

DSS SUPERVISOR CORE PRACTICE VALUE COMPETENCIES

Massachusetts Child Welfare Institute

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DSS SUPERVISOR CORE PRACTICE VALUE COMPETENCIES

INTRODUCTION: This paper presents for review a set of competencies for DSS supervisors, based on DSS Core Practice Values. Following review and revision, the competencies will be used to inform design of professional development programs for supervisors, and to evaluate the effectiveness of these programs.

The Massachusetts Child Welfare Institute is creating a program for certification of DSS supervisors. The Certification program includes formal coursework. To achieve certification, supervisors will establish a Professional Portfolio (including Action Plan for Learning) and accrue 72 hours of credit in the following activities:

- Participate in Learning Circles with other supervisors (group-based learning, 30 hours over 2 years)
- Take 36 hours of specified required courses
- Earn additional credits by taking courses, serving on committees and/or developing best practices reports or presentations (6 hours over 2 years)

To maintain certification, supervisors must maintain their Portfolio and Action Plan for Learning, and accrue 66 hours of credits every two years.

A review of literature and supervisory training programs, undertaken at the beginning of the design phase, revealed a solid conceptual base for defining supervisory competencies in general terms. However, none of the competency frameworks specifically address DSS Core Practice Values, nor do they relate to the vision these values define for how DSS engages with families, children and communities.

Therefore, the MCWI embarked on a process aimed at defining competencies based on both fundamental supervisory practice and Core Practice Values. Defining these competencies required identification of supervisory attitudes (include beliefs and values), knowledge and skills which not only describe a high standard of excellence, but which also promote the DSS vision. The effort relied on three main sources: in depth study by the Supervisor Certification Advisory Group; re-assessment of the literature and training programs within the Framework of Core Practice Values; and the conceptual and design work of the Working With Families Right from the Start providing definition of the vision of DSS practice improvement.

Work of the Supervisor Certification Advisory Group: The Advisory Group spent several months examining practices related to Core Values. First, the group brainstormed specific actions they took which they believed reflected Core Practice Values. The advisory group members then kept logs of their actions for a five day period, identifying which actions reflected Core Values. In some cases, group members recruited other supervisors who also kept logs. These records were

analyzed to determine whether actions reported could be categorized, and could be linked to Core Values. The group then reviewed the data to clarify, combine and organize findings. Finally the group proposed a set of 'best practices', i.e. supervisor practices which represented a vision of improving practice.

This process revealed areas of DSS supervisory practice which are not often highlighted in the literature on supervision: the degree to which supervisors are active in resource development, accessing needed services, collaborating with and educating community partners, and direct engagement with families, for example. While supervisors engage in traditionally defined supervisory functions of teaching, supporting, administering and evaluating¹, traditional categories may miss some critical areas. For example, of the more than 200 specific actions reported, 17% were actions taken with or on behalf of specific families – in other words direct supervisor involvement in service planning or provision. Traditional categories may fail to account for activities such as personal reflection – supervisor actions which express the DSS Core Values of Commitment to Continuous Learning and Cultural Competence and Diversity. The competencies defined in this paper attempt to capture these critical aspects of DSS supervision.

Review of National Competencies and Standards: In addition to the work of the Advisory Group, MCWI revised previously reviewed existing supervisory training programs and national standards to extract key competencies. This review included the following sources:

- DSS New Supervisor Training
- Child Welfare League of America: Building Supervisor Skills
- National Child Welfare Training Resource Standards for Supervision
- Our Challenge to Change: Attitudes and Beliefs Regarding Child Welfare Supervisors, University of Mississippi
- Essentials of Supervisor Skills for Child Welfare Managers, University of Michigan
- Empowerment Skills for Leaders, Family Development Curriculum training
- Training for Child Welfare Teams, University of Louisville
- Supervisor Seminar curriculum developed by Casey Hall for DSS
- Family to Family: Resilience Training Recommended for Supervisors, Casey Foundation
- Using Outcomes to Achieve Results, University of Southern Maine
- Results Oriented Management Training, Kansas
- DSS Leadership Development Program, Peer to Peer advising training
- Multi-Disciplinary Assessment Team training developed by Boston University and Salem State College Schools of Social Work
- National Resource Center for family Centered Practice

These two sources (advisory group and national programs) were compared to highlight critical elements to ensure that the resulting competencies were comprehensively and operationally defined.

¹ See L. Shulman (1993) *Interactive Supervision*, A. Kadushin (1976) *Supervision in Social Work*, Child Welfare League of America (1998) *Building Supervisory Skills*, among others for various categorizations.

Working With Families Right From the Start: This project has defined a Family Engagement Model based on a vision for DSS practice, and on guiding principles based on the Core Practice values. The vision is:

1. DSS actively engages with families, in helpful, welcoming and supportive ways, to protect children and intervene to achieve safety, well-being and permanency.
2. DSS involves families as partners and team members in problem-solving and decision-making.
3. DSS practice is respectful. It supports families in meeting children's needs for safety, well-being and permanency through clear communication and facilitated access to wide-ranging community resources.
4. DSS staff reflects the diversity of the communities served, providing quality professional service that demonstrates cultural competency and linguistic responsiveness at all levels, and is proactive in its approach to improving the lives of families and the communities they live in.
5. DSS nurtures a culture of reflection, learning and continuous improvement that inspires staff and families and that sustains itself through political transitions.
6. DSS settings reflect respect for families and staff alike, featuring the best available technology, equipment and accessible facilities to support families.

The Guiding Principles for each Core Practice Value are included at the beginning of each section of competencies for the specific Value. This paper also uses terminology used in the Family Engagement Model, for example "Action Plans" in place of "Service Plans".

Organization: The competencies follow this introduction. They are presented as follows:

1. Foundation Practice: Essential supervisory practices
2. Child Driven: supervisory practices aimed at ensuring child safety, permanence and well-being
3. Family centered: practices aimed at ensuring full partnership with families
4. Strengths based: practices aimed at understanding and apply strengths based principles in all areas of supervision
5. Community Connected/Focused: practices aimed at building and maintaining productive working relationships in communities
6. Committed to Cultural Diversity: practices aimed at building relationships which respect, support and strengthen cultural identity
7. Continuous Learning: practices aimed at promoting reflection and professional growth.

Each competency is numbered, and each number has a prefix denoting the related practice area (e.g. FP = Foundation Practice; CD = Child Driven). A summary list of competencies follows this introduction. Then, in each section, competencies are stated in general terms, followed by

Indicators which operationalize the competency. Each definition is categorized by K, S and or A to denote whether the definition is knowledge, skill or attitude based.

COMPETENCY SUMMARY TABLE

FOUNDATION PRACTICE

FP1 Competency: Supervisor holds regularly scheduled, planned individual supervision with each supervisee in order to teach and support each supervisee, and to oversee practice.

FP2 Competency: Supervisor holds regularly scheduled, planned group supervision sessions with unit of supervisees, in order to teach and support the unit, to draw on the unit's expertise, to promote group cohesion, and to oversee practice.

FP3 Competency: Supervisor uses group processes to promote team-based management and decision making in order to draw on group resources to support staff and enhance social work.

FP4 Competency: Supervisor incorporates strengths-based performance evaluation into regular supervision meetings to promote worker professional development

FP5 Competency: Supervisor applies principles of critical thinking to analysis of information, conclusions and planned actions in order to bring assumptions to the surface, expose bias, and ensure well-reasoned implementation of plans.

FP6 Competency: Supervisor gathers and uses data in caseload management to monitor key indicators and goals.

FP7 Competency: Supervisor plans and carries out orientation of new social workers to ensure readiness for work.

FP8 Competency: Supervisor anticipates and avoids or mitigates crises to reduce risk and disruptions arising from crises.

FP9 Competency: Supervisor demonstrates understanding of and applies conflict resolution principles and process to promote understanding of individual interests and to achieve consensual agreement.

FP10 Competency: Supervisor models self-care and promotes well-being to manage stress, support resilience and reduce burnout.

FP11 Competency: Supervisor applies ethical principles in all areas of supervision and practice.

FP12 Competency: Supervisor exerts influence within the unit, area office, agency and community in order to promote practice improvement.

FP13 Competency: Supervisor is knowledgeable about laws governing DSS practice, including statute, regulation and case law.

CHILD DRIVEN

CD1 Competency: Supervisor identifies and describes signs of safety, including parent, child and community capacities to support child's safety.

CD2 Competency: Supervisor identifies and describes evidence of danger, including parent, family, child and community conditions which pose a danger to child.

CD3 Competency: Supervisor applies critical thinking to evidence of safety and danger together in order to calculate risk to a child.

CD4 Competency: Supervisor facilitates sound decisions to ensure a child's safety by engaging stakeholders with expertise and comprehensive understanding of the family.

CD5 Competency: Supervisor engages and educates community stakeholders regarding safety, dangers and risks of child abuse and neglect in order to promote community involvement in child protection.

CD6 Competency: Supervisor demonstrates understanding of importance of existing family relationships for children, and acts to support such relationships.

CD7 Competency: Supervisor demonstrates understanding of importance of long-term nurturing relationships for children and acts to establish such relationships for children whose existing family relationships are unsafe.

CD8 Competency: Supervisor demonstrates understanding of developmental effects of disruption in relationships and acts to mitigate such effects.

CD9 Competency: Supervisor demonstrates understanding of importance of planning for adulthood and independent living for youth in foster care, and acts to ensure such planning occurs.

CD10 Competency; Supervisor critically analyzes effects of proposed actions on availability of long-term nurturing relationships for child.

CD11 Competency: Supervisor can engage placement resources such as foster parents or residential care givers in facilitating permanent plans for children.

CD12 Competency: Supervisor is knowledgeable about child development, and applies knowledge in conclusions and decisions which might influence a child's course of development.

CD13 Competency: Supervisor is knowledgeable about medical and educational needs of children and applies that knowledge in conclusions and decisions about a child's care.

CD14 Competency: Supervisor monitors individual and unit caseloads to ensure children's well-being is supported.

FAMILY CENTERED

FC1 Competency: Supervisor ensures that the family's understanding of what constitutes safety and danger for their children is explored.

FC2 Competency: Supervisor ensures that the family's understanding of important life long connections is explored and included in action planning.

FC3 Competency: Supervisor ensures social workers and collaterals join with family in all social work processes and decisions in order to promote family centered practice

FC4 Competency: Supervisor demonstrates understanding of and promotes structured family decision making mechanisms such as Family Group Conferencing, Family Team, Multi-Disciplinary Assessment Team, etc., so that these processes can be used to benefit family.

FC5 Competency: Supervisor promotes a model of family centered practice.

FC6 Competency: Supervisor demonstrates understanding of family dynamics, and can explore family dynamics to discover family strengths and needs, surface assumptions of and about the family, and tailor services respond directly to family requirements.

FC7 Competency: Supervisor applies family centered and strengths based principles in recruitment, assessment and support of placement resources families to ensure resource families are well-informed and prepared.

FC8 Competency: Supervisor applies a broad definition of family membership in order to draw on all resources a family can activate

FC9 Competency: Supervisor applies critical analysis to assumptions about who 'belongs' in a specific family to explore bias, prejudice and distortions.

FC10 Competency: Supervisor can ensure that efforts are made to locate and engage absent parents.

FC11 Competency: Supervisor examines all possibilities of supporting contact among family members when placement becomes necessary so that relationships can be sustained.

STRENGTHS BASED

SB1 Competency: Supervisor engages supervisees in strengths based assessment of performance.

SB2 Competency: Supervisor assists social workers in defining learning goals, learning specific skills and knowledge, in order to further their own development.

SB3 Competency: Supervisor models strengths-based techniques such as solution-focused questions.

SB4 Competency: Supervisor ensures that family capacities are explored, documented and included in initial and sustained engagement with families.

SB5 Competency: Supervisor applies critical analysis to action plans to discover bias, prejudice or distortions.

Promoting Strengths Based Approach:

SB6 Competency: Supervisor actively educates others (e.g. collateral DSS or community staff) about theory and practice of strengths-based social work.

COMMUNITY FOCUSED/CONNECTED

CFC1 Competency: Supervisor identifies and accesses resources for specific families.

CFC2 Competency: Supervisor assists providers in understanding and responding to specific families.

CFC3 Competency: The supervisor demonstrates understanding of the community's beliefs about what creates safety and what creates danger for families and children.

CFC4 Competency: The supervisor establishes and maintains productive working relationships with formal and informal community resources in order to support community capacity to respond to families.

CFC5 Competency: The supervisor is knowledgeable about the socio-economic characteristics of the community in order to assess potential supports for and challenges to families.

CULTURALLY COMPETENT/COMMITTED TO DIVERSITY

CC1 Competency: The supervisor actively explores own stereotypes, biases and prejudices and assists social workers in exploring their own stereotypes, biases and prejudices in order to reduce effects of these in all areas of professional life.

CC2 Competency: The supervisor identifies structural stereotypes, biases and prejudices, including structural racism in order to eliminate effects of these forces.

CC3 Competency: Supervisor works to increase own knowledge and understanding of, and sensitivity to culture, race and effects of bias in order to reduce effects of bias and bring assumptions to the surface.

CC4 Competency: The supervisor works to identify and understand cultural beliefs about what keeps children safe and what constitutes danger to children.

CC5 Competency: The supervisor works to identify and understand cultural beliefs and practices which support life long connections for children and families.

CC6 Competency: The supervisor ensures social workers are knowledgeable about a specific family/child's culture in order to understand the family and child's daily life experiences.

CC7 Competency: Supervisor acts to monitor and reduce disproportionality in population served, particularly children in placement.

CC8 Competency: The supervisor ensures that cultural heritage, identity, and affiliations are explored and documented in investigations, assessments and action plans.

COMMITTED TO CONTINUOUS LEARNING

CL1 Competency: Supervisor teaches social workers and supports them in reflection, examining assumptions and seeking new knowledge/understanding in order to improve practice and professional development.

CL2 Competency: Supervisor promotes creative and innovative approaches to promoting safety, permanence and well-being for children, and their families

CL3 Competency: Supervisor promotes design and delivery of training in order to insure responsiveness to needs of social workers, families and children.

CL4 Competency: Supervisor promotes participation in training or structured learning to improve practice and professional development.

CL5 Competency: Supervisor actively pursues own learning to improve practice and professional development.

CL6 Competency: Supervisor uses group processes to promote reflection and learning in order to improve practice and support group cohesion.

FOUNDATION PRACTICE: Essential structures, processes, interactions underlying Core Practice Value supervision. Supervision is a deliberate, planned process of promoting best practices, inculcating values, teaching, leading, supporting supervisees and managing work processes.

FP1 Competency: Supervisor holds regularly scheduled, planned individual supervision with each supervisee in order to teach and support each supervisee, and to oversee practice.

Indicators: The supervisor:

1. Believes planned, individual supervision is essential to promote best practice and professional growth (A)²
2. Believes that individual supervision is an essential component of continuous learning (A)
3. Ensures that supervision meetings are scheduled in advance (S)
4. Plans content and process of supervision meetings jointly with supervisee (S)
5. Assesses social worker learning needs and learning style (K/S)
6. Demonstrates understanding of content and application of professional development plan (K)
7. Demonstrates understanding of, and utilizes adult learning principles (K/S)
8. Assists supervisees in developing their learning plans (S)
9. Uses a variety of teaching methods including modeling, linking theory to practice (S)

FP2 Competency: Supervisor holds regularly scheduled, planned group supervision sessions with unit of supervisees, in order to teach and support the unit, to draw on the unit's expertise, to promote group cohesion, and to oversee practice.

Indicators: The supervisor:

1. Believes that group study and decision making promote best practices (A)
2. Schedules regular unit/team meetings (S)
3. Plans content of unit/team meetings with unit/team (S)
4. Ensures that unit/team meetings focus primarily on clinical/social work matters (S)
5. Uses group process and/or group facilitation skills in unit/team meetings (K/S)
6. Uses unit/team meetings to make clinical/social work decisions (S)
7. Uses unit/team meetings to re-affirm and demonstrate DSS core practice values (S)

FP3 Competency: Supervisor uses group processes to promote team-based management and decision making in order to draw on group resources to support staff and enhance social work.

Indicators: The supervisor:

1. Believes that team-based reflection and action promote best practices (A)
2. Demonstrates understanding of group dynamics (K)
3. Uses interactive facilitation to support group process (S)
4. Uses unit/team meetings to demonstrate and teach conflict mediation, collaborative practice and methods of setting priorities (S)

FP4 Competency: Supervisor incorporates strengths-based performance evaluation into regular supervision meetings to promote worker professional development

Indicators: The supervisor:

² NOTE: (A), (K) and (S) identify the indicator as attitude (A), knowledge (K) or skill (S).

1. Believes that support of social worker strengths enhances performance and satisfaction (A)
2. Demonstrates understanding of principles of strengths based performance assessment (K)
3. Demonstrates ability to incorporate strengths based assessment into EPRS process (S)
4. Demonstrates understanding of principles of appreciative inquiry (K)
5. Is skillful in engaging in difficult conversations (S)
6. Guides social workers in developing plans for work improvement (S)

FP5 Competency: Supervisor applies principles of critical thinking to analysis of information, conclusions and planned actions in order to bring assumptions to the surface, expose bias, and ensure well-reasoned implementation of plans.

Indicators: The supervisor:

1. Believes that effective actions are based on well-reasoned conclusions (A)
2. Demonstrates understanding influence of political and social environment on practice (K)
3. Can recognize assumptions, implications and consequences (S)
4. Can identify accurate and discrepant reasoning (S)
5. Can formulate questions clearly and precisely (S)
6. Can identify and describe bias, prejudice, stereotype and distortions in reasoning (S)

FP6 Competency: Supervisor gathers and uses data in caseload management to monitor key indicators and goals.

Indicators: The supervisor:

1. Believes that accurate understanding requires accurate information (A)
2. Knows how to obtain [electronic](#) reports on key indicators (e.g. repeat reports). (K)
3. Uses data in individual and group supervision (S)
4. Uses data in setting individual and unit goals (S)
5. Uses data to identify trends and study practice effectiveness (K/S)
6. Brings identified trends and practice considerations to the attention of agency management (S)

FP7 Competency: Supervisor plans and carries out orientation of new social workers to ensure readiness for work.

Indicators: The supervisor:

1. Believes that thorough preparation benefits both social worker and families (A)
2. Assesses social worker learning needs and style (S)
3. Demonstrates understanding of knowledge and skills new social workers need to acquire (K)
4. Engages senior unit members to provide mentoring/shadowing training (S)
5. Arranges opportunities for new workers to attend Multi-Disciplinary Assessment Team, Foster Care Review etc. to observe (S)

FP8 Competency: Supervisor anticipates and avoids or mitigates crises to reduce risk and disruptions arising from crises.

Indicators: The supervisor:

1. Believes that many crises can and should be avoided (A)
2. Demonstrates understanding of management practices which reduce incidence of crises (K)
3. Applies management practices which reduce incidence of crises (S)
4. Uses crises as basis for learning and practice improvement (S)

FP9 Competency: Supervisor demonstrates understanding of and applies conflict resolution principles and process to promote understanding of individual interests and to achieve consensual agreement.

Indicators: The supervisor:

1. Believes that interactive mediation strengthens relationships (A)
2. Can engage in difficult conversations (S)
3. Explores positions and interests (S)
4. Uses mediation in reaching agreements (S)

FP10 Competency: Supervisor models self-care and promotes well-being to manage stress, support resilience and reduce burnout.

Indicators: The supervisor

1. Believes that child welfare work can be stressful and traumatic and that effects can be mitigated through proven methods (A)
2. Assists social workers in ensuring their personal safety (S)
3. Assists workers in completing incident reports (K/S)
4. Demonstrates understanding of the Department's employee assistance program (K)
5. Identifies and addresses employee assistance concerns such as substance abuse, domestic violence, physical or mental illness (K/S)
6. Identifies indicators of compassion fatigue and potential burnout (S)
7. Provides debriefing for workers and or unit following stressful or traumatic events (K/S)

FP11 Competency: Supervisor applies ethical principles in all areas of supervision and practice.

Indicators: The supervisor:

1. Believes that ethical principles can guide actions (A)
2. Knows ethical principles defined by National Association of Social Workers, Service Employees International Union Professional Standards, and American Professional Society for Abused Children (K)
3. Can engage in exploration of ethical dilemmas (S)
4. Provides guidance and direction for resolution of ethical dilemmas (S)

FP12 Competency: Supervisor exerts influence within the unit, area office, agency and community in order to promote practice improvement.

Indicators: The supervisor:

1. Believes that the supervisor's sphere of influence extends beyond the unit supervised (A)
2. Can identify information which should be brought to the attention of management (K)
3. Can present information in a way which engages listeners (S)
4. Can identify key stakeholders in the agency and community (S)

5. Identifies and demonstrates understanding of DSS and Area Continuous Quality Improvement plans (K/S)

FP13 Competency: Supervisor is knowledgeable about laws governing DSS practice, including statute, regulation and case law.

Indicators: The supervisor:

1. Believes that understanding of and adherence to requirements strengthens DSS' capacity to achieve desired outcomes (A)
2. Demonstrates understanding of and can teach about laws governing reporting of child abuse and neglect (K/S)
3. Demonstrates understanding of and can teach about laws and procedures governing court action regarding child abuse and neglect and children in need of services (K/S)
4. Demonstrates understanding of and can teach about laws and procedures governing guardianship, termination of parental rights and adoption (K/S)
5. Demonstrates understanding of and can teach social workers how to prepare for court appearances including writing court reports and giving testimony. (K/S)

CHILD DRIVEN:

Supervisory practices which reflect the Core Practice Value “Child Driven” can be categorized using ASFA principles of safety, permanence and well-being:. The Family Engagement Model Guiding Principles related to this Value are:

1. Permanency, safety and well-being of children, as well as that of the people connected to them, form the center of the work DSS engages in with families and their communities.
2. Children’s physical and emotional safety is paramount.
3. Children have the right to be part of a safe family.
4. Children have the right to a fair chance in life and opportunities for healthy development.
5. Children have the right to community protection.
6. Children’s experiences and perspectives are heard and understood.

SAFETY:

CD1 Competency: Supervisor identifies and describes signs of safety, including parent, child and community capacities to support child’s safety.

Indicators: The supervisor:

1. Believes that assessment of safety is a critical element in determining risk to a child(A)
2. Demonstrates understanding of and articulates the differences between danger and safety (K)
3. Teaches difference between danger and safety (S)
4. Identifies indicators of safety (K/S)
5. Teaches social workers how to identify signs of safety (S)

CD2 Competency: Supervisor identifies and describes evidence of danger, including parent, family, child and community conditions which pose a danger to child.

Indicators: The supervisor:

1. Believes that assessment of danger is a critical element in determining risk to a child (A)
2. Demonstrates understanding of the array of dangers which may contribute to child abuse and neglect, including poverty, substance abuse, domestic violence and mental illness (K)
3. Identifies danger using a variety of sources, e.g. in written reports, verbal descriptions, information from collateral sources (S)
4. Identifies danger related to child’s developmental status (K)

CD3 Competency: Supervisor applies critical thinking to evidence of safety and danger together in order to calculate risk to a child.

Indicators: The supervisor:

1. Believes that evidence of safety and danger must be subject to critical analysis in order to determine risk (A)
2. Periodically (or randomly) accompanies social worker on home visit to assist in assessing risk (S)
3. Monitors individual and unit caseloads to track repeat reports (S)
4. Knows how to interview children of different ages and abilities (K/S)
5. Teaches social workers how to interview children (S)
6. Asks social workers to describe interviews with children (S)

7. Reads 51A, 51B, assessments and action plans(S)

CD4 Competency: Supervisor facilitates sound decisions to ensure a child's safety by engaging stakeholders with expertise and comprehensive understanding of the family.

Indicators: The supervisor:

1. Believes that shared decision making enhances critical analysis, comprehensive review of information, and sound conclusion (A)
2. Convenes meetings/conferences to consider critical decisions(S)
3. Reviews reasons for continued DSS involvement with family at defined intervals(S)
4. Demonstrates knowledge of DSS' statutory obligations (K)
5. Demonstrates knowledge of the array of actions available to ensure a child's safety, including requirements for taking court action (K/S)
6. Oversees action planning and case closing to ensure continuity of services for families and children (S)

CD5 Competency: Supervisor engages and educates community stakeholders regarding safety, dangers and risks of child abuse and neglect in order to promote community involvement in child protection.

Indicators: The supervisor:

1. Believes that child safety is a community responsibility (A)
2. Can articulate principles of DSS practice to a variety of audiences (S)
3. Demonstrates ability to collaborate with community resources to promote safety (S)

PERMANENCE: actions which support existing long-term nurturing relationships for children, and which identify and promote potential long-term nurturing relationships

CD6 Competency: Supervisor demonstrates understanding of importance of existing family relationships for children, and acts to support such relationships.

Indicators: The supervisor:

1. Believes that long term nurturing relationships are essential to a child's healthy growth and development (A)
2. Reviews all assessments, action plans, case reviews, to ensure long-term relationships are addressed and supported (S)
3. Asks social workers to discuss permanency with family (S)
4. Ensures social workers elicit family's point of view (S)
5. Ensures social workers explore kinship/family connection resources (i.e., ensures social workers asks family to identify potential placement resources) (S)
6. Advocates with collaterals, community stakeholders to support permanent connections (S)
7. Assists social workers in removing barriers to visits and other family interactions (S)
8. Ensures social workers engage custodial parents in considering non-custodial parents as important resources for children (S)

CD7 Competency: Supervisor demonstrates understanding of importance of long-term nurturing relationships for children and acts to establish such relationships for children whose existing family relationships are unsafe.

Indicators: The supervisor:

1. Believes that long term nurturing relationships are essential to a child's healthy growth and development (A)
2. Demonstrates understanding of options for establishing long-term committed relationships for children, including TPR, guardianship, adoption (K)
3. Teaches social workers how to locate and activate long-term committed relationships for children including kin and affiliative relationships (S)
4. Demonstrates understanding of statutory provisions for establishing secure long term relationships for children through guardianship, termination of parental rights and adoption (K/S)

CD8 Competency: Supervisor demonstrates understanding of developmental effects of disruption in relationships and acts to mitigate such effects.

Indicators: The supervisor:

1. Knows indicators of permanence or lack of permanence (K)
2. Monitors individual and unit caseloads for repeat placements (S)
3. Assists in preventing multiple placements for infants and toddlers (S)
4. Demonstrates understanding of developmental processes of regulation and attachment (K)
5. Teaches social workers how to support parents and foster parents in mitigating effects of placements and other disruptions (S)

CD9 Competency: Supervisor demonstrates understanding of importance of planning for adulthood and independent living for youth in foster care, and acts to ensure such planning occurs.

Indicators: The supervisor:

1. Believes that youth in foster care have a right to be prepared for adulthood and independence (A)
2. Ensures social worker initiate planning for youth 'aging out' of foster care no later than child's 14th birthday (S)
3. Ensures youth participate in Foster Care Review and permanency conferences, by asking social workers to invite youth (S)
4. Demonstrates understanding of developmental needs of adolescents (K)
5. Demonstrates understanding of effects of relationship disruptions on adolescents (K)

CD10 Competency: Supervisor critically analyzes effects of proposed actions on availability of long-term nurturing relationships for child.

Indicators: The supervisor

1. Believes that all decisions regarding a child or family have potential for promoting or undermining children's long-term nurturing relationships (A)
2. Can scrutinize proposed actions to clarify assumptions, distortions in reasoning and consequences (S)
3. Can facilitate group review and decision making regarding permanent plans (S)

CD11 Competency: Supervisor can engage placement resources [such as foster parents or residential care givers](#) in facilitating permanent plans for children.

Indicator: The supervisor:

1. Believes that responsibility for a child's future is shared by all those involved in the child's present (A)
2. Teaches social workers how to assess foster parents capacities to care for a specific child (K/S)

Well-Being: actions which ensure that the physical, social, emotional and educational needs of children in DSS care are met

CD12 Competency: Supervisor is knowledgeable about child development, and applies knowledge in conclusions and decisions which might influence a child's course of development.

Indicators: The supervisor:

1. Demonstrates understanding of developmental effects of child abuse and neglect (K)
2. Demonstrates understanding of developmental process of regulation and attachment (K)
3. Demonstrates understanding of normal ranges of child growth and behavior (K)
4. Demonstrates understanding of resiliency (K)
5. Can identify developmental status which is outside of normal ranges (S)
6. Can teach child development (S)
7. Can facilitate group review and decision making regarding child's developmental needs (S)
8. Can advocate for access to expert consultation and services for specific children (S)

CD13 Competency: Supervisor is knowledgeable about medical and educational needs of children and applies that knowledge in conclusions and decisions about a child's care.

Indicators: The supervisor:

1. Knows medical services required for well-child care (K)
2. Knows elementary and high school education systems, including special education process, transportation services, school transfer process (K)
3. Knows laws governing administration of psychotropic medication for children in placement (K)
4. Knows laws and requirements regarding medical and educational services for children in placement (K)
5. Can teach social workers about medical and educational services children need (S)
6. Can facilitate group review and decision making regarding child's medical and educational needs (S)
7. Can advocate for access to expert consultation, including medical and legal consultation, and services for specific children (S)

CD14 Competency: Supervisor monitors individual and unit caseloads to ensure children's well-being is supported.

Indicators: The supervisor:

1. Reviews individual and unit caseloads to monitor medical services (S)
2. Reviews individual and unit caseloads to monitor educational services (S)
3. Reviews cases prior to assignment to assess status of medical, education, developmental services (S)
4. Demonstrates ability to review plans with social workers if services are deemed inadequate (S)

FAMILY CENTERED

Supervisory family centered practice can be categorized as those actions which:

- Ensure partnerships with families in social work processes
- Support formal family decision making processes
- Support family strengths and needs
- Ensure broad definition of family membership
- Ensure continued family contact

The Family Engagement Model Guiding Principles related to this Value are:

1. The family is the primary source for the nurturing and protection of children.
2. Parents should be supported and respected in their efforts to nurture their children.
3. Family is defined broadly by its members and is significant to all aspects of the child's development.
4. Families are entitled to and deserve self-determination, privacy and access to resources and non-traditional supports.
5. Families are capable of change and with support most can safely care for their children.
6. Families are partners in meeting children's needs for permanency, safety and well-being.
7. Families deserve to be engaged respectfully.

Family Participation in Social work Processes:

FC1 Competency: Supervisor ensures that the family's understanding of what constitutes safety and danger for their children is explored.

Indicators: The supervisor:

1. Believes that every family is concerned about the safety of its members (A)
2. Teaches social workers how to explore the family's beliefs, [values and culture](#) (S)
3. Sensitively addresses family beliefs and practices which pose risk of harm (S)

FC2 Competency: Supervisor ensures that the family's understanding of important life long connections is explored and included in action planning.

Indicators: The supervisor:

1. Believes that every family has long term relationships which they value (A)
2. Teaches social workers how to explore, identify and access the family's long term relationships
3. [Ensures life-long connections are reflected in service and action planning](#) (S)

FC3 Competency: Supervisor ensures social workers and collaterals join with family in all social work processes and decisions in order to promote family centered practice

Indicators: The supervisor:

1. Believes that DSS and families are partners in meeting children's needs for permanence, safety and well-being (A)
2. Knows how and teaches social workers to ensure families participate in assessing family strengths and needs and devising plans for action (S)
3. Teaches social workers how to facilitate family meetings (K/S)

4. Ensures fathers or absent parents are sought to participate (S)
5. Ensures social workers involve family in decision making (by asking in supervision, reviewing record) (S)
6. Demonstrates understanding of and teaches social workers about DSS power/authority (K/S)
7. Demonstrates understanding of and teaches social workers about power sharing (K/S)
8. Teaches social workers how to explain agency decisions (S)
9. Ensures family members are included in meetings with providers/collaterals (S)
10. Ensures parents are supported in contributing to care of child in placement (e.g. school meetings, medical appointments) (S)
11. Reviews assessments and action plans to identify record of family involvement (K/S)
12. Teaches and practices principles/ethics of confidentiality (K/S)
13. Considers effects on family of administrative actions (e.g. transfer) (K)
14. Consults with family about effects of administrative actions (S)
15. Mitigates potential adverse affects of administration actions (S)

Formal Family Decision Making Processes:

FC4 Competency: Supervisor demonstrates understanding of and promotes structured family decision making mechanisms such as Family Group Conferencing, Family Team, Multi-Disciplinary Assessment Team, etc., so that these processes can be used to benefit family.

Indicators: The supervisor:

1. Believes that families can make competent decisions about themselves (A)
2. Demonstrates understanding of Family Team Meetings, Family Group Conferencing, Multi-Disciplinary Assessment Team, Foster Care Review (K)
3. Demonstrates understanding of and teaches social workers how to effectively facilitate family meetings (K/S)
4. Demonstrates understanding of and teaches group dynamics (K/S)
5. Assists workers in arranging for family participation in Foster Care Review, Multi-Disciplinary Assessment Team or Family Team (S)
6. Assists workers in making referrals/preparing for Family Group Conferences (S)

Supporting Family Strengths and Needs:

FC5 Competency: Supervisor promotes a model of family centered practice.

Indicators: The supervisor:

1. Believes that family centered practice enhances capacities of families, DSS and other service providers to nurture and protect children (A)
2. Teaches social workers family centered practice techniques such as strengths based action planning and solution focused social work (K/S)
3. Teaches social workers to apply family centered principles in recruitment, assessment and support of placement resource families (K/S)

FC6 Competency: Supervisor demonstrates understanding of family dynamics, and can explore family dynamics to discover family strengths and needs, surface assumptions of and about the family, and tailor services respond directly to family requirements.

Indicators: The supervisor:

1. Believes that families are capable of change and with support most can safely care for their children. (A)
2. Challenges social worker assumptions re: family characteristics, membership etc. (S)
3. Demonstrates understanding of and teaches family dynamics (K/S)
4. Assists social workers in exploring family concept of membership (S)
5. Demonstrates understanding of and teaches social workers strengths-based framework for understanding family characteristics (K/S)
6. Demonstrates understanding of and teaches effects, including effects when conditions co-occur, of substance abuse, domestic violence and adult mental illness on families (K/S)
7. Can access resources for families (e.g. [assistance in obtaining food, clothing, shelter](#)) (S)
8. Assists social workers in engaging family to ensure all family members are medically/educationally up to date (S)

FC7 Competency: Supervisor applies family centered and strengths based principles in recruitment, assessment and support of placement resources families to ensure resource families are well-informed and prepared.

Indicators: The supervisor:

1. Believes that in identifying families who can serve as placement resources, family should be defined broadly. (A)
2. Teaches social workers how to engage families in assessing their ability to provide substitute care for children, including support of children's existing relationships (S)
3. Teaches social workers how to support resource families in caring for themselves (S)

Ensuring Broad Definition of Family Membership:

FC8 Competency: Supervisor applies a broad definition of family membership in order to draw on all resources a family can activate

Indicators: The supervisor:

1. Believes that 'family' should be defined broadly (A)
2. Is knowledgeable about formal and informal family networks (K)
3. Uses and teaches genograms, ecomaps, timelines (K/S)
4. Ensures social workers discuss kin and affiliative relationships as placement possibilities (S)
5. Ensures social workers engage custodial parents in dialogue about child's relationship with non-custodial parent (S)

FC9 Competency: Supervisor applies critical analysis to assumptions about who 'belongs' in a specific family to explore bias, prejudice and distortions.

Indicators: The supervisor:

1. Believes that bias and distortions exist in all situations and undermine accurate perception and understanding (A)
2. Challenges social workers' assumptions about who is a family member, and about family roles, family responsibilities (S)
3. Supports social worker's in [assisting family in challenging their own assumptions](#) about who is in the family, roles and responsibilities in the family (S)

FC10 Competency: Supervisor can ensure that efforts are made to locate and engage absent parents.

Indicators: The supervisor:

1. Knows how to search for absent parents (K)
2. Assists social workers in locating and engaging absent parents (S)
3. Assists social workers in engaging custodial parents in locating absent parents (S)

Ensuring Continued Family Contact:

FC11 Competency: Supervisor examines all possibilities of supporting contact among family members when placement becomes necessary so that relationships can be sustained.

Indicators: The supervisor:

1. Believes that family is the primary source of nurturing and protection for children (A)
2. Demonstrates understanding of the importance of visits and children's understanding of time (K)
3. Promotes visitation with extended family; siblings (S)
4. Ensure social workers explore possibilities of kinship placements/visitation (S)
5. Develop strategies to overcome barriers to kinship placements/visitation (S)
6. Knows family resource approval requirements (K)

STRENGTHS BASED

Strengths based supervisory practice includes clearly defined areas of personnel management and professional growth, as well as applying strengths based principles and skills in work with families, children and communities.

The Family Engagement Model guiding principles related to this Value are:

1. Engaging families respectfully promotes involvement that focuses on and supports strengths.
2. Children and families have strengths which need to be recognized and supported.
3. Families have the ability, with support, to overcome adverse life circumstances.
4. Families can grow and change through identifying and building upon assets and strengths.
5. Identifying family strengths will inspire hope.
6. Strength emerges from building partnerships between the family, community and DSS.

Personnel Management:

SB1 Competency: Supervisor engages supervisees in strengths based assessment of performance.

Indicators: The supervisor:

1. Believes all individuals have strengths which can support growth and change (A)
2. Assesses individual worker abilities and needs (S)
3. Uses assessment in planning work, assignments, supervision (S)
4. Practices appreciative inquiry in individual and unit meetings (K/S)
5. Establishes high expectations of the workers (S)
6. Demonstrates understanding of and can explain EPRS (K/S)
7. Can engage social workers in developing plans to improve performance (S)
8. Assist new worker in identifying strengths/needs/learning/fears (S)
9. Models management of difficult conversations (K/S)

Promoting Worker Personal/Professional Growth:

SB2 Competency: Supervisor assists social workers in defining learning goals, learning specific skills and knowledge, in order to further their own development.

Indicators: The supervisor:

1. Believes that all individuals are capable of growth and change (A)
2. Defines incremental behavioral measures of change, using theory such as 'stages of change' (K)
3. Identifies and recognizes best practice by the worker (S)
4. Encourages workers to be innovative in their practice (S)
5. Assigns cases according to strengths of worker; matching with family needs (K/S)
6. Uses solution focused questions in exploring learning and professional goals (K/S)
7. Uses scaling questions in exploring learning and professional goals (K/D)

SB3 Competency: Supervisor models strengths-based techniques such as solution-focused questions.

Indicators: The supervisor:

1. Believes in broad application of strengths-based principles (A)
2. Demonstrates understanding of strengths-based interview techniques (K)
3. Uses and describes strengths based techniques in supervision (S)

Action planning:³

SB4 Competency: Supervisor ensures that family capacities are explored, documented and included in initial and sustained engagement with families.

Indicators: The supervisor:

1. Believes that action plans should be dynamic tools which reflect partnership with families (A)
2. Ensures that action plans define goals that are measurable and achievable and that required actions are tied to specific goals (K/S)
3. Demonstrates understanding of and teaches social workers how to use incremental behavioral measures of change, such as ‘stages of change’. (K/S)
4. Reviews assessments and action plans to ensure strengths of family members are documented (K/S)
5. Assists worker in using solution focused social work with family (K/S)
6. Periodically assesses need for continued DSS involvement (K/S)
7. Reviews action plans (S)
8. Demonstrates understanding of and teaches strengths based action planning (K/S)
9. Supports social workers in advocating strengths based approach with providers/resources/collaterals (S)
10. Ensures action plans are part of each encounter with family by asking social workers to describe use of action plan and family’s response (S)
11. [Assists social workers in using strengths based approach](#) regardless of severity of conditions (S)

SB5 Competency: Supervisor applies critical analysis to action plans to discover bias, prejudice or distortions.

Indicators: The supervisor:

1. Believes that exploring beliefs and assumptions underlying stated goals and actions will improve effectiveness of action plans (A)
2. Can formulate questions which support open-minded examination of assumptions (S)
3. Can facilitate group examination of goals and actions (S)

Promoting Strengths Based Approach:

SB6 Competency: Supervisor actively educates others (e.g. collateral DSS or community staff) about theory and practice of strengths-based social work.

Indicators: The supervisor:

1. Believes that all DSS staff are responsible for promoting Core Practice Values (A)
2. Can identify deficit-based theory and practice (K/S)
3. Educates other involved staff (DSS) re: strengths based language and theory (e.g. attorneys) (K/S)

³ NOTE that Family Engagement Model terminology of “Action Plans” and “Action Planning” are used in place of “Service Plan” and “Service Planning”.

4. Uses strengths based theory as guide in Multi-Disciplinary Assessment Team, Foster Care Review and clinical conferences (K/S)

COMMUNITY FOCUSED/CONNECTED

Community focused and connected supervisory practice focuses both on families and children served, and on building and strengthening connections with the community. The Family Engagement Model Guiding Principles related to this value are:

1. Families are resources to one another and to communities.
2. Every community has assets as well as needs.
3. Identifying and strengthening informal and formal resources strengthens children and families.
4. Informal supports are valuable for families and should be sought.
5. Service providers and community resources must be accountable and responsive to the communities they serve.
6. Work with families is focused on identifying and strengthening community resources.
7. Child safety, well-being and permanency are a community responsibility.

Community Work on Behalf of Specific Families/Children:

CFC1 Competency: Supervisor identifies and accesses resources for specific families.

Indicators: The supervisor:

1. Believes that identifying and strengthening informal and formal resources strengthens families and children (A)
2. Believes that the community can provide a secure base for families (A)
3. Ensures productive contact is maintained with providers (S)
4. Ensures providers are included in Multi-Disciplinary Assessment Team and other meetings (S)
5. Assists workers in exploring family's informal (or affiliative) connections in community (friends, church, etc) (S)
6. Assists workers in exploring family's formal connections in community (agency or organization based) (S)
7. Ensures family's connections are documented in record (S)
8. Provides social workers with information on specific resources (e.g. DV services, child care) (S)
9. Advocates within DSS and in community for development of needed resources (S)

CFC2 Competency: Supervisor assists providers in understanding and responding to specific families.

Indicators: The supervisor:

1. Believes that providers are able to tailor responses to specific families (A)
2. Assists in educating collaterals/providers of effects of decisions (e.g. placement) on families and children (K/S)
3. [Monitors provider services and plans to ensure they support family action plans \(S\)](#)

DSS-Community Connections:

CFC3 Competency: The supervisor demonstrates understanding of the community's beliefs about what creates safety and what creates danger for families and children.

Indicators: The supervisor:

1. Believes that communities are concerned about the safety of their members (A)
2. Engages with communities in promoting the safety and well-being of community members (S)
3. Assists social workers in understanding community concerns (S)

CFC4 Competency: The supervisor establishes and maintains productive working relationships with formal and informal community resources in order to support community capacity to respond to families.

Indicators: The supervisor:

1. Believes that child safety, well-being and permanence are community responsibilities (A)
2. Demonstrates understanding of and uses Family Networks resources (K/S)
3. Serves on community committees, boards (S)
4. Provides information about DSS to schools and community organizations (K/S)
5. Keeps social workers informed about community resources, needs, trends (K/S)
6. Encourages social workers to be involved in community (e.g. serve on committees, boards) (S)
7. Encourages providers to use strengths-based, appreciative inquiry approaches in addressing community or community-DSS concerns (K/S)
8. Promotes principle of shared responsibility between DSS/Community/Family (A/S)
9. Mediates/advocates/educates about DSS (S)
10. Makes presentations at schools, local agencies and organizations (S)
11. Provides consultation to schools and community providers re: families (not open DSS case) (K/S)

CFC5 Competency: The supervisor is knowledgeable about the socio-economic characteristics of the community in order to assess potential supports for and challenges to families.

Indicators: The supervisor:

1. Maintains up to date information about the community, i.e., demographics, resources, needs, concerns (K/S)
2. Maintains relationships with formal and informal community organizations (S)
3. Provides information to DSS management about trends and service needs in community (S)

CULTURALLY COMPETENT/COMMITTED TO DIVERSITY

Supervisory practice related to cultural competency and a commitment to diversity is broadly defined to include personal reflection and growth, promoting reflection and critical thinking, and active efforts to reduce bias, prejudice and stereotypes, with emphasis on reducing disproportionality. The Family Engagement Model Guiding Principles related to this Value are:

1. Families are diverse and have the right to be respected for their economic, ethnic, class, cultural and religious experiences and traditions.
2. Practice and services are delivered in a manner that respects, supports and strengthens the child's and family's identity.
3. Every culture should be recognized for its positive attributes and challenges for families, professionals and communities.

CC1 Competency: The supervisor actively explores own stereotypes, biases and prejudices and assists social workers in exploring their own stereotypes, biases and prejudices in order to reduce effects of these in all areas of professional life.

Indicators: The supervisor:

1. Believes that active scrutiny of beliefs, assumptions and values will enhance an individual's ability to act with integrity, courage and fair-mindedness (A)
2. Demonstrates understanding that bias causes individuals to perceive some aspects of a situation while ignoring others (K)
3. Demonstrates understanding that bias, stereotypes and prejudices exist in all human beings, but are often not thoroughly known or understood (K)
4. Scrutinizes own recommendations and decisions to identify bias (S)
5. Readily engages in difficult conversations (S)
6. Demonstrates understanding of and teaches social workers about the effects of racism and bias (K/S)
7. [Demonstrates understanding of and teaches social workers about effects of stereotypes, biases and prejudices on relationships with colleagues \(K/S\)](#)

CC2 Competency: The supervisor identifies structural stereotypes, biases and prejudices, including structural racism in order to eliminate effects of these forces.

Indicators: The supervisor:

1. Believes that stereotypes, bias and prejudice exist in all personal and professional arenas (A)
2. Believes that exposure of stereotypes, bias, prejudice and structural racism enables families, communities, and DSS to live and work with integrity, courage and fair-mindedness (A)
3. Believes that structural racism contributes to disproportionality in child welfare (A)
4. Knows how to explore existence and effects of structural racism (K)
5. Teaches social workers to identify structural racism, and bring it into the open (S)

CC3 Competency: Supervisor works to increase own knowledge and understanding of, and sensitivity to culture, race and effects of bias in order to reduce effects of bias and bring assumptions to the surface.

Indicators: The supervisor:

1. Believes in own responsibility for learning about culture (A)

2. Actively explores culture, race, ethnicity to improve understanding of families, social workers and community (K/S)
3. Actively works to improve own awareness of assumptions, attitudes, experiences (K/S)
4. Seeks out training opportunities or cultural events (K/S)
5. Is aware of effects of diverse cultural, racial, ethnic, gender dynamics within unit, office and agency (K/S)
6. Can manage difficult conversations, and bring them to productive conclusions (S)
7. Is aware of how own background and experiences influence judgments (A)

CC4 Competency: The supervisor works to identify and understand cultural beliefs about what keeps children safe and what constitutes danger to children.

Indicators: The supervisor:

1. Believes that understanding the array of beliefs about protection of children is critical to responding to specific families and children (A)
2. Demonstrates understanding that beliefs about how to keep children safe vary among different cultural, ethnic, immigrant, religious, geographic and socioeconomic groups (K)
3. Demonstrates understanding of how cultural beliefs affect family practices related to medical care and treatment (K)
4. Can teach social workers how to surface these beliefs (S)
5. Can sensitively address cultural, ethnic, religious or other strongly beliefs and practices which create danger or risk of harm to children (S)

CC5 Competency: The supervisor works to identify and understand cultural beliefs and practices which support life long connections for children and families.

Indicators: The supervisor:

1. Believes that cultural traditions offer an array of life long connections which can support children's enduring relationships with family and community (A)
2. Demonstrates understanding that life long connections valued by cultural, ethnic, religious or other traditions may take forms not often recognized in western European traditions (K, A)
3. Can teach social workers how to surface these beliefs (S)
4. Can assist social workers, families and children in drawing on these beliefs to support life long connections (S)

CC6 Competency: The supervisor ensures social workers are knowledgeable about a specific family/child's culture in order to understand the family and child's daily life experiences.

Indicators: The supervisor:

1. Believes that in addition to cultural and ethnic heritage, each family creates its own culture which must be understood in order to engage in partnership with the family (A)
2. Believes that DSS practice should respect, support and strengthen the child's and family's identity (A)
3. Demonstrates understanding of and teaches cultural variations concerning family structure, roles and responsibilities (K/S)
4. Teaches social workers to identify important aspects of daily life which can be carried with a child in the event of placement (e.g. foods, music, photos, objects) (K/S)
5. Demonstrates understanding of gender roles, gender preferences and effects of these on family dynamics and child development (K)

6. Helps foster parents and other caregivers understand and support the child's cultural connections, including the value of objects child brings to placement (K/S)
7. Actively maintains knowledge of community demographics, changes in population shifts (K/S)
8. Can discern match/mismatch between the worker's culture and that of the family (S)
9. Protects bilingual/cultural workers from unreasonable work demands (S)
10. Participates in recruiting diverse work force (S)

CC7 Competency: Supervisor acts to monitor and reduce disproportionality in population served, particularly children in placement.

Indicators: The supervisor:

1. Believes that disproportionality arises from the influence of bias, prejudice and stereotypes at all stages of involvement with a family (report, screen, investigation, etc.) (A)
2. Is knowledgeable about and ethnic characteristics of community and of cultural and ethnic characteristics of families and children referred/reported to DSS (K/S)
3. Is knowledgeable about cultural and ethnic characteristics of children in placement caseload (K/S)
4. Knows and uses decision making methods which reduce disproportionality (K/S)
5. Actively educates staff and community about sources and effects of disproportionality (K/S)

CC8 Competency: The supervisor ensures that cultural heritage, identity, and affiliations are explored and documented in investigations, assessments and action plans.

Indicators: The supervisor:

1. Believes that families are diverse and have the right to be respected for the economic, ethnic, class, cultural and religious experiences and traditions (A)
2. Reviews assessments, action plans, documentation to ensure culture, heritage, cultural & ethnic blending, and cultural identity are addressed and documented (K/S)
3. Assists workers in talking with a family about what the worker knows and does not know about a family's culture (S)
4. Encourage use of professional, non-family interpreters (S)

COMMITTED TO CONTINUOUS LEARNING

Supervisory practice which is committed to continuous learning involves reflection and critical thinking, as well as active pursuit and promotion of learning. The Family Engagement Model Guiding Principles related to this value are:

1. Self-reflection, by individuals and systems, fosters growth.
2. Data should be used to promote learning.
3. Opportunities for continuous learning must be widely afforded to professionals, family and community providers.
4. Child, family and community input are essential in the learning process.
5. Positive growth and change must build on identified strengths.
6. Families have a right to participate in services with highly skilled and trained professionals.

CL1 Competency: Supervisor teaches social workers and supports them in reflection, examining assumptions and seeking new knowledge/understanding in order to improve practice and professional development.

Indicators: The supervisor:

1. Believes that families have a right to participate in services with highly skilled and trained professionals (A)
2. Assesses individual learning abilities and styles (K/S)
3. Demonstrates understanding of and applies principles of adult learning (K/S)
4. Promotes mentoring opportunities (K/S)
5. Links theory to practice in supervision (K/S)
6. Elicit worker's own professional development goals (K/S)
7. Pushes worker professional development by assigning challenging cases (K/S)
8. Promotes reflective thinking in supervision, e.g. help social worker identify what is known, question assumptions (K/S)
9. Teaches/models techniques such as scaling questions (K/S)
10. Identifies and teaches specific social work processes, e.g. closing and termination (K/S)
11. Facilitates clinical conferences (K/S)
12. Use unit meetings to generate ideas (K/S)
13. Uses team approach to study and decision making (K/S)
14. Obtain books, articles, etc for staff (S)

CL2 Competency: Supervisor promotes creative and innovative approaches to promoting safety, permanence and well-being for children, and their families

Indicators: The supervisor:

1. Believes that there are many ways of understanding and supporting safety, permanence and well-being (that no one has all the answers) (A)
2. Demonstrates understanding that creative and innovative approaches often require changes in beliefs and attitudes, in addition to acquiring knowledge (K)
3. Actively explores, and assists others in exploring, different points of view and ways of defining challenges in child welfare practice (S)
4. [Demonstrates understanding of parallels between supervisor-social worker relationships and social worker-family relationships.](#)

CL3 Competency: Supervisor promotes design and delivery of training in order to insure responsiveness to needs of social workers, families and children.

Indicators: The supervisor:

1. Encourages development and use of learning portfolios (K/S)
2. Advocates for accessible training (S)
3. Advocates for specific training topics (S)
4. Identifies gaps in training resources and advocates for development of needed resources (K/S)

CL4 Competency: Supervisor promotes participation in training or structured learning to improve practice and professional development.

Indicators: The supervisor:

1. Promotes participation in training by providing information, arranging for coverage, etc. (S)
2. Supervises students (K/S)
3. Requires workers to share knowledge gained in training (S)

CL5 Competency: Supervisor actively pursues own learning to improve practice and professional development.

Indicators: The supervisor:

1. Attends trainings (S)
2. Shares knowledge and understanding gained through learning (S)
3. Develops and uses own learning plan (K/S)
4. Maintains knowledge of current on practices/latest best practice through reading and participating in training (K/S)
5. Develops own professional development plan (K/S)
6. Assesses own learning needs in consultation with peer and/or supervisor (S)
7. Ensures own supervision (S)
8. Use group process/consultation with others for learning and decision making (K/S)
9. Maintains own learning re: technology and use technological tools available (S)
10. Uses data in decision making (S)
1. Uses interactive facilitation in unit/team meetings (K/S)
2. Ensures group leadership is shared (S)
3. Promotes group study (S)
4. Encourages and facilitates sharing of individual or group learning experiences within unit/team or other venue (S)

CL6 Competency: Supervisor uses group processes to promote reflection and learning in order to improve practice and support group cohesion.

Indicators: The supervisor:

1. Uses interactive facilitation in unit/team meetings (K/S)
2. Ensures group leadership is shared (S)
3. Promotes group study (S)
4. Encourages and facilitates sharing of individual or group learning experiences within unit/team or other venue (S)