

Contextual factors in an indigenous supervision model for forensic social work

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STATEMENT

I, **Tselane Salmina Monosi** hereby state that the manuscript entitled:

Contextual factors in an indigenous supervision model for forensic social work

is my own work.

T.S Monosi

Date

ACRONYMS

CPD: Continuing Professional Development

FSW: Forensic Social Work

NASW: National Association of Social Workers

NHO: National Head Office

NWU: North-West University

SAPS: South African Police Service

SACSSP: South African Council for Social Service Professions

SOP: Standard Operating Procedure

UFS: University of Free State

SUMMARY

TITLE: Contextual factors in an indigenous supervision model for forensic social work

Social workers in forensic practice play a key role in assisting the South African Police Service (SAPS) in the field of sexual abuse investigation and reaching its aim of providing an effective and efficient specialised service to children who are victims of sexual abuse. One of the crucial aspects regarding the way forensic social work is practiced concerns the role of professional supervision in the workplace and specifically the model of supervision that is followed in the SAPS environment.

The aim of this study was to gain an understanding of the contextual factors of an indigenous supervision model for forensic social work in the SAPS.

This study examined supervision from the supervisor's perspective, rather than the supervisee or the beneficiary (the client) as this would more likely facilitate role clarification, structure and culture development.

The total population of supervisors in forensic practice in the SAPS was included. The study was explorative-descriptive in nature. Data was collected through interviews, using a semi-structured interview schedule. The data was transcribed and eight themes were identified. The themes were the following: supervision, supervisor, communication, resources, geographical distance, caseload, National Head Office and indigenous nature of supervision. The themes were divided into sub-themes and a literature control was done.

The study revealed that there was a lack of intensive supervision. Supervisors need training in supervision to orientate newly appointed forensic social workers and it should be done bi-monthly to provide them with skills. It was indicated that there was lack of adequate knowledge for supervisors on how to render supervision. Some

of the supervisors were supervised by personnel from National Head Office. Supervision needs to be done by experienced social workers in forensic practice. A supervisor should be allocated a certain number of supervisees and not be responsible for the whole province. They also should have the necessary qualifications.

The study also indicated that a lack of communication and instructions that were not clear between the supervisor and supervisee existed. Furthermore, there was a lack of resources and personnel to render efficient service.

The research project was focused on clarifying the roles of supervisors within the FSW environment in SAPS, gaining an understanding of those formal and dynamic contextual factors contributing towards an indigenous organisational model or approach towards supervision and development.

It is recommended that the SAPS Forensic Social Work service environment clarifies the uncertainty regarding a multitude of roles, including how, when and where supervision functions are to be performed and develop a standardised approach or model of supervision that is own to the SAPS.

Key words: contextual factors, forensic social work, indigenous, supervision, South African Police Service

OPSOMMING

TITEL: Kontekstuele faktore in 'n inheemse supervisiemodel vir forensiese maatskaplike werk

Maatskaplike werkers in die forensiese praktyk speel 'n belangrike rol in die ondersteuning van die Suid-Afrikaanse Polisiediens (SAPD) op die gebied van seksuele mishandeling en die verskaffing van 'n doeltreffende, doelmatige en gespesialiseerde diens aan kinders wat slagoffers van seksuele misbruik is. Een van die belangrikste aspekte ten opsigte van die manier waarop forensiese maatskaplike werk toegepas word, behels die rol van professionele supervisie in die werkplek en spesifiek dié model van supervisie wat beoefen word in die SAPD-omgewing.

Die doel van hierdie studie was om 'n begrip te vorm van die kontekstuele faktore van 'n inheemse supervisiemodel vir forensiese maatskaplike werk in die SAPD.

Die studie het supervisie vanuit die perspektief van die supervisor ondersoek, eerder as die maatskaplike werker of die begunstigde (die kliënt), aangesien dit meer waarskynlik roluitklaring, struktuur en kultuurontwikkeling sal fasiliteer.

Die totale bevolking van supervisors in die forensiese praktyk in die SAPD is ingesluit. Die studie was verkennend-beskrywend van aard. Data is ingesamel deur middel van onderhoud. 'n Semi-gestruktureerde onderhoudskedule is gebruik. Die data is getranskribeer en agt temas is geïdentifiseer. Die temas was die volgende: supervisie, supervisor, kommunikasie, hulpbronne, geografiese afstand, gevallelading, Nasionale Hoofkantoor en inheemse aard van supervisie. Die temas is verdeel in sub-temas en 'n literatuurkontrole is gedoen.

Die studie het getoon dat daar 'n gebrek is aan intensiewe supervisie. Supervisors moet opleiding ontvang in supervisie om nuutaangestelde forensiese maatskaplike werkers te oriënteer en dit moet twee-maandeliks plaasvind om hulle te voorsien

van vaardighede. Daar is aangedui dat daar 'n gebrek is aan voldoende kennis onder supervisors oor hoe om supervisie te doen. Sommige van die supervisors was onder toesig van die personeel van die Nasionale Hoofkantoor. Supervisie behoort gedoen te word deur ervare maatskaplike werkers in die forensiese praktyk. 'n Sekere aantal maatskaplike werkers moet aan 'n supervisor toegeken word en een supervisor moenie verantwoordelik gehou word vir die hele provinsie nie. Supervisors moet ook oor die nodige kwalifikasies beskik.

Die studie het ook getoon dat daar 'n gebrek aan kommunikasie en duidelike instruksies tussen die supervisor en maatskaplike werkers bestaan. Verder was daar ook 'n gebrek aan hulpbronne en personeel om doeltreffende diens te lewer.

Die navorsingsprojek het gefokus op die rol van supervisors binne die FMW-omgewing in die SAPD asook om 'n begrip te vorm van die formele en dinamiese kontekstuele faktore wat bydra tot 'n inheemse organisatoriese model of benadering tot supervisie en ontwikkeling.

Die aanbeveling word gemaak dat die SAPD Forensiese Maatskaplike Werk diensomgewing die onsekerheid oor 'n menigte van rolle moet uitklaar, insluitend hoe, waar en wanneer supervisie funksies uitgevoer moet word en die ontwikkeling van 'n gestandaardiseerde benadering of model van supervisie wat uniek is aan die SAPD.

Sleutelwoorde: kontekstuele faktore, forensiese maatskaplike werk, inheemse, supervisie, Suid-Afrikaanse Polisie diens

FOREWORD

The article format was chosen in accordance with Regulations A.7.2.5 of Calendar 2014 for the degree Magister Social Work: Forensic Practice. The article complies with the requirements of the journal, *Social Work/Maatskaplike Werk*. For the purpose of examination, a more comprehensive article is presented.

The article counts 50% of the course in Magister in Social Work: Forensic Practice.

INSTRUCTIONS TO THE AUTHORS

SOCIAL WORK/MAATSKAPLIKE WERK

The journal publishes articles, book reviews and commentary on articles already published from the field of Social Work. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style of presentation does not conform to the Journal practice. Articles of less than 2000 words or more than 10 000 words are normally not considered for publishing. The article must be in Times Roman, font size: 14 and in double spacing. When word- for- word quotations, facts or arguments from other sources are cited, the surname(s), year of publication and the page number(s) must appear in parenthesis in the text, e.g. “...” (Laming, 2003:12).

More details about sources referred to in the text should appear at the end of the manuscript under the caption “Reference”. The sources must be arranged alphabetically according to the surnames of the authors. In terms of SANSO-014 the Journal is classified as an approved research journal for the purpose of subsidy by the State.

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Contextual factors in an indigenous supervision model for forensic social work

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1. INTRODUCTION

According to Jonkers (2012:1), social workers in forensic practice play a key role in assisting the South African Police Service (SAPS) in the field of sexual abuse investigation and reaching its aim of providing an effective and efficient specialised service to children who are victims of sexual abuse. Investigative services in SAPS have recently been restructured to include forensic social work as an independent, dedicated and professional service arm, focusing on the interface between the legal system and the social functioning of the victim by means of assessments, court reports and expert witness functions (Forensic Social Work Standard Operating Procedure, 2016:8-9).

Since recently, various aspects of forensic social work within the SAPS environment have received research focus at the subject group Social Work at North-West University. Several postgraduate studies covering a plethora of topics within this context have been started. This focus is motivated by the fact that SAPS as major employer for graduates completing Master's in Forensic Assessment is considered an important role player in promoting the interests of forensic practice. Furthermore, the structuring of SAPS forensic services appears to be characterised by challenges that supervisors are generally unsure of their roles and duties and appear to be inexperienced in carrying the responsibility of supervision to colleagues, making it a popular choice for postgraduate study. Some aspects covered in this broad research concerns organisational behaviour, structural components and culture, working conditions of social workers, especially within rural conditions where many social workers are expected to perform their duties, integration of the social work component into the investigative context and mechanisms for promoting competency of forensic social workers. Most of these projects are currently registered as independent small-scale research projects but inevitably the results of these projects contribute to a broader understanding of the way in which forensic

social work is practiced in the SAPS environment. One of the crucial aspects regarding the way forensic social work is practiced concerns the role of professional supervision in the workplace and specifically the model of supervision that is followed in the SAPS environment.

The SAPS forensic services specifically concentrate on the assessment of the sexually abused child and they receive referrals from investigating officers and from court, while forensic social work in the broader community focuses on the criminal justice system in general as they work directly with the public. They also receive referrals from other departments and NGO's. That is why it can be referred to as indigenous supervision. Indigenous refers to physical and social traits inherently belonging to a people or place and so conjures up images rooted in history (Bar-On, 2007:1). In other words, the SAPS forensic services needs to develop its own brand of social work supervision as it has unique values, methods and techniques.

2. PROBLEM STATEMENT

Supervision in a social work context can be described as an important mechanism for promoting and developing the professional abilities of social workers. The seminal work by Kadushin (1976:21) provides fundamental guidance regarding the nature, focus and goals of supervision within social work. It is generally understood that supervision is what distinguishes the profession of social work from an occupation. Supervision is described as a process of in-service training, continuous education and support towards improving the practice of social workers. Supervision is a structured process involving a more experienced practitioner called a supervisor and another less skilled social worker referred to as the supervisee (Beddoe & Howard, 2012:179). Supervision has mainly three distinct functions, namely a management or administrative function, worker support and professional development. It is usually aimed at improving the effectiveness of the person being supervised and eventually contributes to a general improvement in practice quality.

The educational function of supervision may include the acquisition of practical skills, mastery of theoretical or technical knowledge, personal development at the client/therapist interface and professional development (Davys & Beddoe, 2010:23). Kadushin and Harkness (2002:24) indicate that the supportive function of supervision is designed to reduce or prevent job stress by temporarily removing the worker from the source of stress, reducing the impact of stressors or helping the worker adjust to stress.

Supervision is performed by experienced social workers who often do not have clients themselves but whose primary function is to support workers and educate them with regard to their practice with clients. Sound supervision is often regarded as the cornerstone of good social work practice and should be seen to affect all levels of the organisation (Laming, 2003:12). Supervision in these terms should not be confused with the term “line supervision”, a management function that ensures organisational objectives of quality services are achieved. Line and practice supervision can be and often are carried by the same person although, as indicated by Beddoe (2012:197-214) and Westergaard (2013:167-184), the role of supervisor may be fulfilled by a person who is not necessarily the line supervisor of the worker. How supervision is structured depends largely on the way it is set up in an organisation, also whether receiving supervision is a mandatory requirement for employment or a voluntary negotiated service provided to social workers.

There is little doubt that the role of a forensic social worker can be considered specialist that is fulfilled in the multi-disciplinary context or ‘high stakes’ environment of the court (Mash, 2005: 74; Slater & Finck, 2010:68). A forensic social worker thus is regarded as having acquired specialised knowledge and skills, enabling him/her to play a professional and comparative role within the court environment. This in turn requires a supervisor with demonstrated experience in the same area of specialisation as the forensic social worker. In the case of

specialisation, supervision is often described as “clinical supervision” since it requires the specialised skills of the worker to be mirrored in that of the supervisor who should be able to focus on the clinical aspects of cases which the FSW is working with (Openshaw, 2012:4). Clinical supervision is furthermore regarded as a mechanism for preparing social workers to practice independently and with confidence so that they do not require further supervision. Clinical supervision furthermore emphasises educational rather than supportive objectives. It is more likely that clinical supervision is required within the forensic social work context.

Supervision as quality improvement mechanism plays an important role in ensuring organisational changes are implemented and integrated into the work environment. This refers to the managerial or administrative function of supervision. The SAPS practice environment was subjected to organisational restructuring and change in 2010 and seemed, according to anecdotal reports and observations to be struggling towards achieving a new balance in its functioning.

The implications of and factors associated with organisational change are not the topic of this study, but are covered by other project proposals in the subject group. This study is more focused on the mechanism of supervision itself and how this function has been structured in the SAPS forensic social work environment, thus indigenous supervision.

Supervisors frequently play active roles in facilitating implementation of organisational change strategies. Cooksey-Campbell *et al.* (2013:123-141) and Graham and Shier (2014:95-110) maintain that organisational change efforts frequently fail because of human factors such as employee uncertainty about new role expectations and functions to be performed by employees and resistance towards these changes. The congruence between work role expectations and expectations social workers have of them contributes to the well-being of social workers. Several studies focus on the supportive role of supervision towards

colleagues but few studies specifically focus on the facilitative or managerial roles of supervisors during organisational change. No studies have been found that focus on the roles of supervisors during change when these supervisors themselves are new to the organisation at the time of the change.

Beddoe (2012:197-214) and Westergaard (2013:167-184) identify several factors impacting on the supervisor-supervisee relationship and the way supervision is implemented and embedded in the organisational context:

- Whether supervision is perceived as helpful and supportive by supervisees. This has to do with the approach towards supervision, whether a deficit or strengths oriented approach is followed (Engelbrecht, 2010:51; 2012:67).
- Whether supervisor roles are perceived as surveillance and monitoring tools of management instead of being supportive and developmental (Pack, 2012:163-179).
- Whether supervision is perceived as key function for improving practice or as a management tool for conveying administrative messages and imposing more stress on workers.
- Whether supervisor/supervisee relationships achieve parallel or alliance characteristics.
- Whether combined roles of line supervisor and practice supervisor contribute to effective practice supervision. This aspect is a subject of debate as power dynamics may be introduced in cases where line supervision is combined with professional/practice supervision
- Whether supervisor and supervisory roles are clearly identified and described within the organisational structure and at individual level (Munson, 2002:12).

It appears that structural aspects of supervision in the target organisation (SAPS) have been described in documentation (Forensic Social Work Standard Operating Procedure, 2016:33), but that variation exists in the way these guidelines are

implemented within the practice context. Preliminary information gathered from SAPS indicates the following demographics about supervision:

Supervision in the FSW appears to have been introduced since the establishment of FSW in the SAPS in 1997.

There are currently 11 forensic supervisors within the FSW section.

Supervisor roles are combined with line function management roles.

Each supervisor is responsible for the social workers in their province.

Both anecdotal and formal reports about supervision in the SAPS context indicate supervisors are generally unsure of their roles and duties and appear to be inexperienced in carrying the responsibility of supervision to colleagues (Openshaw, 2012:4) and (De Jager, 2014:99). The SAPS Forensic Social Work service environment is an organisation in transition. There is uncertainty regarding a multitude of roles, including how, when and where supervision functions are to be performed; uncertainty about the approach or model of supervision to be followed and how supervision contributes to practice effectiveness, professional development and organisational functioning.

The research project initiated in this proposal was focused upon clarifying the roles of supervisors within the FSW environment in SAPS, gaining an understanding of those formal and dynamic contextual factors contributing towards an indigenous organisational model or approach towards supervision and development. An in-depth understanding of the complex contextual, often subtle interpersonal dynamics of the SAPS context enabled the researcher to formulate specific recommendations about how supervision could be embedded in the organisational structure and cultural fabric of the organisation in its changed state. These factors, regarded as drivers of an emerging supervision framework shed light on how supervision should

be managed to maintain its rightful position in the organisation, or where adjustment and additional structure are required, to transform it into a useful organisational asset. These factors should be indigenous to supervision in SAPS.

A study of this nature is guided by the following research question:

What are the contextual factors in an indigenous supervision model for forensic social work in the South African Police Service?

3. RATIONALE FOR THE STUDY

The study aimed to facilitate a contextual analysis of the supervision discourse within the forensic social work environment in the SAPS, so that adjustments could be recommended promoting more effective supervision structures and more effective and efficient services to clients. This study examined supervision from the supervisor's perspective rather than the supervisee or the beneficiary (the client), as this would have more likely facilitated role clarification, structure and culture development. Beddoe (2012:202) refers to this as achieving an understanding of the 'supervision discourse', a form of communication between practitioners indicative of the extent to which supervision has been integrated effectively into the day to day work environment. Distinguished as either 'vertical' (formally structured) versus horizontal (informally adopted), the latter discourse reflects the level of acculturation and integration of supervision in the organisational structure. Horizontal discourse is more likely oral, informal, tacit, contextually relevant and contradictory across contexts (Beddoe, 2012:203). It was exactly this kind of discourse that was unearthed by this study as it allowed the researcher to assess the level of supervision acculturation that had occurred within the target organisation.

Results from this study may contribute towards drafting departmental policy on supervision but may also contribute towards more formal evaluation of supervision and service quality in future studies. Besides its contextual relevance, the study may

contribute to knowledge development regarding two aspects not frequently covered in literature: supervision under change conditions and structuring supervision if supervisors themselves are new to the changing organisation.

These two aspects provide added dimension to this study, further motivating the relevance of the study in this time and space context. The study facilitates contextual analysis in order to make a contribution with regard to the introduction and the implementation of a supervision model in the South African Police Service (which can be done in a future study).

4. AIM OF THE RESEARCH

The aim of this research was to gain an understanding of the contextual factors of an indigenous supervision model for forensic social work in the SAPS.

5. RESEARCH METHODOLOGY

5.1 Approach

According to Leedy and Ormrod (2005:94-97), the qualitative approach is used to answer questions about the complex nature of a phenomena, with the purpose of describing and understanding the phenomena from the participants' point of view. The qualitative researcher thus seeks a better understanding of complex situations. According to Burns and Grove (2005:747), qualitative research is a systematic, interactive subjective approach, used to describe and give meaning to life experiences. The qualitative approach was most suited to explore contextual factors of supervision for social workers in forensic practice in the South African Police Service. This is because the information gathered in qualitative studies is in the form of narrative descriptions, which helped to gain understanding of forensic social work supervision in the SAPS (Polit & Beck, 2008:56). The qualitative approach enabled participants to describe their experiences in real terms and in greater detail.

5.2 Design

According to Creswell (2009:5) and Monette *et al.* (2008:9), a research design is the plan or proposal to conduct research and involves the intersection of philosophy, strategies of inquiry and specific methods. To reiterate, in planning a study, researchers need to think through the philosophical world view assumptions that they bring to the study, the strategy of inquiry that is related to this worldview and the specific methods or procedures of research that translate the approach into practice. Babbie (2007:112) and Blaikie (2000: 2) add that a research design is an integrated statement of and justification for the more technical decisions involved in planning a research project. It involves a set of decisions regarding what topic is to be studied, among what population, with what research methods and for what purpose. It is the process of focusing your perspective for the purposes of a particular study.

Considering the requirement of understanding the horizontal supervision discourse in the target organisation as prerequisite for assessing the extent of acculturation as outlined above, the explorative-descriptive design was more applicable as choice. These designs tend to be eclectic and are based on the general premises of naturalistic inquiry. It is a method of choice if what the researcher wants is a straight description of an event or phenomenon (Botma *et al.*, 2010:194). In this study, the researcher sought to gain a better understanding of forensic social work supervision in the SAPS.

5.3 Participants

Population

According to Strydom (2011b:223), a population is a term that sets boundaries to the study units. It refers to individuals in the universe who possess specific characteristics. McBurney (2001:248) refers to the population as the sampling

frame. A population is the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned. The population in this study was all the FSW supervisors in forensic practice in the SAPS in South Africa.

Sampling method

For the purpose of this study, the total population of FSW supervisors in forensic practice in the SAPS was included. Therefore no sample was utilised.

Inclusion criteria

Forensic social work supervisors employed by the South African Police Service.

Forensic social work supervisors who could speak and understand English, as the interviews were in English.

Both male and female forensic social work supervisors.

Forensic social work supervisors with at least one year working experience as supervisors, so that they were able to give an opinion on supervision for social workers in forensic practice.

Forensic social work supervisors registered at the South African Council for Social Service Professions (SACSSP).

Exclusion criteria

Forensic social work supervisors who were not employed by South African Police Service.

Forensic social work supervisors with less than one year' working experience as supervisors.

5.4 Data collection

The researcher had a consultation session with the interviewer, Dr Bungane, who acted as a fieldworker, about the purpose of the research and how the interviews should be conducted. Dr Bungane is trained in research interviewing and has vast experience in conducting interviews. Semi-structured interviews were utilised as a tool to collect data. Individual interviews gave better data and allowed the researcher to identify variation in the discourse of the supervisors. An interview schedule (see Addendum F) was used to obtain data during the interviews (Grinnell & Unrau, 2014:676). Face-to-face interviews were the preferable mode but because the supervisors were based all over South Africa, Skype facilities in certain instances were also used. Where Skype was necessary, the researcher made arrangements with the applicable SAPS station.

Questions were designed after literature (Grinnell & Unrau, 2005: 424) was consulted. The study leaders in conjunction with panel members approved the questions.

5.5 Research procedure

Approval from the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (Potchefstroom Campus) to conduct this study was obtained. The Ethics number is NWU-00009-16-A1.

Written permission to conduct the research was obtained from the Head: Strategic Management in the SAPS.

The researcher compiled a list of the social work supervisors in FSW.

The researcher had a consultation session with the **mediator** about the purpose of the research. The mediator is a qualified social worker from the University of Free

State, registered with the SACSSP with a Master's degree in Social Work from the same University.

The mediator sent consent letters via e-mail to the social workers regarding the aim of the research, expectations, ethical aspects and the risk and benefits of participating.

The mediator made telephonic contact with each individual, following the e-mails that were sent to them about the research confirming they had received the letters. The participants had three days to decide whether they wished to participate or not, which was sufficient time.

Written permission was obtained from the participants to participate and be audio recorded.

The researcher discussed the interview process with the **interviewer**. The interviewer who also acted as the field worker, is a qualified social worker from the University of Fort Hare, registered with the SACSSP, and has a PhD-degree in Social Work. She is trained in research interviewing and has vast experience in conducting interviews.

The interviewer arranged convenient dates and times with each participant that she interviewed.

The interviewer conducted the interview that lasted approximately one hour.

The interviewer made the participant to feel comfortable and at ease during interviews and guide the discussion and keep the conversation flowing.

The interviewer made use of different communication techniques and the participant did most of the talking (Greeff, 2011: 343).

The interviewer made use of a voice recorder during the interviews. Interviewing is of course in order to collect data and it is preferable to record the interview electronically so that the whole interview is recorded and the interviewer can concentrate upon conducting the interview and does not need to also concentrate upon note taking (Crowther & Lancaster, 2009:150; Greeff, 2011:359).

The focus was also on what she heard, saw, experienced and thought about during the course of the interview (Greeff, 2011:359).

The interviewer and researcher met after each interview for the researcher to obtain the field notes and recordings.

This meeting allowed the researcher to clarify the interviewer's field notes.

The data was transcribed by the researcher.

Data was analysed by consulting the **co-coder**, who was a qualified social worker registered with the SACSSP, with a degree in Social Work.

The researcher compiled the report in a mini-dissertation.

5.6 Data analysis

The data was collected by means of personal interviews with each participant. In cases where live interviews were not possible due to geographical distance, the interview was conducted by means of Skype facilities. In either case, digital recordings were made that had to be transcribed into written format prior to analysis. Field notes were also written by the interviewer. When conducting qualitative research, analysis and processing of data into themes, categories and patterns through processes of arrangement and classification (Schurink *et al.*, 2011:412) become significant for two purposes, namely to understand participants' perspectives and to answer the research questions. A co-coder who was a social

worker in SAPS, was used to check whether the analysis was correct. For this study, data was analysed qualitatively according to Tesch's approach (Creswell, 2004:192) and thematic analysis was used. The following steps were followed:

- Transcribed all data – manual analysis.
- Organised all data.
- Allocated codes to the first set of field notes drawn from the observations, interviews or documented reviews.
- Noted personal reflections or other comments in the margin.
- Sorted and sifted through the materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups and common sequences.
- Identified these patterns and processes, commonalities and differences and took them out to the field in the next wave of data.
- Began elaborating a small set of generalisation that covered the consistencies discerned in the database.
- Examined those generalisations in the light of a formalised body of knowledge in the form of constructs or theories.

These steps helped the researcher to manage the data in a structured manner that limited necessary themes and topics useful to this study. It also helped guarantee the validity of the collected data.

Data was analysed mutually by the researcher and the co-coder did the checking.

6. ETHICAL ASPECTS

Estimated ethical risk level of the study

Risk was minimal since interviews were conducted with FSW supervisors. Participants were informed beforehand about the purpose and impact of the study to

minimise the risks. The supervisors' views were asked and no intimate knowledge was required.

Voluntary participation

It was explained prior to the research study that participation was voluntary and that no one was obliged to participate (Strydom, 2011b:116). The participants were informed that they could end their participation in the study at any time, before data analysis. The letters with information regarding the study were handed out in advance, to give the prospective participants three days to decide whether they wanted to participate. Semi-structured interviews were conducted with the participants lasting one hour. Participation in this research did not involve personal experiences over and above the everyday experiences of participants.

Dangers / risks and precautions

Risk, according to Botma *et al.* (2010:22) “equates to harm or injury and implies that it is something detrimental that will occur in the future.” The risk was minimal as interviews were conducted and participants shared some of their frustrations and fears regarding supervision, which might have been experienced as emotional. It was explained to the participants that, if they needed debriefing sessions, it would be arranged for them.

Benefits for participants

The participants did not receive any direct benefit such as payment for participating in the research. Indirect benefits for forensic social work supervisors were the supervision strategy that could be utilised and the introduction and implementation of models of supervision in the workplace for their supervision services. These services will play a role in supporting social workers in forensic practice.

Knowledge and insights attained from the study will assist forensic social work supervisors to perform supervision.

If the risks outweigh the benefits, please justify

The benefits did outweigh the risks. The forensic social work supervisors will indirectly benefit as this study facilitated a contextual analysis in order to make a contribution with regard to the introduction and the implementation of a supervision model in the SAPS.

Conflict of interest

The researcher was also a supervisor herself and worked in the target context. She was excluded from interacting with the participants to avoid conflict of interest. She distanced herself from the different phases of the empirical study, did not take part in the recruitment phase and was not present when interviews were conducted.

Expertise, skills and legal competencies

According to Botma *et al.* (2010:56) and Mnisi (2012:8), researchers are obliged to ensure that they are competent and skilled to undertake research investigations. The researcher has been working as a social worker for the last nine years and at the SAPS for the last four years where she conducted various supervision services with forensic social workers reporting under her. The interviewer is trained in research interviewing and has vast experience in conducting interviews. As registered social workers, the researcher, mediator, co-coder and interviewer were obliged to obey the codes of ethics and rules laid down by the SACSSP. The researcher informed the mediator and interviewer beforehand about the potential impact that the research may have on the supervisors as participants. The mediator, co-coder and interviewer signed an agreement of confidentiality (see Addendum A).

Facilities

The interviews took place in the offices of the supervisors, ensuring privacy and allowing fewer interruptions. It was face-to-face interviews and via Skype in cases where live interviews were not possible due to geographical distance. Refreshments were provided during the interviews.

Legal authorisation

The office of the Head: Strategic Management in the SAPS granted authorisation for this project to be conducted (see Addendum B).

Permission to conduct the research as planned was obtained prior to commencement and written permission (**NWU-00009-16-A1**) was granted by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (Potchefstroom Campus) (See Addendum C).

Goodwill permission /consent

The National Head of forensic social workers, who was the gate-keeper gave permission for this project (see Addendum D).

Participant recruitment & informed consent

Written consent forms were given to the participants by the suitable mediator who had no ties to the organisation and was able to objectively approach participants and recruit these for purposes of the study. This was to minimise bias and coercion potential. The following information which was in the consent forms and in the information sheet was discussed with them: the goal of the investigation; the expected duration of the participant's involvement; the procedures which would be followed during the investigation; the possible advantages, disadvantages, benefits and dangers to which respondents may be exposed (Royse, 2004:52-54; Williams *et*

al., 1995: 30). Only participants who signed the consent forms were included in the study. The consent forms are included as Addendum E to the research study.

Vulnerable participants

The study included forensic social work supervisors employed in the SAPS. Participants were vulnerable due to the frustrations they experienced regarding the supervision situation, therefore an external counsellor was on standby in case any participant required debriefing.

Debriefing

It was important that the participants felt that their contribution to this research was valued. The researcher was aware that frustrations could be experienced by the participants with regard to the supervision situation and therefore asked the interviewer to note the participants' frustrations and recommend debriefing. An external counsellor was on standby in case any participant required debriefing.

Incentive and remuneration of participants (subjects)

Remuneration is not a benefit because it is compensation for inconvenience incurred by participating in the research (Botma *et al.*, 2010:21). Participants were not reimbursed, because no inconvenience was incurred.

Misleading of participants (subjects)

Babbie (2007:67) describes deception as occurring when researchers do not say why they are doing the research and for whom. He argues that, being deceitful about research purposes, raises serious ethical questions. The participants were briefed about the aim of the research in order to allow them to make an informed decision regarding their participation in the research (Strydom, 2011a:118-119).

Announcement of the study results to participants (subjects)

The findings of the study will be introduced to the reading public in written form by means of a dissertation as well as an article in an accredited journal. Mnisi (2012:8) deems it necessary that the results should be published. The participants were informed of the findings by sending them a summary report in academic terms as they were qualified social workers.

Privacy/Confidentiality

Participants were ensured that all private or confidential information given would be treated with respect and dignity. The interviewer gave all information obtained from participants to the researcher immediately after each interview and the researcher kept it in a locked cabinet. They were also informed of all possible limits to this principle as well as steps that would be taken to ensure that no breach of this principle would take place (Morris, 2006: 246). The researcher is a registered social worker and bound to confidentiality by the code of ethics as stipulated by the SACSSP. Interviews were conducted in the office of the participants where privacy and no interruptions were guaranteed, except in cases where Skype facilities were used. Names of the participants were not mentioned in the report, instead, they were given numbers, for an example, participant 1 or 2, etc.

Storage and archiving of data

The interviewer gave all information obtained from participants to the researcher immediately after each interview. Data was stored in the office of the researcher and was locked. Electronic data was stored on the researcher's personal computer and was password protected. All the data was handed over to the study leaders of the North-West University (Potchefstroom Campus) where it will be stored for a period of five years before being destroyed. The data will be filed in the office of the

research director of the specific research unit (COMPRES) at the Potchefstroom Campus of North-West University in a locked, fireproof cabinet.

7. TRUSTWORTHINESS

While quantitative research demands that the utility of research be evaluated on measures of validity and reliability, qualitative research is evaluated by its trustworthiness. Trustworthiness is an approach that is used to clarify the notion of objectivity as it is manifested in qualitative research (Babbie & Mouton, 2006:276).

According to Lincoln and Guba (as cited by Nieuwenhuis, 2010:80), in qualitative research, the criteria for trustworthiness involve credibility, dependability, transferability and conformability.

Credibility - This is the alternative to internal validity. To ensure the credibility of the study, triangulation was achieved through member checks during which a few participants were re-approached to confirm that their responses were transcribed accurately. Data and field notes were compared with the help of the person who conducted the interviews. The researcher reviewed all the data and made use of a co-coder. Reflexivity was achieved during discussions with the study leaders.

Dependability - Dependability refers to the replication of the study in the same context. Making use of the same methods and with the same participants, the findings will stay consistent. This is the alternative to reliability, in which the researcher included a dependable audit, description of the methodology, ensuring that data was correctly coded and the peer review of data.

Transferability - Here the researcher asks whether the findings of the research can be transferred from a specific situation or case to another. This is the alternative to external validity or generalisability. Because of the small number of participants the findings are specific to the forensic social workers in the SAPS.

Conformability - The final construct, conformability, captures the traditional concept of objectivity. For the purpose of the study, the researcher will provide the findings and interpretations by means of auditing. Field notes will also be available for auditing. The study leaders checked the findings (Botma *et al.*, 2010:232-292). The researcher did a literature control to compare the findings with literature. Literature may confirm the findings or differ from it.

8. LIMITATIONS OF THE STUDY

Due to limited finances, specifically with regard to transport, the interviewer was unable to travel to all the participants as some were more than 1000km away. Skype facilities instead of face to face contact had to be used in these cases.

Some of the participants took long to return the consent forms, which delayed the process.

There was limited literature on indigenous supervision.

9. TERMINOLOGY

9.2 Contextual factors

Contextual factors can be defined as any situation, force or circumstance that may exist within or outside the environment and has the probability of influencing the structure (Iwasiw *et al.*, 2009:49).

9.2 Indigenous

According to the Oxford English Dictionary (2006:384), indigenous is originating or occurring naturally in a place. Indigenous in this case can be regarded as the specific supervision structures of the SAPS.

9.3 Forensic Social Work

Forensic social work is a specialised field of social work practice that is characterised by the social worker's primary function of providing expert testimony in courts of law (Slater & Finck, 2010:68).

9.4 Supervision

Professional supervision is a process between someone called a supervisor and another referred to as the supervisee (Beddoe & Howard, 2012:179). It is an administrative and educational process used to help social workers further develop and refine their skills, enhance staff morale, and provide quality assurance for the clients (Barker, 2014:419).

10. RESEARCH RESULTS

The results of the research project were based on the situation analysis of nine forensic social work supervisors representing the whole of South Africa. Two of the eleven supervisors did not respond to participate even though the mediator contacted them several times. The research study included an exploration of forensic social work supervisors' knowledge and experience of contextual factors in an indigenous supervision model for forensic social work.

10.1 Profile of participants

The characteristics of all nine the participants have been combined in the following table:

Table 1: Participants' characteristics

<i>Item</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Age</i>	<i>20-30 years old</i>	<i>0</i>	<i>0</i>
	<i>30-40 years old</i>	<i>4</i>	<i>44.4</i>
	<i>40-50 years old</i>	<i>4</i>	<i>44.4</i>
	<i>50-60 years old</i>	<i>1</i>	<i>11.1</i>
<i>Gender</i>	<i>Male</i>	<i>0</i>	<i>0</i>
	<i>Female</i>	<i>9</i>	<i>100</i>
<i>Qualifications</i>	<i>Graduate</i>	<i>4</i>	<i>44.4</i>
	<i>Post-Graduate</i>	<i>5</i>	<i>55.5</i>
<i>Work experience</i>	<i>0-9 years old</i>	<i>4</i>	<i>44.4</i>
	<i>10-19 years old</i>	<i>4</i>	<i>44.4</i>
	<i>20-29 years old</i>	<i>1</i>	<i>11.1</i>

The above table indicates that all nine (100%) participants were females; four (44.4%) participants were between the ages of 40-50, one (11.1%) participant was between the ages of 50-60 and four (44.4%) participants were between the ages 30-40.

Nine (100%) participants have a degree in social work and five (55.5%) have a Master's degree. In this study, all participants completed their qualification at a University.

The participants of this study showed a variety of experience. It indicates that, in the SAPS, there are social workers with as little as two years' experience in FSW who

have to render supervision services. This was indicated in the category 0-9 years of experience.

10.2 Themes and sub-themes obtained from the interviews

Individual interviews were conducted, guided by a semi-structured interview schedule of pre-set questions to gather the data. After the completion of the interviews, the researcher identified eight themes, with sub-themes, which focused on the aim of the study. Results were compared to the literature on the subject.

The themes and subthemes can be summarised as follows:

Table 2: Themes and sub-themes

THEME NR	THEME NAME	SUBTHEMES
1	Supervision	Intensive supervision Supervision style of operating procedure
2	Supervisor	Number of supervisees Training Experience and qualifications
3	Communication	Team work Good relationships Face to face interaction
4	Resources	Physical resources Human resources

5	Geographical distance	Spending more time travelling Vast areas
6	Caseload	Unequal caseload Language barrier
7	National Head Office	Standardised supervision model Support from National Head Office
8	Indigenous nature of supervision	

In the next section, each of the themes and sub-themes are discussed individually to facilitate conceptual clarity. All the findings or results are then interpreted. Several narratives resulting from the raw data forthcoming from the interviews have subsequently been quoted to facilitate insight into how the researcher identified and interpreted the specific themes and some of the most important sub-themes. Lastly, the findings are compared with literature and theory which identify these or similar themes and sub-themes. According to Grinnell and Unrau (2005:424), a literature review is carried out to assure the reviewers that the researcher understands the current issues related to his or her topic, to point out ways in which the researcher's study is similar to, or different from, other studies that have previously been conducted, to fit the researcher's study into the jigsaw puzzle of present knowledge and to introduce and conceptualise the variables (or constructs) that will be used throughout the study.

10.2.1 Theme 1: Supervision

Participants' views regarding the way in which supervision is currently practiced in the SAPS FSW environment were asked. Supervision is an administrative and educational process used to help social workers further develop and refine their

skills, enhance staff morale and provide quality assurance for the clients (Bradley *et al.*, 2010:775).

One example of the distinct scope, role and feature of social work supervision in South Africa is the profession's statutory regulation by the SACSSP, which implies that the definition of supervision is subject to the Policy Guidelines for the Course of Conduct, the Code of Ethics and the Rules for Social Workers (SACSSP, 2007:6-7). This Code determines for example that supervisors should have the necessary knowledge and skills to supervise appropriately and should do so only within their areas of knowledge and competence.

Intensive supervision and supervision style are two subthemes identified and will be discussed in more detail.

10.2.1.1 Sub-theme 1: Intensive supervision

Some of the participants felt that there was a lack of intensive supervision as supervisors were not trained in supervision. Intensive supervision motivates and assists social workers in building purposeful relationships, making professional judgements and providing a constructive overview of their work. Through supervision, social workers review their practice and deal with inherent challenges. An ideal organisational environment for intensive supervision includes a clear supervision policy, effective training of supervisors, from senior managers, performance objectives for supervision practice in place for all supervisors, and frequent and high quality monitoring of practice (Jacques, 2011:160).

The following narratives can be regarded as representative of above sub-theme:

- *“There is lack of intensive supervision in SAPS”*
- *“Individual supervision needs to be provided to supervisees”*
- *“Intense supervision is needed in terms of case management”*

Some of the participants felt that there was lack of training and adequate knowledge for supervisors on how to render supervision. The participants also felt that, if they were well-equipped with the necessary training, they would be able to provide induction and in service training to the newly appointed employees. Intense supervision is needed in terms of case management. Jacques (2011:160) concurs that gaps in supervisory policy, training and support, compounded by lack of capacity and inability of social work supervisors to manage both strategic and operational responsibility, challenge the effectiveness of supervision in the service organisations.

10.2.1.2 Sub-theme 2: Supervision style of operating procedure

Some of the participants felt that the supervision style was not effective as each supervisor rendered supervision in a way that suited her and the supervisees. Supervision style is an approach that a supervisor uses depending on the needs and expectations of the supervisees about the purpose of supervision. It can be regarded as merely a situational pattern of learning behaviour and it can give the supervisor an indication of how to approach the supervisee's learning in order to match education strategies accordingly as a decisive effort to develop and empower the supervisee (Engelbrecht, 2014:137).

The following narratives can be cited:

- *"Each supervisor is practicing supervision in the manner that works for her"*
- *"Presently supervision is done according to the needs of supervisees."*
- *"There are no standardised guidelines for supervision in forensic social work in the SAPS"*

From the above narratives, most of the participants felt that there were no clear standardised guidelines to promote uniformity on supervision. Supervision was done according to the needs of supervisees.

The supervision style can be determined by mandate of supervision, e.g. supervision is a regular, formal arrangement and mandated by organisational policies. The supervisor can also determine supervision methods that can be utilised e.g. individual and/or group supervision. Time-span of supervision is interminable or bound by a specific time-span (Engelbrecht, 2012:128).

According to the Forensic Social Work Standard Operating Procedure (2016:33), there are certain requirements of supervisors specifically pertaining to social work in forensic practice in the SAPS, especially due to the in-service aspect of the supervision. There should be individual supervision once a month, telephonic availability of the supervisor, one group supervision per month per province and in-depth individual file inspection once every quarter. All reports must be co-signed and evaluated by the supervisor (supervisor and FSW must have contact via fax or E-mail). The supervisor must physically do quality control with regard to expert testimony in court, evaluate performance, job description and assess files.

10.2.2 Theme 2: Supervisor

The researcher wanted to know from the participants what the role of the supervisor should be. The supervisor is someone who assumes several roles during supervision: those of teacher, administrator, enabler, and/or supporter (Beddoe & Howard, 2012:179). Functions of the supervisor involve management, support and professional development and typically involving a less experienced supervisee and more experienced supervisor, who meet to discuss the work. It is usually aimed at enhancing the helping effectiveness of the person supervised. It may include the acquisition of practical skills, mastery of theoretical or technical knowledge, personal development at the client/therapist interface and professional development (Davys & Beddoe, 2010:23). At the present moment, supervisors need to be trained to perform the above indicated tasks.

Supervisors frequently play active roles in facilitating implementation of organizational change strategies. Cooksey-Campbell *et al.* (2013:123-141) and Graham & Shier (2014:95-110) maintain that organisational change efforts frequently fail because of human factors such as employee uncertainty about new role expectations and functions to be performed by employees and resistance towards these changes. The congruence between work role expectations and expectations social workers have of them contributes to the well-being of social worker.

In the South African context, supervisors are also challenged to fulfil the role of the researcher, owing to the scant research findings on supervision in the country, in order to respond to unique local supervision issues (Engelbrecht, 2014:129).

Three sub-themes, namely number of supervisees, training and experience and qualification were identified and will be discussed in detail.

10.2.2.1 Sub-theme 1: Number of supervisees

All the participants felt that supervisors were overloaded with work and it affected supervision. They stated that, in Northern Cape, Western Cape and Gauteng provinces, there were two supervisors and in Free State, Mpumalanga, North West provinces, there was only one supervisor.

The following narratives were from some of the participants in this regard:

- *“Each supervisor needs to be allocated a certain number of supervisees- not to be responsible for the whole province”*
- *“I do not have the time to supervise all the social workers under me”*

Some of the participants felt that there should be a standard number of supervisees reporting under one supervisor. They also stated that in some provinces, one

supervisor was responsible for the whole province despite the number of supervisees. According to Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring (2014:5), if you are providing supervision, the number of supervisees must be conducive for the supervisor to handle. The document states that the number should be limited to no more than six supervisees with one supervisor.

10.2.2.2 Sub-theme 2: Training

In order to be an efficient supervisor, training is important. Training means to teach a skill or type of behaviour through regular practice and instruction (Stevenson & Waite, 2011:1530).

Vakola and Nikolaou (2005:170) highlight that one of the issues linked to employees' attitude towards change, is the administration of appropriate human resource functions such as training.

The following narratives could be cited:

- *“Supervisors need training in supervision”*
- *“Empowerment trainings are necessary to strengthen FSW”*
- *“In-service trainings to supervisors and supervisees”*
- *“Induction of new employees need to be done by supervisors”*
- *“Training needed for supervisors to improve their managerial and leadership skills”*

From the above narratives it is clear that most of the participants were of the opinion that training was necessary and beneficial for supervisors to render effective supervision. They felt like that training was needed and was necessary for supervisors to strengthen FSW within the SAPS. They saw that if they were empowered by training, they would be able to provide in-service trainings and

induction to supervisees and newly appointed employees. Supervisors need to feel adequately trained and informed, according to Vakola and Nikolaou (2005:170).

Supervisors were appointed without proper orientation or training and were expected to provide effective supervision. According to research conducted by Mathebula (2003:11), Mudau (1996:56) and Nqweniso (1998:1), the findings showed that there was a lack of training in supervision for supervisors. Lack of well-trained supervisors and no training in supervision affect supervision for social workers in forensic practice in the SAPS. They are also of the opinion that supervisors need on-going training to improve their managerial and leadership skills so that they can keep abreast with the new development of the profession.

10.2.2.3 Sub-theme 3: Experience and qualification

Besides training, experience is important in order to be an efficient supervisor. According to Mathebula (2003:11), Mudau (1996:56) and Nqweniso (1998:1), both anecdotal and formal reports about supervision in the SAPS context indicate that supervisors are generally unsure of their roles and duties and appear to be inexperienced in carrying the responsibility of supervision to colleagues.

The following were the narratives from some of the participants in this regard:

- *“SAPS should ensure that only experienced supervisors are appointed”*
- *“Supervisors should have experience in forensic social work”*
- *“Supervisors should possess necessary qualifications”*
- *“Supervisors need to be carefully selected by the employer to ensure that qualifications should also match knowledge, skills and expertise”*

Most of the participants felt that the employer had to ensure that only experienced forensic social workers be appointed in supervisor positions. It is importance that supervision must be done by a senior social worker in forensic practice with at least

five years' experience in the forensic field (Forensic Social Work Standard Operating Procedure, 2016:32). According to Openshaw (2012:4), a supervisor should have more experience than supervisees and be in the same area of specialisation as the forensic social workers are regarded as having acquired specialised knowledge and skills, enabling them to play a professional and comparative role within the court environment.

Some of the participants felt that the appointment of supervisors was done according to experience while qualification was not taken into consideration:

- “Supervisors should possess Master’s degree and have experience in forensic practice”.

According to De Jager (2014:99), a good theoretical foundation, relevant knowledge base and the necessary skills and practical experience are very important requirements for appointing supervisors, while interpersonal skills remain vitally important.

NASW has published a list of guidelines for Clinical Social Work Supervision, which lists the qualifications of a supervisor (NASW National Council on the Practice of Clinical Social Work, 1994:2). According to this list, the supervisor should possess a MSW or doctorate from an accredited social work program by Council on Social Work Education, have at least three years of post-master’s direct clinical social work experience in an organized clinical setting, have formalised training in supervision and on-going participation in the professional development of supervision, have experience and expertise in the supervisee’s work setting and the population served, be familiar with the administrative and organisational policies of the workplace setting of the supervisee and be familiar with the community resources available to the supervisee for appropriate referrals of clients.

10.2.3 Theme 3: Communication

Participants are of the opinion that open communication between the supervisor and the supervisee is very important. Beddoe (2012:202) refers to this as achieving an understanding of the ‘supervision discourse’, a form of communication between practitioners indicative of the extent to which supervision has been integrated effectively into the day to day work environment.

Supervisors use procedures such as active listening, reassurance, encouragement, approval, and praise for achievements, realistic expressions of confidence, catharsis-ventilation and universalization. Supervisors help workers develop a clear understanding of the agency’s policies and their goals and roles within the agency in order to prevent confusion and uncertainty (Curtis *et al.*, 2010:98). Engelbrecht (2010:54) reveals that the scope of supervision should not be crisis-driven as this would suggest a problem orientation. The supervisor needs to assume a facilitation role by adopting a strength vocabulary and the theoretical undergirding of supervision should be based on competencies and outcomes.

Participants mentioned different factors that could facilitate communication. These factors are subsequently divided in three sub-themes, namely team work, good relationships and face to face interaction. These sub-themes are discussed in detail and illustrated by means of the narratives following the individual interviews.

10.2.3.1 Sub-theme 1: Team work

Lues (2009:230) says that team work, debriefing and open communication are some of the most important factors to improve the supervisor and supervisee relationship

The following narratives can be regarded as representative of above sub-theme:

- *“Team work is needed between supervisor and supervisees”*

- *“Debriefing sessions needed to improve team work”*

From the above narratives it is clear that most of the participants were of the opinion that through teamwork, they were able to support and assist one another more easily. The underlying assumptions and beliefs inherent in occupational cultures influenced their interactions and their ability to merge as one (Lucas & Kline, 2008: 282). It appeared as if the participants did share an underlying belief with their colleagues, and that this shared belief allowed the development of teamwork.

Participants are of the opinion that the assessment of children who are victims of sexual offences, which can be very emotional draining and require an individual who is able to remain calm even in the most stressful and emotionally draining situations. Therefore, it is of utmost importance that the social worker in forensic practice receives the necessary debriefing and support from other team members (Forensic Social Work Standard Operating Procedure, 2016:35).

10.2.3.2 Sub-theme 2: Good relationships

According to Jacques (2014:160-161), good supervision motivates and assists social workers in building purposeful relationships and seeking assistance from team members.

The following comments were from the participants:

- *“Sharing of information is necessary among colleagues”*
- *“There is limited platform to provide detailed information of the services rendered”*
- *“Peer learning needs to be done”*

From the above narratives it is clear that most of the participants felt that information received needed to be shared during the empowering sessions and workshops. They

are of the opinion that there is a limited platform to provide detailed information of the services rendered as the feedback report sheets for monthly statistics requires numbers and not a detailed explanation of the actual services provided.

The supervisor should encourage supportive peer-group interaction and cooperative relationships among staff. The ideal scenario would be for all FSW to function as a unit who will then be able to perform peer support, e.g. having monthly group supervision meetings (Forensic Social Work Standard Operating Procedure, 2016:35).

The pressure of social workers who are expected to work more and often with little formal support, supervision or guidance, can translate into a negative organisational culture, poor staff morale and the breakdown of peer networks (Russ *et al.*, 2009:231).

10.2.3.3 Sub-theme 3: Face to face interaction

Vaccaro and Lambie (2007:49) claim that there has been considerable discussion about the compromise to quality of instruction and more specifically, compromise to the quality of supervision without face to face contact with supervisees.

The following narratives can be seen as representative of the viewpoints of participants regarding problems experienced due to a lack of face to face interaction.

- *“Due to geographical distance, there’s lack of face to face interaction”*
- *“Limited face to face contact limits bonding between supervisor and supervisee”*
- *“The quality of instruction is compromised”*

Most of the participants felt that, due to geographical distance, especially in the rural, remote areas and far distances, face to face interaction was a challenge and

they had to depend on interacting with phones. They felt that more face to face interaction was needed to render effective supervision.

Altekruse and Brew (2000:130) listed lack of human contact, limited opportunity to view non-verbal communication and limited bonding between supervisor and supervisee among the disadvantages of online supervision. Vaccaro and Lambie (2007:50) pointed out the increased risk to confidentiality posed by computer based supervision.

10.2.4 Theme 4: Resources

The participants were asked about the issues in their work-environment that made the rendering of supervision difficult. This was translated into views on their resources. According to Smit (2005:358), in order to achieve the organisational goal, certain resources and effective management of these resources are needed. Organisational goal attainment is also highly dependent on management's ability to transform resources into the intended organisational outputs, both in terms of quantity and quality. The success of any organisation is thus predicted on the acquisition and effective management of the needed resources.

Alastair *et al.* (2013:348-367) explained that one of the three key areas to evaluate the function and social value of an organisation is the extent to which resources are applied efficiently to perform organisational functions. Resources refer to a source of aid that can be drawn upon when needed.

Participants mentioned different factors that could improve service delivery. These factors are subsequently divided in two sub-themes, namely physical resources and human resources. Each of these sub-themes is discussed in detail and illustrated by means of the narratives following the individual interviews.

10.2.4.1 Sub-theme 1: Physical resources

The participants reported that physical resources were important to improve service delivery and lack of these resources could pose a challenge especially in rural areas.

The following narratives can be regarded as representative of the above sub-theme:

- *“Supervisors need to be provided with resources to render effective supervision e.g. Skype facilities, internet for research purpose, 3g cards and cell phones, especially in rural areas”*
- *“Supervision is affected due to lack of resources”*
- *“Subsidised vehicles should be allocated to supervisors”*

From the narratives it is clear that all of the participants were of the opinion that resources were not supplied efficiently to perform organisational functions. The participants felt that this lack of physical resources hampered service delivery (Malan & Rothman, 2002:1). Barkema and Schijven, (2008:700) predict that the lack of proper allocation of resources can create an infighting cycle. They also highlight that more sources will be needed to resolve conflicts and ensure effective resources for employees. Participants felt that provision of the resources to perform duties was very important. All participants reported negative working conditions, such as burnout, concerns about safety and security, poor working conditions, poor salaries, high caseloads and a lack of resources, inadequate supervision, office space and equipment and vehicles. This has been confirmed in various studies (Alpaslan & Schenck, 2012:412; Naidoo & Kasiram, 2003:375; Schenck, 2014:160).

Pullen-Sansfacon *et al.*, 2012:1039 mentioned that, if the significance of supervision is not prioritised in an organisation, it will result to structural and organisational issues which will always dominate and stand in the way of supervision. Lack of resources and counterproductive working conditions are on-going harsh realities and challenges in the social work profession.

According to the Forensic Social Work Standard Operating Procedure (2016:36), there are minimum requirements with regard to resources. All FSW must be provided with a child-friendly assessment room equipped with jolly chairs and tables, anatomically correct dolls, forensic and socio-emotional tool kits, information technology equipment, e.g. a computer, a laptop, a 3G card and a cellular phone, a vehicle, video camera and television and one-way mirror.

10.2.4.2 Sub-theme 2: Human resources

The resources of an organisation also refer to human resources, such as skills, expertise and competencies of staff.

The following comments can be seen as an important factor of human resource:

- *“More personnel need to be employed”*
- *“Lack of manpower over burden employees and causes stress”*

From the above narratives it is clear that some of the participants experienced stress due to a lack of manpower and due to being overloaded with work. One of the participants felt that it was the supervisor’s responsibility to advocate for human resources.

All of the participants felt that a lack of enough personnel hampered service delivery. They further stated that there should be enough FSW employed in the provinces. Bartels *et al.* (2006:49), Bellou (2006:70-72) and Pena-Suarez *et al.* (2013:137) support this view and are of the opinion that a lack of manpower may lead to a variety of reactions such as intention to leave, low self-esteem and stress.

Human resource management activities are undertaken in order to solicit job applications from people who have the necessary potential, knowledge, skills and

abilities (competencies) to fill positions as employees who will assist the organisation in achieving its objectives (Swanepoel *et al.*, 2008:258).

Job stress is caused by heavy caseloads, working with many clients who express strong emotions, pressure to comply with organisation's needs and having responsibilities that exceed resources (Brewer & Shapard, 2004:103).

According to Kadushin and Harkness (2002:24), a supervisor can reduce or prevent job stress by decreasing stress on the worker, which may involve removing the worker from the source of stress, reducing the impact of stressors or helping the worker adjust to stress.

10.2.5 Theme 5: Geographical distance

Respondents were of the opinion that geographical distance could compromise supervision. In South Africa's rural landscape, remote supervision via the internet (Skype) merits serious consideration as opposed to local supervision, which is inconsistent and expensive owing to geographical distances between the supervisor and supervisee (Engelbrecht, 2014:161).

Respondents mentioned different factors that could hinder supervision. These factors are subsequently divided in two sub-themes, namely spending more time travelling and vast areas. Each of these sub-themes is discussed in detail and illustrated by means of the narratives following the individual interviews.

10.2.5.1 Sub-theme 1: Spending more time travelling

The participants were asked what made supervision difficult to render. The following narratives can be seen as representative of the viewpoints of participants regarding problems experienced due to geographical distance.

- *“Distance should be minimised”*

- *“More time spend on travelling makes it difficult to provide enough support to supervisees”*

From the above narratives it is clear that most of the participants felt that the distance travelled should be minimised. More time was spent on travelling and this made it difficult to provide support to supervisees. Proper arrangements should be made by the employer to assist supervisors not to travel long distances.

Schenck (2004:165) confirms that social workers, especially in rural communities, have no resources and infrastructure. Forensic social workers have to travel long distances to render social work services to clients, lack support from supervisors and the organisation and clients’ cultural/traditional customs and practices hampering social work service delivery and lack of confidentiality.

10.2.5.2 Sub-theme 2: Vast areas

The participants were of the opinion that vast areas made it difficult to render supervision.

The following narrative can be regarded as representative of above sub-theme:

- *“Areas should be clustered together”*
- *“Supervision has to be rendered in remote areas”*

From the above narrative it is clear that most of the participants felt that offices were inaccessible due to the vast areas, especially in rural areas. Schenck (2004:167) supports this viewpoint and states that, as a result of poor infrastructure, social workers and supervisors have to travel on foot to reach clients in mountainous areas and the distance to reach clients is a challenge. Some areas are on the mountains, the infrastructure is bad, the roads are disastrous, and sometimes there is not even a road so you have to park your car very far and travel further by foot to where you

need to be. The area that needs to be covered is much broader and this means you have to travel greater distances, so this is equal to more time on the road and less time to work.

10.2.6 Theme 6: Caseload

Participants are of the opinion that caseload management is very important. Due to nature and diversity of services rendered by FSW, caseload management has always been a recognised task within this work environment. When employees work in teams across different processes and fields, caseload management becomes more complex (Frost, 2007: 184-199). However, this task has recently received increased attention and a need has been identified for the enhancement of the effectiveness and efficiency of caseload management and measurement to identify and quantify all the work done by supervisees.

Participants mentioned different factors that can manage caseload. These factors are subsequently divided in two sub-themes, namely unequal caseload and language barrier. Each of these sub-themes is discussed in detail and illustrated by means of the narratives following the individual interviews.

10.2.6.1 Sub-theme 1: Unequal caseload

The participants were asked to mention problems in their supervision to social workers.

The following narratives can be seen as representative of the viewpoints of participants regarding problems experienced due to unequal caseload.

- *“Case load should be uniform e.g.10:1 ratio”*
- *“Some supervisors have more social workers to whom supervision must be rendered”*

- *“Supervisors sometimes have their own clients as well”.*

From the above narrative, most of the participants were of the opinion that caseload management should be balanced. Some of the participants felt that the caseload was not uniform, some of the FSW carried high caseload while other carried less, which made it unfair to others. They felt that caseload should be uniform, at least one social worker per ten cases, considering the distances that are travelled. Seeing that social workers manage their own work by planning and making decisions about when and how to accomplish their responsibilities, supervisors need to develop a formal systematic and flexible caseload management process to prioritise, allocate, monitor, measure and balance caseload effectively and efficiently within the diverse work environment of social workers. This compels organisations to explore the development and/or enhancement of formal flexible caseload management and measurement policies, processes and procedure (Stevens, 2008:209).

From the above narrative it was clear how participants felt about the expectation to have workload of individual clients and to do fieldwork, over and above. They were also having a number of supervisees reporting under them. Supervision should be performed by experienced social workers that did not have clients themselves but whose primary function was to support workers and educate them with regard to their practice with clients (Laming, 2003:12).

Stevens (2008:212) confirms that the consequences of poor caseload management are the likelihood of negatively affecting the practice and outcomes of services by social workers are high. It contributes to increased stress among social workers which affects their level of job satisfaction and productivity and it is also associated with burn-out, poor retention and high turnover rates of social workers.

10.2.6.2 Sub-theme 2: Language barrier

The researcher asked the participants about problems while rendering supervision to the social workers.

The following narratives can be regarded as representative of the above sub-theme:

- *“More personnel should be employed considering different languages”*
- *“Provision should be made for communication in different languages”*

From the above narrative, it is evident that most of the participants felt that different languages should be considered when personnel were employed, to provide for communication in different languages and also to reduce pressure from other employees who were multilingual and also to reach clients of different languages. Language is not only a medium of communication, but is also linked to an individual’s identity (Lauring, 2008:343), therefore these barriers may influence various aspects of the service experience. It enables the person to express emotions, share feelings, tell stories and convey complex messages and knowledge. Language is our greatest mediator and it allows us to relate and understand each other (Imberti, 2007:70). It can be defined as a system of conceptual symbols that allows us to communicate. It also provides us with a significant frame of reference and a rational context that sustains our identities.

Since language affects almost all aspects of everyday life, there needs to be more of a focus on communication barriers by workers engaged with clients (Henderson, 2005:76).

The issue of language barriers is particularly critical during intercultural service encounters. Intercultural service encounters, where the client and the service provider are from different cultures, are very common in the service sector (Czinkota & Ronkainen, 2002:32). Such intercultural service encounters may be influenced

not only by cultural differences but also by language barriers. Clients may find it difficult to communicate or even get necessary information regarding products or services.

10.2.7 Theme 7: National Head Office

Participants were of the opinion that the standardisation of supervision model by National Head Office (NHO) was very important.

Effective management involves the coordination of various simultaneous processes and functions, namely planning, developing human resources, budgeting, supervising organizing and evaluating performance appraisals (Forensic Social Work Standard Operating Procedure, 2016:33).

Participants mentioned different factors that could improve supervision. These factors are subsequently divided in two sub-themes, namely standardised supervision model and support. Each of these sub-themes is discussed in detail and illustrated by means of the narratives following the individual interviews.

10.2.7.1 Sub-theme 1: Standardised supervision model

The participants were asked what should happen in the work environment to fully deploy and integrate supervision in the work environment.

The following narratives can be regarded as representative of above sub-theme:

- *“National Head Office should develop a standardised supervision model”*
- *“We need a framework”*

From above narrative it is clear that most of the participants are of the opinion that supervision needs to be embedded in the organisational structure and cultural fabric of the organisation in its changed state. These factors, regarded as drivers of an

emerging supervision framework will shed light on how supervision should be managed to maintain its rightful position in the organisation, or require adjustment and additional structure to transform them into a useful organisational asset (Mathebula, 2003:11, Mudau, 1996:56; Nqweniso, 1998:1).

10.2.7.2 Sub-theme 2: Support from National Head Office

On the question how supervision could be integrated in the work environment, the role of the employer was emphasised.

The following comments can be seen as important factors in offering support by employer to supervisors.

- *“National Head Office should support supervisors”*
- *“Unwillingness of National Head Office personnel to offer support”*
- *“National Head Office should appoint regional supervisors”*
- *“National Head Office should appoint personnel who will only focus on supervisors”*

From the above narratives, it is clear that some of the participants are of opinion that, in other provinces where there are no FSW commanders, who supervise supervisors, supervisors are supervised by personnel from National Head Office. Supervisors are supposed to receive support and guidance from NHO. Supervisors in the provinces are receiving poor service from head office. The NHO personnel whose responsibility are to provide guidance and support are not always available on the phone.

According to the Forensic Social Work Standard Operating Procedure (2016:33), supervisors who report directly to NHO draft monthly, quarterly and annual reports, audits to NHO, manage the training and development of FSW, as well as the CPDs for FSW, manage the needs of FSW in respects of required technical, social and

psychological expertise and they liaise with other role players to ensure service delivery of a better quality. Participants further indicated that, on top of these functions, they are also carrying field work files. With all the mentioned functions of a supervisor it is evident that FSW supervisors really need support from NHO.

Some of the participants feel that, due to lack of support by NHO, regional supervisors should be appointed to bridge the gap. They reported that support for supervisors was some of the important factors to improve supervision. They further stated that NHO should appoint and deploy personnel who would ensure effective and efficient support for supervisors in the provinces.

10.2.8 Theme 8: Indigenous nature of supervision

Participants were of the opinion that indigenous supervision was very important. The imperative for culturally safe supervision, incorporating indigenous values and world values, has seen the development of indigenous approaches and models of supervision, including what is termed cultural supervision, which creates a mode of supervision in which practitioners of a certain ethnicity are supported to practice within a supervision process that is grounded in spiritual, traditional and coherent theoretical understandings congruent with a unique worldview. Culture becomes the overarching environment of supervision (Beddoe & Egan, 2009:414).

Bar-On (2007:1) outlines the arguments why Africa might require a form of social work of its own and the chances of such indigenisation taking place. He concludes that, while indigenisation may be desirable, it is probably impossible unless African social workers can engage in reflective learning with their clients. The challenge experienced by forensic social workers in the SAPS, is the lack of physical and human resources. Bar-On (2007:311-323) contests this position in maintaining that the development of indigenous African social work knowledge and practices are possible.

Another argument for indigenisation is that purely at the material level, most African countries cannot afford a Western-type social work that focuses mainly on the marginalised, who inevitably forms a small proportion of their population. Services of forensic social workers in the SAPS don't cover all population as there are provinces with only one social worker and a lack of resources is a challenge.

Bar-On (2001:123-136) and Ife (2000:5-15) further stated that another imperative for a special African social work, proponents argue, was organisational. In countries that are materially richer, social work is buttressed by and, in turn, buttresses other social provisions that together form a continuous, albeit not necessarily comprehensive, service network. Another element is political. Primarily, this factor relates to a general situation in which human deprivation is so prevalent that it is taken for granted and where welfare provisions is principally used to build loyalty and to contain social unrest rather than to promote individual and communal well-being. They also question the transferability of many Western interventions to non-Western settings. Historically, the main argument for this position has been that these interventions fail to assist people who require tangible and immediate help because their principal intention is to assist individuals to cope with the underlying causes of their personal predicaments rather than with the structural obstacles that gave rise to their difficulties. Challenges like language problems, many cultures, poverty, and more child abuse are contributing factors for negative service delivery on the organisation.

What in supervision in FSW is different to ordinary supervision? There is a lack of intensive supervision as each supervisor has her own style of supervision as there is no standardised supervision model for forensic social workers in the SAPS. Supervision is affected by the fact that supervisors themselves have to carry a caseload due to lack of manpower. There is a lack of face to face interaction between supervisor and supervisee due to the geographical distance. Areas are vast and due

to long distances, more time is spend on the road. The other challenge experienced by forensic social workers in the SAPS, is the lack of physical resources, which affect supervision and service delivery in a negative way.

The following narratives can be regarded as representative of the theme:

- *“Indigenous supervision is very important”*
- *“It differs to supervision in other fields”*
- *“SAPS forensic services need to develop its own brand of social work supervision”*
- *“There are too few supervisors in SAPS and they have to travel long distances”*
- *“South Africa is different to Western countries”*

From the above narratives it is clear that most of the participants are of the opinion that it is important that FSW should have a standardised indigenous supervision model. They further stated that there is a great need for SAPS forensic services to develop its own brand of social work supervision as supervisors render supervision according to the needs of supervisees.

Bar-On (2001:123-136) and Ife (2000:5-15) advance different reasons why Africa needs to develop its own brand of social work. They stated that Africa’s social problems are significantly different from those in the West - that the continent is materially poor, that its organisational and administrative frameworks are weak, that its leadership is not committed to combating social ills and that Western-developed theories are not transferable to other locations. Therefore supervision in SAPS should not only take note of how it differs from ordinary supervision, but also see it from an African perspective.

11. DISCUSSION

The findings of this particular research study revealed the following:

The researcher conducted a qualitative study to gain an understanding of the contextual factors of an indigenous supervision model for forensic social work in the SAPS. Semi-structured interviews were conducted with 9 participants to identify variations in the discourse of the forensic social work supervisors.

The study identified the following 8 themes: supervision (intensive supervision and supervision style of operating procedure), supervisor (number of supervisees, training, and experience and qualifications), communication (team work, good relationships and face to face interaction), resources (physical resources and human resources), geographical distance (spend more time travelling and vast areas), caseload (unequal caseload and language barrier), support from National Head Office (standardised supervision model and support from NHO) and lastly indigenous nature of supervision.

Social workers in forensic practice play a key role in assisting the South African Police Service (SAPS) in the field of sexual abuse investigation and reaching its aim of providing an effective and efficient specialised service to children who are victims of sexual abuse. Supervision in this context needs to be indigenous. The structuring of SAPS forensic services appears to be characterised by challenges that supervisors are generally unsure of their roles and duties and appear to be inexperienced in carrying the responsibility of supervision to colleagues.

The SAPS forensic services specifically concentrate on the assessment of the sexually abused child and they receive referrals from investigating officers and from court, while forensic social work in the broader community focuses on the criminal justice system in general as they work directly with the public. They also receive referrals from other departments and NGO's. That is why it can be referred to as

indigenous supervision. In other words, the SAPS forensic services needs to develop its own brand of social work supervision as it has its own values, methods and techniques.

Supervision in a social work context can be described as an important mechanism for promoting and developing the professional abilities of social workers. It provides fundamental guidance regarding the nature, focus and goals of supervision within social work. Supervision is described as a process of in-service training, continuous education and support towards improving the practice of social workers. Supervision is a structured process involving a more experienced practitioner called a supervisor and another less skilled social worker referred to as the supervisee.

The research project was focused upon clarifying the roles of supervisors within the FSW environment in SAPS, gaining an understanding of those formal and dynamic contextual factors contributing towards an indigenous organisational model or approach towards supervision and development.

Supervision has mainly three distinct functions consisting of a management or administrative function, worker support and professional development. It is usually aimed at improving the effectiveness of the person being supervised and eventually contributes to a general improvement in practice quality. The educational function of supervision may include the acquisition of practical skills, mastery of theoretical or technical knowledge, personal development at the client/therapist interface and professional development.

The rendering of supervision will only be effective if supervisors are well-trained, have necessary skills and knowledge.

It was evident from the research study that supervisors felt that they were not receiving adequate support and guidance from NHO. The participants' feelings of not being provided with necessary resources, proved to be neglected by the employer

as this had been continuing for a long time. Service delivery had been negatively affected by poor caseload management and geographical distance. The expectation of NHO that supervisors had to carry caseload and at the same time render supervision was a concern and challenge for supervisors.

As much as training was experienced as an important factor for supervisors, it was needed to strengthen FSW, to provide in-service training and induction to supervisees and newly appointed employees. Team work was essential for the improvement of the supervisor and supervisee relationship.

This research found that the fact that each supervisor rendered supervision in the manner that suited her and the supervisees, supervision was not effective and there was a need to a standardised indigenous supervision model.

Most of the participants were of the opinion that Social Work in forensic practice was a new field in Social Work, it was important that support also entailed guidance regarding investigation of difficult forensic cases and expert witnessing. Debriefing and open communication were needed between the supervisor and the supervisee. That is why an indigenous supervision model is needed.

It is recommended that the SAPS Forensic Social Work service environment clarifies the uncertainty regarding a multitude of roles, including how, when and where supervision functions are to be performed and to develop a standardised approach or model of supervision to be followed.

12. CONCLUSION

It can be concluded that there are many reasons why supervision is not effective for FSW in the SAPS. Reasons may be due to not standardising the supervision model, supervisors' rendering supervision the way it suits them and supervision taking place when a need arises. The other main reason for ineffective supervision appears

to be due to the negligence of NHO to supervisors in the provinces and supervisors that are not trained in supervision. Supervisors must not be appointed on the basis of their years of experience but rather on their competence and credibility.

Supervisors do not get the necessary support from the NHO; they are of opinion that they need intensive training and the resources to perform their duties. The supervisors are doing the best they can in a situation where support lacks and resources are frequently non-existent and they are offering support to supervisees dealing with difficult cases. Supervisors also feel overloaded with fieldwork and supervision. Supervisors have to travel long distances to supervisees. If the SAPS develop its own brand of supervision by implementing an indigenous supervision model, the challenges experienced by forensic social workers will be addressed.

This study is of significance since the lack of training for forensic social work supervisors in the SAPS is identified and described as experienced by supervisors. Consequently, this indicates the actuality of various areas which is negative with regards to supervision in the SAPS.

In conclusion, the aim of the study was reached, because an understanding of the contextual factors of an indigenous supervision model for forensic social work in the SAPS was gained. It shows that there is a great need for the development of a standardised supervision model for FSW in the SAPS, in order for supervisors to know and understand the process of rendering supervision.

13. RECOMMENDATIONS

In view of the information obtained from this study, the following recommendations are suggested:

13.1 Recommendations to National Head Office

- Intensive training for supervisors was clearly experienced as a positive aspect, therefore it is recommended that supervisors receive intensive training on indigenous supervision, before they carry out their duties as supervisors.
- NHO should provide necessary resources for employees to render service delivery, e.g. vehicles, information technology equipment and child friendly assessment rooms.
- NHO to appoint more FSW to relieve supervisors from doing field work, since this have a negative impact on the management of their supervisee.
- There should be a standard ratio of caseload per supervisee e.g. 10:1 and provision should be made for communication in different languages, distance must also be considered.
- Supervisors must receive support regarding monitoring, reviewing and evaluating work of supervisees from NHO and regional supervisors and personnel focussing on supervisors should be appointed.
- A standardised supervision model should be developed, in which clear procedures are outlined indicating the whole process of supervision which covers the issues of criteria for appointing supervisors in the organisational structure. The SAPS should develop an indigenous supervision model, more specifically the SAPS forensic services should develop its own brand of social work supervision as it has its own values, methods and techniques.
- This supervision model should also clarify the uncertainty regarding a multitude of roles, including how, when and where supervision functions are to be performed.
- NHO should consider qualifications and not only experience when appointing supervisors e.g. postgraduate studies in supervision.
- NHO should assist supervisors with necessary resources to enable them to reach social workers working in far and remote areas.

- NHO should make sure that Forensic Social Work Standard Operating Procedure Manual is fully implemented by forensic social workers.

13.2 Recommendations to Supervisors

- Teamwork, debriefing and open communication should be applied to improve the supervisor and supervisee relationship.
- Supervisors should be well trained in order to assist, motivate, support and give guidance to supervisees.
- There should be effective co-ordination of supervision between supervisor and supervisee by clearly stating the expectations from both.
- Supervisors should model good leadership to supervisees as to motivate them.
- There should be more face to face interaction between supervisor and supervisees to view non-verbal communication, to strengthen the bond between them and for clear quality of instruction.
- NHO's to monitor whether supervisors apply the methods of supervision as stipulated in the Forensic Social Work Standard Operating Procedure (2016:33).

13.3 Recommendations for further studies in this field

- The development and implementation of an indigenous supervision model for the FSW in the SAPS
- How effective are supervisors of FSW in the SAPS?
- What can the NHO's do to support supervisors of forensic social work?

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ADDENDA

Addendum A: Agreement of confidentiality

Addendum B: Authorisation from the Head: Strategic Management in the SAPS

Addendum C: NWU Ethical clearance

Addendum D: Permission from the National Head of forensic social workers

Addendum E: Consent forms

Addendum F: Interview schedule

Addendum G: Certificate of language editing



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

ADDENDUM A

CONFIDENTIALITY UNDERTAKING

entered into between:

I, the undersigned

Prof / Dr / Mr / Ms _____

Identity Number: _____

Address: _____

hereby undertake in favor of the **NORTH-WEST UNIVERSITY**, a public higher education institution established in terms of the Higher Education Act No. 101 of 1997

Address: Office of the Institutional Registrar, Building C1, 53 Borchard Street,
Potchefstroom, 2520

(hereinafter the "NWU")

1 Interpretation and definitions

1.1 In this undertaking, unless inconsistent with, or otherwise indicated by the context:

1.1.1 "Confidential Information" shall include all information that is confidential in its nature or marked as confidential and shall include any existing and new information obtained by me after the Commencement Date, including but not be limited in its interpretation to, research data, information concerning research participants, all secret knowledge, technical information and specifications, manufacturing techniques, designs, diagrams, instruction manuals, blueprints, electronic artwork, samples, devices, demonstrations, formulae, know-how, intellectual property, information concerning materials, marketing and business information generally, financial information that may include remuneration detail, pay slips, information relating to human capital and employment contract, employment conditions, ledgers, income and expenditures and other materials of whatever description in which the NWU has an interest in being kept confidential; and

1.1.2 "Commencement Date" means the date of signature of this undertaking by myself.

1.2 The headings of clauses are intended for convenience only and shall not affect the interpretation of this undertaking.

2 Preamble

2.1 In performing certain duties requested by the NWU, I will have access to certain Confidential Information provided by the NWU in order to perform the said duties and I agree that it must be kept confidential.

2.2 The NWU has agreed to disclose certain of this Confidential Information and other information to me subject to me agreeing to the terms of confidentiality set out herein.

3 Title to the Confidential Information

I hereby acknowledge that all right, title and interest in and to the Confidential Information vests in the NWU and that I will have no claim of any nature in and to the Confidential Information.

4 Period of confidentiality

The provisions of this undertaking shall begin on the Commencement Date and remain in force indefinitely.

5 Non-disclosure and undertakings

I undertake:

5.1 to maintain the confidentiality of any Confidential Information to which I shall be allowed access by the NWU, whether before or after the Commencement Date of this undertaking. I will not divulge or permit to be divulged to any person any aspect of such Confidential Information otherwise than may be allowed in terms of this undertaking;

5.2 to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;

5.3 not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;

5.4 not to use any research data for publication purposes;

5.5 not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;

5.6 not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant or the NWU; and

5.7 that all documentation furnished to me by the NWU pursuant to this undertaking will remain the property of the NWU and upon the request of the NWU will be returned to the NWU. I shall not make copies of any such documentation without the prior written consent of the NWU.

6 Exception

The above undertakings by myself shall not apply to Confidential Information which I am compelled to disclose in terms of a court order.

7 Jurisdiction

This undertaking shall be governed by South African law be subject to the jurisdiction of South African courts in respect of any dispute flowing from this undertaking.

8 Whole agreement

8.1 This document constitutes the whole of this undertaking to the exclusion of all else.

8.2 No amendment, alteration, addition, variation or consensual cancellation of this undertaking will be valid unless in writing and signed by me and the NWU.

Dated at Potchefstroom this _____ 20____

Witnesses:

1

2

(Signatures of witnesses)

.....

(Signature)

22/05/23

ADDENDUM B

South African Police Service



Suid-Afrikaanse Polisiediens

Tshebeletso' Sepolesa Afrika Borwa

Private Bag
Privaatsak X20501

My reference 3/34/2
My verwysing
Tshupo ya ka

THE PROVINCIAL COMMISSIONER
DIE PROVINSIALE KOMMISSARIS

Enquiries Colonel Scharneck
Navrae Major Nair
Batlisa ho

FREE STATE PROVINCE
PROVINSIE VRYSTAAT

Tel [051] 507 6568/7030
Fax / Faks [051] 507 6466

BLOEMFONTEIN
9300

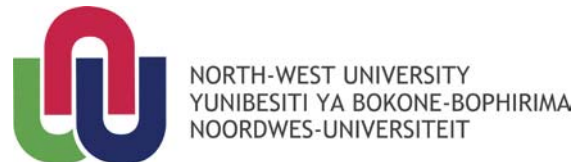
2016-05-09

Colonel Tselane Monosi
Provincial Detective Service
Bloemfontein
9300

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE SOUTH AFRICAN POLICE SERVICE: COLONEL T MONOSI

1. In terms of National Instruction 1 of 2006 you are hereby granted permission to proceed with your research on *"Contextual factors in an indigenous supervision model for forensic social work."*
2. It is requested that you complete the attached Undertaking and submit it to the Provincial Commissioner's Office, marked for the attention of Major J Nair via e-mail at FS: Strategic Management Research (NairJ@saps.gov.za) or fax at 051-5076466.
3. It is also requested that you provide regular progress so that this office is on par as to what is happening in terms of your research as per paragraph 1.7 of the Undertaking.
4. For any further enquiries, please feel free to consult Major J Nair at 051-5077028 or 051-5077030.
5. Your cooperation in this regard is appreciated.
6. Kind regards.

MAJOR GENERAL
DEPUTY PROVINCIAL COMMISSIONER: CRIME DETECTION
FREE/STATE
LJ TSUMANE



Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849
Email : Ethics@nwu.ac.za

2016/05/26

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by **Health Research Ethics Committee (HREC)** at the meeting held on **10/02/2016**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Contextual factors in an indigenous supervision model for forensic social work																													
Study Leader/Supervisor: Prof C Strydom																													
Student: TS Monosi																													
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>0</td><td>9</td><td>-</td><td>1</td><td>6</td><td>-</td><td>A</td><td>1</td> </tr> <tr> <td colspan="3">Institution</td> <td></td> <td colspan="4">Study Number</td> <td></td> <td colspan="2">Year</td> <td></td> <td colspan="2">Status</td> </tr> </table> <p><small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small></p>	N	W	U	-	0	0	0	9	-	1	6	-	A	1	Institution				Study Number					Year			Status	
N	W	U	-	0	0	0	9	-	1	6	-	A	1																
Institution				Study Number					Year			Status																	
Application Type: Single study	Risk level: Minimal																												
Commencement date: 2016-05-17																													
Continuation of the study is dependent on receipt of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation up to a maximum period of three years.																													

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

<p>General conditions:</p> <p><i>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:</i></p> <ul style="list-style-type: none"> • The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HREC: <ul style="list-style-type: none"> - annually (or as otherwise requested) on the monitoring of the study, and upon completion of the study - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. • Annually a number of studies may be randomly selected for an external audit. • The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these amendments at the HREC, prior to implementation. Would there be deviated from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. • The date of approval indicates the first date that the study may be started. • In the interest of ethical responsibility the NWU-IRERC and HREC retains the right to: <ul style="list-style-type: none"> - request access to any information or data at any time during the course or after completion of the study; - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process. - withdraw or postpone approval if: <ul style="list-style-type: none"> · any unethical principles or practices of the study are revealed or suspected, · it becomes apparent that any relevant information was withheld from the HREC or that information has been false or misrepresented, · the required amendments, annual (or otherwise stipulated) report and reporting of adverse events or incidents was not done in a timely manner and accurately, · new institutional rules, national legislation or international conventions deem it necessary. • HREC can be contacted for further information or any report templates via Ethics-HRECApply@nwu.ac.za or 018 299 1206.
--

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the IRERC or HREC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis
Digitally signed by Linda du Plessis
 DN: cn=Linda du Plessis, o=NWU,
 ou=Vaal Triangle Campus,
 email=linda.duplessis@nwu.ac.za,
 c=ZA
 Date: 2016.05.27 12:28:37 +02'00'

Prof Linda du Plessis
 Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM D

PERMISSION FROM BRIGADIER STRAUSS

Vrywaringsklousule / Disclaimer: <http://www.nwu.ac.za/it/gov-man/disclaimer.html>

>>> "FS:Provincial FSW Commander" <fsprov.fswcmdr@saps.gov.za> 2016/03/22 09:59 AM >>>
>

From: Strauss L'Marie - Brigadier
Sent: 05 August 2015 03:29 PM
To: FS:Provincial FSW Commander
Subject: RE: RESEARCH PROPOSAL

Good day Colonel Monosi

Kindly take note that this office finds your proposal to be good for the purpose of finding solutions for challenges faced by supervisors in the SAPS. Your research might come up with a good strategy that might be recommended for service delivery improvement in Forensic Social Work Services. You have my permission to conduct interviews with the supervisors as long as they also give their consent. This study is highly recommended and will be in the best interest of the SAPS

Good luck with your research

Kind regards

Brigadier L Strauss
Section Head: Forensic Social Work
FCS: Detective Service
E-mail: StraussL@saps.org.za
Tel: [012 3932637](tel:0123932637)
Cell: [0713564500](tel:0713564500)

From: FS:Provincial FSW Commander u do have my permissio
Sent: 04 August 2015 09:19 PM

To: Strauss L'Marie - Brigadier
Subject: RESEARCH PROPOSAL

Evening Brig

As per our telephone conversation today, my proposed title for the research proposal is developing a supervision strategy for supervisors of forensic social workers in SAPS, I request permission from Brig to conduct discussion groups with the supervisors during the SAPSAC Conference as it will be easy as everybody will be there. I can't conduct the groups myself, I have to find somebody who is experienced in supervision to be the mediator.

I hope my request will be considered.

Regards.

TS Monosí
Provincial Coordinator
FSW
Free State Province

051 507 6619 051 507 6923 071 331 8844
e-mail internal : FS:Provincial FSW Commander



PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR FORENSIC SOCIAL WORK SUPERVISORS

TITLE OF THE RESEARCH PROJECT: Contextual factors in an indigenous supervision model for forensic social work

REFERENCE NUMBERS: NWU-00009-16-A1

PRINCIPAL INVESTIGATOR: T.S. MONOSI

ADDRESS: 34542 TURFLAAGTE, BLOEMFONTEIN, 9323

CONTACT NUMBER: 071 331 8844

You are being invited to take part in a research project that forms part of my Master's studies in Social Work: Forensic Practice. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00009-16-A1)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records.

What is this research study all about?

- *This study will be conducted at the offices of forensic social work supervisors in the South African Police Service and will involve semi-structured interviews with experienced health researchers trained in social work. Eleven participants will be included in this study.*
- *The aim of the study will be to gain an understanding of the contextual factors of an indigenous supervision model for forensic social work (FSW) in the South African Police Service (SAPS).*
- *The objectives of this research are: (1).To obtain contextually rich, descriptions regarding contextual realities by means of semi-structured interviews with supervisors. (2) To make recommendations regarding the further enhancement of supervision within the SAPS environment.*

Why have you been invited to participate?

- *You have been invited to participate because you are an expert, who can shed more light on supervision in FSW in SAPS. The researcher believes that you can help her to delineate the problem in a more focused fashion and provide valuable information. Your opinion is very important for the outcome of the research.*
- *You have also complied with the following inclusion criteria: Forensic social work supervisors employed by the South African Police Service.*
- *Forensic social work supervisors who can speak and understand English as interviews will be in English.*
- *Both male and female forensic social work supervisors.*
- *Forensic social work supervisors with at least one year' working experience so that they are able to give an opinion on an indigenous supervision model for forensic social work.*
- *Forensic social work supervisors who render supervision to social workers in forensic practice.*
- *Registered with the South African Council for Social Service Professions.*

What will your responsibilities be?

- *You will be expected to participate in an interview that will take place in your office. It will either be a face-to-face interview or via Skype, according to your preference. You will share your views and experience of supervision within the SAPS context. The interview will last approximately one hour. The interview will be scheduled for a time that is most convenient for you.*

Will you benefit from taking part in this research?

- *You will not receive any kind of direct benefit such as payment for participating in the research. However, indirect benefits will include the development of a supervision strategy for forensic social work supervisors. Further indirect benefits will include the introduction and implementation of models of supervision in the workplace for your supervision services. These services will play a role in supporting social workers in forensic practice. Knowledge and insights attained from the study will assist forensic social work supervisors to explore supervision.*

Are there risks involved in your taking part in this research?

- *The risks in this study will be minimal since you will be informed beforehand about the purpose and impact of the study. You would be assured that no*

identifying details about you would be revealed. Your perspectives will be asked and no intimate knowledge is required.

- *Other risks will include boredom, fatigue and stress while discussing your experience regarding supervision in the SAPS. The interviewer will act in an empathetic and ethical way. She will take your well-being into consideration*
- *The benefits will thus outweigh the risks.*

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

- *There is no foreseeable emotional harm as you will not be asked sensitive questions. Should you experience any discomfort, or feel the need for further discussion, I will arrange for debriefing by a colleague.*

Who will have access to the data?

- *Anonymity will be ensured because no personal information will be given to the public. You will be allocated with a number beforehand. Reporting of findings will be anonymous by coding the results. Confidentiality will be ensured by locking documents in a locked fire proof cabinet in the researcher's office and for electronic data it will be password protected. As soon as data has been transcribed it will be deleted from the recorders. The mediator, interviewer and co-coder will sign confidentiality agreements.*

What will happen with the data/samples?

- *This is a once off collection and data will be stored at Social Work, North-West University (Potchefstroom Campus) for 5 years. After five years the data will be destroyed according to the Record Management guidelines from the university..*

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study however refreshments (drinks and snacks) will be provided during the interviews. As interviews will take place at your office, there will be no costs involved for you.

Is there anything else that you should know or do?

- *You can contact the researcher at 0713318844 if you have any further queries or encounter any problems.*
- *You can contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206; carolien.vanzyl@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher.*
- *You will receive a copy of this information and consent form for your own records.*

How will you know about the findings?

- *You will receive a summary of the findings once the dissertation has been completed.*

Declaration by participant

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

By signing below, I agree to take part in a research study titled: Contextual factors in an indigenous supervision model for forensic social work

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed
- I agree to the interview being audio taped..

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

ADDENDUM F

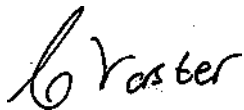
INTERVIEW SCHEDULE

1. What is your view regarding the way in which supervision is currently practiced in the SAPS FSW environment?
2. How effective, in your view, is the supervision in forensic practice operating at the moment?
3. Tell me about the issues in your work-environment that makes the rendering of supervision difficult.
4. What are your recommendations to improve the supervision of social workers in forensic practice in the SAPS?
5. What has to happen in the work environment to fully deploy and integrate supervision in the workplace?
6. What do you understand by an indigenous supervision model?
7. What should be included in an indigenous supervision model?

DECLARATION

I, C Vorster (ID: 710924 0034 084), Language editor and Translator, and member of the South African Translators' Institute (SATI member number 1003172), herewith declare that I did the language editing of the dissertation of ms TS Monosi (student number 20937466) from the North-West University.

Title of the dissertation: Contextual factors in an indigenous supervision model for forensic social work



14 Dec 2016

C Vorster

Date