



## **SUPERVISOR TRAINING PROJECT**

### **District of Columbia**

**Interview with Dr. Karen S. Fenton-LeShore, Program Administrator for the Child and Family Services, Child Welfare Training Academy**

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#### **Supervisor Requirements**

In order to become a supervisor in the District of Columbia (DC) one must have a Master's Degree in social work with two years of field experience and be a Licensed Independent Clinical Social Worker (LICSW). Supervisors have to complete both pre-service and in-service training. Twenty four (24) hours of in service training is required annually.

#### **Pre-service Training**

Supervisors are required to complete training through DC's [Child Welfare Training Academy](#) within eight months of assuming the position. DC provides "Mastering the Art of Child Welfare Supervision, which is 60 hours of training with an additional six hour coaching element. This is a competency based training that is provided in a classroom setting. The 60 training hours include six concentrated modules:

- Module 1: Effective Leadership: Making the Transition From Social Worker to Supervisor (2 days)
- Module 2: Achieving Excellence In Staff Performance (2 days)
- Module 3: Building a Cohesive Work Group (2 days)
- Module 4: Promoting the Growth and Development of Staff (2 days)
- Module 5: Case Consultation and Supervision (2 days)
- Module 6: Managing Effectively in the Organization (1 day)

#### **Ongoing Training**

As part of meeting the requisite in service training hours, supervisors may also elect to participate in training offered by the District of Columbia HR Department. These trainings aren't specific to child welfare but are focused on management and general supervisory skills (i.e. what is a supervisor's role?). Between all training offered supervisors gain administrative and clinical/casework supervision skills.

The Child Welfare Training Academy offers a depth and breathe of training courses. The academy also partners with DC's Department of Behavioral Health and other community organizations so child welfare supervisors have opportunities to participate in those trainings relevant to professional growth and advancement of supervisory skills.

Trauma Systems Therapy (TST) training is now being offered. This is a new initiative that was provided to out-of-home program managers and supervisors first. The training includes a book review of

approximately four sessions followed by a two day in-person training and actual case staffing. The intent is that this will be mandatory training for all child welfare caseworkers and supervisors; it is currently being rolled out to in-home supervisors. Supervisors and their caseworkers take the training simultaneously and have experts on hand during their case consultations.

Another new initiative is around deliberate focus on teamwork– Review Evaluate Direct (RED) Team Framework. This framework optimizes a team approach to case practice issues so as to ensure that all persons involved or likely to be involved in case practice are participative in the review and decision-making processes.

### **Professional Development**

Supervisors in DC have participated in training needs assessments via focus groups or surveys. This information has been used to develop or revise training curriculum. Professional development plans are included as part of the supervisor’s performance evaluation and may include some elective training.

### **Supervisor Supports**

Supervisors in DC attend staff meetings where supervisors from in-home, out-of-home, and child protective services come together to meet with leadership teams. They meet quarterly and often discuss training opportunities and have even used these meetings as a training venue in the past.

Out-of-home and in-home offices have monthly meetings with their supervisors. Administrators and program managers also meet with their supervisors regularly.

### **Partnerships**

DC is also in the process of partnering with a local renown university to develop an advanced leadership certificate training program for both direct and non-direct supervisors within the Child and Family Services Agency. This partnership will aim to design leadership curriculum that is cross departmental and focused on broadening the conceptual and practical premise of “leadership.”