

## APPLICATION OF THE RORSCHACH IN A JEWISH VOCATIONAL AGENCY

The Rorschach is even more of an advance in the same direction and when used in conjunction with the Wechsler-Bellevue, lays open various layers of functioning, from the conventional to the projective and self-expressive. The unique contribution of the Rorschach is its ability to piece into an interlocking and internally consistent pattern all the traits and characteristics which make up an individual. The Rorschach can act as a catalytic agent to synthesize the total picture of an individual after our analysis through interviews, interest inventories, aptitude tests and the conventional intelligence tests.

### Summary

To summarize, we feel that the Rorschach has a good deal of value in vocational agencies in relation to work with normal people because of its ability to describe the nature of intelligence, personality and styles of adjustment. The test can supplement and objectify even highly skilled clinical observation. It may not always be necessary to understand personality as subtly as the Rorschach enables, for it is often possible to make sound counselling and placement plans through interviews and other tests. Because of the self-projection and self-expression it elicits, the Rorschach is felt to lay open layers of intelligence and personality not readily

available through other testing devices. The Rorschach is felt to be particularly useful in vocational agencies because clinical psychologists and vocational workers gain much of their professional authority through the use of test material. At the present stage of research, the Rorschach does not seem to be helpful in locating precise vocational indicators or job labels. The test can give a dynamic understanding of intelligence and personality and we must then find vocational inferences and implications from our understanding of that personality. Thus, the Rorschach seems most useful in a deductive, rather than an inductive, sense in educational and vocational guidance. Four cases were presented in which the Rorschach shed light on the nature of intelligence and personality which could then be related directly to an occupation or to plans under consideration. This paper was concerned only with describing the use of the Rorschach and did not discuss counselling techniques or procedures based on the data. The test may offer possibilities in the realm of follow-up. We recognize the need for other types of research and wider samplings involving the use of the Rorschach in vocational agencies. However, clinical facts such as were presented are felt to be significant in themselves.

## SOME ASPECTS OF SUPERVISION: INTRODUCTORY REMARKS\*

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WHATEVER shape or form it may have taken, in all probability, supervision was born simultaneously with case work, for it is hardly possible, and it would indeed have been against human nature, for any community undertaking to be left undirected. While it continued to develop with the development of case work and is today as young and as old as case work of which it has become so vital a part, in terms of an objectified body of knowledge, and definition of process and method, it has never approached the clarity and organization which case work has achieved. Our professional literature attests to this, and we all know how little has been written on this subject. Virginia Robinson's *Training for Skill in Case Work* which appeared in 1942 concerns itself more with the movement in the learning process than with the supervisor's part of the process.

Despite the growing consciousness of its skill, and the knowledge that has been accumulating as we have been practicing supervision, its skill is often still too personalized a skill; it is still enveloped in too many unknowns, and on the whole, it still suffers from too much mystery.

\* The papers which follow were presented at two sessions devoted to problems of supervision at the National Conference of Jewish Social Welfare, Atlantic City, May, 1948. Miss Penn served as chairman and discussion leader.

I think none of us by now would have much difficulty in defining broadly the purpose of supervision, and the clarity of the definition would depend upon our clarity about case work which supervision undertakes to teach. But to define the means by which the purpose is achieved, the process involved and the method used becomes a much harder task.

It is this lack of definition of process and method that often places an undue hardship on both supervisor and worker, and creates superfluous anxiety for both. To reduce the unknown and thereby increase the known would make for a lessening of this anxiety.

It seems to me that the carrying of responsibility for the professional development of another is a very serious one and when it is carried with so many unknowns and with a skill still so personal, it is indeed a burden.

Any helping generates guilt both for the helper and the helpee, but I am talking about the excess guilt that is created by the unknown, the diffused, the undefined. The little phrase "Maybe it is I and not the worker" has at one time or another plagued all of us. Definition and clarity as to the nature of the supervisory process, what it rests on, what it generates and what sustains it will make not only for a reduction of anxiety, but for an enrichment of skill. And I would venture to say that

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as our knowledge becomes more formalized and our method sharpened, it may even accelerate the learning process for the worker.

When the Committee was given the task of organizing two sessions on supervision, we were faced with the problem of how to make the most of this opportunity. We discarded the idea of a two session institute which could only aim at teaching specifics of supervision, real-

izing how confining in scope this must of necessity become. Because of our strong feeling of the need to abstract from existing experiences what is basic to supervision in all fields, we decided that we might try to make a beginning at this by devoting one session to a discussion of the generics of the supervisory process and giving over the second session to a panel discussion of specific aspects of supervision.

## THE GENERICS OF THE SUPERVISORY PROCESS

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**T**HE constant search in supervision is for a way of teaching which combines the transfer of a specific known content with the process of personal growth required for the development of a professional self. Our need is for a means of effecting this most directly, most quickly and with a maximum amount of helpfulness for the client. Our effort today to extract the generics of the supervisory process is directly in line with this search, for the generics of supervisory process have the defined purpose of making possible and sustaining the relationship between supervisor and worker upon which the learning process rests. Structure is necessary to contain and give this process form, but the value in our trying to extract the generics of the process lies primarily in our capacity to use these with psychological relatedness to the function of the agency and to the worker being supervised.

Just as the service to which an agency commits itself controls the client-worker relationship, so does it control the supervisor-worker relationship and determines the use of all the generics. For it is through the supervisory relationship that we are able to make alive for the worker the experience which the agency is undertaking to give.

We can arrive at a common goal for all supervision: it is to enable a worker to attain a profound knowledge of and identification with her agency's service,

a psychological understanding of the individual client in relation to that service, and the freedom to use all of this creatively to help the client come to terms with his reality, what he wishes to do and can do to change it. The further goal of supervision is to help the worker so integrate her experience that she can look at it, generalize from it, and use it as a base for her own further development and professional contribution.

What the agency offers as a way of helping the client change his reality, and the worker's professional maturity, determine the extent to which supervision shall be a teaching process and the extent to which its purpose is to enable the worker to experience change. All supervision has in it a giving over of an accumulated body of knowledge. All supervision also has in it the opportunity for a worker to find, know, change or be responsible for those of her feelings and attitudes which get in the way of her freedom to use this knowledge, and therefore her helpfulness to her clients. The depth of the supervisory process, the extent to which it needs to focus on the worker's personality, what the supervisor and worker use as learning, living material between them is determined by what the agency is offering the client. Is the agency offering a concrete benefit because the client is eligible by law for that benefit; is the agency voluntarily offering a concrete