*(3), 1724-1746, https://doi.org/10.1093/bjsw/bcab158

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Beddoe, L. (2016). Supervision in social work in Aotearoa New Zealand: Challenges in changing context. *The Clinical Supervisor*, *35*(2), 156-174. https://doi.org/10.1080/07325223.2016.1217497

Beddoe, L. (2015). Professional Development. In J. D. Wright (Ed.), *International Encyclopedia of the Social and Behavioral Sciences* (2nd ed., pp. 89-94). https://doi.org/10.1016/B978-0-08-097086-8.28111-7

Beddoe, L, Ferguson, H., Warwick, L. Disney, T., Jadwiga L., & Cooner, T. S. (2022). Supervision in child protection: a space and place for reflection or an excruciating marathon of compliance? *European Journal of Social Work,* 25(3), 525-537. https://doi.org/10.1080/13691457.2021.1964443

Berasaluze-Correa, A., y Ariño-Altuna, M. (2014). De la supervisión educativa a la professional. *Cuadernos de Trabajo Social,* 27(1), 103-113. https://doi.org/10.5209/rev_CUTS.2014.v27.n1.42464

Branco, F., & Amaro, I. (2011). As práticas do "Serviço Social activo" no âmbito das novas tendências da política social: uma perspectiva portuguesa. *Serviço Social & Sociedade,* (108), 656-679. https://doi.org/10.1590/S0101-66282011000400005

Bourn, D., & Hafford-Letchfield, T. (2011). The Role of Social Work Professional Supervision in Conditions of Uncertainty. *The International Journal of Knowledge, Culture and Change Management,* *10*(9), 41-55. https://www.researchgate.net/publication/278000277_The_Role_of_Social_Work_Professional_Supervision_in_Conditions_of_Uncertainty

Busse, S. (2009). Supervision between critical reflection and practical action. *Journal of Social Work Practice*, *23*(2), 159-173. https://doi.org/10.1080/02650530902923700

Caras, A., & Sandu, A. (2014). The Role of Supervision in Professional Development of Social Work Specialists. *Journal of Social Work* Practice, *28*(1), 75-94. https://doi.org/10.1080/02650533.2012.763024

Carrilho, R., & Branco, F. (2023). Social Workers' Involvement in Policy Practice in Portugal. *Social Sciences,* 12(2), 105. https://doi.org/10.3390/socsci12020105

Carter-Anand, J., Donnelly, S., Milne, A., Nelson-Becker, H., Vingare, E-l., Deusdad, B., Cellini, G., Kinni, R-L., & Pregno, C. (2022). The covid-19 pandemic and care homes for older people in Europe - deaths, damage and violations of human rights. *European Journal of Social Work,* 25(5), 804-815. https://doi.org/10.1080/13691457.2021.1954886

Cartier, A., y Janicot, A. (2008). Supervisión en Trabajo Social, trabajo de supervisión: Una mirada. *Políticas sociales en Europa,* (23), 107-117.

Carvalho, M. I. (2020). *Serviço Social em catástrofes, Intervenção em crise e emergência social*. Pactor.

Carvalho, M. I. (2016). External social work supervision: case examples of home care services for older people. *The Indian Journal of Social,* 77(3), 323-337.

Carvalho, M. I. (2014). Social work and intervention with older people in Portugal: a critical point of view. *European Journal of Social Work,* 17(3), 336-352. https://doi.org/10.1080/13691457.2014.905459

21

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Carvalho, M. I., Teles, H., Ribeirinho, C., & Marques, E. (2023). Challenges for social work with older people in the first COVID-19 pandemic state of emergency in Portugal. *International Social Work*, *66*(3), 919-935. https://doi.org/10.1177/00208728211058775

Chiller, P., & Crisp, B. R. (2012). Professional Supervision: A Workforce Retention Strategy for Social Work? *Australian Social Work*, 65(2), 232-242. https://doi.org/10.1080/0312407X.2011.625036

Choi, S. (2017). Does social work supervision affect social workers' professional efficacy? Focusing on the effects of three functions of supervision. *International Information Institute (Tokyo). Information, 20*(9b), 6867-6874.

De Vicente-Zueras, I. (2012). La supervisión profesional: Más allá de la suma de oportunidades. In J. Fombuena-Valero (Coord.), *El Trabajo Social y sus Instrumentos: Elementos para una intervención a piacere* (pp. 191-208). Nau Llibres.

Hawkins, P., & Shohet, R. (2012). *Supervision the Helping Professions* (4th ed.). Open University Press.

Hernández-Aristu, J. (2008). La supervisión en España: Desarrollo y perspectivas de futuro. *Políticas sociales en Europa*, (23), 55-73.

Itzhaky, H., & Lipschitz-Elhawi, R. (2004). Hope as a strategy in supervising social workers of terminally ill patients. *Health and Social Work*, *29*(1), 46-54. https://doi.org/10.1093/hsw/29.1.46

Joubert, L., Hocking, A., & Hampson, R. (2013). Social Work in Oncology-Managing Vicarious Trauma-The Positive Impact of Professional Supervision. *Social Work in Health Care*, *52*(2-3), 296-310. https://doi.org/10.1080/00981389.2012.737902

Kadushin, A., & Harkness, D. (2014). *Supervision in Social Work* (5th ed.). Columbia University Press.

Laklija, M., Ajduković, M., & Alardović-Deklman, A. (2020). Supervision of supervisors of measures for the protection of welfare of the child – a view from three perspectives. *Ljetopis Socijalnog Rada*, *27*(1), 83-112. https://doi.org/10.3935/ljsr.v27i1.305

Larivière, C. (2008). Necesidades formuladas y respuesta institucional. *Políticas sociales en Europa*, (23), 43-53.

Mo, K., O'Donoghue, K., Wong, P., & Tsui, M. (2021). The historical development of knowledge in social work supervision: Finding new directions from the past *International Social Work*, *64*(2), 187-200. https://doi.org/10.1177/0020872819884995

Monroe-Whitley, C. E. (2010). Social work clinical supervision in the addictions: Importance of understanding professional cultures. *Journal of Social Work Practice in the Addictions*, *10*(4), 343-362. https://doi.org/10.1080/1533256X.2010.521071

Montaño, C. (2006). Um projecto para o Serviço Social Crítico. *Revista Katálysis*, *9*(2), 141-157.

National Association of Social Workers [NASW], & Association of Social Work Boards [ASWB]. (2013). *Best Practice Standards in Social Work Supervision*. NASW; ASWB.

Newcomb, M. (2022). Supportive Social Work Supervision as an Act of Care: A Conceptual Model, *The British Journal of Social Work*, 52(2), 1070-1088, https://doi.org/10.1093/bjsw/bcab074

22

A practical model of supportive social work supervision in Portugal: between safety of the older people and personal self-care

Ribeirinho y Carvalho

Nosich, G. (2011). *Learning to Think Critically*. Catholic University Publishing.

O'Donoghue, K., & Tsui, M. (2015). Social work supervision research (1970-2010): The way we were and the way ahead. *British Journal of Social Work*, *45*(2), 616-633. https://doi.org/10.1093/bjsw/bct115

Puig-Cruells, C. (2005). El Malestar de los Profesionales, el Agotamiento y la Importancia de la Supervisión. *Trabajo social y salud*, (50), 11-26.

Puig-Cruells, C. (2009). *La Supervisión en la Intervención Social: un instrumento para la calidad de los Servicios Sociales y el bienestar de los profesionales* (Tesis Doctoral, Universitat Rovira i Virgili]. Archivo digital. http://hdl.handle.net/10803/8438

Puig-Cruells, C. (2011). La supervisión en los equipos de Servicios Sociales: una oportunidad para la reflexión, el pensamiento y el cuidado de los profesionales. *Cuadernos de Trabajo Social, 24,* 123-133. https://doi.org/10.5209/rev_CUTS.2011.v24.36863

Ribeirinho, C. (2019). *Supervisão em Serviço Social - Ao encontro de uma prática reflexiva*. Pactor.

Rodríguez-Rodríguez, A. (2008). La supervisión como espacio de reflexión: Una experiencia. *Políticas sociales en Europa*, (23), 75-92.

Schmidt, G., & Kariuki, A. (2019). Pathways to social work supervision. *Journal of Human Behavior in the Social Environment, 29*(3), 321-332. https://doi.org/10.1080/10911359.2018.1530160

Shohet, R. (Ed.). (2008). *Passionate Supervision*. Jessica Kingsley Publishers.

Smith, H. (2022). Learning from experience - anxiety, defence and leadership in group supervision: the implications for supervision and reflective practice, *Journal of Social Work Practice, 36*(2), 209-225. https://doi.org/10.1080/02650533.2022.2057939

Tschopp, F., Kolly-Ottiger, I., Monnier, S., & Tissot, S. (2008). Supervisión e Intervención: Espacio de reflexión para los profesionales. *Políticas Sociales en Europa*, (23), 29-42.

Tsui, M. (2005). *Social Work Supervision: Contexts and concepts*. Sage. https://doi.org/10.4135/9781452232553

Wong, P. Y. J., Wong, K. L., Ghoh, C., & Chiu, M. Y. L. (2022). Supervision of supervisory practice: From idea to practice. *International Social Work, 0*(0), 1-14. https://doi.org/10.1177/00208728211073648

Wonnacott, J. (2012). *Mastering Social Work Supervision*. Jessica Kingsley Publishers.

23